Proceedings of the Global Conference on Education and Research: Volume 2

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Preface

Welcome, Hoşgeldiniz, Willkommen, Добро пожаловать, 欢迎光临 , Bienvenido, Καλώς Ορίσατε, Benvenuto, ようこそ, 환영합니다, مرحباً ,Bienvenido, Καλώς Ορίσατε, Benvenuto, ようこそ, 환영합니다, مرحباً to the Global Conference on Education and Research (GLOCER) here at the University of Nevada, Las Vegas, Nevada, USA. The Association of North America Higher Education International (ANAHEI) is very honored and excited to host GLOCER 2018. This is the 12th conference that ANAHEI is organizing.

GLOCER received more than 200 abstracts/papers for the conference from 270+ authors. One hundred twenty-nine of these presentations are accepted to be presented at GLOCER 2018. GLOCER is a truly an interdisciplinary and global conference as we will host 200+ participants from 29 countries and from different fields of studies. We would like to thank each author for submitting their research papers to GLOCER 2018.

As GLOCER 2018 was a peer-reviewed, double blind conference, we would like to thank each and every reviewer who ensured that the paper review process was a high quality and smooth. We also would like to thank the awards committee for their hard work in selecting the recipients of this year’s award winners.

We would like to thank University of South Florida Sarasota-Manatee for sponsoring GLOCER 2018. Without their support, this conference would have not been possible. We would like to thank our Sponsors for making this Conference possible: University of Florida, USFSM M3 Center, University of Delaware, USF College of Education, National University Sanford College of Education, and Tea & Whisk. Also, we would like to extend our gratitude to our keynote speakers: Dr. Bo Bernhard, and Dr. LeAnn G. Putney.

Moreover, we sincerely express our appreciation to all students in the Event Management class in the Harrah College of Hospitality at the University of Nevada Las Vegas who have volunteered their time to make this Conference a success. Big thanks goes to Dr. Yen-Soon Kim, Associate Professor at the Harrah College and the professor of the Event Management class for integrating this wonderful conference into her teaching and giving her students an amazing experience. We also thank all other volunteers.

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Part 1: Adult Education
Idiom Assessment: To Go off the Beaten Path

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Abstract

Idioms are omnipresent in language education. Idioms are used as a colorful language to express ourselves and depict our thoughts more artfully, accurately, and efficiently. A person utters approximately 4.7 million novel and 21.4 million frozen metaphors over a sixty-year of his life (Pollio, Barlow, Fine, & Pollio, 1977). In this sense, multiple studies have examined different aspects of idiomatic phrases: idiom processing models (Liontas, 2002); the importance of context (Liontas, 2007); idiom comprehension processing models (Abel, 2003); important factors in processing idioms in L1 and L2 (Cieślicka, 2015); the effect of L1 and supportive context (Türker, 2016), to name a few. Despite their ubiquitous nature, assessing idioms is viewed as a stumbling block for second language teachers. Said another way, idiom assessment has been an oft-neglected topic in second language acquisition (SLA). Accordingly, idiom assessment looms as an important issue deserving serious attention in language education. This article then sheds light on multiple assessment techniques that educators can harness to assess the idiomatic competence development in language learners. Beginning with the notion of idiomaticity, the author then introduces an L2 idiom processing model—Idiom Diffusion model proposed by Liontas (2002). Finally, the author proposes sound assessment techniques such as portfolio assessment, discrete-point approach, idiom detection, and task-based format to be employed for assessing idiomatic competence of language learners. The validity of the techniques is closely scrutinized, their strength reiterated, and new suggestions for research and pedagogical purposes are offered.

Keywords: idiom diffusion model, discrete-point approach, idiom assessment, idiom processing models, portfolio assessment
Sexual Harassment: The Stakes Continue to Rise

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Abstract

The recent avalanche of sexual harassment allegations continues to destroy careers and jeopardize businesses. While it’s the rich and famous who make the headlines, most sexual harassment charges and allegations involve unknown, average workers – maybe even employees at your university. Today, more than ever, colleges and universities must reduce risk and minimize liability by educating their employees and implementing a proactive sexual harassment policy. Researcher will discuss the current climate facing places of higher education as well as risk reduction strategies and legal issues surrounding sexual harassment.

Keywords: sexual, harassment, jeopardize, career
A Gradual Technological Change and the Need for Education to Expand

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Abstract

This paper will explore the economics of technology absorbing millions of jobs, such as cashiering jobs, specifically in the retail sector. The questions that will be answered in this paper are: What will these people do instead? Where will they go? It will be proposed here that the adult education sector will need to expand, as this paper will propose that the educational sector can absorb these 2,905,470 workers (bls.gov) in the coming years. According to the Occupational Outlook Handbook, many industries such as the example used in this paper (Cashiers) outlooks are grim as automated technology gradually takes over such industries. While this won’t be an issue overnight, this paper will also be proposing that this is an issue that needs to be gradually met and addressed, and that needs to start today. The expansion of adult educational opportunities can help absorb such people, give them an alternative to the grim prospect of losing their job, and ultimately help to reeducate them into some of the highest growing industries, such as Solar Rooftop Installers, Home Health Aides and Personal Care Aides (bls.gov). This expansion is especially needed in the Southern Nevada region. This expansion of adult education is needed not only because there will be a gradual absorption of many cashiering jobs and the like, but also as there is only one resource for adult education and continuing education in the region, The College of Southern Nevada. While The College of Southern Nevada is a very well run institution, there will be a higher need for more specific and detailed training programs, such as Solar Tech Installer training, for example. If The College of Southern Nevada has a monopoly, they will have the say all on what programs there will be or not. Having more adult education institutions will also benefit more selective higher educational institutions, as somewhere like the University of Las Vegas, Nevada can setup transfer agreements with such institutions, and not be limited to one entity and what they offer their students. This will also promote and encourage some to continue in their education. Change in the workforce is coming. While it will happen gradually, it is this papers proposal to state that we need to set new alternatives for such a large population of workers being absorbed by technological advances, not just propose a basic income. This paper believes that a major alternative for such people, in such industries will be education and retraining opportunities. This proposal and model can be advocated throughout the nation, not just the Southern Nevada region.

Keywords: technology, education, gradual, economy
Building a Culture of Health via Adult Education

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Abstract

In 2014, Cooperative Extension, the land-grant system which provides educational opportunities to adults outside of the college environment introduced a new focus on Health & Wellness. Extension is unique in that it places masters-level faculty members in every county of every state in the nation to offer evidence-based knowledge to local communities. The new focus and framework of Health & Wellness in Extension provides tools and suggestions to respond to the needs of the communities (Rodgers & Braun, 2015). Subsequently, in 2017 the Robert Wood Johnson Foundation partnered with Cooperative Extension and 4-H to create a "Culture of Health," using a community based model. Utah was one of five states chosen to be a leader in the initiative, and was charged with selecting key communities to begin developing such a culture. Communities had to range from being innovators in health & wellness community initiatives to beginners. Rural Emery County has opioid death rates that are approximately twice the national average. This satellite, former coal-mining community is medically underserved and has historically not been home to targeted public health initiatives. Through this partnership, they are developing a coalition with local law enforcement, behavioral health experts, the county health department and the university to implement solutions to their local opioid crisis. On the other end of the spectrum, urban Davis County, with a stellar track record of innovative health interventions, has identified teen suicide as their primary public health issue. They are committed to training adult volunteers to serve as suicide prevention advocates for teens, specifically within the Latino community which has remained underserved. We offer reflections and insights into the development of the participatory, community-focused decision making processes in these two counties in Utah. We explain successes and challenges in working with hard-to-reach populations on stigmatized topics, and how coalition building has brought behavioral health experts alongside public health advocates and community members to advance local-level changes. In particular, we offer guidance to other scholars and clinicians interested in developing community-based behavioral health interventions that operate outside of clinical settings. Using local responsiveness will help to continue community led coalitions. We will share our model of how to choose strong community partners, how to develop coalitions, and how to secure buy-in from stakeholders, as well as key lessons in taking mental health and substance abuse initiatives into the everyday lives of engaged citizens. This study will allow for further research in the areas of sustainable practices when working on policy, systems, and environments based projects.

Keywords: culture, health, adult education, wellness

Reference

Mixed Methods Study of Mobile Learning (M-Learning) in Health Professions Education

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Abstract

Medical and health information continues to expand at exponential rates. The challenge for learners and practitioners is staying up-to-date and being able to access this information at various locations and times. Mobile technology (e.g., mobile phones, tablets and apps) ownership and usage has expanded amongst health and human services learners and practitioners. Practitioners report growing use of mobile technologies to support ‘just in time’ learning and self-directed learning activities. There is also growing usage of mobile learning (M-learning) in classroom and practice-based learning settings in health professions education. There is limited understanding, but a growing body of research, around the most optimal ways in which M-learning can benefit student learning and continuing professional development. The purpose of this presentation is to discuss the findings of a mixed methods research study to explore the usage of mobile technologies for continuous learning by practitioners and the nature of M-learning across the medical education continuum. The study methods included a scoping review of the use of mobile learning technologies across the medical education continuum; semi-structured interviews with a purposive sample of physicians, nurses, pharmacists and social workers; and an online survey of physicians, nurses, pharmacists and social workers. The scoping review included a search of peer-reviewed literature published between 2010 and 2017 in PubMed, ERIC, PsychINFO and CINAHL databases, with the purpose to explore the nature of M-learning across the medical education continuum. Majority of articles (52.2%, n = 82) were of a commentary nature only, 43.3% (n = 68) reported evaluative outcomes at satisfaction level, 9 (5.7%) and 23 (14.6%) of the articles reported evaluative outcomes at attitudinal/perceptual and knowledge/skills levels. Majority of studies reported use of mobile phones (62.4%, n = 98) and mobile phone apps (54.1%, n = 85). Interviews and online survey were intended to examine the use of mobile technologies in supporting the continuing professional development activities of health and human services practitioners in Newfoundland Labrador, Canada. The findings include a thematic summary of: contexts and nature of M-learning in medical education; barriers/challenges to M-learning at pre- and post-licensure educational levels; enablers and facilitators of M-learning adoption; educational benefits and outcomes of M-learning; conceptual implications for advancing learning theory; and future research directions. Survey responses indicate a significant difference in attitudes towards acceptance and use of technology on the basis of years in practice (experience). Junior practitioners reported more positive level of attitude towards acceptance and use of technology. The highest average scores for key benefits of using mobile technologies for continuing professional development were: potential for enhanced knowledge acquisition (3.45/4), improved access to information (3.51/4), enabling opportunity to stay up-to-date (3.44/4), and enabling one to verify information (3.40/4). A systems model explaining the various factors influencing the adoption of M-learning is used to summarize the key findings.

Keywords: mobile learning, continuing professional education, health care professionals, mixed methods

Acknowledgements

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First-Generation Adult Learners’ Transition Experiences to Formal Education: A Qualitative Exploration

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Abstract

Over the last few decades, adult learners and first-generation learners have been separate, yet growing populations in formal, post-secondary education in the United States. However, the two groups have been overlapping more in recent years. Adult learners make up 43% of the undergraduate population, while first-generation learners make up nearly one-half of all undergraduates. Moreover, adult undergraduate enrollment is projected to increase 20% by 2020, likely placing this population at the forefront in higher education as the learner majority. Scant research exists that documents the transition experiences of first-generation adult learners to formal learning contexts. Since this student demographic is positioned to become the learner majority in the near future, understanding their transition experiences can assist practitioners and researchers in determining the appropriate support structures necessary to ensure their success. Due to the gap in the literature on this topic, the researcher decided to conduct a qualitative case study that explored how first-generation adult learners made meaning of their transition experiences to a formal learning context. Specifically, the researcher conducted semi-structured interviews with ten adult learners, 28 to 56 years old, who chose to pursue their undergraduate education for the first time later in life as first-generation learners. In addition to the semi-structured interviews, the researcher attempted to employ other naturalistic methods to elicit a broader range of data from participants. The research was conducted at a research-focused university in the midwestern region of the U.S. The findings of the study have implications for future practice and research, which will be discussed during the conference presentation.

Keywords: adult learner, first-generation learner, formal learning context, transition.
Igniting Teacher Professional Development Through Self-Directed Learning

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Abstract

This paper explores self-directed learning and teacher professional development especially as it relates to elementary education. There has been increased interest in self-directed learning in recent years. People have always acquired new knowledge, learned new skills as they deemed it necessary, and teachers are no different. In a recent study, elementary teachers reported how they were constantly seeking ways to upgrade their content knowledge and pedagogy after reflecting on their practices. The teachers described various ways in which they engaged in learning activities that filled specific needs. This paper provides a nuanced view of elementary mathematics teachers’ experiences with self-directed professional development. Darling-Hammond (1996) and Minott (2010) agree that teachers’ reflection on their pedagogical practices and making decisions to act on that reflection indicates professional growth. This growth based on teacher reflection can often lead to self-directed learning. Self-directed learning is learning that is based on an individual’s decision to participate in learning activities of his/her own choosing. In self-directed learning, the learner (teacher) decides on the material and organizes the learning process to fit his/her current needs which may or may not involve others (Knowles, 1978). Teachers who are self-directed in their approach to their learning needs acquire the resources and the materials needed to facilitate that process. Trotter (2006) identified two traits that are consistent with adult learners, (a) they determine the direction of their learning experiences (b) they have a wealth of experience that serve as a resource in the learning process. There are goals involved in self-directed learning that include promoting emancipatory learning and social action, supporting transformational learning and helping learners develop the capacity for self-direction (Merriam, 2001). In addition, self-directed learning provides teachers with an avenue for exploring questions that are generated because of their practice (Slavit & McDuffie, 2013). Teachers who engage in self-directed learning to improve their practice are participating in self-directed professional development. Self-directed professional development is professional development that is internally motivated and arises from the teacher’s own initiative (Eekelen, Vermunt & Boshuizen, 2006; Mushayikwa & Lubben, 2009). Teachers engaged in self-directed professional development, are acting as brokers of their learning, by reflecting on their experiences, observing and determining the kinds of learning experiences that are useful (Slavit & McDuffie, 2013). Self-directed learning as proposed by Knowles (1975) aligns with self-directed professional development where teachers are engaged in learning that is relevant, meaningful and specific to learning needs. Teachers who engage in self-directed professional development, self-regulate their learning, in addition to managing their social learning contexts, while coordinating the experiences to achieve and influence their learning goals (Buzza & Allinote, 2013; Cho & Heron, 2015). By engaging in self-regulation, teachers are monitoring their learning needs, while actively seeking opportunities to fulfill these needs. As professionals, teachers are expected to be autonomous and self-directed in implementing novel activities to stimulate their professional growth and development (Cranton, 1996). While engaging in self-directed professional development teachers have the autonomy to control and support their own learning. Teachers engagement in self-directed professional development, allows them to seek, design, engage in learning activities, and evaluate learning outcomes based on their needs (Cummings, 2011). There are expectations for teachers to be actively engaged in professional
development to provide students with meaningful and relevant learning experiences. In an era where educational reforms, changing technologies and new research in education impact schooling, teacher professional development is a necessity (Jarvis, 2006; Day & Sachs, 2004)). The important role that teachers play in the education makes it necessary for them to be knowledgeable both in the content they teach, and the practices used in facilitating the learning process and instruction (Hill & Ball, 2004). In initiating, sustaining and providing stewardship of professional growth and development, teachers are demonstrating that they are cognizant of their learning needs. The internet is a potential source for the professional development of the teacher (Pattahudin, 2013). The advent of new technologies provides teachers with varied opportunities to be engaged in professional development across different learning domains. Teachers have access to internet based online portals through which they engage in learning opportunities suited to their needs. Studies done on professional development of teachers suggests that the use of online platforms provide teachers with opportunities to bridge the gap with learning in traditional professional development formats and the self-directed model. The use of internet with the accompanying social media platforms like Twitter, provides teacher with a wealth of learning experiences as they follow and participate in conversations and learning activities about teaching practice from experts in the field and teachers who are willing to share their experiences (Saville, 2013; Visser et al, 2014; Wallinger, 2016). In support of the use of internet technology as a means of professional development Lawless and Pelligrino (2007) advocate that its use can be instrumental in providing teachers with opportunities that enhance professional learning. Teachers collaborate through self-directed learning on Twitter, by writing and following blogs on online platforms, which provides teachers with a variety of learning opportunities that supports teacher learning. Through blogs, teachers support their professional learning while crossing geographical boundaries (Luehmann & Tinelli, 2008). Teachers have choices regarding the nature and the mode of professional development activities that they engage in, and there should be an encouragement of a fluid movement between traditional forms of professional development and the use of virtual networks (Fucoloro, 2012). Self-directed learning, coupled with self-directed professional development can potentially transform teacher professional development, as teachers have opportunities to be autonomous in their choice of learning modalities relative to both content and context.

Keywords: self-directed learning, self-directed professional development, professional development

References


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An International Student's Self-Directed Learning Experiences in the United States

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Abstract

The term “self-directed learning” (SDL) has been emphasized and regarded as one of the key elements in the field of second language acquisition (SLA). SDL is not only important for second-language learners, but it is also crucial for teachers and parents. SDL enables second-language learners to take charge of their own learning. Second-language learners may become stabilized/fossilized (the cessation of second-language learning) after they have been learning a second language for a period of time. These individuals need to search for effective, productive methods to overcome stabilization so they are able to perform better and move to the next level in second-language learning. The significance of learning strategies has been pivotal in the field of SLA. Second-language learners must select effective strategies to assist them in more productive and efficient learning. However, it is also important for facilitators to teach second-language learners how to take charge of their own learning (metacognition) beyond school. Therefore, being taught and knowing how to learn more effectively and functionally should be valued as well. The importance of SDL should not be neglected. SDL does not require that learners learn alone (Brockett & Hiemstra, 1991; Candy, 1991; Hiemstra, 1985c; Knowles, 1975, 1990; Moore, 1973). Peer interaction or cooperative learning encourages learning, and learners learn better from peers than teachers (Reid, 1993, cited by Jacobs & McCafferty, 2006), which supports the assumption that the core of SDL should be “relationship[s] with others” (Loyens, Magda & Rikers, 2008) and that learning through interaction helps achieve better outcomes. This study explored an international student’s self-directed learning experiences in an English as a second language (ESL) program in the U.S. Using a case study, the researcher examined how the student used learning strategies to engage in her ESL learning. The central purpose of this study is to emphasize self-directed learning and learning factors as well as learning strategies. The research questions are as follows: (1) how can second-language learners benefit from self-directed learning in ESL learning, (2) what learning strategies can second-language learners choose and use to facilitate second-language learning and enhance their learning proficiency, (3) how can second-language learners perform well in their learning by engaging in self-directed learning and what are ways to enhance and facilitate the effectiveness of second-language learners’ self-direction. The researcher administered a self-directed English-learning strategies questionnaire during an interview with a Taiwanese student to identify her learning in and outside the classroom, including her activities and attitudes toward self-directed learning, motivation, and self-directed learning choices. The results revealed several external motivators that helped the student with her ESL learning, including teachers’ supervision and encouragement; English environment exposure opportunities outside the school through activities and interests, such as choosing to read the newspaper and listen to songs in English; and talking with native speakers to improve English proficiency. At times, the student was also motivated to engage in learning activities, while at other times, she was not due to external factors. For example, the student engaged in activities because teachers told her to do so or because she needed to study for an exam. Therefore, teachers played a significant role in the student’s learning and showed her what she could and could not do. The teacher was both a facilitator and a participant in the student’s learning. The findings also reported the
effectiveness of self-directed learning strategies in helping her ESL learning as well as to strengthen her self-directed learning outcome. This study contributes to the research on adult ESL learning through self-directed learning strategies.

**Keywords:** international student, English as a second language, self-directed learning, learning strategies

**References**


Part 2: Curriculum and Instruction Development
Building Community Using Experiential Education With Elementary Preservice Teachers in a Social Studies Methodology Course

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Abstract

There is urgency for teacher educators to instruct preservice teachers in the tenants of social justice education. This urgency is based upon the American demographic landscape and the responsibility of educators to teach for social justice. Preservice teachers report feeling inadequately prepared to educate for social justice when entering the classroom setting. Feelings of incompetence in social justice teaching expressed among preservice teachers coupled with minimal examination in the literature of the effects of teacher education practices that aid in the readiness to teach for social justice provided the foundation for this study. This study examined experiential methodologies that can prepare preservice teachers to teach for social justice, particularly within a social studies context. The study focused on two research questions: (1) How do preservice elementary teachers in a social studies methods course conceptualize teaching for social justice within an experiential framework? (2) In what ways did preservice teachers operationalize teaching for social justice in the practicum classroom? Also examined was how development of community in a social studies methodology course fostered the understanding of teaching for social justice. The findings highlight preservice teachers were able to conceptualize building communities with experiential methods to teach for social justice and how doing so created an effective learning community. Although the preservice teachers valued the implementation of experiential methods to foster the teaching of social justice, difficulties were expressed in their incorporation of experiential methods in the practicum environment due to a lack of confidence, teaching competence or collegial support.

Keywords: case-study, qualitative, teacher education
Marrying the Pecha Kucha With Graphic Organizers as a Summative Assessment

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Abstract

The combination of multimedia learning with graphic organizers can reduce cognitive load. The researcher shares an innovative way of teaching and learning with a specific multimedia presentation format, pecha kucha, in harmony with graphic organizers. The researcher used the mixture of multimedia learning and graphic organizers to create a summative assessment that decreased extraneous processing for students. Findings from the lesson suggest an engaging way to include technology as a summative assessment outside of a written test. Future investigations may examine the summative assessment’s success in a classroom with students with learning disabilities in the middle and secondary school grades.

Keywords: multimedia learning, cognitive load
Developing Preservice Teachers’ Pedagogical Content Knowledge in Literacy Through Content Coaching in a Study Abroad Context

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Abstract

Study abroad contexts expose preservice teachers to experiences in culturally unfamiliar settings that provide opportunities to disrupt and expand their beliefs about teaching and learning (Brindley, Quinn, & Morton, 2009), as well as broaden their perspectives of diversity, teaching, and learning (Cushner & Mahon, 2002; Dunn, Dotson, Cross, Kesner, & Lundahl, 2014). These disruptions create dissonance for preservice teachers that is best addressed through an immediate interpretation of their experiences (Dewey, 1933; Gelfuso & Dennis, 2017). When dissonance is addressed through the social practice of apprenticeship (Wenger, 1998), preservice teachers have the opportunity to deepen their understanding of pedagogical practices. Therefore, we designed a study abroad program focused on disrupting preservice teachers’ notions of literacy and literacy practices and building their pedagogical content knowledge (PCK) in literacy. We situate this work in the belief that literacy is a social practice and we view preservice teachers as legitimate peripheral participants (Lave & Wenger, 1991). Preservice teachers are apprenticed through “regimes of competence” (Wenger, 1998, p. 137) by knowledgeable others (Vygotsky, 1978) who serve as literacy content coaches (Gelfuso & Dennis, 2014). We believe this serves to accelerate the development of preservice teachers’ pedagogical content knowledge by providing focused, scaffolded interactions (Gelfuso & Dennis, 2017). Through the use of content coaching teaching rounds, we aim to shift the focus from a teacher-centered endeavor to one that focuses on children’s literacy development (Paris & Gespass, 2001). Teaching rounds provide preservice teachers with opportunities to observe expert practice through live teaching or video examples in a new cultural environment that may disrupt their current conceptions about teaching and learning. Additionally, they allow preservice teachers to debrief their experiences with peers, faculty, and school-based teacher educators. As a next step, preservice teachers prepare to teach their own lesson by planning with a content coach and peers, and then practice their teaching with these same supports. Such approximations of expertise (Grossman, Hammerness, & McDonald, 2009) offer preservice teachers opportunities to engage in pedagogical practices while simultaneously receiving feedback from both peers and coaches. Teaching rounds are consistent with the framework for preparing preservice teachers offered by McDonald, Kazemi, and Kavanaugh (2013) in which the authors call for a more deliberate approach to refining the pedagogy of clinical teacher preparation. Therefore, this qualitative study was designed to understand how preservice teachers’ literacy PCK develops in a study abroad field experience. The specific question guiding this study was: in what ways do preservice teachers understand literacy and literacy practices? Further, in what ways might a study abroad program influence a shift in these understandings? This qualitative study took place during a study abroad clinical field experience through a university in the southeastern United States. The study spanned three years, from 2015-2017. Participants included 40 elementary undergraduates, 3 early childhood undergraduates, 4 MA reading students, and 1 MA Elementary Education student. Our research team included an associate professor who served as the program director, and three doctoral students. As a team, we met bi-weekly to plan seminar content, discuss data collection, and analyze data as the study progressed. Each member of the team attended the summer experience and served as coaches and leaders for the participants.
Preservice teachers participated in five pre-departure seminars during the fall and spring semesters of their junior year and engaged in a four-week, full-time field experience in Cambridge, England primary schools during the summer prior to their final year. We collected a range of data in the form of audio-recorded interviews, lesson plan artifacts, video observations, anecdotal observation notes, social media photos of literacy practices, weekly seminar transcripts collected during the summer experience, and researcher journal entries. We collected additional post interview data once prior to returning to the United States and again in the fall semester after the experience. We analyzed data throughout the study in order to develop our thinking and modify content as necessary. Team members transcribed audio from interviews and seminars. A content analysis of transcripts began with team members independently reading and coding a single participant’s transcript. We met to review independent codes and then negotiated and combined codes into larger themes. We repeated this procedure with the next transcript to determine if we agreed on our established coding scheme. We continued the process with the remaining transcripts. Analysis of the remaining data is ongoing. As we analyzed pre- and post- interview data, we found a change in the way preservice teachers expressed their understanding and beliefs of literacy and literacy practices. Pre-departure interviews exposed the participants’ narrow, surface level understanding of literacy and literacy practices. Many of the interns described literacy as the “reading and writing” that takes place during a designated block of time, following a prescribed format. Others mentioned their inexperience seeing literacy because of their placement in a math or science classroom. After the study abroad experience however, participants began to describe literacy differently. And although some still had a hard time articulating what they wanted to say, they noticed literacies throughout the classroom and across the school day and began to name literacy practices. We attribute this shift in thinking to the difference in structures between their current US field placements and the Cambridgeshire placements. We also accredit the shift in thinking to the intensive, collaborative coaching that takes place throughout the experience. This experience allowed the participants to step outside of their current context and the restrictions of a rigid, standardized curriculum to recognize quality literacy practices seamlessly embedded throughout the day.

**Keywords**: study abroad, field experience, literacy, pedagogical content knowledge

**References**


Preservice Teacher Education: Preparing for the Unknown While Navigating the Tumultuous Waters of the Present

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Abstract

One role of teachers is to prepare their students for the future. The future that current students are preparing for is more tumultuous and complicated than in years past. The political climate is troubled, and controversial local and national issues are at the forefront of discussion. Development of technology and social media has allowed a platform for students to express their opinions and views more often, more privately, and to a larger audience than ever before. In addition to the ability to share their views and opinions on a larger forum, the students are also exposed to more views and opinions than ever before. These views that the students are exposed to are often controversial, biased, and untrue. At the same time, many are unbiased and true. Because of these developments, students need to develop more critical thinking skills than they have in years past. Teachers need to instill in their students the skills to decipher between credible sources and opinions, and how to develop their own opinion. Today, the teaching profession requires teachers, at all levels of education, to prepare students for a more complicated world that demands more from students and their educators. Educators now need to include topics into their curriculum that their predecessors may not have been required to emphasize in their classroom. Some of these topics include: climate change, banning books, evolution, diversity and inclusion, alternate accounts of history, free speech, among many others. Many of these topics are expected to be addressed on top of each state’s standards for learning and comprehension. For many educators, opening up discussions and learning opportunities about these topics in addition to teaching grade level standards can be challenging and time consuming, even though these topics are crucial to students understanding the world and society they live in. Additionally, topics like climate change need to be addressed within the classroom, so students are prepared for college, future careers, and life as an informed adult and member of society. While it is no secret that integrating these topics into an already jampacked curriculum is challenging, educators must make the decision to incorporate these topics into lessons throughout the school year. With creativity and determination, these extra discussions and ideas can be incorporated into lessons that teach the core principles. Many of these topics do not need to take up many lessons if they are woven into preexisting lessons. For example, English teachers can plan lessons that coincide with Banned Books Month to open up a conversation about censorship, citing many novels that are frequently banned (some of the books students may have read in their current or previous classes). While topics like censorship fit naturally into an English teacher’s curriculum, other teachers may not have the opportunity to overtly plan a lesson centered on specific topics. However, some of these topics might influence how a teacher constructs their entire curriculum. Examples of this method of integration could be a history teacher including documents and readings outside of the textbook that highlight minority points of view in history or a science teacher using climate change to teach core principles and standards of science. While there are many ways to add topics like climate change and censorship into a curriculum, the most important take away is that teachers understand the importance of these topics to their students lives and education and how knowledge of these topics will help their students today and in the future. While teachers have to prepare their students for a complicated and tumultuous future, teachers also face unknown classroom environments.
Diversity is more prominent and more recognized now than it has been in the past. Teachers will encounter students with different cultures and backgrounds that they may never have experienced before or understand. Teachers will also have students with different socioeconomic backgrounds as well and students with vastly different opinions on controversial issues. As mentioned before, students are exposed to many different views and opinions through technology, and they naturally form opinions based on what they read and view. These topics and backgrounds will naturally come up in the classroom, and teachers may be unprepared when they do. It is imperative that teachers are aware of the unknown environments they may face, and prepare for them. There are many ways teachers can prepare for the unknown. One way to prepare for this is for teachers to get to know their students. Teachers can create a relationship with their students, knowing more than just their name. Teachers can get to know their students through conversation, observation, assignments, etc. By getting to know their students, teachers can become aware of some of the situations and backgrounds they wouldn’t be able to know about otherwise. In addition, teachers can prepare for the unknown environment by preparing their classroom environment before the students even arrive. Utilizing the physical space of the classroom in a way that invites participation and openness, and encourages learning and growth can be an advantage to the teacher in preparing for the unknown. It is said by many that form follows function, and this is applicable in the classroom. If the teacher wants a classroom environment that supports learning and the students, then the form of the classroom will reflect that. As teachers prepare their students for the future and face the unknown, the focus of teachers can be muddled. Often times, teachers can begin to focus more on state tests and assessments than they do on encouraging the students to learn and grow. When a teacher is focused solely on a state test or assessment, the teacher can forget to maintain learning, inquiry, and curiosity. At the same time, if a teacher disregards the state tests and assessments, then learning can lack direction and focus on the core, and students can do poorly on the state tests which affects both teachers and students. Teachers instead need to find a balance, where they can prepare their students to do well on the state tests, while still maintaining learning, curiosity, and inquiry. Educators can do this by finding ways to teach beyond the PowerPoint presentations and lectures. One way to do this is to incorporate more literacy and activities into the lesson plan. For example, history teachers can incorporate primary documents such as journal articles, proclamations, etc., and allow their students to critically read and analyze the document to understand history. Educators can also use different means of assessment rather than simply multiple-choice or short-answer tests. Educators can use performance assessments, free-response, oral, art, and other types of assessment. This not only allows students to express understanding in a way that is a strength for them, but it allows stimulates creativity, critical thinking, and inquiry.

**Keywords:** tumultuous waters, preservice teacher, education
Shifting Toward Inclusive Pedagogy to Support English Language Learners and Struggling Students in Content and C.T.E. Courses in the Secondary Levels

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Abstract

The identification of English language learners has been a standard practice of educational institutions for several years. In California student were identified as new comers, as well as recent arrivals and English Language Learners (ELLs) if they had not been reclassified or redesignated as proficient. Recent changes in California’s funding and student accountability policies have resulted in the additional student identification of Long Term English Learner students (LTEls). The newer student identification was designed to bring attention to the number of students in grades sixth through twelfth who continue to need specialized language development supports and who may not have been provided with the needed pedagogical practices, which when applied would likely ensure the eventual attainment of English language proficiency. The presentation will include concepts found in the literature that are common pedagogical practices in elementary instruction and designed to maximize the success of English language learners. In secondary (7-12 grades) the English Learner instructional support practices are presented in a contextualized ELD teaching and learning model that subject matter experts (core content subjects) in middle and high schools can incorporate in their daily instructional practices with intended attention for addressing the specific needs of LTEls. The California Department of Education (2017) website indicates approximately 43 percent of the students enrolled in California schools and attending grades kindergarten through twelve have been identified as English Language Learners. The percentage of LTEls students ranges from 14 to 21 percent for students enrolled in grades sixth through twelfth. The percentages do decrease as students matriculate through the grade levels, however the data indicate a little less than a quarter of English Learner students who enter school as kindergartners are not adequately prepared to be college and career ready upon high-school graduation. The importance of the number of students who are identified as English language learners and who continue to be underserved and identified as LTEls may seem to indicate children are not learning, when in reality the students are encountering a systemic failure of not having their academic and ELD needs being properly addressed throughout their tenure in elementary and middle schools. Research conducted by Cummins (2011) indicates the trajectory for second language learners to acquire academic English at levels up to par with native English speakers may take five or more years. California is home to one-third of the country’s districts with the largest ELL populations. The ELL population in California school districts comprises 23 to 56 percent of the total K-12 student population (Migration Policy Institute, 2015). The Migration Policy Institute (2015) has identified California, Texas, Colorado, Florida, Washington, Illinois, New York and North Carolina respectively as having more than 100,000 EL students enrolled in K-12 schools. These eight states account for more than two-thirds of the English language learners enrolled in K-12 public schools. The largest number of EL students in the United States are enrolled in California schools with more than 1,500,000 students and the least amount of EL students reside in North Carolina where slightly more than 100,000 EL students are enrolled in K-12 schools.

Keywords: inclusive pedagogy, C.T.E., student, learners, language
Exploring Education Professionals’ Perceptions of the Changes in Their Contexts, Students’ Experiences, and Educators’ Experiences as a Result of Implementing the Secret Kindness Agents Project

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Abstract

This phenomenological study explored the perceptions of 23 educators across the United States and in Canada as related to the implementation of the Secret Kindness Agents Project. The methodology was comprised of a researcher-designed questionnaire to capture the essence of the participants’ experiences with the project. A Conceptual Map developed by researchers at the University of Arizona in 2016 was used as the Conceptual Framework for the study. Participants reported perceived impacts of the project on themselves, their students, and their contexts. Their responses fell into the following themes: Kindness Focus, Changing Pedagogy and Classroom Management, Improved Work Environment/Morale/Well-Being, Improved Social-Emotional Skills, and Improved School/Context Environment. The researcher examined the central themes, conducted a data analysis congruent with the literature review, and described the key findings in the concluding chapter. The researcher synthesized the key findings of the data in order to recommend implications for future research and practices in the Secret Kindness Agents Project.

Keywords: student experience, secret kindness agents project, kindness, focus
Challenging How the Novel is Taught in High Schools: A Canadian Approach

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Abstract

In 2017 Canada celebrated 150 years of Confederation and for some Ontario school boards it also brought the opportunity to promote Truth and Reconciliation within classrooms. The Truth and Reconciliation Commission (TRC) was established to help the country heal from the damages inflicted by the Residential School system. The Commission heard more than 6,750 accounts which told of the devastating impact the schooling system had on more than 150,000 First Nations, Metis and Inuit children placed in schools across Canada (Truth and Reconciliation Canada, 2015). As part of the healing process, the TRC also heard testimonies from individuals who had worked with the residential schools as a means of coming to terms with what had happened in the institutions where they worked (Truth and Reconciliation Canada, 2015). Through the work of the TRC, it was determined that “what took place in residential schools amounts to nothing short of cultural genocide—a systematic and concerted attempt to extinguish the spirit of Aboriginal peoples” (Truth and Reconciliation Canada, 2015). Following the Commission, the objective was “establishing new relationships embedded in mutual recognition and respect that will forge a brighter future. The truth of our common experiences will help set our spirits free and pave the way to reconciliation” (Truth and Reconciliation Canada, 2015). In response to the TRC’s final report, Ontario school boards made the “commitment to bring learning about First Nation, Metis and Inuit people [into] Ontario’s education curriculum” (Johnson, 2017). Doing so, school boards across Ontario began the process of replacing the traditional grade 11 English curriculum with grade 11 Aboriginal Voices (Brean, 2017; Hamadi, 2017) which focuses on all Canadian Indigenous authors and content. This change in curriculum is at the heart of this presentation which highlights how implementing this new curriculum was also the catalyst for changing the way the novel study is taught. Working with ideas from the whole novel approach, active reading instruction and literature on intrinsic motivation, a new approach to teaching a novel study unit was developed that allowed for the class to be reading 5 novels at the same time. This presentation will showcase the shift in teaching perspective along with the perceived potential benefits for senior level English students while furthering the discourse on classroom practices for 21st century students.

Keywords: pedagogy, reading instruction, active learning, student motivation

References


Speaking Without Tongues: Toward a More Humane Construct of the Online Learning Environment

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Abstract

In an age of budgetary insecurities, dwindling federal and state support and reduced college enrollments, a growing number of otherwise reluctant college and university administrators have tethered their financial futures to the burgeoning online marketplace. However, what needs to be considered before “jumping through the looking glass” that is online learning? This paper presents the proposition that colleges and universities need not only a greater understanding of the online learning process (course construction) but also a greater understanding is needed of the online learner in order to create a more “humane” construct for the online learning environment.

Keywords: online education, digital episteme, Foucault, constructivist educational theory, locus of cognition
The Effect of I-CWT on School Improvement in Taiwan

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Abstract

Classroom Walkthrough (CWT) is an informal, non-evaluative, short, frequent, structured, focused classroom visit of teaching and learning in a single classroom to assist one teacher or across a variety of classrooms in order to create a school-wide picture of teaching and learning in a school (Downey, Steffy, English, Frase, & Poston, 2004; Richardson, 2006). A classroom walkthrough enables school leaders effectively to collect classroom observation data about the teaching and learning process with several look-fors: student orientation to work, curriculum content, instructional strategies, walk the wall, safety and health. As Downey et al.(2004) mentioned that classroom walkthroughs are intended to help each educator become self-analytical and personally accountable for his or her work, and to encourage educators to learn collaboratively. The information that principals, mentors, and coaches glean from theses informal visits is to be used to guide the professional learning of the observed teacher. The walkthrough is also one of the most powerful tools that educators can use to stimulate conversations around improving teaching and learning (Kachur, Stout, & Edwards, 2010, 2013). And the most important part of classroom walkthrough is the post walkthrough conversation, which Downey et al.(2004) called reflective conversations. That is the walk-through process involves reflective questions and conversations and the goal for creating powerful learning is to move teachers to self-reflection to change or improve the choices they make as they teach.

The idea of Classroom walkthrough has increasingly surfaced in some districts in Taiwan as a way for school principals to gain a better understanding of what was happening with classroom teaching and learning and use to look for teachers’ instructional strengths and best practices in their schools. In short, CWT now is an emerging tool and practice using for school educators to observe teaching and learning practices in classrooms. CWT is also a practical curriculum and instructional leadership which school leaders can administer to increase professional interaction and development with teachers. Based on the ordinary CWT principles and practices, combing with the ICT and mobile devices, we designed the CWT App, and connected the development of CWT platform, cloud and databases system. The idea and practice of Intelligent Classroom Walkthrough (I-CWT) was created to help practical teaching and learning data collection, accumulation and analysis to offer constructive information for teachers’ professional development. In the past 3 years, the I-CWT system was developed and created, and introduction of this I-CWT system to schools in Taiwan makes the use of walkthroughs has thrived as teachers have become more comfortable to open the doors of their practice and principals more confident and skilled about observing teaching and learning practice in classrooms. Totally there are 116 schools in Taiwan engage in this I-CWT project in the past 2 years.

The purpose of this study is firstly to explore the current situation of using I-CWT system in schools in Taiwan; and secondly, to examine the effects on using I-CWT to enhance school improvement in Taiwan. For the purposes of this study, literatures on classroom walkthrough, reflective conversation and feedback, curriculum leadership, technology leadership, clinic supervision were reviewed. Questionnaire survey was employed to collect the current situation of

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using I-CWT and opinions of participants, including (1) what CWT model school use, (2) who do the classroom walkthrough mostly, (3) what are the look-fors in CWT observations, (4) how to analyze and use the data collected. For assessing the effects of using I-CWT to improve school, the Importance-Performance Analysis (IPA) was administered to collect the opinions of all participants on their perception of importance and satisfaction about the effect of I-CWT on school improvement. This Survey sample is consisted of 128 school educators in Taiwan, including elementary and secondary school principals, administrators, teachers, who were working with I-CWT project in 2016-2017 academic years. Survey samples included 1st to 9th grade teachers. The IPA investigated the participants’ perception on 5 domains of the effects on using I-CWT to improve school: (1) Student learning attitude and behavior; (2) Teachers instructional improvement; (3) Teachers professional development; (4) School culture and climate; (5) Efficiency and effectiveness of reflective conversation and feedback.

The results of this study revealed that the current situation of using I-CWT were the followings: (1)The most used CWT model is the Teachscape model(83.53%), the second is the Downey model(8.59%); (2) School administrators (department directors) (59.13%)are the most CWT observer, school principals (22.42%) the second, teachers (18.45%) the third; (3)The look-fors in CWT observation mostly in order is student learning(29.5%), instruction(27.98%), curriculum(22.99%), classroom environment(19.52%); (4) Understanding classroom teaching and learning practice is the most CWT data use for (22.46%), reflective conversation and feedback the second (18%), understanding the factors which influence student learning the third (14.62%).

And the results of the effect of using I-CWT to improve school on a four-quadrant chart (I, II, III, IV) shows that almost all survey items (Table 1) located at quadrant I and III, only one item at quadrant IV, while with no items at quadrant II (Figure 1). All items of domain "Teachers’ instructional improvement" and "Efficiency and effectiveness of reflective conversation and feedback" are located at quadrant I, which means that the participants' perception of these 2 domains with high importance and high performance, this means that these 2 domains are good and should be continuously implemented. As most items of domain of "students’ learning attitude and behavior", "Teachers’ professional development" and "School culture and climate" are located at quadrant III, which means that the participants' perception of these 3 domains with low importance and low performance; and this indicated that most items of these 3 domains should be improved. Only one item, " CWT can be helpful to shape a more open school culture and climate.", is located at quadrant III which means that the participant's perception of this item is high importance but low performance. This indicated that we should use I-CWT to shape a more open school culture and climate, and should be the top priority to be improved in the future.

Some conclusions are drawn from the results as followings: 1. Most schools in Taiwan adopt Teachscape classroom walkthrough model to conduct CWT; 2. School department directors and principals the most CWT observers; 3. Curriculum, teaching and learning are the focus and look-fors in conducting CWT; 4. Data collected in CWT most use for understanding classroom teaching and learning practice and reflective conversation and feedback to propose meaningful follow-up strategies; 5. The effect of I-CWT on school improvement are 2 domains: "Teachers’ instructional improvement" and "the Efficiency and effectiveness of reflective conversation and feedback"; 6. Domains of "students’ learning attitude and behavior", "Teachers’ professional development" and "School culture and climate" should be improved continuously.

Based on the results and findings of this study, suggestion for schools, educational administration agencies to support and implement the successful I-CWT are proposed.
Figure 1. Participants’ IPA perception on the effect of I-CWT

Keywords: classroom walkthrough, intelligent classroom walkthrough, effect assessment

References


Transforming Teacher Candidates’ Beliefs About Math: A Collaborative Journey in Self-Study

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Abstract

Two education instructors engaged in collaborative self study research to investigate how teacher candidates (TCs) developed their capacities to teach elementary math. Both instructors taught various math courses to TCs pursuing a teaching degree in Ontario, Canada. Compiling and analyzing various data sources such as more than 200 TC math journals, approximately 100 course evaluations, and almost 70 instructor journal entries and observation/meeting notes, the researchers collaboratively investigated a deeper understanding of their research inquiry: What course experiences positively impacted TCs’ confidence as math learners and their development of math knowledge for teaching? The following themes surfaced during this study: 1) establishing safe learning environments; 2) increasing difficulty gradually; 3) modelling effective strategies; and 4) promoting productive struggle. These findings are beneficial to those with a vested interest in improving and transforming elementary math teacher education.

Keywords: elementary math teacher education, teacher candidates, pre-service teacher education, math content knowledge, MCK, teacher learning
Teacher Students’ Competence of Reflection – An Empirical Study

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Abstract

Reflection is assumed to be a key competence of teacher’s professional action and pedagogical practice (Combe & Kolbe 2008, Häcker & Rihm 2005). Within the pedagogical discourse teachers are conceptualized as reflective practitioners (Schön 1983). Against the background of complex, ambiguous and unpredictable requirements of teaching (Doyle 1986), the competence to reflect comes to the fore (Herzog 1995) in order to enable teachers to act professionally and not only react (Bernd et al. 2017, Hackl 2002). But the competence to reflect is not natural given. It has to be trained and acquired (Etscheidt et al. 2012), preferably within teachers’ education (Wissenschaftsrat 2001, 41). The model STORIES (students’ training of reflection in educational settings) was conceptualized to train teacher students’ competence of reflection step-by-step and demand-driven. At the same time, it can be used to standardize feedback regarding students’ reflection competence. In contrast to other reflection models (e.g. Hatton & Smith 1995) this one does not proceed from hierarchically structured levels of reflection. It rather implies assumptions of reflection’s modeling by Schön (1983), Zeichner and Liston (1985) as well as Müller (2010). Toward this, the model STORIES defines four dimensions of reflection (‘linking theory and practice’, ‘perception of different perspectives’, ‘development of alternatives’ and ‘reference to one’s own professionalization’) that mark different single processes of reflection. This strong focus on single processes with different quality of reflection as well as their explicit positioning makes it more addressable by and applicable for teacher students by recognizing individual trainings foci. A total sample of 173 teacher students of the University of Bremen (first semester of master’s degree) participated in this quasi-experimental study. Each teacher student analyzed written school situations with interactions in pedagogical settings by applying the model STORIES. In addition, all participants filled in a questionnaire to self-assess their own competence of reflection at the beginning in October 2016 as well as a questionnaire to evaluate the application of the model STORIES at the end of the study in January 2017. The results show that the dimensions are not structured hierarchically in a fixed sequence (e.g.: Some students showed high quality of reflection by being aware of different involved perspectives but low level of reflection by linking theoretical knowledge and school practice – and vice versa.). Regarding the questionnaire of students' self-assessed competence of reflection, there is a gap between self-assessed and the measured competence of reflection.

Keywords: competence of reflection, teacher students’ professionalization, reflection model

References


Cultural Content in Chinese as a Second Language Teaching for International Students: Archaic Culture, Residual Culture and Emergent Culture

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Abstract

Since the mid-1980s, there has been much attention on teaching culture in teaching Chinese as a second language (TCSL) in China. Scholars at home and abroad have been engaged in discussions on the provision of culture in terms of the content, pedagogy, and process. While a general consensus has been reached as to the usefulness of culture, approaches and designs are varied, few research has been conducted in terms of the nature of the culture and the relationship between cultural dimensions and the development of intercultural competence. This paper outlines a qualitative study on the three dimensions of culture in Teaching Chinese as a Second Language (TCSL) in the context of teaching and learning Mandarin in China. As a Chinese-native language teacher for over seven years, I have observed in teaching the following phenomena: (1) a native-speaker approach is dominant in curriculum design and classroom practices in TCSL in China; (2) TCSL classroom teaching remains focused on discrete knowledge of language and cultural contents which are determined by the native-speaker Chinese teachers; (3) there exists a mismatch between the curriculum and overseas students’ needs in terms of cultural contents. With these observations in mind, this study will conduct a detailed analysis of the language and cultural contents in the Chinese curriculum for international students, and investigate existing pedagogic perceptions and practices from the broad culturally interactive perspective. There are two trends of culture theorizing: the old and conventional trends. The old trend is characteristic of 19th century anthropology, represented by the notion of two levels of culture-gentry and folk culture, and the concept of high and low culture. The most popular definition of culture of this trend is defined as “a learned set of shared perceptions about beliefs, values, and norms, which affects the behaviors of a relatively large group of people”. (Lustig & Koester, 1996:35). The conventional trend of culture theorizing stemmed from the work of Boas, added by a new feature of “complete permanent and self-contained cognitive and ethical whole” (Bloch, 1983), which is critiqued for its unreal and “rigid and static” (Gelner, 1974; Jayasuriya, 1990) nature, and was partly refined (Geertz, 1957; Linton, 1945; Bateson, 1986) by distinguishing the “ideal” culture and “real” culture. Geertz (1973, 2000) espouses the concept of culture as a semiotic context (webs of significance) which is thickly (intelligibly) interpreted. Within this context, Williams (1977; 1983) reformed the notion of culture as “an interrelated configuration of arcahic, residual and emergent cultures” (1977: 63), which “is both historic and real” (Jayasuriya, 1990). According to Williams, culture is a dynamic changing process rather than “a fixed autonomous entity”. The arcahic culture is recognized as an element of the past and plays the ‘dominant’ and ‘effective’ role in socio-culture; residual culture has been formed in the past, and still active in the present cultural process; emergent culture refers to all the new ways of being and thinking (Crozet & Liddicoat, 1999a), which is also the most changing and dynamic part of the process. The three dimensions of culture are on the process of changing, which means residual and emergent culture may have the opportunity to become dominant culture during the process of selective tradition and incorporation. This study focused on the three dimensions of culture embodied in Chinese language curriculum for international students. Chinese traditional culture refers to the culture that prevailed in China from the pre-Qin dynasty until the end of Cultural Revolution, with Confucianism as its dominant feature, and mixed first with Taoism and later with Buddhism as its residual culture. As for the emergent culture, all languages are inevitably affected by globalization and digitalization nowadays. In the realm of Second Language Acquisition (SLA), cultural stereotype is also a frequently
discussed topic and is likely to be manifested in textbooks and teaching approaches. People with a fixed impression towards a certain culture and a particular group of people is quite normal and sensitive from certain extent, however, it will nevertheless keep them from developing intercultural competence. There are three purposes of this study. First, it will take a close look at the features and elements of traditional Chinese culture and extract the core part of modern Chinese society. Second, to identify and categorize the teaching contents in accordance with the three categorizes of culture - archaic culture, residual culture, and emergent culture. The content analysis will also help understand teachers’ perceptions of intercultural competence through the examination of their instructional procedures in material and task design and classroom practices in general. Thirdly, this research attempt to combine the concept of Intercultural Competence (IC) and the three dimensions of culture to further investigate the role of cultural content in TCSL as a whole. With the need for research on cultural content of TCSL in the context of classroom teaching in China, this study will investigate the cultural contents and tasks in TCSL classes in China and provide a case study research based on Chinese tertiary classrooms to describe and analyse the instructional approaches and processes from the perspective of Chinese in the international context. This research aims to address the questions of what are the cultural contents (materials and tasks) in the Chinese language and culture curriculum for international students in China; whether there is the mismatch between the contents and international Chinese students’ needs; and to what extent does the mismatch contribute to developing IC for students in the process of learning Chinese language. As this qualitative research involves documents as the main methodology assisted by three cases under one context in a university in China, the results may not be broadly applicable; they could be constrained by conditions more typical of the case context (e.g. teaching materials/curriculum applied only in this case). The limited period of time of this study in terms of accessibility to materials can also be rectified by a longitudinal study involving samples from different tiers of universities in China or similar educational systems as well as large statistical analysis of quantitative research.

**Keywords:** cultural content, teaching Chinese as a second language, international students

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Perth, Department of Social Work and Social Administration, University of Western Australia.

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There is Always Something to Learn From Experimentation

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Abstract

Much has been reported about university student’s satisfaction levels of distance education or hybrid-learning models (Abdous & Yen, 2010; Allen, Bourhis, Burell & Mabry, 2002). But just as significant are faculty’s. This is particularly noteworthy when teaching in a foreign environment with high levels of student diversity, where English is a second (or third) language, and the observance of custom and culture are paramount. As the coordinator of a New York university’s graduate degree programme in ‘Instructional Technology for Educators’ at their United Arab Emirates (UAE) campus; not only do I need to model best teaching and learning practices (Randor, 2001) particularly as my students are educators, but where possible bridge the implementation divide between what is and what could or should be. Valuing and responding to the many layers of potential and actual barriers for at higher education institution in the Middle East (Samier, 2015) is a daily challenge. Nevertheless, it was through an action research framework (Kemmis & McTaggart 2005, 2000; McTaggart, 2002; Züber-Skerritt 2001, 1996) that I investigated adopting meaningful and appropriate hybrid teaching methodologies, adapting to the ever-changing global and local digital learning environs and being adept at using my social presence to maintain effective and appropriate interactions. When sensing I have understood the educational landscape, like the dunes it changes with the wind. This paper explores my application of practice as inquiry through safe experimentation with content and delivery. All of which has satisfactorily contributed to my growth as an educator in this context, and the continued success of my students.

Keywords: higher education, reflective practice, instructional technology

References

Students’ Expectations of Success as EFL Teachers

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Abstract

Those were the days in which students enrolled for college courses with limited knowledge on different areas. Today, with so much information available to them on the Internet and their being digital literate, students may enter college loaded with knowledge in areas unknown to those who teach them. Acknowledging what students bring to class, administrators and instructors should give students a chance to take part in their own development as students and future professionals. Some may refute the idea by saying that students do not know enough to understand what they themselves need to become successful students and professionals. The researchers of this investigation have to say that although their students are very young and are still being trained to become English as a Foreign Language (EFL) teachers, they can without any doubt contribute to their own growth as students and future teachers. The reality is that these students enter our English Language Teaching (ELT) Department with at least 18 years of life experience and 13-14 of these years acquiring a formal education. In addition, they come from different parts of the country and different backgrounds. Although most are definitely very young, they should voice their opinion about what they believe to be relevant as far as their academic studies and training to become future EFL teachers are concerned. To take into consideration future EFL teachers’ perspectives, two researchers from the ELT Department designed a study to examine their students’ perception of needs, wants, and expectations to become effective teachers. In the investigation, the two researchers focused on four research questions:

- What is necessary for you to become an effective EFL teacher?
- What do you want to study to become an effective teacher?
- What courses should be included in or removed from the program of study to prepare you to become an effective teacher?
- For what should the program of study prepare you?

The researchers assigned their ELT students (N= 66 students) enrolled in two sections of Oral Communication II, a freshman year course, 30-minute focus groups (N = 10 focus groups in the two sections taught by the two researchers). Focus groups, according to Gill et al (2008), can be defined as those in which participants discuss a specific topic. The researcher, a facilitator, uses focus groups when he/she needs to generate “a rich understanding of participants’ experiences and beliefs” (n.p.). In this investigation, each focus group was made up of 6-8 students. Students were informed of the purpose of the study and were given the research questions. Soon after, the researchers explained the questions to the groups of students. To guarantee that all students would participate in the discussion of the research questions, they were asked to choose a leader (a note taker and observer to make sure everything would go well during the discussion), a presenter (a presenter of results to the group and class), a time keeper (an allocator of time for each question and observer of effective use of time), and a monitor (an observer to keep track of everyone’s participation in the discussion). Then, the researchers explained each one of the four roles. Once the discussion was over, each leader made a final draft of the answers and each presenter shared it with his/her group and then the class, and later he/she gave a copy of the answers to the researchers.
for analysis. When the researchers started analyzing the data, they concluded that according to students’ demographic information 31 percent of the students were males and 69 percent were females. Thirty-three percent of the students were in the 2nd semester and 67 percent were in 3rd and 4th semesters of the ELT Department. The mean age of the male students was 22.5 and that of female students was 24.5. The percentage of students who attended the Preparatory English Program of the Foreign Languages Department from one to two semesters was 55 percent and from three to four semesters was 12 percent. The percentage of students who scored 70 out of 100 points in an examination given by the Preparatory English Program was 33 percent. About the Preparatory English Program, it is an intensive English program which prepares students to enter the ELT Department if students take an English examination once they are admitted to the college and do not score at least 70 out of 100 points in the examination. If and when they score 70 or higher in the examination, they are allowed to enroll for classes in the ELT Department. Students may attend the Preparatory English Program from one to a maximum of four semesters.

Findings which are still being analyzed show that although the ELT students do not have much information about some courses included in the program of study, they, to a certain extent, understand the importance of the courses to help them to succeed as students and to help them to become effective EFL teachers. In addition, they have suggested courses to be added to the program of study. However, they have not mentioned anything about removing courses from the program. They believe that the courses in the program are all relevant to their development as students and future teachers. The findings have implications for planning elective courses, seminars, and extra-curriculum activities but not for the design of the ELT program of study, unfortunately. The reason is that the program of study is designed by a group organized by the Ministry of Education and all ELT Departments all over the country must follow the same program. In case Departments plan to make any changes in the program, the changes must be approved by this group. As far as recommendations are concerned, the researchers would like to recommend that an investigation on the usefulness or not usefulness of courses, and suggestions on the improvement of the program using students in their last semester be conducted to obtain more beneficial results. The reason is that by the last semester of the program, students have already taken most courses and are taking the second semester of the student-teacher course, a course in which students observe EFL classes and teach EFL in grades 3-12 in different schools as training for their teaching career. These students will definitely have a much better knowledge of the topic than the ones who started the ELT program of study one year or two years before. Thus, the presenter proposes to introduce the results of the investigation on ELT students’ perception of needs, wants, and expectations to become effective teachers that she has been working on with a colleague. Hopefully, the presentation will result in rewarding conversation among participants about their knowledge on the topic and suggestions they may have.

**Keywords:** curriculum, students’ needs, EFL teaching

**Reference**

Part 3: Education in Other Specialties
High Stress and Supreme Satisfaction: A Study of Urban Catholic School Leadership in Three American Cities

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Abstract

Forty urban Catholic school principals located in Baltimore, Indianapolis, or Washington, DC participated in this sequential explanatory design featuring a cross sectional survey followed by participant interviews. Topics included principals’ perceptions of their students and schools, their roles as urban Catholic school principals, and their views related to job stress, satisfaction, finances, job complexity, and length of time they view themselves remaining in the profession. Results indicate that most principals experience great stress often and yet are very satisfied with their jobs and their participation in the educational mission of the Church. Participants found highest levels of satisfaction in seeing students experience academic and personal growth.

Keywords: urban education, faith-based school, catholic school, school choice
An Investigation on Relationships Among Teacher-Student Relationships and Students’ Learning Experience by Adopting Counseling Techniques in University Context

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Abstract

An investigation on relationships among teacher-student relationships and students’ learning experience by adopting counseling techniques in university context Using counseling techniques is not the privilege of a professional counselor. It is believed that everyone can learn simple counseling techniques and can apply in different contexts which can improve the relationships with colleagues and family members. The purpose of this study is to investigate whether using counseling techniques by teachers in university context can improve teacher-student relationship and students’ learning experience. This study adopted quantitative method by sending out surveys to a private university students in south of Taiwan. The survey results shows that (1) there is a positive relationship between perceptions of using counseling techniques and teacher-student relationship; (2) there is a positive relationship between perceptions of using counseling techniques and students’ learning experience; (3) the more positive teacher-student relationship result in more positive learning experience. This study suggests that positive teacher-student relationship can enhance students’ learning experience. Therefore, learning counseling techniques should be part of the teacher training programs. In addition, teachers’ communication skills should be trained in order to promote positive teacher-student relationship. Teacher-student relationship and students’ learning experience should be part of the criteria for teachers’ teaching performance evaluation.

Using counseling techniques is not the privilege of a professional counselor (Kuo Hung, 2004). It is believed that everyone can learn simple counseling techniques and can apply in different contexts which can improve the relationships with colleagues and family members. The purpose of this study is to investigate whether using counseling techniques by teachers in university context can improve teacher-student relationship and students’ learning experience.

There are seven research purposes in this study:

- To understand the status of university teachers apply counseling skills in the teaching situation.
- To understand the current situations of the interactions between teachers and students in the university.
- To understand the current situations of university students' learning experience.
- To explore the relationships between the counseling skills application of teachers and teacher-student interactions in the university.
- To explore the relationships between the counseling skills application of teachers and the learning experiences of students in the university.
• To explore the relationships between college students' teacher-student interactions and college students' learning experiences.
• As a reference for improving the quality of teaching, improving the relationship between teachers and students, and improving learning motivation of students.

Based on the research objectives, the assumptions in this study are as follows:

• There are significant differences in the students' perceptions of applying counseling skills by University teachers.
• There are significant differences in teacher-student interaction of university students.
• There are significant differences in learning experiences of university students.
• There are significant relationships between the university students perceived counseling skills application of teacher and the teacher-student relationship.
• There are significant relationships between the university students perceived counseling skills application of teacher and learning experiences of students.
• There are significant relationships between the teacher-student relationship and learning experiences of students.

The samples of this study is the students of Shu-Te University. A total of 373 university students were surveyed. In the gender distribution, there are 112 male students and 261 female students. It is the same gender distribution to the population of Shu-Te University; In the different grade distribution, there are 124 first-year university students, 108 second-year students, 105 third-year students and 36 fourth-year students. In the different college distribution, there are 41 students in the College of Management, there are 64 students in the College of Information, there are 180 students in the College of Design and there are 88 students in the Applied Social Science.

This study uses questionnaires to collect research data. The questionnaire was designed by researcher. And take the Likert's five-point scale to answer. The questionnaire includes four parts, the basic information of the subjects, subjects perceive the counseling skills application of teacher, Teacher-student relationship and learning experience of students in four parts, The Cronbach's Alpha values for the questionnaire were .947, .936, and .944. It says the reliability of the questionnaire is quite high.

There are four parts in the questionnaire of this study. It included subject's basic information, subject perceived counseling techniques application of teacher, teacher-student relationship, and learning experiences of students. The counseling techniques application of teacher is empathy, concentrating and listening to students (Allan and Barbara, 2004), and positive reinforcement skills (Zhang, 2002). The teacher-student relationship includes teachers can win more sense of trust from students, the students are more willing to initiative to be close to the teachers, to chat with the teachers, or when students are bothered or have concerns, they are willing to take the initiative to ask the teacher for help. The learning experiences of students is to feel relaxed and comfortable learning atmosphere, care about their own performance, and students’ learning attitude will be serious and devoted.

To learn from the results of independent sample T test, there are significant differences in perceiving the counseling skills application of teacher among subjects. In other words, In the teaching process of teachers, female subjects were more able to perceive the counseling skills.
application of teacher than male subjects. In particular, the application of positive reinforcement
techniques. In addition, there were no significant differences between the teacher-student
relationship and learning experience of students. In other words, teacher-student relationship and
learning experience of students, there is no significant difference in subjects’ gender.

To learn from the results of one way ANOVA, there are significant differences in teacher-student
relationships among students studying at different colleges. In other words, there is a significant
difference between the relationships of teachers and students depending on the different colleges
of the subject; further through to learn from the results of Scheffé method that, teacher-student
relationship in the College of Applied Social Science is better than that in the College of
Management. The relationship between teachers and students in the College of Management is
better than that in the College of Design. Relationship between teachers and students in the College
of Design is better than that in the College of Information. The researcher believe that the College
of Applied Social Science and the College of Management are more oriented towards human and
interpersonal orientation. Therefore, teacher-student interaction is more frequent and closer, and
the relationship between teachers and students is relatively good. Teacher-student interaction is
also more positive. On the contrary, the College of Design and the College of Information tend to
work-oriented, less emphasis on interpersonal relationships, teacher-student relationship and
teacher-student interaction are more alienated.

To learn from the results of one way ANOVA, there are significant differences in perceiving the
counseling skills application of teacher among subjects, relationship between teachers and
students, and learning experience of students when they are studying at different grades. In other
words, subjects perceived the counseling skills application of teacher, teacher-student
relationships, and learning experience of students had no significantly differences because of the
different grades of participants.

To learn from the results of Pearson product-moment correlation, the related degree between the
subjects perceived counseling skills application of teacher and the teacher-student relationship is
.848. It appeared highly positively correlation. In other words, the students often perceived more
counseling skills application of teachers, the teacher-student interaction was more positive, the
teacher-student relationship was more harmonious. Further explanation, the teachers applied more
counseling skills, the more harmonious in the relationship between teachers and students, the more
positive of interaction between teachers and students. In other words, in the process of interaction
between teachers and students, teachers often use empathy to students, fully demonstrate their
attitude of listening and concentration as well as teachers often use positive reinforcement skills.
The teachers can win more sense of trust from students, the students are more willing to take the
initiative to be close to the teachers, to chat with the teachers, or when students are bothered or
have concerns, they are willing to take the initiative to ask the teacher for help.

To learn from the results of Pearson product-moment correlation, the related degree between the
subjects perceived counseling skills application of teacher and the learning experiences is .785. It
appeared highly positively correlation. In other words, in learning situation, the students often
perceived more counseling skills application of teachers, the learning attitude of students was more
positive, the learning experience of students was much better. Further explanation, in the process
of interaction between teachers and students, teachers often use empathy to students, fully
demonstrate their attitude of listening and concentration as well as teachers often use positive
reinforcement skills. Students will feel more relaxed and comfortable teaching atmosphere,
students will care more about their own performance, and students’ learning attitude will be more serious and more devoted.

To learn from the results of Pearson product-moment correlation, the related degree between the teacher-student relationship and the learning experiences of students is .775. It also appeared highly positively correlation. In the process of teacher-student relationship and teacher-student interaction, the more harmonious of relationship between teachers and students, the better learning experience of students and the more positive learning attitude of the students. In other words, in the process of teacher-student interaction, the teachers can win more sense of trust from students, the students are more willing to take the initiative to be close to the teachers, to chat with the teachers, or when students are bothered or have concerns, they are willing to take the initiative to ask the teacher for help., in the learning process, students are more able to feel relaxed and comfortable learning atmosphere, students will care more about their own performance, and students’ learning attitude will be more serious and more devoted.

The survey results shows that (1) there is a positive relationship between perceptions of using counseling techniques and teacher-student relationship; (2) there is a positive relationship between perceptions of using counseling techniques and students’ learning experience; (3) the more positive teacher-student relationship result in more positive learning experience.

The counseling relationship is one of the important factors for effective counseling (Harvey, Evan, and Chris, 2012). By the same token, good teacher-student relationship is also an important key to help students learn effectively. In addition, the teachers use of counseling skills can help students to improve the teacher-student relationship. Therefore, based on the research results, the study proposes the following five recommendations:

- The school should provide counseling skills learning and practices to empower teaching and teacher-student abilities of teacher;
- Learning counseling techniques should be part of the teacher training programs.
- In addition, teachers’ communication skills should be trained in order to promote positive teacher-student relationship.
- Schools and teachers must do their best to create a more friendly teaching and learning environment.
- Teacher-student relationship and students’ learning experience should be part of the criteria for teachers’ teaching performance evaluation.

**Keywords:** adopting counseling techniques, teacher-student relationship, relationship

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Theorizing Critical Thinking and Identifying Its Development in Practice

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Abstract

Critical thinking is often highlighted as a key aim of schooling and particularly social studies education. However, much disagreement exists over what critical thinking is and how it can be developed. This paper will begin by reviewing various models of critical thinking from which a new model of, or way of thinking about, critical thinking will be developed. This new model will add some components of critical thinking that are often missed in contemporary theorizing on the subject as current conceptions may fail to consider elements that have a significant impact on the manner in which critical thinking is framed. After describing this new model, the paper will end by providing suggestions for how educators can develop critical thinking in their students—both adult and school-age students.

Critical thinking is one of the most important skills we can develop in our students. Democratic societies need individuals who can think thoughtfully through issues in order to make the best decisions for a democratic society (Callan, 1997; Dewey, 1938; Levine, 2007). As critical thinking is so valued, many theorists have articulated what exactly it entails. This paper will begin by reviewing some conceptions. It will then discuss what is missing in these conceptions and present a new way to think about critical thinking. It concludes with suggestions on how to teach this model.

What exactly does it mean to think critically? For Ennis critical thinking is, “Reasonable, reflective thinking that is focused on deciding what to believe and do” (Darling and Wright, 2004, p. 248). He argues that the process is composed of twelve abilities that are logical in nature including being well informed, developing and judging the quality of reasoned arguments, distinguishing between statement types (reason versus assumption), and drawing rational, valid conclusions (Ennis, 1991). Similarly, Paul’s definition of critical thinking is a “Mode of thinking in which the thinker improves the quality of his/her thinking by skillfully taking charge of the structures inherent in thinking and imposing intellectual standards upon them” (in Darling and Wright, 2004, p. 248). Like Ennis, he views critical thinking as the teaching of critical thought processes in order to lead to better logical thought, to the “training of the mind,” so that poor thinking processes such as logical fallacies and the use of incomplete information can be corrected. Critical thinking includes assessing the quality of information presented and how well arguments have been logically framed, exploring the points of view inherent in statements and the validity of conclusions that emerge from the argument, and developing logical thinking elements such as defining terms clearly, including relevant arguments, and using logical procedures. That is, critical thinking is the development of improved thinking processes through the learning and application of a number of principles of good thinking.

Improving thinking skills is also the definition of Bailin et al., who state that critical thinking is, “Thinking through problematic situations about what to believe or how to act where the thinker makes reasoned judgments that embody the attributes of quality thinking” (in Darling and Wright, 2004, p. 249). They argue that this quality thinking can be developed through the use of knowledge.
and the teaching of habits of mind and thinking skills embedded in a pedagogy that gives students problematic situations (“critical challenges”) to work through. “Habits of mind” encompass the character traits that individuals need for critical thought, such as open-mindedness. Intellectual tools are the logical procedures that students can learn and use to think critically, such as, syllogisms and decision making frameworks (Case, 2005).

Finally, Lipman’s definition is “Skillful, responsible thinking that facilitates good judgment because it relies on criteria, is self-correcting, and sensitive to context” (in Darling and Wright, 2004, p. 249). Lipman aims to improve intellectual thought by teaching the elements of logical thought, such as reasoning skills, judgment and recognition of logical fallacies, and teaching students how to consider contextual factors in decision making through inquiry based learning within a community of inquiry framework (Lipman, 2003).

These definitions all view critical thinking as a deliberate process of reflecting on our thinking using a number of intellectual processes to help us, such as reason and logic, and with attention to traits such as openness. They acknowledge the need to evaluate evidence and to carry out research.

From this review of literature, we can model conceptions of citizenship in the following “linear” model focused on the mind:

![Figure 1. Current model](image)

However, more attention should be given to context, spirit and emotions, in addition to the mind, using the following model:

![Figure 2. Changed model](image)

That is, current work on critical thinking tends to focus on the mind and its associated elements such as knowledge and skills. However, other elements that are vital components of who we are—our emotions and spirit—and that shape how we think—our context—tend to be downplayed or forgotten. These elements are important components of the process of critical thinking (Broom, 2011). Emotions encompass such powerful feelings as compassion, empathy and fear. They can drive us forward positively, or they can drive us backwards in our thinking. They also affect our sense of motivation and self-efficacy which affect behaviour, particularly motivation (Bandura,
They influence how the process of critical thinking occurs. Spirit is understood to mean our aims and values expressed through actions and growth. Aims and values are also important in shaping the process through which, and within which, we think. Our context also shapes our thinking by influencing how we think, including such elements as how we construct our thoughts through language.

Thus, critical thinking is not only an element of the mind. While it does encompass the mind, and traditional processes such as knowledge, skills and thinking processes, critical thinking also involves paying attention to emotions, spirit, and context using the following model:

**Figure 3.** Critical thinking model

This broader conception of critical thinking does not down play the importance of attention to critical thinking processes focused on the mind. It expands and elaborates on this conception by focusing our attention on other factors which can influence how this process of critical thinking is engaged in. For example, emotions such as compassion can provide us with a lens through which we conduct our critical thinking processes with a sense of empathy for those, or that, on which we critically reflect. This lens can influence how we weigh various factors that we use in the processes of critical thinking and even influence the language we use, and language itself constructs how we think and make sense of a situation. Similarly, emotions such as fear can also influence us in negative ways. An example, is how we think of the process of immigration, and particularly that of refugees. If we feel a sense of compassion for those who choose to leave their homelands in the pursuit of better life options, we may weigh facts about immigration in a manner different to that of someone who fears refugees may be disguised terrorists or someone who is concerned they might take away jobs. Further, our aims and life purposes can influence our thinking processes. For example, if we believe that life is about showing kindness to our neighbors, we may be more predisposed the critically think positively about immigrants, than if we tend to view life through a “survival of the fittest” mentality. This model also pays attention to context, including the time and place we are in and our culture. These factors are also significant in shaping what we consider to be important in the thinking processes and why we consider them to be important or not.

We can share this model with our students and have them think about what it means. Then we can have our students engage in the process of critical thinking using the models described above and the model described in this paper. The aim is to highlight to our students how the model presented in this paper may expand our thinking by including elements not considered in other models.
As an example, we can consider the issue of whether immigration should be limited or not, to illustrate the process.

Critical thinking issue: Should immigration from certain countries be curtailed?

If we use Ennis model, we will consider such factors as:

- Being well informed: researching statistics on the number of immigrants from various nations, considering the statistics between work/crime and immigrants
- Developing and judging the quality of reasoned arguments: making an assertion about immigration based on considering these statistics
- Distinguishing between statement types (reason versus assumption)
- Drawing rational, valid conclusions

If we use the model described here, we will consider these factors as well as:

- What feelings are associated with various media and policy statements with regards to immigration? How will these various feelings influence how we view the information we collect and analyse?
- Who are you? What are your aims in life? How have you been shaped by your experiences and background? How do these influence your outlook on life, and what your values and aims are? How might these influence how you critically reflect on this topic?
- By expanding our thinking in this manner, our critical thinking overall will benefit, and by improving the critical thinking skills of our students, we will benefit them and our society overall.

**Keywords:** critical thinking, social studies instruction

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Abstract

The eternal dilemma - who is qualified to translate medical texts, the physician or the linguist? English is important in all spheres of international communication, dominating and predominant in the field of science and medicine. It is currently the most common lingua franca in the world. The latest advances in medicine are available only in English. Many health professionals around the world still rely on medical literature that is translated into their native language. Medical translation is unique among other types of scientific and technical translations because it relates to human health and life. It is very important to be accurate in medical translation because any mistake can lead to serious consequences. Complications and subtleties are mainly related to special medical terminology (international Greek-Latin terminology), specific abbreviations and acronyms. Abbreviations often come from the names of medical procedures and infectious diseases. Medical text is not always understandable, even for physicians. Terminology and linguistic complexity may result while translating. Some terms may have different meanings in both languages

Keywords: medical translation, language, grammar, linguistic asymmetry
The Misinterpretation of the Holy Scriptura: Causing the “Infected” and “Affected” Syndrome of LGBT People of Faith

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Abstract

My motivation for this scholarly paper is a result of the misinterpretation of the Holy Scriptures and how that has infected and affected LGBT people of faith. History shows that one of the earliest interpretations date back to the 7th century by translator John Wycliffe. As a result of Wycliffe’s misinterpreted version, many global religions and society are operating in what I titled as the “Infected and Affected Syndrome”. Therefore, in the 21st century we witnessing more volatile acts of: hatred, bitterness, killing, brutal beatings, abandonment, suicide and other negative residual targeted to LGBT people. These acts of severe violence are a result of flawed hermeneutics of yesteryear theologians. Moreover, religious leaders are operating under outdated doctrinal beliefs which are being perpetuated by modern day religious “henchmen”. The problem and existence of the infected and affected syndrome are a sole result of the misinterpreted Scripture; which took place during translation of both biblical languages; Hebrew and Greek. Historically speaking, there are several matters which need scholarly discussion. Matters detail: languages in which the Holy Scriptures were scribed, evolution of biblical languages, translators and their failed linguistic abilities for either archaic language. The “clobber passages” used against LGBT people and people of faith. Finally, how the translations have infected and affected LGBT people of faith in their natural and spiritual lives. The qualitative research method was used for this literary paper. Also, our data source design is triangulation. This method of research provided a more robust and well-rounded amount of data that should prompt additional conversations among religious leaders, society at all and LGBT people on local, regional and national level. From those conversations many persons along with mainstream assemblies should become more "welcoming", "affirming" and ultimately "fully embracing" to same gender loving persons. Primary sources consist are: 1) an online survey; 2) Interviewing of obviously LGBT people of faith and non-LGBT people of faith. Due to foreknowledge, the online survey will be strictly anonymous. It will be shared in 20 social media groups. The social media groups will be split 50/50. Ten social groups will be strictly for non-religious same gender loving persons; while the other group of 10 will be of a religious nature. Personally, 30 years in the religious arena, I know there are a large percentage of same gender loving people in these religious groups. I am purposefully targeting 100 persons who are LGBT people/LGBT people of faith. Finally, there will a structured (5) question interview. I am targeting (1) individual who is a non-LGBT person. With that, I am trying to gain their perspective around the LGBT people of faith serving in any ministerial capacity at their local assembly; also, to gauge the interviewees religious perspective concerning the topic. Finally, that will determine how comfortable the religious leaders are with the conversation around LGBT people of faith and the bible. Interviews will take place immediately after morning service. My prime target is a member of the ecclesiastical board (ministerial/elders council) or a senior person. The participants will be asked a series of questions: 1) how long have you been a member of this ministry? 2) Does your ministry have any active same gender loving members? If "yes", where in ministry do they operate? How does that make you feel? 3) Has the Pastor preached a sermon "bashing" the same gender loving members or are the messages accepting and or affirming? 4) Has the Pastor or any member of the ministerial staff conducted a teaching around the topic of "homosexuality"? If "yes", how did that teaching/message make you feel? If responsive is "negative", why? 5) What are your personal feelings regarding homosexuals operating in the church? Society is making great strides with the inclusion of LGBT people of faith globally and relative strides in some religious arenas, there could be greater. What is
true needed is continual scholarly dialogue with religious and non-religious leaders alike. The findings from the online survey, as well as the interviews will be tested to prove our hypothesis. From there we can consider learning objectives for religious and non-religious persons alike: 1) Learning clobber passages and how to exegete correctly for 21st century hearers; 2) Need scholarly understanding of words, their origin, and meaning; 3) What hermeneutical principle to exercise when interpreting scripture; 4) Able to contextualize historically perspectives as they share and receive message of the Eternal; 5) Provide enlightenment around terms of: “inclusive”, “affirming”, “welcoming” and “fully embracing”. This scholarly dialogue has been provided from varied theologians and other published individuals, we have to remember religion and the concept of homosexuality being an “abomination” has existed just as long. This thought process has been infected in our religious institutions for centuries and passed down to thousands of religious and non-religious leaders and their congregants. It’s embedded! The affect has changed the fabric of millions of families. However, this presentation, alongside of others can serve as a “road map” on a path to healing our families and religious institutions once we have been properly educated. Sound scholarly teaching can save the lives of some gay boys, lesbian girls or even transgender persons from being murdered or committing suicide. We can begin to see a change in the printing of our Holy Bibles, once the translators and publishers have been awakened with this truth. This session, is minuscule in comparison to the world at large but great change can take place with continuously sharing knowledge. We can make a significant impact for decades and eons to come.

Keywords: Hetera sarx, malakoi, clobber text, to’evah, arsenokotai, dead sea scroll

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Applying an Ecological Approach to Clinical Supervision With Counseling Trainees

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Abstract

Similar to the larger umbrella of counseling and psychotherapy, the field of clinical supervision has also developed its own dedicated theories that focus specifically on the supervision experience and process of both the clinical supervisor and the clinical supervisee. In general, supervision theories tend to be developmentally-focused or skill-focused (Bernard & Goodyear, 2014). That is, the focus of supervision tends to either shift and adapt to the appropriate developmental needs of the supervisee, or it primarily focuses on teaching supervisees a particular skill with the intention of developing the supervisee into an expert of a particular counseling theory (e.g., cognitive behavioral therapy, psychodynamic theory, etc.). Other theories, such as the supervisory working alliance (SWA) theory however, are transtheoretical in nature in that they present a framework that can be applied to the supervision experience regardless of the theoretical approach being employed by the clinical supervisor. In this roundtable, the presenters offer a systemic approach to clinical supervision that is grounded in ecological theory (Bronfenbrenner, 1992) and can help supervisees understand the various subsystems of their clients and themselves and how each subsystem interacts and informs each other. This roundtable presentation will present an overview of the ecological theory while embedding examples of how the ecological can be applied to clinical supervision of counselors in training. Finally, case examples of applying the ecological model to supervision that are grounded in personal experiences and narratives to further illustrate the model will be presented.

Keywords: ecological theory, counseling supervision, counselor training

References

Structured Observation as a Professional Development Tool to Prepare Teachers for Observing Social Responsiveness of Preschool Children With Autism Spectrum Disorder

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Abstract

The call for high quality teacher implementation of evidence-based practices through legislation and the increase in the prevalence of Autism Spectrum Disorder creates a need for researchers and educational stakeholders to produce more effective professional development programs for teachers of young children with Autism Spectrum Disorder (Turnbull, Wilcox & Stowe, 2002; U.S. Department of Education, 2011. In 2002, No Child Left Behind mandated the application of evidence-based practices by highly qualified teachers (NCLB, 2002). Evidence-based practices is defined in No Child Left Behind as research that involves the application of rigorous, systematic and objective procedures to obtain reliable and valid knowledge relevant to education activities and programs (NCLB, 2002). Somewhat recently, there has been a surge in the prevalence of Autism Spectrum Disorder around the world. The most recent numbers out of the Center for Disease Control are 1 out of every 68 children, affecting an estimated 1.2 million children under 18 (CDC, 2014). There is also a rapid growth of Autism Spectrum Disorder related court cases, in fact this is fastest growing area of special education litigation (Hill & Kearley, 2013). Without assigning blame, school systems are not prepared to provide services backed by evidence for this huge influx of students with Autism Spectrum Disorder. To combat this, there is an increase of state and federal Autism Spectrum Disorder centric initiatives focused on training teachers in the implementation of evidence-based practices for students with Autism Spectrum Disorder (Shattuck, 2006). One of these larger initiatives was commissioned by the Office of Special Education Programs (OSEP), resulting in a large scale review of research focusing on evidence-based practices for Autism Spectrum Disorder by the National Research Council (NRC, 2001). The council urged for early intervention as soon as diagnosis is suspected, as one of their primary suggestions. Research indicates significant academic outcomes when evidence based practices are implemented very early, with the greatest gains resulting from interventions that begin at age 3 or prior. Despite knowing what practices are have evidence base and also that these practices will show positive gains in students, there is widespread indication that teachers are not using instructional practices backed by evidence. Video analysis has been used as a method for familiarizing teachers with students’ diverse approaches to learning (Tripp & Rich, 2012; van Es & Sherin, 2002). Video analysis researchers urge that teachers must do more than simple observation, they must employ targeted ‘noticing’. Schwartz and Hartman (2007) suggest four different learning outcomes that can result from video analysis: 1) seeing is the ability to notice aspects of video that may typically be overlooked, 2) engaging is the ability of video analysis to incite interest in the analysis, 3) doing results from when observers develop certain skills from the video observation, and 4) saying is gathering and recalling facts for the purposes of an explanation. Using these four terms as organization, research has supported several outcomes resulting from video analysis. Including focused noticing, inciting teacher interest, strengthening observation skills, increase in teacher reflection, changes in belief and practice and lastly and most relevant to the current project: structured observation increases interpretation and analysis that is deeply rooted in video data (van Capizzi, Wehby, & Sandmel, 2010; Es & Sherin, 2002; van Es & Sherin, 2005; Tripp & Rich, 2012). It must be noted that this research is largely situated in the fields of mathematics and science; no single study examines the use of a structured observation guide for professional development in an early childhood special education setting. As a need for more specialized training in using data to guide instruction for young children with Autism Spectrum Disorder has been indicated, this research examines potential learning outcomes for teachers during the use of classroom video observation. Specifically, this qualitative study explored the application of a Structured Observation Guide (SOG) to help improve teachers’ observation
skills in social responsiveness of preschool students with Autism Spectrum Disorder. Further, this project analyzed observational and interview data surrounding teachers’ use of structured and unstructured video observation. The purpose of this study is to examine teachers’ use and perceptions of the utility of a structured observation guide (SOG) for the purposes of professional development to increase observation skills in social responsiveness of students with Autism Spectrum Disorder and to compare teachers’ observational and interview data when engaging in both an unstructured and structured video observation. For each of the seven participants, the author collected two video-recorded and two video recorded semi-structured interviews following each video observation. Further, there was a follow-up interview after all data was collected and analyzed to serve the purposes of member checking. In total, there were five data points collected for each of the seven participants. Each data point was coded using a systematic grounded theory analysis (Strauss and Corbin, 1998) comprised of open, conceptual and thematic coding. Findings indicated that during unstructured video observation, teachers have a tendency to observe a pattern of immediate thoughts, personal reflection, and the formation of generalizations. Further, the unstructured observational content mainly focused on Autism Spectrum Disorder characteristics and instructional critique, as opposed to the SOG observational content of identifying and reflecting on specific social tendencies. Although teachers believed both video observational approaches promoted reflection, encouraged knowing the student, and were more beneficial than live observations, participants found the SOG to improve focus, reduce bias, and increase reflection rooted in video data. Despite technical issues affecting usability, the SOG was noted as being an effective professional development tool that encouraged the integration of data into instructional reflections. The implications of this study suggest the need to expand structured video analysis into special education and teacher training; the SOG presented an option to reduce bias, increase focus, and present an innovative approach to teacher training that facilitates transformative learning and professional development.

Keywords: early childhood special education, teacher preparation, autism spectrum disorder.

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Environmental Literacy: Comparing U.S. and Canada Using PISA 2006

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Abstract

Questions remain about how to best prepare students to be environmentally literate. Although Canada and U.S. share similarities in education systems, diversity in student population, and historical roots in formalizing environmental education, Canada is one of the top performing countries in international science assessments while U.S. matches average performing countries. This study examined the relationship of individual and school-related factors to environmental literacy by comparing students’ performances in knowledge, awareness, attitudes, and behavior about environmental issues between U.S. and Canada using PISA 2006. Findings suggest that knowledge, awareness, attitudes and behavior are inter-related and development of certain domains of environmental literacy may be enhanced by classroom student investigations. Prior explanations for U.S. lower performance in environmental literacy cannot be attributed only to low SES and student diversity.

Keywords: attitudes; environmental literacy; international comparisons; large-scale studies
An Evaluation on Culinary Education in Turkey

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Abstract

In academic terms, there has not been any agreement on field or coverage of gastronomy yet (Berg, Marion, & Bentley, 2003), and the discussions still going on (Maberly & Reid, 2014). On the other hand, it is remarkable that gastronomy requires a multidisciplinary approach (Kivela & Crotts, 2006; Hegarty, 2009). In this context, as it is mentioned in the relevant literature, gastronomy is related with various fields of studies and various branches of science; such as chemistry, literature, biology, geography, history, anthropology, music, philosophy, sociology (Santich, 2007; Zahari et al., 2009; Croce & Perri, 2010). It is therefore possible to say that gastronomy is related with both social and physical sciences. The gastronomy is clearly related to tourism as a study area (Santich, 2004). In line with that engagement, culinary education is also directly related to fields such as tourism and business (Santich, 2004; Maberly & Reid, 2014). In the study by Hegarty (2015) inclusive hospitality term concept is stated to include culinary and hospitality teaching. In the framework of all these reviews according to the studies in the related body of literature, it is evident that the tourism is the closest field in relation with gastronomy (Yılmaz, 2017). The high demand for culinary education in Turkey, hands- on training, utilization of different disciplines and smooth employment area facts are among the strengths of the culinary education. In particular, the increasing employment in the field of gastronomy and the students preference of the gastronomy rather than the other programs in tourism, are outstanding factors in the gastronomy education (Kozak & Açıköz, 2015). Therefore, in Turkey culinary education is closely associated with the tourism education and it is provided in secondary and higher education levels, generally under the units or departments related to tourism. From this point this study intends to analyze and evaluate in details, the gastronomic education given in mainstream institutions/schools of secondary and higher education levels (undergraduate, graduate, postgraduate) in Turkey. The studies related with culinary education are not extended into far past. Accordingly, the studies in this field are limited in numbers. In Turkey, studies related with culinary education are mainly about evaluation of culinary education (Sarıoğlan, 2014a; Kozak & Açıköz 2015; Öney, 2016; Gökem & Sevim, 2016; Aymankuy & Demirbulat, 2017), culinary education new trends - molecular gastronomy (Sarıoğlan, 2014b), attitudes, perceptions, thoughts, knowledge levels of students who attend culinary education - knowledge and attitudes towards food safety (Durlu-Özkaya & Akbulut, 2016); professional attitudes (Kurnaz, Kurnaz, & Kılıç, 2014, Harbalioğlu & Ünal, 2014); gender discrimination in kitchen (Davras & Davras, 2015); views on application skills (Sarıoğlan, 2013); thoughts on career opportunities (Akoğlu et al., 2017); curriculum perceptions (Yazıcıoğlu & Özata, 2017; Güdek & Boylu, 2017); perceptions on food neophobia (Yiğit & Doğdubay, 2017), knowledge levels of educators, academicians or sectoral stakeholders (such as supervisor, manager) related to the field of culinary education - perceptions of academicians on program or curriculum of students (Ekincek et al., 2017; Ören & Arman, 2017); thoughts on food safety (Sevim & Görkem, 2015); organizational commitment and job satisfaction (Ülker & Kilichan, 2017). Culinary education in Turkey is given mainly in two ways: Informal and formal. Informal gastronomy training is provided through short or long courses based on certificates issued by the public or private sector. On the other hand, formal gastronomy education is provided through diploma-based programs given by secondary and higher education institutions (associate,
Undergraduate, graduate). In this context formal gastronomy education in Turkey is provided through secondary and higher education levels (undergraduate, graduate, postgraduate). At the level of higher education, gastronomy education consists of two years associate degree education, four years graduate education and post graduate education levels (Erdinç & Yılmaz, 2012). As of 2017, culinary education at secondary education institutions began to provide education under Vocational and Technical Anatolian high schools and Multi Programmed Anatolian high schools. Culinary education is provided under the catering service field in the above-mentioned high schools. In this context, in Turkey there are a total of 566 secondary schools including a food and beverage area in 79 provinces, except Sirnak and Bayburt. While 533 of the food and beverage services departments are located under the Vocational and Technical Anatolian High Schools, 33 are the multi-programmed Anatolian High Schools. In two of given vocational and technical Anatolian high schools, only culinary education is given and there is no other program or field. In this context, 551 high schools have culinary subfield, 231 high schools have pastry subfield, 323 high schools have service subfield, 65 high schools have food processing subfield and 13 high schools have bar subfield. In this study taking the academic year 2017-2018, state universities culinary programs and catering services programs in culinary education framework at associate degree levels are examined separately. According to 2017 data, there are 59 programs in 29 universities under 39 vocational schools in the framework of culinary program. On the other hand, the total number of quotas is 2623 for the culinary program in 2016, and the occupancy rate of 100% is reached in these quotas. Within catering services program, there are 8 programs in 5 universities and 6 vocational schools. It is determined that the total number of quotas is 281 for catering services program in 2016 and 96% of these quota is full. At undergraduate level, culinary education is offered in four different names: gastronomy and culinary arts program, food and beverage management, gastronomy and culinary arts and management. In academic year 2017-2018, there are 20 high-schools and 31 faculties, and that 51 universities provide culinary education in 60 programs in total. It is seen that the total number of quota is 3366 in these four departments and 90% of these quota is full. Only 11 universities provide culinary education at graduate level and 1 university provides doctoral degree. As a result, in Turkey there are problems in particular with the quantitative and qualitative aspects of the culinary education at the tertiary level. However, the demand for culinary education given at both associate and undergraduate levels has been increasing quantitatively by years. In other words, even though culinary education at the undergraduate level is a very new trend, it is seriously demanded by students who want to study in this field. On the other hand in recent years, it is seen that universities are especially taking action in the framework of post-graduate education. Culinary education in Turkey, being given at secondary level in hospitality and tourism vocational schools and at higher education level in vocational schools related to tourism, high schools, faculties and institutes, reveals that in Turkey there is a close relationship between culinary education and tourism.

**Keywords:** culinary, culinary education, art program, associate program, Turkey

**References**


A New Dynamic Model to Explain Successful Problem Solving

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Abstract

Problem solving is one of the key skills in the 21st century. Information has to be linked and related dynamically, probabilities have to be calculated and a cascade of right decisions is necessary for successful problem solving. Many criteria have to be considered in the same time. Successful problem solving is related with metacognition, transfer of pre-existing knowledge to new situations and contexts and the ability to generalize pre-existing knowledge to new related tasks. Transfer requires individuals to perceive the underlying relationship between two problems with some level of similarity. Finding analogies between a base and a target problem (transfer) is considered a challenge for children and also for adults, who do not have appropriate preconditions. Knowledge of problem-solving strategies is also an important precondition for successful problem solving. Successful problem solvers have the right heurisms (meta cognition, the ability to do deep transfer and to build analogies). But there are more preconditions to become a successful problem solver: Studies reveal a high impact of education on successful problem solving. Activity-oriented education allowing children to gain experiences, get feedback and train heuristics improves the probability of successful problem solving for non-intuitive and non-holistic problem solvers. Personality, motivational factors and social background variables are also pivotal explanatory variables. In summary, different factors concerning the problem solver himself, the problem itself and other conditions like educational quality and background variables interact and are responsible for successful problem solving or failing. This new dynamic model answers, why some people are more successful in solving problems than others and contains information about how to get a successful problem solver. This model also shows that instruction can help children and adults to compensate deficits in other areas (e.g. self-efficacy, cognitive skills, imagination skills...) and that instruction has to match the problem solver for an optimum output. It also explains, for non-intuitive and non-holistic problem solvers, how to get as successful in problem solving as others, who have good preconditions but no education in this field. This model contains – on the one hand-individual characteristics, on the other hand aggregated characteristics. The area is corresponding to probability of successful problem solving. This model shows, that good education can help the non-intuitive problem solver to compensate deficits in other fields and to get as successful as other problem solvers with good preconditions but no education. Mediator and moderator effects (personality -> motivation -> successful problem solving…) can also be explained using this dynamic model.

Keywords: problem solving, dynamic model, decision making
Part 4: Educational Technology
How Affective Are Learning Management Systems for Detailed Feedback

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Abstract

This study addresses the research question focusing on faculty perceptions of how the features of existing LMS currently and potentially enhance their assessment of student work. Within this type of technology, the selection of a couple of main systems, namely Blackboard and Moodle, is examined. A critical analysis of the exiting literature on the adoption of these features within the classrooms for purposes of assessment for learning is presented. Additional analysis was conducted in order to identify the factors that can elevate the perception and use of LMS as major tools for formative assessment. A mixed methods research design was used in order to evaluate the effectiveness of formative assessment tools in LMS address the gap in the literature.

Keywords: LMS, faculty perceptions, assessment of student work, mixed methods
Augmented Reality in Language Education: A Systematic Literature Review

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Abstract

Rapid advances in technology have altered the way of language education. Technological tools, when effectively integrated with appropriate pedagogical foundations, can enhance the quality of teaching and learning experiences. Augmented reality (AR) has emerged as one of the technologies offering a new way to bridge virtual and real worlds. Investigating both benefits and challenges that AR technology can bring to language classrooms, this systematic literature review analyzes recent studies pertaining to the incorporation of AR technology in language education. More specifically, the paper (1) introduces AR and its related terminologies, (2) discusses both the potentials and constraints of AR in language education through in-depth analysis of relevant studies, and (3) proposes ideas for practical implications and future research in the field.

Keywords: augmented reality, digital learning, language education, mobile learning, mobile application, technology in education
The Effect of Incorporating Animated Pedagogical Agents in Apps on L2 Idiom Acquisition and Retention

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Abstract

Multiple studies have tried to explore effective ways to improve idiomatic language learning in L2 acquisition by uncovering idiom recognition and comprehension in native speakers to take it as a model for L2 acquisition. Recent studies have focused on a variety of methods and tools to facilitate idiom acquisition, empower recognition, and recall skill: animated, unanimated (funny) pictures, mobile learning, multiple intelligences, natural text recognition and its relations with web 2.0, Disney movies, etymological tools, and software are among the most recent ones. Although these studies have provided Second Language Acquisition (SLA) field with significant and generalizable findings, we are yet to afford language learners with an effective software to facilitate idiom acquisition utilizing different affective and cognitive elements. To fill in this gap, this library research aims at proposing the development of an effective software of idiom acquisition to uncover learner’s prior knowledge, facilitate retention, and recall of idioms within a proposed software considering the role of emotion and interest (Gadanho & Hallam, 2001).

Keywords: animated pedagogical agent, L2 idiom acquisition, software
Use of an Online Concept Mapping Tool for Self-Regulated Learning: A Case Study of Grade 9 Mathematics Students in a Montessori Setting

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Abstract

In the present study, we examine the use of an online concept mapping tool, the Concept Maps for Learning (CMfL) website, to support self-regulated learning in a Montessori high school mathematics class. An in depth analysis of 6 grade nine students engaged in independent study revealed that, if utilized, the tool could provide useful feedback leading to higher achievement. However, the lack of visual appeal and other factors may have limited engagement with the tool for some students. Recommendations for improvement, and implications regarding the potential for enhancing self-regulated learning are discussed.

Keywords: concept maps, assessment for learning, self-regulated learning, educational technology

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5 Easy Steps to Improve Online Learning & Engagement

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Abstract

Interactivity and engagement are an integral part of online teaching and learning, and e-Learning. With paradigm shifts in technology, there is a need to prepare 21st century learners in the global market. As a result, we are employing the CAIRE model as a framework to construct online courses campus-wide for enhancing students learning outcomes (CAIRE, author, 2012). This model focuses on the learning activities that are effective, engaging, and customized based on student-centered design.

Due to the increasing demand for e-learning with diverse online activities, we created a framework to change both the delivery of instruction and implementation of e-learning. This effort allows students more options to meet their particular needs. The focus for online content development and engagement must provide a learning environment where students can create their own learning activities. This increases the level of expectation for the delivery of high quality projects as they fit to their working environment. Recent research (Noesgaard & Orngreen, 2013) proposed a learning design for competent teaching in natural science and identified effectiveness as the transfer of learning. This conceptualization of effectiveness positively impacted teaching practices. In this discussion we explore some of the most effective characteristics and principles of meaningful learning in a diverse online environment. Basic characteristics of educational generation include:

- Education 1.0 Characteristics: The primary role of professor is to provide the source of knowledge and teaching.
- Education 2.0 Characteristics: The primary role of professor is to guide and be a source of knowledge with copyright and free/open resources.
- Education 3.0 characteristics: The primary role of professor is to utilize a wide variety of resources to teach and engage students in meaningful learning.

The transition from traditional to online learning necessitates an emphasis on creative design that is engaging for both educators and learners. Of Sweyer’s (2011) “broad transformations in major industrial economies,” we focus on two key issues that foster creativity:

Increasingly globalized markets result in greater competitiveness, even for industries that historically have been protected from significant challenge

Increasingly sophisticated information and communication technologies result in shorter product development cycles, increasing the pace of innovation and change” (p. 1)

The effective use of technology-enhanced practices require more than increased access to such tools (Tondeur, van Braak, Siddiq, & Scherer, 2016). While teachers improve student learning, students must “buy into” the technological classroom model. Examination of social learning indicates that consideration to individual characteristics of the student must be paramount in the creation of online learning environments. Additionally, the identification and implementation of
effective approaches to increase interaction are necessary (Hill, Song, & West, 2009). When students have the opportunity to create aspects of the online learning environment, they perceive greater social interaction (King, 2002). To raise the level of meaningful student participation and learning, the CAIRE model was designed with a greater focus on creative engagement, wherein students take ownership of their learning activities and teachers become consultants who guide students through the process of project-based learning. Project-based learning is constructivist in nature and is differentiated from traditional learning activities in a number of ways. While making connections between these two modalities, the ACES center integrated technology and pedagogy with different instructional strategies for content development and delivery methods to prepare faculty to make informed decisions as they employ the CAIRE model.

The CAIRE model focuses on the processes of how learners collaborate not only with their peers but also the community, profit and nonprofit organizations, corporate, and the global community. Figure 2.0 Identifies the CAIRE model as a learning tool for Collaboration, Application, Intervention, Retention, and Evaluation (Ziaee, 2012).

Collaboration: students become active participants and practice with peers on various common interest projects.

Application: learners from different backgrounds bring a wide range of knowledge and skills as they apply prior experience in combination with new tools to meet the needs of the job market.

Intervention/Iteration: The instructor monitors student performance by checking on the group status and a wide range of issues that may occur during group activities.

Retention/Revision: Consistency and delivery of the final project is crucial to ensure that learners follow appropriate guidelines, integrate old and new knowledge, and remain committed.

Evaluation: Measure learning outcomes determine whether students have learned what they practiced. In contrast to traditional assessment, the CAIRE model ensures that students have met the performance criteria established throughout the process.

The CAIRE model is effective and efficient, minimizing some of the arduous and lengthy process accompanied by an innovative approach by merging instructions and student learning style for inquiry-based learning, problem solving, group collaboration, and experiential learning as it applies to student needs. The purpose of the CAIRE model is to explicitly address students' needs and expand upon their prior knowledge, experiences, attitudes, and beliefs about a technology-rich environment. While this model is designed to explore the use of technology in schools and address challenges for using technology creatively in both online and traditional classrooms, it is also intended to address educational equity, especially in disadvantaged communities, to bridge the gap among diverse learners. The implementation of self-regulated activities are widely discussed in elearning which has been developed and implemented within some of the earliest MOOCs. Bransford, Brown, and Cocking (2006), describe new technologies as consistent with principles of learning that promise a better education than conventional instructions. Here, students can put theoretical concepts into practice in online teaching and learning while minimizing experiential barriers.

Another characteristic of this program is the practicum component known as portfolio based assessment, such as the Teacher Education Program (TEP) completion, a requirement for many
schools. As Merrill (2013) noted, “There is a difference between knowledge, what we know, and skill, what we do with what we know” (p. 49). Experiential learning provides secondary educators enrolled in the program with the opportunity to complete their field experience in a semester-long orientation and practicum based curriculum. During this practicum, students collaborate with peers in an online learning environment and learn from in-service teachers and school administrators in a blended or virtual setting. Adding the internship element enables teachers that are often underprepared for the online Learning Management System (LMS) by equipping them with first-hand experience and special skills to accelerate the transition from student to educator. Thus, teachers and students alike are asked to collaborate on a course creation, which is modeled on their learning experiences and will benefit researcher, instructional designers, and future teachers. This experience will place these interns ahead of peers vying for similar teaching positions. During the orientation, teaching candidates learn School policies, procedures, and expectations, as well as how to work within a Learning Management System (LMS), Instructional Design Principles (IDP) (e.g., Universal Design for Learning (UDL) and Bloom's Taxonomy), and best practices for teaching through communication, authentic assessment, reflective learning and feedback, online discussion, announcements, and individualized instruction. The orientation is designed to model what an elearning course looks like from a student perspective. As the program expands, it will include a module, in which, upon successful completion of the orientation, student teachers are assigned a mentor teacher, and enter an online practicum. Furthermore, the fundamental of online teaching is to avoid the term “shovelware” where there is room for new and innovative way of designing courses that are conducive to the needs of new generations of learners. According to Simson, Smaldino, Albright, and Zvacek (2012), “there are many students [who] have never studied in an online educational environment. If they have, chances are that it was not a positive experience” (p. 134). Our program at ACES create a learning environment where students practice a wide variety of activities that meet the needs of our community. Throughout the practicum, the Teachers in Training are applying what they have learned during the coursework as they practice new sets of skills. As teacher responsibilities increase each week in synchronous, asynchronous, and/or blended learning environments, so does their successful completion of the practicum that satisfies the school’s needed requirement. As the online education for K-12 and higher education continues to grow, recent studies show that approximately four million students enroll in at least one online course annually (Molnar, 2015). Due to this massive growth in online education, as seen by MOOCs and other various online learning initiatives, the need for training highly skilled teachers and workers is significant.

With the CAIRE model framework, students are encouraged to establish clearly stated values and goals (Covey, 2013), which are implemented into course construction. This allows courses to be made more accessible through the design phase rather than editing after creation. This front loading encourages Best Practices in design and instills a “big picture” perspective. In an effort to be ADA compliant, courses include accessibility in the form of captioning, alternative assignments and basics like headers for screen readers. This study provides insight into the design and delivery of instruction, which promotes activities that are more reflective of learners’ goals. In order to foster a professional and meaningful learning environment, we need to focus more toward their academic efforts based on the CAIRE model which guides them through a developmental process that is focused-based, student-centered, fun, and engaging, where students are part of the solutions, rather than observant. The CAIRE model provides faculty and instructional designers the necessary tools how to address student concerns, design activities that are conducive to that specific audience. The CAIRE model will also require instructors to monitor student’s performance online to make sure their active presence for online engagement. The CAIRE model is intended to foster discussion

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of the key issues that concern educators, learners, and communities of practice. We hope to expand our future design principles to include other areas of interdisciplinary fields and those with special skills in information technology and accessibility. CAIRE aims expand on the potentials for designing courses or developing content and activities which foster inclusiveness and highly diverse learning practices, thus addressing the quality of education for future generations, its feasibility, general acceptance, and possible expansion of open education for all. The early and sustained partnership among university students for elearning has established a strong and healthy connection between higher education and the greater community, creating positive impacts on the job market. Employing the CAIRE model as a framework to establish sound pedagogy will further meet the demands of industry and education. The implementation of the CAIRE model establishes an engaging environment where students are more empowered to learn and practice activities beneficial to their professional careers. As a result, this collaborative partnership creates innovative opportunities for institutions, corporations, organizations, and students who enrolled in the program.

Keywords: elearning; instructional design; CAIRE; engaging; curriculum development

References


Aligning Educational Objectives With Educational Activities: Examination of Student Perceptions on Two Asynchronous Learning Activities

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Abstract

Relying on survey research, the purpose of this study was to collect the data necessary to answer the following question: What are students’ perceptions of the different asynchronous assignments used in Educational Leadership and Policy Studies (ELPS) program’s online graduate courses? The survey, which consisted of close- and open-ended items, was circulated to 121 former and current ELPS students, with a response rate of 24.79%. The data from the completed surveys were analyzed to identify themes. These themes demonstrate that the participants found value in both asynchronous assignments examined in this study. In addition, the participants identified different benefits associated with each asynchronous assignment. The subsequent discussion of the findings focuses on the value of each asynchronous assignment, the importance of determining the purpose for using asynchronous assignments before assigning them, and the limitations of exclusively using one asynchronous assignment.

Keywords: asynchronous assignments, online learning, online discussion boards
The Impact of Open Practice on Teacher Pedagogy

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Abstract

Thirty students enrolled in two sections of EDUC 581, Instructional Design in Technology, will engage in global teaching practice in an open online environment with tenth grade students at Rocky View School, an applied learning school in Calgary, Alberta, CA. The question this research will explore follows: How does globalizing teacher education practice in an open online environment impact the pedagogical and technological knowledge of in-service teachers enrolled in an Educational Technology Specialist Master’s Program? Wang et al. stated (2011), “Globalization is a powerful and emergent influence on education…and is influencing teaching practices and teacher education” (p. 119). Schools need to develop new skills, new experiences, and new knowledge as required by global transformations and international standards (ISTE, 2011). Conversations should be encouraged among teachers about the role of global education in today’s world, and the manner in which we may collaborate with others who may be geographically distant, but with whom we share common goals. Students are already living in this connected culture; however teacher practice has not kept pace with the global changes impacting our students’ everyday lives (Kleiman, 2004; Thomas & Brown, 2011). According to Anderson and Dron (2009), the first generation of instructional design for online learning focused on pure knowledge transmission in a cognitive learning model. With the advent of self-contained Web 2.0 Content Management Systems (CMS) such as Blackboard, a second generation of instructional design focusing on social constructivist models dominated the online learning paradigm. Today, the wide availability of social media communities for learning has signaled a third generation of online learning design focusing on distributed networked environments in the open (Anderson & Dron, 2009; Kent, 2017; White & White, 2016). In the past, one of the researchers has explored the creation of distributed networked environments in the open for the purpose of developing digital and content competencies (Graham & Fredenberg, 2015; Jones & Graham, 2015; O’Byrne, Roberts, LaBonte & Graham, 2014; Roberts, Blomgren, Peterson & Graham, in press). The project will be organized using concepts of K-12 Open Educational Practice. According to this model, open pedagogy occurs at the center of skills and resources interacting to allow students to use social media for learning experiences. This project will introduce students enrolled in EDUC 581 to open education practice in digital learning spaces such as blogs, twitter, and google hangouts, through a learning design in which participants are required to engage in networked learning - interacting with each other online in different formats - toward the common goal of exploring professional digital literacies. Readings and course activities will promote open readiness and a participatory culture, that is the ability to engage in learning by participating with others, through requirements surrounding the frequency of interactions. Students will create, curate and share open educational resources. The complex interactions which will occur as a result of this global learning experience will lend themselves well to a case study research methodology. Case study research is most appropriate when the questions of “how” or “why” are explored in an environment containing many variables and factors. Case study methodology achieves rigor through coding and analysis of qualitative data. This process may be used with interview data, document analysis, and survey data. Validity may be tested through examining documents for recurrence of these themes...
(triangulation) and then through review of themes along with accompanying description and analysis of interactions leading to outcomes (Yin, 2013).

**Keywords**: open pedagogy, intergenerational learning, instructional design, online learning, third space

**References**


A Study on the Exploring Structural Equation for Smart Learning in Fisheries Marine and General High School

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Abstract

By using smart media, educational opportunities can be expanded. There are many researchers (Jeong, Lim, Sim, & Kim, 2010) attempting to apply smart media to the field of education. Recent meta-analyses of the research have reported positive effects of using smart media for learning (Heo, Gu, Han, 2017; Heo & Goo, 2017). Previous studies explored did structural relationship in ‘general’ school using technology, but there is little attention to find out ‘special’ field of education likes fisheries marine high school. In this study, we apply to find out a structural relationship for smart learning both in general and fisheries marine high school. Samples are 2,670 data from Heo and Goo(2017) study; there are both 1,913 general high school students and 757 fisheries and marine-related high school. We used Mplus 8 for analysis of structural equation modeling. From the result, we can find there are significant direct effect and indirect effect on ‘smart learning intention’ from ‘usefulness’ and ‘ease of use.’ From the explanation structural equation modeling of Korea high school context, we can find the cultural difference using comparative national data.

Keywords: smart learning, structural equation modeling, fisheries marine, high school

References


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A Study on the Network Analysis of Research Trends to Scratch Programming for Smart Education: Case of Korea

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Abstract

Scratch program is a program that makes learners understand program algorithm easily and intuitively. Recently several researchers (Kim & Kim, 2015; Han, Bae & Park, 2016) reported its positive effect on mathematics achievement, creative problem solving and communication ability. Although the interest of the scratch program is getting higher, there is the lack of studies dealing with keywords relation or trend issue. According to recent network analysis research, there are several different ways applying network analysis between keywords. The social network is the one of digitalized expression about the relationship between people or object in an organization. Objects’ relationship connection shows by node and link (Freeman, 2004). And it is visualized and normalized by the degree of connection and degree of centrality. This study finds out the research trends of the scratch program through network analysis for smart learning in the focus of Korea case. The result of research trend from scratch programming is as follow. (a) The word cloud shows the keyword of research trend using scratch programming. Education, programming, student, school, problem, and thinking are the major word that shows up. (b) Network property shows the viewpoint of frequency and centrality. The keywords of high frequency are education, programming, student, science, scratch, and accident. The keyword that has a high degree of centrality has been shown as education, programming, student, science, scratch, and accident.

Keywords: network analysis, research trends, scratch programming, smart education

References


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This work was supported by the Ministry of Education of the Republic of Korea and the National Research Foundation of Korea (NRF-2015S1A5A2A03049621).
Doctoral Faculty Teaching Online: A Qualitative Understanding of Methods to Improve Online Teaching

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Abstract

Digital learning practices and methodologies have become common practice in the 21st century. Sixteen doctoral students participated in a qualitative survey to address how online instructors can improve their online pedagogy. Purposeful sampling was utilized consisting of students participating in the Channel Islands and Fresno State University joint doctoral program called CODEL. This study’s purpose was to understand online learners’ perceptions about effective and meaningful online student collaboration practices. The data analysis was done with NVIVO 11, a qualitative data analysis program used for coding, indexing, searching, and developing theory from qualitative data. Findings included: (a) online methods that foster student collaboration, (b) collaborative and meaningful online projects, and (c) online collaboration challenges. This article concludes with recommendations for practice.

Keywords: distance learning, doctoral education, online education, student collaboration
Part 5: English as a Second Language (ESL)
A New Era of Hong Kong’s Trilingual Education

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Abstract

After China reestablished the sovereignty of Hong Kong in 1997, China’s official language, Putonghua (Mandarin) started penetrating into Hong Kong’s political, cultural, social, and educational systems. Even now in 2018, Putonghua reveals tensions and contradictions of the politics of trilingualism in its implementation into Hong Kong’s K-12 educational system. Much research has been done to address whether Chinese or English should be used as a medium of instruction in Hong Kong’s educational system. However, there is still a huge gap in the research of adopting bi-literacy and trilingualism. This paper, with particular emphasis on Hong Kong’s multilingual environment and historical events, examines the importance and benefits of a trilingual education model. To maintain Hong Kong’s economic vitality and balance its language policy in its post-colonial years, policy makers and indigenous elites of Hong Kong are suggested to embrace Putonghua as a major communicative language under the framework, “One Country, Two Systems” from China’s central government and implement a model of trilingual education with a focus on translanguaging practices.

Keywords: Hong Kong, trilingual education, translanguaging practices, self-identity
The Effects of Amount of Teacher Talk Time on University Preparation Mid-Intermediate Level Students’ Accuracy in Speaking in the Target Language – English

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Abstract

The time consumed by teachers in EFL class has always been a matter of subject and it is highly suggested to keep teacher talk as short as possible. The main aim is to keep teacher talk time (TTT) as short as possible so that students can have enough chance to practice the target language more in the classroom and accordingly learn the target language effectively. This study is concerned with the amount of teacher talk. The aim in this study is to decrease TTT to a certain level and increase the quality of TTT and provide students with necessary corrective feedback to increase accuracy in speaking in English. To realize this aim, two sets of three lessons (before and after the implementation of the changes) were recorded using a digital MP3 recorder and analyzed. The first set of three lessons were designed and prepared by the participant teacher and the second set of three lessons were designed and prepared by the participant teacher and the researcher considering the results of the observation data gathered during the first set of three lessons.

Keywords: teacher talk time, students talk time, corrective feedback, accuracy, speaking in English
Teachers Perceptions of the Role of Research for Improving Teaching in Culturally and Linguistically Diverse Settings

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Abstract

Research is an important cornerstone of our educational landscape and plays a significant role in improving teacher quality (Mincu, 2015). Educators’ capacity to learn and apply research might also be affected by their personal stances or sensibilities. Thus, an examination of teachers’ perceptions affords an inquiry into the intangible qualities individuals possess that shape their use of research for improving instructional practice and children’s educational outcomes. The aim of this inquiry was to uncover beliefs, assumptions, and attitudes towards research that are not always evident, but no less affect teachers’ understanding and ultimately their future application of research knowledge. To further understand teachers’ engagement with research, this study examined: What were teachers’ perceptions about the role of research literature for affecting changes in professional or personal growth? To what extent did the teachers’ perceptions contribute to informing their action research projects?

The setting was a college of education at a large public university in southern California. The participants were 18-24 elementary, middle, or high school classroom teachers enrolled in a two-year Master of Arts in Education program specializing in dual language development. The range in the number of participants was due to 18 teachers contributing to one data set and 24 teachers (including the initial 18) contributing to a second data set. The classroom teachers were from a larger sample (n=73) of six distinct cohorts from 2009-2016 to accrue enough teachers for the study. Twenty-two of the 24 participants were female and the other two were male. All the teachers taught in classrooms with ELLs or in dual immersion settings with a Mandarin or Spanish-speaking emphasis.

Three data sources were examined including written reflections (n=24), written discussion board postings (n=18), and action research studies (n=6). The data was collected from three classes on action research methods, a seminar on bilingualism, and a seminar on educational research. The classes were offered in the fall and spring semester during the second and last year of the master degree program. All data sources were analyzed used NVivo 11 software for Windows. Major codes were identified with the greatest number (50% or more) of references. Sub-codes emerged from specific descriptive data associated with the major codes. Three cycles of coding yielded the deletion of codes with few references from the participants. The coding process identified data patterns comprising prominent themes in the research (Miles, Huberman & Saldana, 2014) for addressing the research questions.

Comments in the reflections and discussion board postings illustrated evocative memories of immigrant life experienced by the teachers personally or professionally. Such memories or experiences served as a gateway for improving knowledge of research themes and theories on heritage language maintenance (HLM), language attrition, and bilingualism. The poignant personal and professional connections teachers made with the research were impressive. Reading
research literature also contributed to new perspectives about the important role families play in HLM and their children’s bilingual development.

Additionally, the teachers’ engagement with research provided opportunities to think critically about evidence-based practices for improving ELL and bilingual children’s cognitive competencies and the value of relevant language scaffolds for improving instruction. The teachers in this study also voiced concerns about general education colleagues who were unfamiliar or unknowledgeable about research on effective approaches. Their concerns were reminiscent of findings about the under preparation of mainstream teachers in ELL settings (DeJong, Harper & Coady, 2013) and the challenges and promises Common Core State Standards pose for ELLs especially in the content areas of the curriculum (Lee, Quinn & Valdes, 2013). The consistent learning opportunities to reflect, to share ideas and to identify key concepts about research developed a sense of professional community. The findings suggest the teachers increased their capacity for teaching in culturally and linguistically diverse settings by (1) improving knowledge about heritage language maintenance and language loss; (2) applying evidence-based practices; (3) improving professional community building through the sharing of ideas and reflection; and (4) improving advocacy for bilingual programs to benefit students, parents, and the community. Such outcomes also resulted in reports about changes in personal growth related to empathy for their students’ immigrant families and increased confidence. The results from this investigation reflect claims by Mincu (2015) that internal or external research derived knowledge improves teacher effectiveness and can also have an impact on school improvement.

**Keywords:** culturally and linguistically diverse students, classroom teachers, heritage language maintenance, evidence-based practices, empathy, confidence.

**References**


The Role of Mental Translation in Learning and Using a Second/Foreign Language by Female Adult Learners

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Abstract

Through the last six decades, researchers have undertaken numerous studies on Second/Foreign Language Learning/Acquisition (LL2). The results of studies, carried out on the nature and causes of errors, have shown different interpretations. The interpretation of these errors has generated concepts like positive or negative transfer (Towles & Hawkins, 1994; Köhlmyr, 2003; Carrió-Pastor, 2012), interlanguage (Selinker, 1972; Bialystok, 1982; learning strategies (Tomlin, 1990). It has also engendered different theories or models (Input Hypothesis, Krashen, 1981; Automaticity, Anderson, 1992; Declarative/procedural model, Ullman, 2001; Connectionism, Ellis, 2002). In all cases, the purpose of these studies was to gain a better understanding of the learning process of L2. These theories or models mentioned above do not present, in an explicit way, the question of Mental Translation (MT). However, the concepts of transfer (positive and negative) could evoke the MT phenomenon. The role of MT could be more important than a simple strategy (O’Malley, 1985a, 1990), a strategy used only at the beginning or at intermediate levels. Other studies (Macaro, 2006; Conti, 2004) undertaken on strategies show that training on strategies improve the writing process of learners in L2. Empirical evidence (Köhlmyr, 2003; Miliander, 2003; Ye, 2004, Rosén, 2006; Zhang, 2010; Pavlenko, 2011; Carrió-Pastor, 2012, 2014; Mourssi, 2013) collected through errors in written compositions reveals that the influence of L1 is still an important factor at different levels of competency. The influence of L1 through MT could go beyond what theorists and teachers have believed until now. This study is descriptive research, as it describes a predominant phenomenon observed by teachers and learners, that is, MT in learning and using L2. From this perspective, it is a qualitative research, as its purpose is to analyze the phenomenon to ponder some theoretical considerations concerning the presence of MT in LL2 and the use of L2, but without quantifying MT. The sample available to the researcher consists of seven female adult learners having different L1s. (Arabic, Japanese, Korean, Mandarin, Portuguese, Russian, and Spanish). All the learners are female and want to improve their English Second Language skills. The choice of the sample is not related to the age level but to their English level (5-6) according to the Canadian Language Benchmarks. The research instruments used in this study are two compositions written on two occasions, during 2013-2015 and in 2016, a personal questionnaire, a strategy questionnaire, and a structured face-to-face interview. The results show that learners use MT as a strategy to compare and establish similarities and differences between first language (L1) and Second Language (L2). The MT strategy begins as a comparison strategy executed by the intelligence to establish the equivalences and the differences between L1 and L2 at all linguistic levels. This strategy is active as long as the equivalences and differences between the two languages are established, and stored in the long-term memory as a procedural knowledge. The frequent use of the MT strategy makes it automatic, and it becomes a MT product or a procedural knowledge; the learner will then use it automatically and unconsciously. The type of errors made in both written compositions show that the influence of L1 prevails despite the time living in the L2 country, or the study within an academic system or with tutors. The answers given in both the questionnaires and interviews indicate that each learner creates his/her own translational zone. The learner will retrieve the information from his/her translational zone to write in L2. However, if the learner cannot find the equivalences in the translational zone, s/he will again use the MT strategy to compare L1 and L2 and to establish new equivalences and differences. The automaticity could stop if there were a substantial change in the frequency of contact or use of L2. The comparison between L2 and L1 creates a linguistic awareness not only of L2 but also of L1. In a certain way, this could explain the fact that a learner uses L2 when s/he learns a third language (L3). The similarities and differences between L2 and L1 are already in the memory. The MT strategy could make other comparisons between L1 and L3 and between L2 and L3.
The results of these comparisons added to the translational zone would also be stored in the long-term memory. To write in L2, the learner would again retrieve the information form his/her larger translational zone. On inserting the concept of MT in LL2, it would be naïve to pretend to elucidate, in its entirety, a process as complex as learning a second language. If MT is present in LL2, teachers and learners should not fight against MT. Thinking that learners will learn faster if they do not translate is not the solution. The comparisons will take place anyhow. It would be more important to help them to find the right equivalence, so that the amount of errors will decrease. More research in this area will help teachers and students cope better with the process of teaching and learning English as a Second Language.

**Keywords:** second/foreign language, mental translation, second language acquisition, second language learning strategies, role of mother tongue in second language acquisition

**References**


Closing Achievement Gaps for Language Minoritized Children: Perceptions of Dual-Language Teachers

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Abstract

Dual language programs, while offering both native English and Spanish speakers equal opportunity to be bilinguals in a regular academic setting, promote equity and social justice for dominant and minoritized students. Lindholm (2001) noted dual language programs “yield payoffs at both individual level, through cognitive/academic advantages, and at a societal level, in promoting dual language proficient and achievement for both language minority and majority students” (p.16). There are 1,413,549 English learners (ELs) constituting 22.7 % of the total enrollment in California public schools (California Department of Education, 2015). A high 73% of ELs are enrolled in the elementary K-6 grades. In recent years, dual-language education has emerged as a viable and desirable approach for using immigrant students' heritage language in the schooling process. At the home front, Santa Ana Unified School District (SAUSD) has four K-5 elementary schools offering dual-language programs. One such school reported on its website that 80 % of its 880 student population is on free/reduced lunch and that its Academic Performance Index (API) is 817 while students in non-dual language programs in the district scored 686 in 2010. This academic performance further confirms what the research has consistently demonstrated that students in Two-Way Immersion (TWI) achieved at or above the performance of their peers who are not in TWI programs (Bae, 2007; Chiappe, Glaeser, & Ferko, 2007).

The surge in dual-language programs is inevitable due to the rapid demographic changes occurring in CA classrooms. This one education reform can reduce achievement gaps between language-majority and minority students. Ample evidence exists that improved access to quality dual language programs enhances academic success for ELs (Lindholm-Leary, 2001; Thomas & Collier, 1997). High-quality instructional personnel, professional development, and instructional design features are considered crucial for dual language success. The role of classroom teachers in this process is undeniably significant as they create conditions for transformative pedagogy that celebrates students’ cultural and linguistic backgrounds. It is thus critical to identify what teachers consider are the crucial aspects of dual-language program success in their classrooms and highlight areas for further improvement so that dual-language program indeed is an educational reform that may serve teachers in culturally and linguistically diverse traditional classrooms as well.

The school culture plays an equally important role in facilitating teachers’ ability to implement their teaching strategies without the fear of retribution for not being in line with school policies. Scholars have stated that a school creates a culture of care when it focuses on the notion of peaceful classrooms and schools where teachers and students can learn to work together, to care about each other and care for each other in safety (Cavanagh, 2008; Macfarlane, 2007; Montague, 2000). Such a school culture also affirms ethnic, cultural backgrounds while at the same time promotes positive interactions with students and teachers from different ethnicities and cultures.
The purpose of this study is to investigate the intersection of dual language teachers’ pedagogical strategies and the caring school culture responsive to social, cultural, and academic needs of linguistic minorities. To this end, two research questions are investigated:

- What do dual-language teachers consider effective pedagogical techniques they implement on a daily basis for ensuring the academic success of children?
- What do dual-language teachers consider the critical aspects of their school culture are facilitating their teaching profession to help language minorities unhindered?

This study will highlight the attributes of dual language program contributing to the academic success of language minorities in reducing the opportunity gaps. Specifically, the study will identify effective pedagogical and assessment strategies employed by dual language teachers in their daily practices. Secondly, the research will characterize the facets of school culture that allow, according to Hopkins (2013), “teachers who can utilize students’ linguistic and experiential assets in the service of academic learning and language development.”

**Keywords:** bilingual teachers, bilingual pedagogy, code-switching, achievement gaps, English learners, and inclusive curriculum

**References**


Vocabulary Growth Through Parent-Child Interaction: A Targeted Intervention

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Abstract

Bilingual children’s amount of language exposure and usage of their two languages play crucial roles in language development and literacy (Hammer et al., 2014). Beyond exposure within a school setting, the exposure children receive through parent-child interactions contribute to early learning and have been discussed extensively in various fields including economics and brain development (Doyle, Harmon, Heckman, & Tremblay, 2009). The quantity and quality of language use within the home coupled with home literacy resources are positively associated with vocabulary knowledge among children brought up in monolingual environments (De Temple & Snow, 2003). A few studies have shown that preschool-aged bilingual children in Latino families are also exposed to some of the structures that develop vocabulary and literacy skills in monolingual family settings (Jiménez, Filippini, & Gerber, 2006; Teale, 1986). Research on monolinguals (August, Carlo, Dressler, & Snow, 2005; De Temple & Snow, 2003) and bilinguals (Hammer, Lawrence, & Miccio, 2007) both outline the importance of vocabulary as an important predictor of language and literacy acquisition. Significance of the study: Vocabulary acquisition of bilinguals is an important area of inquiry because of its potential to shed light onto processes of language acquisition which can help address word gaps between the economically-disadvantaged and their peers. It is also a matter of urgency as an increasing number of bilingual students are integrating schools in the United States (National Center for Education Statistics, n.d.). Although research of the association between interactive features and positive vocabulary outcomes have been carried out (Jiménez, Filippini, & Gerber, 2006), there are a limited number of studies which investigate those features in relation to vocabulary outcomes in either Spanish or English in Latino children (Quiroz, Snow, & Jing Zhao, 2010). The current study addresses this research gap by examining the impact of a parental intervention on the vocabulary acquisition in English and Spanish of young Latino children. Research Questions: The research questions that this study seeks to address are: 1. How do parent-child interactions in economically-disadvantaged families affect children’s achievement on a standardized vocabulary test? 2. In what ways can parent-child interactions be enhanced to promote literacy development of children? Participants: Data for this quantitative study was collected from a child-parent intervention of 250 families and their children aged 30 to 48 months in Austin, Texas during Fall 2015 to Fall 2017: 5% (n = 12) from Fall 2015, 17% (n = 40) from Spring 2016, 21% (n = 51) from Fall 2016, 29% (n = 70) from Spring 2017 and 28% (n = 67) for Fall 2017. Participating families for all the semesters were recruited during public events through other programs and were, for more than half of them, under the 200% Federal poverty level. In addition, more than half of the parents were originally born in Mexico or the United States, with the remaining born in other Latin American countries such as Honduras, Guatemala and El Salvador. The majority of the parents were thus either Spanish and/or English-speaking. Intervention: This 14-week child-parent intervention is grounded in an evidence-based parenting program called the Playing and Learning Strategies program that has been shown to boost literacy and school readiness skills in young children through training of the parents (Landry, Smith, Swank, & Guttentag, 2008). The original curriculum had been adapted so as to (a) emphasize the development of parenting skills that are more relevant to immigrant families (b) to promote cultural appropriateness and to shape a model of delivery which is sustainable and, (c) can be up-scaled at a low cost. Parents attended class for 2 hours weekly over 14 weeks in order to learn parental strategies such as how to praise and follow the signals given by their children during child-parent interactions. During this time, the children were supervised by caregivers who were AmeriCorps volunteers. Attendance rate across all semesters was greater than 90%. Research Instrument: A standardized test, The Peabody Picture Vocabulary Test, third edition (PPVT-3) by Dunn and Dunn (1997) or its Spanish equivalent, the Test Vocabulario Inventario Peabody (TVIP-3)
was administered one-on-one to children pre and post-intervention depending on the language in which the child was stronger. The children who were administered the test were all 3 years old or older. Through observation and discussion with parents, the decision to administer either the PPVT or the TVIP was taken. The pre-test was run in the first week of the program whereas the post-test was administered in the last week of the program by instructors who were AmeriCorps members trained by Blanca Quiroz, one of the researchers of this study. **Analysis:** Boxplots were plotted in an attempt to identify extreme outliers; only one was found and removed from the data set. Preliminary analysis of the scores of the vocabulary tests was carried out using descriptive statistics and statistical methods such as the paired samples t-test.

**Table 1.** Mean, Standard Deviation and P-Value of Pre- and Post-Test Scores

<table>
<thead>
<tr>
<th></th>
<th>Fall 2015</th>
<th>Spring 2016</th>
<th>Fall 2016</th>
<th>Spring 2017</th>
<th>Fall 2017</th>
</tr>
</thead>
<tbody>
<tr>
<td>Pre-Intervention</td>
<td>M 100.87</td>
<td>96.69</td>
<td>90.67</td>
<td>93.90</td>
<td>94.62</td>
</tr>
<tr>
<td></td>
<td>SD 12.25</td>
<td>10.47</td>
<td>14.01</td>
<td>13.55</td>
<td>14.15</td>
</tr>
<tr>
<td>Post-Intervention</td>
<td>M 108.70</td>
<td>106.90</td>
<td>101.17</td>
<td>101.90</td>
<td>105.51</td>
</tr>
<tr>
<td></td>
<td>SD 15.39</td>
<td>13.86</td>
<td>13.43</td>
<td>14.56</td>
<td>13.81</td>
</tr>
</tbody>
</table>

The greatest differences in the mean scores between pre- and post-tests occurred in Fall 2017 with a value of 10.89. There was a statistically significant difference in the TVIP scores pre and post-intervention across the 5 semesters. Overall, the vocabulary of children enrolled in this program increased 3.5 to 4 times higher than the vocabulary expected by maturation. Although it is difficult to find such outcomes at the child’s level, that is, to determine the effect of a parental intervention on the children, this study has produced a positive result.

**Keywords:** bilingual education, vocabulary, literacy

**References**


Part 6: Global Competence
An Exploratory Study of Intercultural Competence Education in China’s Hospitality and Tourism Academic Programs

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Abstract

Intercultural competence (hereafter “IC”) has a variety of definitions in academic literature (Matveev & Merz, 2014). In the hospitality and tourism context (e.g., Yang, et al., 2015; Ferraro, 2006, etc.), however, it can be interpreted as an employee’s or organization’s knowledge, skills, and ability to effectively and appropriately interact with people from different cultures or countries. The globalization of the business world has brought about massive shifts since World War II. With the increase of international travel, the quantum leaps in global communication brought about by the internet and smart phones, and the increasingly interdependent global economy, the way leaders and organizations of hospitality and tourism approach business has dramatically changed. A survey of the world’s largest hospitality companies such as Marriott International, Hilton World Wide, McDonald’s Corp., and Starbucks reveals that IC could be the key contributor to the global success of these giant companies: not only their leaders but also their staff are effective in intercultural competence. Then the question arises: are hospitality and tourism students aware of this and equipped with IC to meet industry demand? Facts and statistics show that intercultural competence education in China’s hospitality and tourism academic programs has become an urgent issue. There are multiple reasons for this demand. First, China has become one of the most popular international tourist destinations in the world and is expected to become the most popular destination by 2020, as UNWTO (2008) statistics show. As a result, China has become a popular investment for hospitality and tourism companies. Almost all the top brands in the world have a presence in China. In addition, China is now the world’s largest source of outbound hotel investment (Fuller, 2017). These factors indicate a big demand for high IC talents that will help make these companies more successful and move the industry forward. The same question then arises: are the Chinese hospitality and tourism educators aware of this and equipped their students with IC, both before and after graduation, to meet industry demand? Both research and anecdotes seem to show that regardless of this urgency, policies and resources that are necessary to cultivate and develop the intercultural competence of hospitality and tourism students, the future leaders of the industry, seem scarce and do not keep pace with the nation’s changes. This study thus aims to explore the current state of IC education in China’s hospitality and tourism academic programs. Specifically, this study investigates major teaching methods that hospitality and tourism educators in China are currently using in development of students’ intercultural competence, as well as challenges they encounter while striving to achieve this teaching goal. Ultimately, this study makes significant suggestions on how key stakeholders who want to capitalize on the rapidly growing Chinese market can offer meaningful assistance in intercultural competence education to hospitality and tourism academic programs. Both qualitative and quantitative data were collected in December 2017 in China during a two-day forum organized by Marriott Foundation – CHEI (China Hospitality Education Initiatives). Among 120 hospitality educators who attended the forum, more than 70 participated in the discussion highlighting students’ IC development and 69 answered five questions in writing. These questions asked the participants to share their thoughts on the importance of IC for hospitality and tourism majors, teaching experiences and methods oriented toward IC awareness and development, and major
challenges they encounter in teaching IC. There was consensus among all participants that IC was very important for students in terms of future career development in the hospitality and tourism sectors. The three main reasons cited included 1) China has become one of the most popular international travel destinations; 2) international hospitality and tourism enterprises are very attractive to current students; in other words, the possibility to work for an international enterprise in the future serves as a “motivator” for students to major in hospitality and tourism and to study hard; and 3) China itself has a population with diverse cultures – China is composed of 56 ethnic groups. Among them, Han Chinese account for 91.59% of the overall Chinese population. The other 55 ethnic groups make up the remaining 8.41%, according to China’s Fifth National Population Census of 2000. The survey data showed that a majority of the participants have utilized the following methods in an effort to cultivate students’ intercultural competence: in-class discussions of IC concepts and theories, case studies, site visits of international enterprises in the region, personal experiences shared by guest speakers with multi-cultural backgrounds, foreign language studies, and internships in international enterprises. They considered that the following methods, as typically seen in American universities, enhance their own teaching when use of the necessary resources is allowed: industry executives as guest speakers, students’ attendance of international conferences, short-term study abroad programs, summer work-study abroad programs, student exchange programs, learning cultures from cooking different countries’ food, and participation in on-campus international events. This leads to the major challenges that Chinese hospitality and tourism educators have encountered in IC education: 84% of them expressed that “lack of support from the university’s top administrators” is their biggest challenge, while 66% of them said that the gap between industry and academia is another big challenge. Other challenges mentioned, in order of frequency, included little support from the college or program-level administrators, outdated curricula and learning materials, educators’ own shortage in IC, and parents’ indifference to IC. China is a hierarchical society. Normally, support from top school administrators determines which things can be done in an academic program. The gap between the industry and academia has multiple aspects: 1) what is taught in school does not match what’s demanded by the industry; 2) the industry does not participate in curriculum design; 3) the industry does not provide any support to student learning such as providing part-time employment, internships, scholarships, guest speakers, or fieldtrips; and 4) the educators have little understanding of the industry and trends and they have little or no collaboration with the industry. In the forum, some educators attributed the gap to the lack of support from top school administrators. As some of them stated, “Resources and policies, controlled by top school administrators, are key to every possibility.”

Keywords: intercultural competence, hospitality, tourism, china

References


Using a Cultural Lens to Examine Why All Students Are Not Exposed to Explicit Instruction in Writing and Learning Strategy Instruction

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Abstract

Writing can be a difficult skill to teach. The research consistently supports explicit instruction and learning strategies when trying to help students learn how to write, particularly students with learning disabilities. Additionally, the research also reveals teachers in different parts of the world consistently employ dissimilar teaching practices in writing instruction. There seems to be a disconnect between what the research shows as best practice for teaching students how to write and how writing instruction is implemented in classrooms. An explanation for this may be found through a social contextual perspective. This paper includes a summary of the current literature related to writing instruction in different parts of the world. It also includes a next steps methodology and the possible implications of a social contextual perspective framed comparative analysis of writing instruction in different countries.

Possibly earlier, but in 1948, when the Universal Declaration of Human Rights was drafted, did the idea of every individual in the world having the right to an education become so widely pronounced. Throughout the proceeding decades, "every individual" began to stand for children and adults with special needs, disabilities, or differences. Helping to make this happen may have been the 1990 World Conference on Education for All and the 1993 United Nations Standard Rules on the Equalization of Opportunities for Persons with Disabilities. Each of these was a global event. In 2004, however, the United States government passed the Individuals with Disabilities Education Act (IDEA), a piece of national legislation that outlined the kind of quality instruction to which every student had a right; that is, instruction based on and developed from the results of scientific, quality research. IDEA, however, may only have had a national impact, and not a global one.

For instance, the research evidence indicates teachers who implement explicit instruction in writing see their students' quality of writing improve. This is the case even with students who have learning disabilities. However, what is also supported by the research evidence is not all teachers around the world implement explicit instruction when instructing their students in writing. There is a disconnect between what quality evidence-based instruction may look like and the type of actual instruction implemented in classrooms on a global level. What may be needed is an examination through a cultural lens of why this disconnect exists and why more students are not exposed to what the evidence says is quality instruction in writing, explicit instruction and instruction in learning strategies.

There is a need for a study to identify and describe the experiences teachers have around the world working with students and to explain how these experiences and differing social, political, and historical contexts impact the writing instruction their students receive. The experiences of a teacher in Finland will differ from those of a Japanese teacher working with students in Japan and, most likely, so do the learning experiences of the students as well. The teacher's experience in Finland will determine or shape his or her teaching practices. Similarly, his or
her Japanese colleague working in Japan will have experiences that will shape or determine the way he or she teaches and his or her teaching practices. Again, similar statements can be made regarding the students' experiences learning how to write. Troia, Lin, Cohen, and Monroe (2011) found this with their research related to teachers' epistemologies and beliefs about writing instruction. What has not been answered, however, is how and why these experiences and social, political, and historical contexts unique to teachers' circumstances around the world influence teaching practices, more so than what the research says about why some students struggle with writing and what teachers can do to help them improve their writing skills and their motivation to write.

Explicit instruction is what its name suggests. It is transparent, clear, and straightforward. A teacher engaged in teaching using explicit instruction is not practicing the art of nuance. Explicit instruction does not include guessing as part of the teaching and learning process. It may best be described as a detailed recipe for showing students how to arrive at a pre-determined academic and performance outcome. It is a planned step-by-step approach that allows the teacher to hold the students close, proceed through the steps, and gradually push them farther and farther away, toward independence. It involves teacher/student interactions that are meaningful and student learning that is guided by the teacher (Rupley, Blair, & Nichols, 2009).

Teaching students learning strategies is usually done through the implementation of explicit instruction. A learning strategy is the approach someone takes toward learning a new job or subject. It is reflected in how someone plans, carries out, and assesses his or her performance (Schumaker & Sheldon, 1985). Strategy instruction is teaching students specific strategies to help them achieve identified performance levels, as in teaching strategies to students so they can improve in writing. The Self-Regulated Strategy Development (SRSD) developed by Steve Graham and Katherine Harris is one example of a learning strategy. It is a cognitive process approach to teaching struggling students (i.e., students with learning disabilities) how to write. It includes six stages. The stages are developing the background knowledge needed to discuss and learn a new writing strategy, discussing the new strategy, modeling the new strategy for the students, memorizing the strategy, supporting the continued use of the new strategy, and independently using the new strategy (Graham & Harris, 2009; Miller, 2009). Each stage builds on the preceding stage. Once the teacher and the students reach the sixth stage, the students have learned a strategy that helps them to plan, organize, set goals, regulate, and monitor their own writing (Zumbrunn & Bruning, 2013). SRSD has been proven to be effective in helping students who struggle with writing, as well as students with special needs, improve the quality of their writing. Another example of a learning strategy is the Learning Strategies Curriculum, part of the Strategy Instruction Model (SIM).

Two researchers primarily developed this curriculum, Don Deschler and Jean Schumaker, from the University of Kansas Center for Research on Learning (KUCRL). The Learning Strategies Curriculum is designed to teach students who struggle in specific content areas (i.e., writing) strategies to help them improve their overall performance by helping them manage curricular demands (Schumaker & Sheldon, 1985). Teachers must take students through eight specific stages. These stages are (a) pretest and make commitments, (b) describe, (c) model, (d) verbal practice, (e) controlled practice, (f) advanced practice, (g) posttest and make commitments, and (h) generalization. The generalization stage is divided into four phases: orientation, activation, adaptation, and maintenance (Schumaker & Sheldon, 1999). Once the teacher and the students arrive at the last stage, the students will have learned a specific strategy (e.g., sentence writing strategy, paragraph writing strategy). Although there is research that supports teaching learning
strategies to struggling students and to students with special needs, this does not happen everywhere.

Troia and Graham (2002) conducted what may be thought of as a quasi-experimental study that compared the writing performance of students who received explicit writing instruction with the writing performance of students who received process-oriented instruction in writing. They wanted to determine if basic planning strategies (e.g., goal-setting, brainstorming, organizing ideas) can be taught to students with learning disabilities through an explicit teacher-directed procedure, and to determine the effectiveness of brainstorming when it is open-ended and unstructured (Troia & Graham, 2002). The participants in Troia and Graham's (2002) study were 24 fourth and fifth grade students who had diagnosed learning disabilities. The students were randomly assigned to two groups, an experimental group and a comparative treatment group. The students in the experimental group received strategy instruction in advance planning and the students in the comparative treatment group received instruction in the process approach to writing (Troia & Graham, 2002). The results from this study show the students in the experimental group who were taught the learning strategies spent more time planning and composed qualitatively better stories. These outcomes were maintained, with the students in the experimental group even producing longer stories one month later (Troia & Graham, 2002).

De Smedt, Van Keer, and Merchie (2016) conducted a mix-methods study to determine how writing is taught in Flemish schools, how teachers think about writing and writing instruction, and the correlation between students' writing performance and student characteristics, teacher characteristics, and classroom writing practices. They surveyed 128 teachers and 800 fifth and sixth-grade students in Flanders. The students were also given two writing tests. De Smedt et al., (2016) conducted a descriptive and multilevel analyses of their data. The results of the study show Flemish teachers teach writing skills and to a lesser extent, writing strategies (De Smedt et al., 2016). Teachers combined instruction in writing skills with a process approach to writing (De Smedt et al., 2016). A study by Veiga Simao, Malpquisa, Frison, and Marques (2016) show similar results.

Veiga Simao et al., (2016) surveyed teachers from Portugal (n=96) and Brazil (n=99). They wanted to know teachers' practices for writing instruction, as well as their perceptions about writing (Veiga Simao et al., 2016). The results from the surveys and the follow-up interviews show middle school teachers in Portugal and Brazil did not implement explicit writing instruction. In fact, minimal time was spent teaching writing and students did very little writing during the week (Veiga Simao et al., 2016). The studies of De Smedt et al., (2016) and Veiga Simao et al., (2016) show that students in Flanders, Portugal, and Brazil do very little writing in their schools and teachers spend very little time providing explicit writing instruction and instruction in writing strategies.

When teachers implement explicit instruction, and teach students specific learning strategies, the quality of students' writing improves (Troia & Graham, 2002). Yet, teachers in some places do not implement explicit instruction or teach learning strategies (De Smedt et al., 2016; Veiga Simao et al., 2016). Teachers in Flanders teach writing skills (De Smedt et al., 2016) rather than writing strategies. Additionally, teachers in Portugal and Brazil do not implement explicit writing instruction at all (Veiga Simao et al., 2016). Based on the evidence, this paper will attempt to examine writing instruction through a social and cultural lens, in order to advocate for the use of evidence-based practices for teaching students how to write, while maintaining a social cultural perspective.
To complete such an examination, it will be necessary to do a comparative analysis of the culture, beliefs, and social and political composition of individual countries, taking a social contextual perspective toward writing development and instruction. The expectation is this analysis will reveal how teachers' epistemologies, beliefs, and practices are shaped by the unique culture and beliefs of their respective countries and that students' writing skills develop through interaction with their own beliefs, culture, and histories and the time and place in which they are writing. Additionally, more information may be obtained by surveying teachers in parts of the world who teach writing.

The social contextual perspective on writing development will serve as the empirical model for this study. This model is based on the published writing of Schultz and Fecho (2000). The social contextual perspective has many layers. One layer asks educators to understand the student writer. Understand the writer's culture, history, beliefs, and self-concept. Another layer asks educators to understand the context the writer is working within. The student writer may occupy a place within the social and academic context of the classroom that impacts the writer's process for composing. A third layer asks educators to understand the transaction that happens between the student writer's knowledge and ownership of his culture, history, beliefs, and/or self-concept, and the writer's perception of his place within the social and academic context in which the process of writing will occur.

Although social contextual research is primarily descriptive and interpretive (Schultz & Fecho, 2000), the social contextual perspective is an appropriate model for this study because it describes the influence multiple factors may have on students' writing development and teachers' choice of instructional practices. It suggests that although experimental and quantitative research supports one type of writing instruction, particularly for students with learning disabilities, social and contextual factors may be just as significant in how students develop their writing skills and in how teachers determine appropriate instructional practices for teaching writing.

Graham and Rijlaarsdam (2016) reported that students in English speaking countries typically write a first draft and wait for their teacher's feedback before moving on with their writing. In Vietnam, however, where students adhere to a Confucian perspective of honoring the teacher's time, students complete only one finished draft of a written composition (Graham & Rijlaarsdam, 2016). Based on what Graham and Rijlaarsdam (2016) reported, an examination of how the culture, beliefs, and social and political composition impact teachers' epistemologies, beliefs, and practices may reveal how such elements produce widespread variability in how teachers in parts of the world provide instruction in writing. Additionally, the resulting variability may present challenges when a student from a different part of the world has his/her writing performance measured against another student's writing from a different part of the world, where there is a sharp contrast in culture, belief, and social and political composition.

More research is needed that examines, from a social contextual perspective, how teachers in various countries teach their students to write. This may have to involve direct observations of teachers in classrooms and face-to-face semi-structured interviews with teachers, and possibly even students. Right now, there is research that shows explicit instruction and instruction in learning strategies is effective for teaching students, particularly students with learning disabilities, how to write. These are cognitive-based only practices for teaching students how to write. An examination of writing instruction from a social contextual perspective means understanding students' cognitive development, as well as how they perceive and understand their respective selves in relation to their historical, cultural, and personal context in the time they are in the
classroom. It requires, on the part of the teacher, the ability to understand the internal and external influences their students are exposed to and that impact their students' learning in writing. It also requires on the part of the teacher, to help students identify and understand those internal and external influences that may shape how they engage in the writing process.

This may suggest teacher preparation programs include writing methods courses that expose to pre-service teachers how to implement evidence-based practices while maintaining a social contextual perspective. A similar statement can be made about professional development sessions for teachers of writing. Research viewed with a social contextual perspective may become the overriding consistent factor in how students, globally, are taught to write.

**Keywords:** writing, learning strategies, explicit instruction, social contextual perspective

**References**


Exploring the Impact of Utilising an Indigenous Pedagogical Learning Framework to Promote Cultural Competence in Australian Pre-Service Teachers

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Abstract

Cultural competence is a term that emerged in health care literature in the late 1908s and the concept is increasingly gaining traction in many professions (Grote, 2008). Whilst there are numerous definitions of cultural competence, one of the most accepted and recognised definition comes from the work of Cross, Bazron, Dennis and Issac (1989, p.1) who highlight the notion of a set of congruent behaviours, knowledge, attitudes and policies that come together in any system, organisation or professional that enables people to effectively work in cross-cultural situations. More recently, Cultural Competence has defined by Universities Australia (2011, p.3) as “student and staff knowledge and understanding of Indigenous Australian cultures, histories and contemporary realities and awareness of Indigenous protocols, combined with the proficiency to engage and work effectively in Indigenous contexts congruent to the expectations of indigenous Australian peoples”.

It has been recognised that the development of cultural competence is essential if teachers are to work effectively with people from diverse cultural backgrounds (Perso, 2012; Ranzjin, McConnachie & Nolan, 2009; Vannapond, 2009). As such, Cultural competence has become an essential component of exit requirements for graduate students from Australian Universities (AITSL, 2011; Winslade, 2017). Previous research indicates a lack of confidence amongst Australian pre-service teachers in regards to teaching Indigenous students (Hart, Whatman, McLaughlin & Sharma-Brymer, 2012; Thomas & Kearney, 2008). Whilst pre-service teachers recognise the need to develop cultural competence in line with exit requirements, this is however a distinct lack of information or how pre-service teachers can become culturally competent or proficient. This is concerning in regards to the education of Australian Indigenous students and surprising given that there is a range of literature in other fields such as health (for example nursing) that promote programs within pre-service training to promote cultural competence and culturally responsive practice.

Literature identifies that there is a noticeable discrepancy between the educational outcomes of Indigenous students when compared to their non-Indigenous counterparts in relation to school completion and progression to higher education (Gray and Beresford, 2008). For example the Australian Bureau of Statistics (ABS, 2011) report that on average only 31% of Indigenous student’s complete schooling through to Year 12 whilst for non-Indigenous students the number is in excess of 75%. Yunkaporta (2009) identifies that issues such as language barriers, lack of significance and a euro-centric approach to schooling Australia all contribute to this discrepancy.

Currently the ABS (2011) identifies that Indigenous young people account for approximately 5% (or one in every 20) of the Australian student population and further, that one third of the overall Indigenous population reside in the state of New South Wales (NSW). The implication of this is that there is a high probability that any graduates from NSW will be teaching Indigenous students.
In light of the growing recognition to address the disadvantages experienced by Indigenous students the Australian Institute of Teaching and School leadership (AITSL) as the governing educational body developed a benchmark set of professional standards that all graduate teachers must meet in order to gain their teaching accreditation. These standards cover a range of areas including the development of Cultural Competence aligning with Indigenous education, referred to as Graduate Focus Area 1.4: Strategies for teaching Aboriginal and Torres Strait Islander students, at a Graduate level (AITSL, 2011). Given the scarcity of literature available in regards to Australian pre-service teaching students acquiring the knowledge and skills to meet the Indigenous professional standards there has been a growing need to engage with research tailored to meet the standards (Moreton-Robinson, Singh, Kolopenuk & Robinson, 2012).

In response the creation of Graduate standards, Regional University (RU) located in New South Wales, Australia recognised that a proactive approach was needed to both introduce pre-service teachers Indigenous Learning frameworks but also to provide authentic opportunities to engage with the process in practice. As such a subject was redesigned to embed Indigenous pedagogy into a health education subject aimed at young people and health advocacy. The subject was designed and implemented in partnership with the local Indigenous Education authority and a local partnership school to facilitate the delivery of authentic learning opportunities that were integrated into the assessment schedule of the subject. To support the development and integration of cultural competence within teacher preparation, RU adopted a cultural competence model informed by Weaver’s (1999) research advocating that elements of knowledge/understanding, values/attitudes and skills. It is important to note at this point that this is a university wide model adopted due to its relevance and success in the health and medical context (see Falender & Shafranske, 2004; Hoge, Tondora & Marrelli, 2005) there are few studies to suggest its success in an educational context. RU also strongly advocated that this subject was to be treated as a starting point to assist students to engage in the process of developing cultural competence and was not seen as a discrete one off learning opportunity but part of an ongoing process (Campinha-Bacote, 2005).

The Indigenous Learning framework that was adopted for this study was the 8 ways pedagogical model, supported through a regionally specific framework Yindyamarradhuray Yalbilinya. 8 ways was developed as a culturally responsive tool for schools located in Regional NSW (the footprint surrounding RU) and was developed in conjunction with the NSW Department of Education and a Queensland based University’s School of Indigenous studies as part of a Doctoral project (NSW DEC, 2012). The 8 ways framework provides teachers with a model to implement Indigenous perspectives and pedagogy in daily lessons design whilst still allowing for the continuing focus on core curriculum content. Yunkaporta (2011) describes the framework as eight interconnected pedagogies involving:

- Story sharing: approaching learning through the narrative;
- Learning maps: explicitly mapping/visualising processes;
- Non-verbal: applying intra-personal and kinaesthetic skills to thinking and learning;
- Symbols and images: using images and metaphors to understand concepts and content;
- Land links: place-based learning, linking content to local land and place;
- Non-linear: producing innovations and understanding by thinking laterally or combining systems;
- Deconstruct/reconstruct: modelling and scaffolding, working from wholes to parts (watch then do); and
- Community: centring local viewpoints, applying learning for community benefit
A significant message accompanying the use of Indigenous pedagogical models such as 8 ways is that programs need to be specific to the region in which they are to be implemented. Yindyamarradhuray Yalbilinya is a regionally specific framework, building on 8 ways created through a partnership between RU and local educational schools and stakeholders. The framework draws on five places in the region and uses symbols of cultural significance to the local Indigenous people. These sites and symbols act as a model for teachers to create learning opportunities to engage all learners in Australian Indigenous history and culture, reinforcing the notion that the framework is relevant to the region it is being implemented in (Clarke, Winslade & Ward, 2012).

This research was conducted over a two year period. The research aimed to explore the perceived efficacy of adopting an Indigenous pedagogical framework in an initial teacher education program to assist pre-service teachers to meet the Australian Institute of Teaching and School leadership (AITSL) graduate requirements regarding Indigenous education.

This research adopted a qualitative approach through an interpretivist paradigm to investigate i) the perceptions of RU pre-service teaching students in regards to efficacy of the program and ii) examine how students demonstrate their level of cultural competence by their ability to design learning opportunities and embed Indigenous pedagogy into their teaching practices.

Data were collected through semi-structured interviews and work samples (serving as a secondary and supportive data source representing the application of Indigenous Pedagogy) were collected over the two year period from 23 participants. All participants had completed the Youth Advocacy subject as part of their course requirements and were recent graduates. Interview data were analysed utilising Yin’s (2011) five phase cycle and the Cultural Competence framework adopted by RU was utilised as a conceptual framework focusing on the three elements of knowledge, values/attitudes and skills (Weaver, 1999).

There were a number key themes that emerged from the data including:

- Pre-service teacher’s participation in the subject positively influenced their understanding of Cultural Competence in regards to their i) knowledge of Indigenous learning frameworks and iii) their ability to utilise these frameworks;
- Pre-service teachers increased their understanding of the importance of developing cultural competence to be an effective teacher
- Practical experiences are necessary for pre-service teachers to develop and improve
- Pre-service teachers were likely to use 8 ways in their ongoing teaching practice
- Pre-service teachers lacked the ability to differentiate between the notions of Indigenous content and Indigenous perspectives, suggesting that whilst this program was an effective starting point in developing understanding, pre-service teachers where still underprepared to teach Indigenous students
- Pre-service teachers perceived that that the 8 ways pedagogy could be used as a vehicle to meet Focus Area 1.4 at Graduate level but in reality still only had a basic understanding of the concept.

It has been identified that there is a level of disadvantage experienced by young Indigenous people in Australian schools. It has also been noted that in order to help address this issues that the development of cultural competence in graduate teachers is necessary in order to be able to effectively work with Indigenous students (Perso, 2012; Yunkaporta, 2011) and this need is
reflected in the inclusion of a specific focus area to be addressed in the AITSL (2011) Graduate Standards to be achieved by all graduating student teachers from Australian universities. However, it has also been established that there is no commonly accepted model that has been adopted to help pre-service teachers to meet the AITSL requirements. As such, this study looks at the impact of embedding indigenous learning frameworks and pedagogy into subject design in order to introduce these concepts to pre-service teaching students in order to start the process of developing cultural competence.

Keywords: indigenous pedagogical Learning, cultural competence, Australia

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Framework for Collaborative Teaching: Strengths and Challenges for a Different Paradigm for Service

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Abstract

The purpose of this paper is to describe the teaching and learning experiences of the participants. An integrative framework of the educational collaborative model, constructivism and situational learning theory was used to guide the project. Ongoing debriefing and reflection uncovered four incidental themes that augmented the course outcomes, and resulted in a paradigm shift regarding teaching as a service delivery model. The themes that evolved were 1) service provided to Haiti must supplement, not negate the values and strengths of the host community; 2) the importance of providing sustainable service for the community; 3) methods employed by international educators must be respectful and relevant to the community; 4) international educators must be willing to engage in identification and application of new and different strategies, even if those strategies emanate from paradigms other than those to which they are accustomed. The experience revealed service as the mutual giving and receiving of resources and expertise.

Keywords: integrative model, paradigm shift, teaching learning, international, Haiti

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Fostering Benign Tibetan Nationalism: Tibetan Schooling Passions in the Diaspora

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Abstract

Scholarship on the “manufacturing of citizenship” has focused primarily on European and American nationalism (Benei, 2005). Spyrou (2006) has noted the scarcity of research on the identity construction among children in the Diaspora. This study, thus, explores the role of the altruistic principle and the Middle Way approach (a political strategy for the resolution of Sino-Tibetan issues) on the construction of nationalism amongst Tibetan children in Diaspora. The 2004 Basic Education Policy for Tibetans stresses the principle of “altruism” in the identity construction of Tibetan children. Inclusive nationalism is germane to the schooling process. The study presents the interview analysis of four Tibetan Education Ministers about the intersection of altruistic principle, the Middle Way approach, and Tibetan nationalism. Additionally, 34 school children (14 boys and 20 girls) from the 6th, 7th, and 8th grades participated in a drawing activity. The analysis of children’s “cultural artifacts of nationalism” is also included. The study found that neither the Tibetan children nor the Ministers expressed any feelings of hatred or animosity toward Chinese nationals. The willingness and desire to co-exist in harmony with their counterpart were prominently evident. The principle of altruism is thus deeply entrenched in Middle Way approach and Tibetan nationalism.

Keywords: national identity, schooling culture, bi-nationalism, benign nationalism, altruistic educational policy, and cultural artifacts

References

Peer Alliance for Productive Professional Experience in Teaching (PAPPET): An Innovative International Practicum Model Designed to Enhance Preservice Teachers’ Intercultural Understanding and Confidence in Globalised Teaching and Learning Environments

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Abstract

Undertaking education in globalized contexts has become a common practice as universities worldwide offer international placements to enhance student experience. In teacher preparation, it is important to build competence of graduate teachers to work in different educational settings and cater for challenging learning needs of students in contemporary classrooms from diverse backgrounds to become effective and confident teachers (Hagan & McGlynn, 2004). Future teachers require the knowledge of perspectives beyond their local and national environments and teaching in different countries using various curricula frameworks would provide better experiences to build capacity (Goodwin, 2010). Exposure to different educational systems and diverse learners are considered as main success components of these practicums conducted in international settings (Jacobs, et al 2010). Some of the challenges associated with international teaching placements are affiliated with poor understanding of the contexts, education systems, curricula frameworks/syllabuses and culturally influenced teaching practices (employed in different countries) including inadequate placement planning. Cruickshnak and Westbrook (2013) pointed out that overseas practicums are sometimes viewed as cultural tourism and may only provide a minimal exposure to systems and practices causing cultural conflicts. Such issues could arise as a result of insufficient planning and preparation. Considering the abovementioned issues it is important to carefully design international teaching placements to offer effective learning experiences. Planning of the PAPPET project involved six major aspects: Establishing strong partnerships among involved universities and host schools (Collaborations), Careful and rigorous pre-planning of the program (Planning), Pairing preservice students from both contexts (Peer Alliance/Pairing), Pre-departure information sessions and workshops (Preparations) and Setting goals of placement expectations for preservice teachers (Producing a Product) and ongoing reflective evaluations during the placement and post practicum reflections (Reflective Evaluations). The PAPPET model was designed to enable a two way relationship between preservice teachers from Australia and India by pairing selected participants well in advance to the immersion experience. Preservice teachers from Australia and India started communicating (discussing different aspects of the placement) approximately two months prior to the commencement of the teaching practicum conducted in June 2017 in Bangalore, India. As a result of pairing or “Peer Alliance”, the participants gained a better understanding of various teaching approaches and curricula frameworks used in both contexts including different cultural practices. The three host schools benefited from this facilitation (of teaching placements) in a number of ways. School students experienced different pedagogical approaches used by local and visiting preservice teachers, produced performances and exhibitions (products of practicum programs) as...
whole school presentations also engaging parents. This model attracted host schools in India as
the placements contributed to building mentor teachers’ competence providing professional
development opportunities and showcase the engagement of visiting educators. This placement
program included strong elements such as planning units of work with peers, integrating
disciplines, using different curricular frameworks in planning, mixing pedagogical approaches,
considering cultural understandings in-terms of teaching and learning, conducting group, peer and
individual reflections and team teaching. Each of these elements contributed to the overall success
of the program. It is important to recognise the strength of these elements identified through
research as well as feedback provided by participants and employ them in the preparation process
of future global placements. It was evident that the PAPPET model has provided preservice
teachers from Australia and India the capacity, confidence and competence to productively operate
in globalised teaching and learning environments in their future practices. This practicum will
continue to be offered in 2018 and 2019 with the secured New Colombo Plan funding received
from the Australian Government Department of Foreign Affairs and Trade with the participation
of increasing numbers of preservice teachers each year. The PAPPET model will be further
improved considering feedback from participants and it will be possible for stakeholders employ
this international practicum model to offer effective experiences for preservice teachers.

**Keywords**: international practicum, teaching placements, professional experience, intercultural
competence, pre-service teachers

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Australian and Indian Preservice Teachers’ Epistemological and Positional Framing of Capacity Building in a Global Environment of Teaching Based on an Authentic Practicum

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Abstract

Capacity building in teaching in a globalised cross-cultural environments is an essential aspect to cope with the challenging needs of the 21st Century (Bybee, 2010). Real influence in building cultural and cross curricular competencies lies in developing global perspectives and this is possible only through authentic practicum models (Dunn et al, 2014, Doston, 2013). It is observed from different global practicums that globally minded teaching emerges from a passionate pedagogy, community cultural engagement, teamwork, and collaboration with mentors (Alfaro & Quezada, 2010). Success of building capacity to deal with globalised environment of teaching and learning happens through culturally proficient schools, culturally competent educators and culturally responsible teaching (Irvine, 2003). In a global practicum the preservice teachers’, epistemological and positional framing of the aspects of the practicum play a vital role in building capacity to teach in a global cross-curricular environment. The epistemological framing generally has context dependence and flexibility of the process (Hammer, et al, 2005) whereas, the positional framing situated with individual, group and cultural aspects within a program (Hand, et al, 2012). In a global practicum it is a new cultural and curricular perspective, hence preservice teachers’ capacity to deal it epistemological (flexibility) and positional (cross cultural) plays a key to success. This study was conducted among 39 preservice teachers from Australia and India participated in a three weeks paired practicum in three schools in Bangalore India using Peer Alliance for Productive professional Experience (PAPPET) model of global practicum (Nethsinghe, Kurup & Cherian, 2017). Preservice teachers involved were from three different universities having three different course structure and with multiple disciplines, worked together as a team in three schools. This study used mixed methods, design based research setting (DBRC, 2003) using a design partnership model. Data collected quantitatively using a standardised questionnaire and qualitatively from reflections of preservice teachers, interviews with mentor teachers and parents, and researcher observations. Qualitative responses were coded to match with quantitative responses. Aspects used for the position framing, are teamwork, integration of curriculum and intercultural elements; and for the epistemological framing, the overall opportunity based on this program, flexibility in approach and dependence of collaborations. The relationship of positional and epistemological framing were analysed by triangulating data in terms confidence and competence in dealing with a globalised teaching environment, and using Structural Equation Modelling (PLS-SEM approach). Further, they positioned this model by ranking effective teamwork for the success of the final product as the top impacted aspect (average rank of 1.72/5) among five aspects, including peer group planning (2.08), orientations (3.23), working with peers (3.87), and experiences beyond practicum (4.13). One of the key outcome of this global practicum was the team production involving preservice teachers, mentor teachers and some parents, an integrated Australian Indian combined theme (in terms of arts, music, dance, posters and exhibits) in a whole school forum. Epistemologically data revealed that the preservice teachers felt that this
practicum experience provided them, the confidence to teach anywhere in the world with flexibility and adaptability.

**Keywords:** global practicum, epistemological framing, positional framing, capacity to teach in global scenario

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Part 7: Higher Education and Educational Leadership
Preventing Extra Costs: The Impact of Faculty Satisfaction and Morale

Michelle Dominguez, Celeste Calkins, and Vicki Rosser

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Abstract

This study examines full-time tenured/tenure-track faculty members’ intent to leave one’s institution or academe. Utilizing the constructs of work-life, morale, and satisfaction as predictors, the findings suggest that morale was a stronger predictor for intent to leave one’s institution, while satisfaction was a stronger predictor for intent to leave academe. In both models, the number of years at the institution was statistically significant. The longer a faculty member stayed at the institution, coupled with positive morale, the less likely they were to leave their institution. However, for faculty who have been at their institution longer, but are not intrinsically satisfied with their work, they were more likely to leave academe.

Keywords: satisfaction, morale, work-life,
Challenges of From Face-to-Face Teaching to Online Tutoring: A Case Study

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Abant Izzet Baysal University, Turkey

Abstract

The paper reports on the results of the case study related to the implementation of online tutoring in one of the state universities in Turkey. The research is a qualitative study based on the free interview of the focus group of online tutors and ICT experts on their experiences and problems they faced during their first year of online tutoring to the university students. The problems identified were grouped in four clusters a) technical; b) managerial; c) instructional; and d) psychological. Based on the findings, a complex of solutions have been suggested and being implemented into practice in order to enhance the quality of online tutoring in the framework of the formal university education. The main purpose of the enhancements is to raise the online tutors’ competences in ICT tools for online tutoring purposes, to reformat their teaching experience from the face-to-face mode of teaching to the specifics of online tutoring and communication mediated by appropriate ICT tools. Considering the results of the study we developed an outline of skills and competences required for an online tutor and formulated principles of effective online tutoring. The results of the case study implies that the online tutor’s competences should include the areas of the pedagogy and methodology of online tutoring, strategies of online instruction, and managing appropriate ICT tools.

Keywords: face-to-face teaching, online tutoring, ICT-enhanced learning environments
Building Bridges and Patching Gaps: The Honey Badger Intervention Lab to Help High School Seniors Graduate From a Texas High School

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Southeast Missouri State University, United States

Abstract

In a climate where EXIT-level testing determines a student’s status as a graduate or simply a completer, public education faces even more challenges in educating students. This study chronicles an intervention lab for high school seniors, who had never previously passed a state standardized test, and as a result were in danger of not receiving their diploma despite having earned the requisite credits, as well as back-graded students, who had been in high school four years without earning the required number of credits to be designated as seniors. Teachers were carefully recruited and selected to work with 200 students. Students self-selected their teachers for the lab. The results of the intervention were: 189 students passed all of their remaining EXIT-level tests to classify for graduation with a diploma. Many of those students earned “Commended” and “Distinguished” ratings. This study also revealed some best practices for educators working with these students.

Keywords: achievement gap, skill gaps and skill deficits, standardized testing, college and career readiness, at-risk students, high school graduation, exit-level state standardized testing
Please Talk to Me: The Key to Educators Engaging With Families of Different Cultures

Sadiq Alabbas
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University of Nebraska, Omaha, United States

Abstract

Parents and teachers from different cultures are both concerned about parental participation in the classroom, with the parents’ concern being focused on how to participate in a helpful manner due to language barriers and the teacher's concern on how to be sensitive yet communicate effectively. The challenges are not insurmountable, and with some attention to these challenges by both the teacher and the families, success is possible. Most importantly, the children will benefit from the teacher and the parents working together to provide the best possible support for their learning.

Keywords: family, culture, trust, partnership, learning
Quality Leadership Preparation for Advanced Program Effectiveness

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Northern Arizona University, United States
²College of Liberal Arts and Human Sciences
Virginia Tech, United States

Abstract

Purposes are to (1) review research on leadership preparation and advanced program effectiveness, and (2) report feedback from the survey of a public university’s educational leadership department. The rationale was to be in step with exemplary practices in graduate student satisfaction, program assessment and improvement, and quality and strategic evaluation. Feedback was solicited on program effectiveness, satisfaction, impact, and ethics via the researchers’ High-Quality Leadership Preparation Effectiveness survey instrument. Influences included the relevant literature, the leadership research culture, and accreditation standards—forces steering quality research-based programming. Four themes resulted from the qualitative and quantitative analyses, suggesting stakeholders’ contrasting viewpoints. This study fits with LTEL SIG goals: assessing the teaching–policy relationship, integrating quantitative and qualitative methodologies, and discussing real-life investigations.

Keywords: leadership, program evaluation, survey research
Promoting Inclusive Online Learning Communities in University-Based Programs: Considerations for Educational Leadership

Penny L. Tenuto

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University of Idaho, United States

Abstract

Fostering inclusive learning communities can be challenging for online educators of adult learners. The purpose of this paper is to offer for consideration a conceptualized framework derived from the literature for promoting inclusive postsecondary learning communities in a global society. To ensure culturally responsive practices for a diverse society, postsecondary faculty and administrators are proactive about critically reflecting on their own professional praxes relating to adult learning. This conceptually based paper synthesizes current pedagogies and practices with traditional adult learning theories to offer new understandings for those who lead and teach within university-based programs that prepare educators and educational leaders.

Keywords: online learning, adult learning, inclusive learning communities, educator preparation programs, culturally responsive practices
A Qualitative Analysis of Student Learning Using a Decision-Tree Tool

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Abstract

This qualitative research study was designed to investigate and improve the learning and application of counseling theories by Pupil Personnel Services Credential (PPSC) graduate candidates who will be employed as school counselors in K-12 public education settings. The study evaluated the influence of three collaborative learning techniques in the learning process. Each learning technique was examined to determine its efficacious nature in the overall learning process according to the perceptions of the graduate candidates. This analysis demonstrated the use of collaborative learning techniques as beneficial to the learning process for graduate candidate participants.

Keywords: collaborative learning techniques, decision-tree, adult learning
Autonomous or Adaptive Choice? Young Adults’ Transition to Higher Education From the Perspective of Capability Approach

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The Chinese University of Hong Kong, China
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The Chinese University of Hong Kong, China

Abstract

By taking the perspective of Capability Approach (CA), this study investigates to what extent young adults make an autonomous or adaptive choice of higher education (HE) due to the limited options set by their circumstances. It also examines the possible effect of two types of conversion factors, i.e., personal and family conversion factors, on the likelihood of making an autonomous or adaptive HE choice (Hart, 2014a; Robeyns, 2005). While widening HE participation has been a major theme in policy discourses worldwide since the 20th century, this study may bring new insights by refocusing attention on what helps or hinders the realization of educational expectations for youth development. Much research on young adults’ transition to HE has focused on the chance of admission, especially to university degree programs, and the contributing factors. Little has been done to examine whether and under what circumstances young adults may exercise their autonomy to realize their aspirations for HE. In this regard, Amartya Sen’s Capability Approach (CA) has provided useful conceptual tools for evaluating the conditions that enable students to make HE choices that they “have reason to value” (Sen, 1999; Wilson-Strydom, 2015). Through the lens of CA, this study aims to find out what helps or hinders the realization of young adults’ educational expectations. Two research questions are addressed: (1) Among the 20-year-old young adults, who are more likely to make an autonomous HE choice? Are they females or males, or young adults of higher academic ability? (2) What kinds of family conversion factors are related to autonomous HE choice? After controlling for personal conversion factors, do parents’ educational level and occupational status, family resources and structure and parental emotional support have an effect on young adults’ likelihood of making an autonomous HE choice? The data is taken from a sample of 609 Hong Kong young adults who have participated in PISA 2012 and its follow-up 5-year longitudinal study, namely HKLSA, until 2017. From 2012 to 2017, PISA 2012 and HKLSA have collected students’ family background (2012), public exam results (i.e., total grade points of four core subjects in Hong Kong Diploma of Secondary Education, HKDSE) (2014), their perceived parental emotional support (2017), and autonomous or adaptive HE choice (2017). The personal conversion factors analyzed in this study are gender and academic ability measured by the HKDSE score. The family conversion factors analyzed are father’s and mother’s educational level, highest parental occupational status, four kinds of family resources (i.e., cultural possessions, home educational resources, ICT resources and material resources), family structure, and perceived parental emotional support. Perceived parental emotional support was measured by 4 items, with which Principal Component Analysis was conducted which yielded a single-factor structure. Finally, the outcome variable, which is the autonomous or adaptive HE choice, was measured by asking the young adults at the age of 20 whether they would still choose the HE program that they were currently studying should they be given the choice without any constraints. Results from descriptive analysis show that the sample comprises of similar proportions of males (45.6%) and females (54.4%). A majority of them (87.7%) comes from two-parent families and the remaining (12.3%) comes from single-parent
families or others. Interestingly, the proportion of young adults who reported that they had made an adaptive HE choice (51.4%) is similar to those who reported an autonomous HE choice (48.6%). While about half of the respondents would not choose their current HE programs if they were given the choice without any constraints, we analyze personal and family conversion factors to see if these are the constraints or enablers of their HE choice. Results from t-tests show that young adults who reported an autonomous HE choice have significantly higher levels of cultural possessions \([t(601) = 2.13, p < 0.05]\), home educational resources \([t(603) = 3.60, p < 0.001]\), ICT resources \([t(603) = 2.18, p < 0.05]\), material resources \([t(603) = 2.08, p < 0.05]\) and perceived parental emotional support \([t(544) = 3.40, p < 0.001]\) than young adults who reported an adaptive HE choice. This indicates that family resources and perceived parental emotional support may be positive conversion factors promoting an autonomous HE choice.

Three multiple logistic regression models are then constructed for investigating the effects of gender and academic ability (Model 1), family background and resources (Model 2), and perceived parental emotional support (Model 3) on the likelihood of making an autonomous HE choice (Table 1). Model 1 shows that gender does not have any significant effect on autonomous HE choice. Further investigation is needed to see whether this finding is related to any gendered expectations for HE or differences in HE options available to different genders, or if it reflects a true gender parity in making an autonomous HE choice. The insignificant effect of HKDSE score is unexpected because academic ability, as shown in many past studies, is a significant factor affecting the chance of HE admission. The present finding may imply that an individual’s academic ability may not necessarily guarantee an autonomous choice which fulfills his or her educational expectation after getting into and experiencing the HE program. Model 2 is constructed by incorporating the family background factors into Model 1. Results indicate that only home educational resources have a significant positive effect on the likelihood of making an autonomous HE choice. When home educational resources are raised by one unit, the odds ratio is 1.471, indicating that young adults are 1.471 times more likely to make an autonomous HE choice. Model 3 is constructed by incorporating the perceived parental emotional support into Model 2. Results show that after taking into account of personal and family background variables, perceived parental emotional support has a significant positive effect on the likelihood of making an autonomous HE choice. Specifically, when perceived parental emotional support is raised by one unit, the odds ratio is 1.324 times, indicating that young adults are 1.324 times more likely to make an autonomous HE choice. This highlights the important role that parents can take in supporting their child’s transition to HE given the same level of academic ability of their child and same amount of family resources.

The significance of this study is threefold. First, it shifts the focus of analysis from gaining admission to HE, as in many previous studies, to individuals’ process of transition, specifically the conversion of educational expectations to autonomous or adaptive HE choice. In other words, it puts an emphasis on young adults’ well-being and development rather than their number of participating in HE. Second, it reveals that family resources, particularly home educational resources, and parental emotional support may be contributing to an autonomous HE choice. These positive family conversion factors may help the “creation of flourishing contexts for capability expansion” of young adults regardless of their gender and academic ability (Hart, 2014b). Third, in view of the challenges in operationalizing CA (Chiappero-Martinetti, Egdoll, Hollywood & McQuaid, 2015), this study is one of the attempts to operationalize concepts in CA, that is, autonomous and adaptive choice and conversion factors, and test them empirically with a longitudinal quantitative research design.
Table 1. Multiple Logistic Regression Models for Predicting Autonomous HE Choice From Student Characteristics, Family Background Factors and Perceived Parental Emotional Support

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<td>Personal Conversion Factors</td>
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<td>Female</td>
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<td>HKDSE score</td>
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<td>Family Conversion Factors</td>
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<td>Constant</td>
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<td>0.350</td>
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Note: * p < 0.05, ** p < 0.01, *** p < 0.001.

**Keywords**: capability approach, higher educational choice, family resources, parental emotional support, longitudinal study

**References**


**Acknowledgement**

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Understanding First-Semester Students’ High School to College Transition and Academic Preparedness

Kimberly Florence and Vicki Rosser

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Abstract

Higher education institutions have a vested interest in student success; “retention and completion are important for an institution, since benefit can accrue from positive public perceptions of their success levels” (Yorke & Longden, 2004, p. 9). As a result, it is essential to explore how best to retain and complete students. One manner of exploration is to understand first-year, first-semester, undergraduate students’ perceptions of their academic lived experiences transitioning from high school to college. The rationale for concentrating on first-semester undergraduate students is their propensity to leave college before completing a degree. Investigations into undergraduate student persistence should include the exploration of college preparedness when transitioning from high school to college. College preparedness is exemplified by a student having the social capital and skills to navigate postsecondary education (McGaughy & Venezia, 2015, p. 2). The purpose of this study is to understand the academic preparedness of first-semester college students, specifically first-semester undergraduate students that have transitioned from a state with low K-12 public education performance trends. Therefore, how do undergraduate students experience their academic transition from high school to college?

Sociocultural theory is a theoretical perspective used to analyze how people live and work; to analyze the subjective interpretations of a situation based on a person’s historical and cultural norms (Schreiber & Valle, 2013). Phillipson and Renshaw (2013) established a sociocultural analysis framework useful for the educational context and included five planes of sociocultural theoretical analysis: (a) cultural-historical, (b) institutional, (c) social, (d) personal, and (e) mental. This sociocultural analysis is suitable to this research because of the intent to investigate first-semester undergraduate students’ academic lived experiences transitioning from one educational context to another.

Phenomenology is grounded in philosophical and psychological precepts, and through this methodological approach, the academic experiences of first-year, first-semester, undergraduate students were gathered and analyzed to provide a deeper understanding of the transition to postsecondary education.

The student participants were selected from Desert University (DU). DU is described as a research university with nearly 28,000 students [and] more than 2,900 faculty and staff. One of the university’s most notable characteristics is the diverse student population and multiple designations of MSI, HSI, and ANAPISI. The sample selection criteria used for this study was purposeful and convenience sampling.

The 10 student interviews took place on the DU’s campus with these criteria: a) must be a new student in their first-year, first-semester, of college; b) 18-years of age; and c) transitioned into college from the state’s public high school. After conducting each audio-recorded interview with a participant, we used analytic memos to record my thoughts, attitudes, and perceptions. This
The following discussion provides an analysis of two overarching key findings: (a) *self-efficacy*, including confidence and (cautious) optimism; and (b) *autonomy*, including independence and isolation.

Self-efficacy in academia is defined as a student’s perception of their confidence when engaged in a specific task (Ferla, Valcke, & Cai, 2009). Student participants who transitioned from high school to college in this study demonstrated self-efficacy by expressing (a) certainty about their college preparedness, and (b) uncertainties about their academic performance when confronted with challenges inducing stress or concern.

**Confidence.** Denise believed herself to be more prepared for college. She stated, “What I have above everyone else is that I did go to a magnet school. They expect more from you than a regular high school.” The statement provided by Denise suggests that her precollege academic experiences in a magnet school increased confidence in her college preparedness.

**(Cautious) Optimism.** Beth, for instance, expressed how she was “freaking out” about failing despite having good grades. She described how she contacted her older brother to ask, “I'm taking six classes and I have five A's and a B right now, is this good?” Beth’s perceptions of her academic performance revealed that she was seeking support through social persuasive language to gain reassurance about how well she was doing in college.

Autonomy in academia is defined as an individual’s ability to have a choice in his or her academic future.” (Assor, 2016, p.156). These data in this study demonstrates autonomy by students expressed: (a) freedom of choice; (b) minimal to no involvement of others in certain aspects of their academic experience, (c) development of personalized approaches to learning strategies and skills; and (d) feelings of separateness from peers and faculty.

**Independence.** Sarah stated, “Well, like I knew there would be a lot of freedom, but I didn't know that there would be this much [she laughs]. Because you can just go off and do whatever you want.” The benefit of autonomy in this study was exhibited in two ways: (a) student’s interest to personalize study strategies taught in class, and (b) student’s ability to motivate themselves toward academic goal attainment.

**Isolation.** Isolation from sources of support can impact a student’s ability to receive the knowledge and assistance necessary to feel academically prepared for college. Mary stated, that she felt faculty didn’t care and that high school instructors taught everything students “needed to know” to feel prepared for an academic task.

The findings of this study suggest that the high school to college transition is a dichotomous experience involving self-efficacy and autonomy. Self-efficacy was demonstrated through two essences that are confidence and (cautious) optimism, whereas, autonomy was demonstrated as independence and isolation. For example, self-efficacy reflects students’ confidence transitioning into college and influences their perceptions of college preparedness, but uncertainties about academic performance can leave them feeling merely optimistic. Autonomy represents independence and the freedom of choice and this can be positive for students’ transition, however the extent to which they feel isolated from sources of support that may present an academic issue.
Thus, students’ transitional experience may present positive and negative outcomes in the first-year of college, so it is important to provide ongoing academic support to increase their self-efficacy and adjust to autonomous learning.

**Keywords:** college transition, student success, sociocultural theory, phenomenology

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Gender Aspects of Study Decisions, Entrance and Academic Success in STEM

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Technical University of Munich, Germany

Abstract

In times of digital transformation, the lack of specialist skills and unequal gender relations in the areas of computer science and technology are already existent. Our project will at the end give recommendations for stakeholders in the field of STEM to attract and retain competent employees in the workplace in the light of various upcoming social and organisational changes. The aim of this paper is to present the concept of our ongoing longitudinal mixed-methods study.

The environment of the study and vocational orientation for women and men in STEM (Science, Technology, Engineering and Mathematics) professions has changed considerably during the recent years (UNESCO, 2017). Measures for the promotion of women in STEM lead to initial success and while student and graduate numbers are rising slightly, the proportion of women increases too (Ihsen et al., 2017 and Phillips, Beddoes, 2013). At the same time, socialization-induced changes in attitudes among young women which influence their decisions on life and work have to be diagnosed (Foust-Cummings et al., 2008). Numerous studies on women in STEM fields have shown that more structural and cultural reasons rather than individual interest in STEM subjects at school are hindering the study choices and remains of women in STEM subjects (Gonzalez, Kuenzi, 2012 and Riffle et al., 2013). The individual adaptation and compensation performance, which takes place at each interface of the professional career, influences motivation, decisions, whereabouts and drop out in study and profession. From the last longitudinal study (BMBF, 2005) we learned that male and female students’ interest in technology increased - but this had only marginal effects in regards of the choice of study subjects (ibid., III). Female students in so called "male subjects" showed great similarities in orientation, study strategies, scientific orientation and interest in technology to male students of these subjects. Nevertheless, they perceived more disadvantages and judged their career opportunities more skeptically than male students (ibid, XI).

Figure 1. Literature review

<table>
<thead>
<tr>
<th>Literature review</th>
<th>Quantitative Research</th>
<th>Gender &amp; Diversity as business case for universities and industry</th>
<th>Recommendations for action</th>
</tr>
</thead>
<tbody>
<tr>
<td>Existing studies and findings</td>
<td>NEPS SC4 and SC5</td>
<td>Online panel survey via LimeSurvey</td>
<td>Three workshops:</td>
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<td>- Wave 1: just graduated from High School etc.</td>
<td>Decision makers from universities</td>
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<td></td>
<td>- Wave 1b: 1st semester</td>
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<td></td>
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<td>- Wave 2: 2nd semester</td>
<td>Decision makers from industry</td>
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<td>- Wave 3: 4th/5th semester</td>
<td>All together</td>
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| Qualitative interviews | |
|------------------------| |
| | Wave 1: just graduated from High School etc. |
| | Wave 2: 2nd semester |
| | Wave 3: 4th/5th semester |

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As theoretical framework, first we recognize engineering science as well as other STEM fields according to Stichweh (Stichweh, 1994) defined by a homogeneous communication context and an accepted corpus of scientific knowledge and a process of professional socialization of young scientists (and students likewise) which is considered as a task to be done by the corresponding institutions (Gonzalez, Kuenzi, 2012). This, as a partiality distinction to other disciplines, is ensured by a STEM specific disciplinary culture. Such a specific disciplinary culture is a virtual system with fixed boundaries (Ihsen 2007) and produces its own meaning by selecting different guiding ideas. That leads to unquestioned, reproduced internal processes even when external signals have already been calling for changes (Rehberg, 2012). In-house processes continue to select potential members and have a significant impact on the further personal and professional development (habitus) of their own system members. If members of the system succeed in developing a compliant attitude, the chances of a successful career are significantly higher than if there are discrepancies between person and role (Ihsen, 1999). Conversely, formal equal treatment of different individuals and groups (e.g., women) creates unequal opportunities for habitus development. Therefore, leaving the specific disciplinary culture seems the only possible way if an adaptation and development of a compatible habitus succeeds which would produce normality within the system (ibid.). Hence a systematically view on STEM specific disciplinary culture is needed in order to analyze it for potential cultural changes and innovation potentials (ibid.). Our study “GenderMINT 4.0” longs to gain new insights into the successful involvement of women and men in STEM study programs and professions in the context of various social and organizational changes.

Our longitudinal study "GenderMINT 4.0" which started in October 2016 with literature review on STEM study choice processes examines the effects of different influences on the study choice and the study success of women (and men) in STEM. To this end, a method mix of quantitative and qualitative social research is implemented: High School students, STEM students at university, companies and universities are surveyed and interviewed in order to examine the course of studies and the career advancement of women in STEM. The study design is visualized in the figure beside.

In the first wave of the panel study, students are asked about their study orientation. By means of an online-survey, more than 1.000 students could be reached. A commentary pen&paper questionnaire was handed out at first semester courses in STEM study programs at universities in Germany and more than 18.000 students were reached. In addition to gender-specific behavioral and decision-making processes, the role of peers, family and of school and teachers as well as initial experiences with occupational fields, are examined. The persons who are included in the panel will receive a further questionnaire in their first study semester to determine the factors that have been decisive for their choice of study. In a further wave, the panel participants will be asked about their studies and their professional focus by means of an online questionnaire. In addition to the questionnaires, deepening narrative interviews will be conducted with some panel participants in each wave to anticipate changes in life and career planning, existing gender conflicts and its impact on personal life, study and work. By means of expert interviews with stakeholders in STEM-companies and -departments, further information about goals, strategies and programs for the recruitment of specialists will be obtained.

For the interviews we questioned 53 study beginners in various STEM-subjects. For the time to begin the studies, the interviewed students named mainly financial reasons, family reasons, the length of the studies and their high motivation. As most important reason for the choice of the specific university, the interviewed students-to-be named the nearness to their home town. The choice of the study subject was made according to the criteria "enjoying the subject", “good
grades”, “early interest” and “support from family and teachers” all over the interviews. It was striking that the male surveyors perceived the stereotype that women are bad in STEM as a fact, whereas women reject this stereotype. Men tended to justify this perception by pseudo-scientific approaches, whereas women tended to narrate their experience of stereotypical perception of their own STEM performance. The evaluation of the online panel showed that the decisive factor in choosing a university is proximity to the home town, which closes links to the preliminary findings of the qualitative interviews. This is followed by the opportunity to study a specific subject and the reputation of the university. Furthermore, the evaluation of the online panel showed that the main source of information for study orientation is internships, professionals in the fields of interest and information events organized by universities.

Further analysis of the data collected by the means of qualitative interviews as well as the responses from the online surveys need to be done. Furthermore, the pen & paper survey is still in the process of digitalizing hence the analysis of this datasets is prospected to be done by Q2 2018.

**Keywords**: higher-education, STEM, study, digital transformation, career, inclusive education

**References**

Catalyst: New York

**Acknowledgements**

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Challenges of Interim School Principals in Germany

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Abstract

In Germany, the lack of school principals for Primary Schools is a serious problem. Against this backdrop, this study addresses the following questions: Which management challenges do interim principals for Primary Schools in Germany face? The authors conducted 20 interviews with interim school principals in personal, semi-structured interviews. School principals are gatekeepers for the quality of the school. Due to their prominent position in schools, principals are an interesting and also permanent topic in research on educational management and leadership. School leadership has been the focus of a large number of empirical studies (Leithwood & Riehl, 2003; Marzano, Waters & McNulty, 2005; Leithwood, Harris & Hopkins, 2008). The influence of school leadership on a variety of dependent variables has been analysed, such as achievement orientation, school culture, job satisfaction and other teacher variables (Robinson, Lloyd & Rowe, 2008; Hattie, 2009). In Germany, for example, the lack of school principals for Primary Schools is a serious problem (Niedersächsischer Landtag, 2015; Wendt, 2016). Against this backdrop, the study addresses the following question: Which management challenges do interim principals for Primary Schools in Germany face? Interestingly, only very few authors have focused on schools with vacant leadership positions (Hargreaves, 2003). For example, in Germany, 144 out of 1648 primary schools in Lower Saxony operate without leadership (Niedersächsischer Landtag, 2015; Wendt, 2016). In certain regions in Germany, it takes up to 18 recruiting announcements by the Land, before a new leadership can be installed. The reasons are manifold: in some rural regions it is difficult to attract qualified teachers and especially school principals. In primary schools, school heads receive almost no additional incentives to take over a number of supplementary administrative and leadership roles. In addition, principals have to take over leadership responsibilities besides their normal teaching load. Also, they lack a professional education for leadership and administration. These challenges give primary school leadership a rather negative image in the public discourse, which even reinforces the lack of potential leadership candidates. A literature search in German relevant specialist databases yields only a few hits (Oldenburg & Röbken, 2016). The subject of interim school principals is treated occasionally, for example the study of Steiner-Khamisi (2011) refers to this subject. A qualitative research design is particularly fruitful when the concepts of interest have not been fully identified, are poorly understood, or underdeveloped. Since unguided schools have only been studied rudimentarily in the literature, the exploratory qualitative approach is appropriate because it allows the authors to elaborate new concepts and theory grounded on a number of in-depth interviews. Additionally, the qualitative approach to collecting data enables the researcher to gather rich accounts of participant’s interpretation of their environment, which is an important element of leadership and management dilemma in organizations. The first step in the data collection process involved gaining access to interesting primary schools without leadership. The authors contacted school supervising authorities and asked them for a list of leaderless primary schools and conducted five interviews with provisional leaders in personal, semi-structured interviews. An overview of discussion topics was sent to each interviewee prior to the interview. The interview material was analyzed using an inductive approach to data analysis (Flick, 2004; Mayring, 2015; Sofaer, 1999). The interviews were read in full, and memos were written. The four authors read the interviews independently.
On a subset of interviews, they performed line-by-line coding, and the emerging codes were compared, discussed and revised. After that, they derived a number of key analytic constructs, including (1) previous professional experiences, (2) effects on the quality management of the school, (3) challenges, also regarding networking, information gathering, recognition, educational work, human resource management, timetabling, finance management, office and facility management, and (4) support in the performance of the office. The authors contacted school supervising authorities and asked them for a list of leaderless primary schools. All schools in Lower Saxony without school management were contacted. The interviews were conducted with the representations of the schools who responded to the request. At least 20 interviews were conducted with interim school principals in personal, semi-structured interviews. The schools were located in both, rural and urban/suburban regions in Northern Germany. Two thirds of the interviewees were female; ages ranged from 35 to 65 years. The interviews suggest that most of the interim school principals have previous professional experiences. That means that the schools are managed professionally. School quality development apparently suffers less from the vacancies in the school management than it would have been suspected. Challenges, explained by the interviewed principals, suffer especially from a lack of recognition and salary. The interpretation of the results takes place before an organizational theory perspective.

**Keywords:** research on principles, management challenges in primary schools, school leaders

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Acceptability of Complementary and Alternative Medicine Interventions for ADHD Among College Students: Implications for Tai Chi

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Abstract

Developing effective non-pharmacological therapies for Attention Deficit Hyperactivity Disorder (ADHD) is important. We gauged the likelihood that undergraduates would participate in a trial of Tai Chi, a form of moving meditation, as an intervention for ADHD. We also evaluated their attitudes towards complementary and alternative medicine (CAM). Survey responses were collected from 47 undergraduates with ADHD as a primary diagnosis, and 49 control students. Survey items measured the likelihood of participating in trials of Tai Chi and other non-pharmacological therapies. Students were also assessed for symptom severity as measured by the 6-item World Health Organization adult ADHD self-report scale (Kessler et al 2005), attitudes toward CAM as measured by the 11-item Holistic Complementary and Alternative Medicine Questionnaire (Hyland et al 2003) and general health utilizing the 36-item short form health survey version 1.0 (Ware & Sherbourne 1992). Undergraduates with ADHD showed greater acceptance of CAM therapies than students without ADHD. Thirty-Two percent of students with ADHD expressed a strong willingness to participate in a Tai Chi trial, with the greatest interest among women with ADHD. These results support the feasibility of performing a trial of Tai Chi as therapy for undergraduates with ADHD, and suggest this population is receptive toward CAM in general. In addition to trials of Tai Chi for ADHD we recommend research into the mechanisms that make some students more likely than others to pursue CAM therapies.

Keywords: complementary and alternative medicine, Tai Chi, ADHD, college students

References


Efficiency of Scientific Production in Higher Education for Colombia

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Abstract

We research analyze the efficiency of Colombian colleges in the scientific production. We use as measurement of scientific production the direct result of the research activity such as articles, books, and patents, among others. It is the first time in Colombia that this kind of research is carry out with this novel data. The first source of information was provided by the Ministry of National Education, this data has characteristics about colleges. The second source of information was provided by Colciencias (Departamento Administrativo de Ciencia, Tecnología e Innovación in Spanish), this data has the detail of the scientific productivity of the research groups by colleges. To estimate the efficiency of the colleges, we use the Stochastic Frontier Analysis (SFA) model; this model allow us compare the efficient among colleges with the same amount of inputs. In addition, we can identify, for each college, how far it is from optimal efficiency. We found that a greater percentage of professors with doctoral degree and the quality of the students, measured with standardized tests score at the entrance of college, explain a greater efficiency in scientific production. Colombia currently has major coverage problems in higher education. 17% in 1991 to 46% in 2015, a bit far from the coverage of the first country in the region, Chile (51.2%), and just above the Latin American average of 43%. This increase in coverage is accompanied by a growth in supply that is reflected in the creation of new institutions and programs. For example, the number of undergraduate programs went from 11,869 in 2006 to 18,266 in 2011. In addition, the number of students went from 1,301,728 to 1,819,304 in the same period. This increase in coverage is accompanied by growing concern about the quality and efficiency of the education system. Although investment in research in Colombia is low, scientific production has increased significantly in recent years. Colombia is one of the Latin America countries that invests least in research. For instance, the research investment in 2015 for Colombia was 0.2% of GDP, while Brazil invested 1.2% and Argentina 0.6%. Despite the low investment, the number of papers has been increasing significantly. For example, in 2003 there were 635 papers published in indexed journals, this figure increased more than six times in 2012, year where were published 3887 paper. Scientific production is very important because it is associated with the countries development. The most developed countries have a large investment in science and technology. In turn, colleges play an important role in the production of new knowledge. For this reason it is important to evaluate the efficiency of college in the production of new knowledge or scientific production. This investigation goes in that direction. On the other hand, The Ministry of Education recognizes colleges with higher quality. This recognition is made through the peer evaluation that allows the identification of high-level colleges. The colleges that achieve this recognition obtain the high quality accreditation (Acreditación de Alta Calidad in Spanish). The number of programs with high quality accreditation is small. By 2015, only 8.7% of active post-secondary programs have high quality accreditation. This trend is similar by institution, only 7.7% of higher education institutions have high quality accreditation. Regarding the international rankings, QS Ranking 2016, it can be observed that only two Colombian colleges are among top 300 and only five Colombian universities reach to be among top 50 in Latin America. Both the Colombian figures and those compared with international figures show that there are very few Colombian universities that have a high level of quality. Due to this situation, the agreement for the higher education 2034 (Acuerdo por lo Superior 2034 in Spanish) proposes to consolidate in twenty years the Colombian
higher education system based on a strategic plan of ten points: inclusive education, quality and relevance, research, regionalization, articulation and higher education, community university and welfare, new educational modalities, internationalization, structure and governance of the system and financial sustainability. Additionally, the plan proposes to increase coverage and radically improve the quality of educational institutions and programs. Given the importance of scientific production for the development of countries, we research analysis the efficiency of Colombian colleges in the production of new knowledge or scientific knowledge. In order to achieve this goal we used two novel sources of administrative data information. The first source was provided by the Ministry of National Education (MEN in Spanish) contains variables with characteristics about colleges such as the human resources, the physical resources and the financial resources. The second source of information was provided by Colciencias, who is the government entity responsible for promoting the scientific and technological development in Colombia, this date has the detail of the scientific productivity of the research groups by colleges. It is the first time that this kind of research is carry out with this novel data. Production is defined as the direct result of the research activity that results in articles, books, patents or other types of scientific production. As a quality criterion for scientific production, the measurement system developed by Colciencias is used, which is the entity in charge of promoting public policies for the promotion of science, technology and innovation in Colombia. Colciencias has developed a rigorous measurement model that allows that the scientific production to be classified into four levels of quality (A1, A2, B and C). The classification depend the impact of the products or the quality of the media in which the results of the research are published. In the Colciencias model, each product has a score that ranges from 2 to 10 according to its quality and type. From the above, there are two ways to identify the measure of scientific productivity. The first way consists in counting the products by each level of quality. The second way is to sum the numbers of points of each product. To estimate the efficiency of the colleges, we use the Stochastic Frontier Analysis (SFA) model; this model allow us compare the efficient among colleges with the same amount of inputs. In addition, we can identify, for each college, how far it is from optimal efficiency. For the SFA model we use as input variables the percentage of professors with doctoral degree, the percentage of professors with a master's degree, the student entrance exam score, an indicator whether the college is public, the size of the enrollment, an indicator whether the college is in a major city and we controlled by financial variables. How outcome variables we use the amount of scientific products classified as A1 per professor and the total of production points per professor. We found that a greater percentage of professors with doctoral degree and the quality of the students, measured with standardized tests score at the entrance of college, explain a greater efficiency in scientific production. These results are the expected ones, since it is assumed that professors with Ph.D have more developed research competencies than professors without a Ph.D, and that these competences are more productive. On the other hand, it is also expected that colleges that have students with a better profile have the possibility to involve them in research work and in this way increase the scientific productivity of the colleges. These results are an important input for public policy in education because it shows the importance of continuing to insist that colleges invest more in the hiring of professors with doctoral degree. It remains to review the effects of the level of funding in research on the efficiency of universities, this we are currently working and is expected to finish during the month of February 2018.

Keywords: Colombian colleges, scientific production, Colombia
Transformational Leadership Development for Practicing Principals

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Abstract

The Tointon Institute for Educational Change (TIEC), in conjunction with the University of Northern Colorado, has existed for twenty years and exists to develop leadership capacity in school principals through its own design. This study, situated in “evaluation research” (Yin, 2003), uses single-case study procedures to investigate and describe the ways in which the TIEC has worked to develop leadership capacity in practicing school PK-12 principals. This research reveals a transformational experience for many principals who have attended the TIEC academies through five key practices: The participants are practicing principals, the academies are a residential retreat, the academies focus on self-reflective leadership development, the academies provide purposeful relationship building with other school leaders, and the director provides ongoing individual support.

Keywords: principal professional development, leadership development, case study
Developing an Effective Online Education Leadership Supervision Course

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Abstract

More and more educational leadership preparation candidates are seeking to take coursework in the online format. It is a challenge to successfully translate a highly interactive face-to-face course such as educational supervision to the online format. This article describes the frameworks for effective online coursework and how they were applied to developing the supervision course. Specific types of active engagement, assignments, and technology used are described, with feedback from students who took the online course. Students are successful in, and positive about, the online course.

Keywords: supervision leadership, online learning, course design
Educational Leadership, Leader-Member Exchange, and Teacher Self-Efficacy

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Abstract

The purpose of this manuscript is to examine social cognitive theory and social comparison theory, and how they are integrated to propose that self-efficacy mediates the relationship between leader-member exchange social comparison and performance. Furthermore, the manuscripts supports the need for development and examination of the affects of educational leadership and teacher self-efficacy. That is, to determine if school leadership has an affect on teacher self-efficacy, and if teacher self-efficacy has an affect on student achievement. The preliminary model developed within the manuscript includes insightful research questions to be considered for impending future studies. It is hoped this line of research will investigate the extent to which teacher self-efficacy is responsible for behavior outcomes associated with leader-member exchange social comparison, as well as the affect school leadership and teacher self-efficacy brings to this process.

Keywords: educational leadership, leader-member exchange, teacher self-efficacy, ethical leadership
Higher Education as the Engine for Economic Growth in El Salvador

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Abstract

Higher education is integral to creating a skilled workforce, encouraging innovation, and ultimately increasing prospects for growth in most economies. Whereas in the past, most economies were based on the production of labor-intensive commodities, today’s global integration of economies requires a more educated and skilled workforce. Knowledge creation and management, information and communication technology (ICT), innovation, and research and development (R&D) are highly valued. Even industries that are already successful must innovate and invest in technology and a more skilled workforce to continue to compete. To do nothing is to become obsolete in the future.

Universities are similarly challenged to innovate to remain relevant and provide the talent that industry demands, as well as generate the knowledge that industry requires to remain competitive in a global economy. An “entrepreneurial university” is one that creates new revenue streams and strategies to bypass traditionally slow-moving, bureaucratic reform processes and to supplement scarce funds for industry-relevant research. Thus, industry and universities are both challenged to remake themselves in the 21st century and to do so together. This presentation addresses the issue of university–industry collaboration (UIC) from recent experience of establishing industry-higher education clusters in El Salvador.

UICs have been covered extensively in the literature since the early 1990s. Ankrah and Al-Tabbaa (2015) recently completed a comprehensive review that identified over 1,500 published articles on the topic, of which they analyzed 109 in depth. Evidence has supported that companies that collaborate with universities show gains in productivity and improved competitiveness when compared to companies that lacked similar collaborative relations with HEIs.

Industry–higher education clusters are alliances between industry and multiple higher education institutions (HEIs) to facilitate the exchange of resources. Resources may come in the form of tangible goods such as materials and equipment, as well as intangible goods such as knowledge and research. The objective of a cluster is to foster collaboration on investments in talent development and applied research projects. Through this model, private sector associations, employers, HEIs, and government work together in structured partnerships to educate students for the competencies required for professional and technical careers in high-growth fields, as well as to develop scientific and technological solutions to industry challenges. Ideally, an entrepreneurial university would provide both research and talent aligned with industry needs. However, a systems perspective is needed in developing countries like El Salvador to ensure that the higher education system can deliver on the talent and research. The innovation in El Salvador was to empower a range of HEIs to make strategic investments in improving talent and/or research aligned with the needs of the cluster.
This presentation addresses forming and operationalizing industry–higher education clusters in three phases of activities under the United States Agency for International Development’s Higher Education for Economic Growth project implemented by RTI International. Phase One involved identifying the high-priority economic sectors based on their potential for growth and degree of commitment to collaborate with HEIs to overcome barriers to competitiveness. In addition, Phase One included selecting the lead or “anchor” HEI for each cluster, as well as additional HEIs committed to participating in the cluster as “associate” members through collaborative working relationships at a sector-wide level.

Phase Two created the organizational and management structures cited as critical in the literature review for the industry–higher education clusters, and set up the clusters for sustainability beyond the life of the project. Operationalizing the clusters involved four key milestones: (1) forming an industry advisory board in each cluster, led by an industry leader as the coordinator; (2) having the anchor HEI appoint a full-time cluster director to serve as the cluster leader; (3) commissioning a sector-wide competitiveness study in each sector to identify barriers to competitiveness and potential solutions; and (4) bringing cluster partners together to form a common vision for the cluster and create a five-year strategic plan. Phase Three revolved around enactment of the five-year strategic plan, which includes ongoing implementation of cluster activities. As part of this phase, grants are issued to recipients who aim to overcome obstacles to competitiveness and promote innovation.

Although the central focus of the theory of change of this presentation is collaboration between industry and HEIs (see Figure 1), government also play a crucial role in supporting the formation and operationalization of the clusters. The government’s support and encouragement in fostering innovation in higher education is essential to operationalizing industry–higher education collaboration.

As Tierney (2014) noted, to meet the demands of rapidly changing knowledge-age economies, HEIs must “develop a culture of innovation in their organizations.” The lessons learned from the recent experience of developing such a culture at the level of institutions and at the level of the higher education system nationally, and ensuring it is sustainable will prove useful to researchers and policy makers interested in facilitating industry-higher education collaboration. At the top of the list are managing cultural differences between universities and industry, and finding early-on complementary objectives and expertise. Although institutional interests might differ (e.g., publishing research for the academic side, and solving production problems for the private sector), complementary objectives are necessary to drive collaboration. Other important factors such as trust, the absence of evidence of a hidden agenda, and prior collaborative experience will be discussed.
Figure 1. Theory of change: Industry–higher education cluster model

Keywords: universities, industry, collaboration, clusters, innovation, USAID

References


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Promoting Completion: First-Generation Students Through Effective Educational Practices

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Abstract

For more than 30 years educational researchers have examined the differences between first-generation college students and students who come from families with more experience in higher education, resulting in a deficit model and deficit narrative in which first-generation students are considered to be lacking in some way, which prohibits their success in college (Billson & Terry, 1982; Choy, 2001; Chen & Carroll, 2005; Finley & McNair, 2013; Padgett, Johnson, & Pascarella, 2012). College impact models were developed as scholars and practitioners theorized that student success and outcomes were the results of student attitudes, beliefs, motivations, and prior academic performance, along with their involvement and engagement in college or the environment of college itself (Astin, 1993; Terenzini & Reason, 2005; Terenzini, Springer, Yeager, Pascarella, & Nora, 1995). Only recently have researchers explored the characteristics and outcomes of successful students, much less successful first-generation students (Demetriou, 2014; Demetriou, Meece, Eaker-Rich, & Powell, 2017; Reome, 2012). Astin (1993) developed an Input-Environment-Outcome (I-E-O) model of college impact that is still adapted and utilized by researchers today. The I-E-O model described student inputs, environment or educational variables, and outcomes that educational researchers could explore. Since then, many researchers have used or expanded upon Astin’s model. Terenzini, et al. (1995) identified several constructs within the institutional environment which impacts student learning outcomes: coursework and curricular patterns, classroom experiences, and out-of-class experiences. They proposed that each of these constructs have a direct impact on learning outcomes, as well as indirect impacts on each of the other constructs. Hahs-Vaughn (2004) adapted Astin and Terenzini, et al.’s college impact models for first-generation college students. In testing the model, Hahs-Vaughn found that pre-college traits were a stronger predictor of college experiences and educational outcomes for continuing-generation students, while college experiences were a stronger predictor of educational outcomes for first-generation college students. Based on these college impact models, researchers have explored which college experiences have a greater impact on educational outcomes. Kuh, Kinzie, Schuh, Whitt, and Associates (2010) offered several themes related to student engagement and effective educational practices that have the greatest impact on student success, including: academic challenge, active and collaborative learning, student-faculty interaction, enriching educational experiences, and supportive campus environments. However, Kuh, et al.’s research did not identify which experiences contribute to successful outcomes for first-generation students. Reome (2012) used a qualitative approach to better understand how first-generation college students described experiences that contributed to their degree attainment in a community college. Demetriou (2014) also utilized a qualitative approach to develop a rich narrative of experiences, roles, activities, and relationships of successful first-generation students. Neither of these researchers examined institutional efforts that positively impact the success of first-generation college students. Embracing a strengths-based framework, (Shushok & Hulme, 2006; Strayhorn, 2007), this current study used a retrospective (ex post facto) causal-comparative research design to explore the educational outcome differences between first- and continuing-generation students.
based on participation in the first-year educational practices of mentoring, tutoring, and first-year seminars. Because the educational practices that students have already participated in cannot be manipulated, nor would it be ethical to deny at-risk students access to services that could aid their success, this current study was limited to exploring the educational outcomes for students based on the activities in which they have already participated, including either the frequency of participation or the performance level (i.e., grade earned) in the activity. Thus, existing historical data was obtained from the selected institution located in southwest region of the United States. Matriculating as first-time, full-time (FTFT) degree-seeking, this study initially included these 3,725 students at the selected institution in fall 2010. However, because the institution did not collect first-generation status on undergraduate admissions applications until several years after the 2010 cohort, first-generation status information was collected on a survey during summer orientation prior to the start of fall classes. Of the 2,980 students who completed that freshmen orientation survey, 1,250 students (41.9%) were identified as first-generation and 1,730 students (58.1%) were identified as continuing-generation students. This study found that students who graduated, there was no difference in the amount of time to graduate based on parent educational levels. Additionally, findings from an Independent Samples t Test and Chi-Square Test of Independence confirmed previous research findings that continuing-generation students earned higher first-year cumulative GPAs and graduated at higher rates than first-generation students. First-generation students were coded, based on their engagement in none, one, two, or all three of first semester participation in first-year seminars, tutoring, and mentoring programs. This profile of engagement was analyzed with a one-way between subjects Analysis of Variance (ANOVA), which yielded a significant effect on first-year cumulative GPA for first-generation students, as well as graduation. Further analyses revealed that for first-generation students, participating in mentoring plus tutoring, as well as mentoring plus first-year seminar enrollment, returned significantly higher first-year cumulative GPAs and graduation rates. Additionally, academic tutoring plus first-year seminar enrollment yielded significantly higher first-year cumulative GPA for first-generation students. In sum, this study examined whether a profile of engagement in tutoring, mentoring, and first-year seminars had differing impacts on academic achievement and college completion rates based on parent educational levels of 2,980 students who completed a freshman orientation survey. Utilizing data from these students, results using Independent Samples t Test, Chi-Square Test of Independence, and ANOVA revealed these specific statistically significant differences: Continuing-generation students had a significantly higher first-year cumulative GPA (M = 2.96, SD = 0.84) than first-generation students (M = 2.77, SD = 0.87), t (2,841) = 6.108, p < .001; relationship between these variables was significant \( \chi^2 (1, N = 2,980) = 32.456, p <.001; \) and the effect of the profile of engagement on first-year cumulative GPA for first-generation students was significant, F (7, 1163) = 3.902, p <.001. Based upon results, participating in mentoring plus tutoring, mentoring plus a first-year seminar, or tutoring plus a first-year seminar, rather than nonparticipation, were most effective for increasing first year cumulative GPA for first-generation students. First-generation students participating in particular combinations of effective educational practices resulted in higher academic achievement and college completion rates. These findings have implications for existing theoretical frameworks, adding another layer of information to the existing research related to first-generation students, as well as recommendations for future research and practices within a higher education setting.

Keywords: first-generation college students, first-year seminars, mentoring, tutoring, academic achievement, college completion
References

Black Women and Doctoral Socialization: Issues, Realities, and Sensemaking

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Abstract

There is a substantial amount of literature on doctoral student socialization (Austin, 2002; Golde, 1998; Pifer & Baker, 2016). The literature reveals that the socialization process can be difficult for doctoral students due to the ambiguous nature of doctoral education, notions of institutional fit, and personal concerns about intellectual prowess. Yet, other researchers highlight the climate and culture of graduate school can be uniquely challenging for students of color due to racism, sexism, and inequitable policies and practices that privilege some students over others (Gildersleeve, Croom, & Vasquez, 2011). What is missing from the literature is in-depth accounts about the experiences of Black women, specifically related to socialization experiences and processes as described by Black women. As such, the research question that guided this study was: How do Black women understand and experience socialization within U.S. doctoral programs?

Socialization is defined as “a process through which an individual becomes part of a group, organization, or community” (Austin, 2002, p. 97). Based on Golde’s (1998) qualitative study of doctoral student attrition, four questions that influence socialization emerged: 1) Can I do this?, 2) Do I want to be a graduate student?, 3) Do I want to do this work?, and 4) Do I belong here? These questions comprise a framework that illuminate interpersonal and interpersonal dynamics that impact doctoral student experiences including perceptions about cognitive abilities, desire and commitment to complete the degree, professional interests, and sense of belonging. Further, this framework comprised of the aforementioned questions were used to analyze and elucidate the socialization experiences of Black women in the current study.

The current study is part of a larger, national phenomenological study that sought to understand the experiences of Black-identified women in doctoral programs or recent recipients of doctoral degrees (within two years of degree completion) within the United States. Researchers implementing the phenomenological approach concentrate on capturing the essence of their participants’ interactions with a specific theme, issue, or encounter (Patton, 2002). According to Patton (2002), “it is the combination of personal experience and intensity that yields an understanding of the essence of the phenomenon” (p. 107). The researcher who conducted this study is a Black woman who completed a doctoral degree; thus, the researcher’s personal experience only deepened the understanding of nuances and themes that emerged during the interview process. It was because of this background, the researcher was able to pick up on context clues, tones, and inferences; information that may have evaded other researchers. However, as part of the phenomenological research design, prior to data collection and analysis, the researcher wrote assumptions, reactions, personal opinions, and personal accounts to bracket her own experiences from those of the participants (Patton, 2002).

This study captured the experiences of 15 Black female doctoral students of various ages, disciplines, and regions of the country. Participants were recruited through social media platforms and snowball sampling. Each participant participated in one-on-one, semi-structured interview in one of three formats face-to-face, virtual, or by phone. Interviews took place from Fall 2014-Spring...
2016. Interviews lasted between 30 minutes to 3 hours. Each interview was audio recorded and transcribed verbatim.

Data analysis included open, axial, and pattern coding. The researcher organized the data according to: “(1) the questions that were generated during the conceptual and design phases of the study, and (2) analytic insights and interpretations that emerged during data collection” (Patton, 2002, p. 437). The researcher also used open and axial coding to arrange the data and connect it to emergent themes. In the final phase of data analysis, the researcher utilized pattern coding to explore causes and explanations concerning how the women understood and made meaning of their socialization experiences (Saldaña, 2015).

Preliminary findings revealed that two of Golde’s (1998) questions generated no substantial results: 1) Do I want to be a graduate student, and 2) Do I want to do this work? Most participants established concrete rationales for becoming a graduate student and working in post-graduate contexts wherein their degrees and skills would be relevant. In fact, most of the participants had chosen to become graduate students in order to explore and address social justice and equity issues. For example, Frankie discussed a desired to address the disproportionate number of Black males within special education:

…that was my background… working with Black males who were labeled special education. And I was an assistant principal at a charter school, so it was something I needed to know. It was right there at my school.

The following socialization questions presented notable dissonance among participants: 1) Can I do this? 2) Do I belong here? Most of the participants indicated struggling with perceptions about their intellectual abilities and belongingness in their disciplinary departments. Questioning their abilities was not related to poor grades or underachievement, but a feeling of unworthiness or lacking credibility due to their social location or identities. Tabbye explained:

I grew up in Kenya. Women don't mean anything to a lot of men in Kenya, regardless of how successful they have been. They don't respect you. I wanted to have some respect from men. My fear was…because you know when you have been put down so many times… I thought somebody was going to come and grab it from me. It took me a year. I was still afraid that somebody was gonna come and grab it and say, ‘It's not yours’.

Regarding belongingness, some participants reported feeling compelled to speak on the behalf of all Blacks especially related to social issues (e.g., police brutality against Blacks). Others mentioned the limited representation of racial-ethnic diversity in the students or faculty. Lastly, a majority of the participants recounted examples of White students getting more opportunities for grants and spots on faculty research teams despite their comparable achievements. Such outcomes made the participants feel like they were not included in their departments.

In conclusion, using Golde’s (1998) socialization framework was useful in illuminating aspects of the socialization tasks Black women undergo in doctoral education. However, frameworks that consider social location may better explain the nuanced and complex socialization experiences of diverse student populations. While some experiences are universal to all doctoral students, others are unique to one’s social location. Hence, analyses that fail to center race, gender, and other marginalized identities may overlook elements that lead to attrition and dissatisfaction within graduate education. As found in the current study, Black women did not struggle with the desire and commitment to complete their degrees and enter their respective professions, but concerns
about their cognitive abilities and sense of belonging were extensive. The latter are remnants of systemic and structural issues generated from exclusive and inequitable educational and social practices such as disciplinary departments that were largely homogeneous and biased toward students of color. Further, it was not until external assurance (e.g., finishing the dissertation; words of encouragement) that they believed in themselves and their capacity to succeed. Similar to Golde’s (1998) conclusions, these findings have implications for how faculty and administrators structure and support their students, namely at the beginning of their doctoral programs.

**Keywords:** black women, doctoral education, socialization

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**Acknowledgements**

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Part 8: Human Resource Development
Encouraging Student Engagement in STEM Fields Through Teacher Training and the Use of Unmanned Aircraft Systems (UAS)

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Abstract

Workforce needs suggest the value of engaging K-12 students in science, technology, engineering, and math (STEM) fields at the middle- and high school level. This Nevada NASA Space Grant Project sought to foster a diverse and capable Nevada STEM workforce by preparing both pre-service teachers and secondary teachers to plan and teach STEM curriculum through the use of Unmanned Aircraft Systems (UAS). The project provided professional development to teachers using an online course, workshops, and webinars led by experts in aviation, educational technology, STEM, and professional development. Several in-person events took place at the Nevada State College campus which is designated as a test site for the Nevada Institute of Autonomous Systems (NIAS). Subsequent lesson plan implementation took place in various classrooms throughout Clark County School District (CCSD) and other secondary (grades 7-12) schools statewide. By helping teachers incorporate drones in the teaching of STEM curriculum, this project generated enthusiasm and had an initial reach of over 3000 students, with ongoing benefits anticipated. The project was funded under NV NASA Space Grant Consortium Research Infrastructure NNX15AI02H.

Keywords: UAS, STEM, NASA, teacher, training, drone
Part 9: Inclusive Education
Facilitating Inclusive Teaching With Children’s Literature

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Abstract

The article examined the power and the importance of making available in classrooms a range of quality inclusive children’s literature offering authentic and meaningful representations of characters with disabilities. The article drew from a comprehensive review of literature with a focus on reading inclusive literature with both typically developing students and with students who could identify with characters with disabilities. In addition, the paper examined criteria used and barriers faced by classroom teachers during the process of selection and implementation of inclusive literature. Framed within the theoretical context of Critical Literacy, Selective Tradition, and Social Psychology Theory, the imperative to read inclusive literature in all classrooms was examined. Books about people with disabilities provide an opportunity to help all children perceive persons who look or act differently than they do as part of normal, everyday life. Children may not have contact with people with disabilities so ensuring that all students have access to books about people with disabilities offers an opportunity to experience people with disabilities to build tolerance and acceptance. Through inclusive literature, children can learn to appreciate and include others.

Keywords: children’s literature, disabilities, diversity literature, exceptionalities, inclusive literature
Girls Empowered! A Gender Specific Mentoring Program

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Abstract

Mentoring is one intervention often used in attempts to improve social and academic outcomes for children and youth at risk (DuBois, Portillo, Rhodes, Silverthorn, Valentine, 2011). Mentoring, defined as the pairing of an adult volunteer with a child or adolescent to provide support through a caring relationship (Keller, 2007), may take many different forms. Individual programs may focus on a developmental stage such as grade school children or adolescents, or an area such as academics or vocational preparedness. Recent mentoring research would indicate that regardless of the type or focus of the program, mentoring is most likely to be effective when developed and managed according to accepted best practices (Bruce & Bridgeland, 2014; DuBois et al., 2011).

Mentoring is inherently an individualized process because it depends on the development of relationships within mentee/mentor dyads. Mentoring programs can easily be adjusted to accommodate the needs of specific settings, participants and goals. However, this same individualization can also make it more difficult to maintain alignment with research based practices most likely to provide significant positive outcomes and avoid harm for the mentees. Currently, the accepted standard of best practices for youth mentoring are the guidelines and principles outlined in the “Elements of Effective Practice for Mentoring, 4th Ed. (Garringer, Kupersmidt, Rhodes, Stelter, & Tai, 2015). In this work, the authors stress the importance of individualization while thoughtfully considering how all adjustments remain consistent with the research base. Experts in the field caution that mentoring is a useful intervention, however, program managers should continually evaluate and refine their procedures, with special note to the individual characteristics of the program and participants (DuBois et al., 2011).

Program evaluation for small individualized programs can be especially difficult for many reasons, including limited resources, individual differences of the program, and sometimes competing goals of stakeholders such as the schools, program managers, and funders. The purpose of this study is to examine longitudinally the procedural development of a school based mentoring program for early adolescent girls utilizing undergraduate college women as mentors. We will share our journey of development, through mixed methods, relating the strengths as well as the problems we encountered and how we overcome those problems, with the goal of providing a model which other programs can utilize in their development of quality mentoring programs.

Specifically, we will discuss how our program developed and alignment with the six standards of the “Elements of Effective Practice for Mentoring, 4th Ed. (Garringer et al., 2015) including the rationale for adjustments. We will also share ways which we found to maximize limited resources to create a sustainable, high quality mentoring program to support both the mentees (early adolescent girls) and mentors (undergraduate university women).

As they approach adolescence, developmental and emotional needs of girls and boys diverge (Liang, Bogat, & Duffy, 2013). Boys and girls tend to have markedly different needs within
relationships both because of developmental differences as well as sociocultural differences imposed upon them. For instance, adolescence is often seen as a time of increasing autonomy, however, boys may receive more encouragement to be independent and handle their own problems, whereas society may be more accepting of girls seeking out someone to talk their problems over with. Specifically, because adolescent girls may be more inclined to become more emotionally attached to their mentor, they may also be more vulnerable to harm if a mentoring relationship is not successful.

Feminist scholars have theorized that girls tend to begin to suppress their own voice as they approach adolescence (Gilligan, Lyons & Hammer, 1990) and demonstrate less authenticity in their relationships (Impett, Sorsoli, Schooler, Henson, Tolman, 2008) to conform to societal norms. These self-repressive strategies may be damaging to adolescent self-esteem, therefore, providing adolescent girls in coeducational settings with a safe space to interact with strong female role models, being free to express their thoughts and ideas may be useful and assist girls in establishing their identity, and supporting healthy self-esteem development.

A structured, group mentoring format with facilitation by a trained professional will help to support the growing relationships and take advantage of the unique characteristics of undergraduate women which make them highly effective role models. The college age women are separated enough in age from the mentees to seem appealing and interesting, but not old enough to be as much of an authority figure as a parent or teacher. The college women can most likely still remember the trials, difficulties and joys of their adolescent experience, which helps them to relate to their mentees. This ability to relate and empathize with the mentees was evident in the comments made during the training sessions. For example, one mentor expressed: “I had a hard time in middle school, and I want to be there for a young girl, because no one was there for me…”, and yet another spoke of giving back because of her good experiences: “… I had mentors who really were great role models for me, and I want to be there for a young girl too…."

Although undergraduate university women can make powerful mentors and role models, they are also likely to be relatively inexperienced with the accompanying responsibilities and distractions of university life. Even the most committed mentor could have difficulty dealing with adolescent girls who may not be the best at relationship development as well as always maintaining a consistent schedule. The supportive structure of a group setting can both provide support for the mentor in the form of the experienced facilitator, and to protect the mentee from being alone and disappointed as she might be in a one to one mentoring situation if her mentor cancels at the last moment.

This gender specific, school based mentoring program, implemented at a middle school located in the southern United States, has a specific goal to provide a proactive support for early adolescent girls who might be at risk for high school dropout. Compared to other counties within the state, the county served by this school has a high level of poverty, a low rate of high school graduation, and a high number of babies born to girls 15 to 17 years (U.S. Census, 2010). Particularly for girls who have grown up in communities where high school completion or even college success is not the norm, structured, positive interactions with strong, successful, educated women can be very powerful. As one mentee expressed: “…. I’ve never known anyone was in college- actually, no one in my family has ever graduated from high school… I do have an uncle who made it through the 10th grade, though.”
Traditional views of adolescence as a dangerous, turbulent time has encouraged the focus of professionals who work with them to focus on the prevention of risky behaviors. However, the Positive Youth Development (PYD) theory holds the premise that adolescents are resources, rather than problems, for our society (Learner, Almerigi, Theokas, & Learner, 2005). Therefore, according to PYD, it is the job of adults who work with youth to support healthy development and provide a rich environment for healthy growth. Many of the girls in this program had inconsistent or problematic home and school environments, as is usual in youth generally referred to mentoring programs including incarceration of a parent, history of abuse, single parent household or poverty (Rhodes et al., 2009). However, we would posit that the girls we worked with often had developed pools of resilience and determination because of the challenges they had encountered. As interactive participants in their environments (Bronfenbrenner, 1995), we watched the girls take advantage of opportunities to learn about new things including modeling the attitudes and behavior of their mentors. This interactive learning was multi-directional in our group mentoring program as the different participants of the group, mentees, mentors, and facilitators all had opportunities to learn and grow through the interactions within the safe, naturalistic setting of the weekly sessions.

The goal of the program is to “facilitate development of strong and lasting mentoring relationships that empower girls to grow into healthy and successful women.” (DuBois, et al., 2005, p. 335). Tween is a term that is often used to describe female students who are between childhood and adolescence. Also referred to as pre-adolescence, young ladies in this developmental stage are between 10 and 12 years of age. While a girl is a tween, she experiences a time of growth, change and questioning. She may begin to show signs of independence, may prefer to spend time with her friends instead of family members, and may begin to change her thought stance on subjects (Walsh, 2008). This is a critical developmental stage, one which young women can benefit greatly from positive role models.

The Girls Empowered! Program matches twelve 10 to 12-year-old girls with college women from a local university. The group meets once per week after school. The college women travel to the school to meet with the girls, engage in activities for building relationships with the young girls. All the college women are unpaid volunteers. University faculty oversees and facilitates the activities at each weekly meeting. The mentors in the program engage in group mentoring in a highly structured environment. This approach allows the mentors to provide one another with support. Having multiple adults in one location enables more than one person to serve as a figure of authority in the case discipline problems or in cases of emergency. The college women who serve as mentors also can solve issues/problems as a team, using one another to brainstorm and/or rationalize. The mentor-mentee relationship provides aid to both parties, simultaneously. The young girls receive the benefit of the support from the college women and the adults, whereas the college age mentors receive support from each other, the female faculty members, and develop their leadership skills through this supported experience.

This supportive, mutual respect and closeness, has sometimes been described as a collaborative relationship (Karcher, 2010). Spencer and Liang (2009) also referred to the importance of the mutuality in the mentoring relationship. In this qualitative study, 12 female mentor/mentee dyads that had been in a successful relationship for at least one year were queried to understand specifically what happened within the relationships, and the ways it developed. Both mentors and mentees stressed a two-way, multidimensional component to the relationship. A strong theme throughout the mentors’ conversations was what they felt they had received from the relationship, in terms of fun, fulfillment and friendship (Spencer & Liang, 2009).
Similar expressions of “giving back” and “opportunities for growth” have been found in the preliminary qualitative data from the Girls Empowered! mentors. More than half of the mentors returned after the first year, not only asking to return as mentors, but also requesting an increase in responsibility. The mentors became more involved in the program, voluntarily meeting outside of the weekly meetings to plan activities for the weekly meetings. Presently in the third year of the program, mentors are continuing to return, citing reasons for continuing the program as “being able to give back to their community”, and their “commitment to the young girls.” Furthermore, two of the mentors have reported a change in their career plans to areas of social service because of their involvement in the program and the experiences of working with youth which the program provided to them. Further analysis of the data will provide more specific information as to specific ways the Girls Empowered! program has supported young girls as well as their college age mentors and substantiate the changes seen by the teachers and parents who work with this group each week. Implications for further research and program development will be discussed.

**Keywords:** mentoring, program evaluation, support

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(Kimpett, Sorsoli, Schooler, Henson, Tolman, 2008)


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The Impact of Readers' Theater on Reading Fluency of African American Male's With Learning and Behavioral Challenges

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Abstract

Reading fluency is a critical component in the development of effective reading skills; However, it is often a challenging aspect of reading instruction for African-American males who possess learning and behavioral challenges. This study examined the impact of Reader’s Theatre on the reading fluency of elementary-aged African American males with learning and behavioral disabilities. Results indicate that the exposure to reader’s theatre reduced pre-intervention fluency errors by 48.2 percent. Participants not only improved their reading fluency with respects to gaining automaticity associated with reading fluency and comprehension, but also gained additional benefits that positively impacted classroom behaviors and dynamics.

Keywords: reading fluency, reader’s theatre, African America
Bidirectional Relationship Among Maternal Teaching Behavior, Mastery Motivation, and Development Ability in Young Children With Global Developmental Delays

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Abstract

Children with global developmental delay (GDD) are prevalent with an estimated prevalence of 1 to 3% in pediatric practice (Shevell et al., 2003). Children with GDD are defined as children with significant delays in achieving age-appropriate developmental milestones in two or more of the following domains: gross/fine motor, speech/language, cognition, social, and activities of daily living (Sherr & Shevell, 2006; Shevell et al., 2003). Children with or at risk of GDD have significant school readiness problems (Leung, Chan, Chung, & Pang, 2011) associated with developmental abilities and mastery motivation. Child developmental abilities are viewed as an important outcome measure in early intervention service, and mastery motivation has been identified as a key developmental concept, which should be included as part of a child’s evaluation (Shonkoff, & Phillips, 2000).

Maternal behavior and child behaviors are proposed to be mutually related based on the developmental systems approach (Gronick, 2011). Quality of maternal teaching behavior has important impacts on functioning of children with delays, including developmental abilities and motivation (Hauser-Cram, 1996, 2001; Fenning & Baker, 2014). On the other hand, children’s functioning also influences maternal behaviors. Previous research mostly focused on the unidirectional relations of maternal behavior to developmental ability of children with developmental delays. It was unclear how the interplay between maternal behavior and children’s abilities and motivation evolves during the early years for children with developmental delays.

Therefore, three goals of this research were to longitudinally investigate: (1) the bidirectional relations between maternal teaching behaviors and children’s developmental ability; (2) the bidirectional relations between maternal teaching behaviors and children’s mastery motivation; and (3) the bidirectional relations between children’s mastery motivation and developmental ability.

Fifty-six mother-child dyads of 24-42 month-old toddlers with GDD were recruited from the greater Taipei area. All participating dyads were assessed at study entry (Time 1) and at a 6-month follow-up (Time 2) for maternal teaching behavior, child developmental ability, and mastery motivation. Quality of maternal teaching behaviors were assessed using the Nursing Child Assessment Teaching Scale (NCATS) (Sumner & Spietz, 1994). Children were tested using the Comprehensive Developmental Inventory for Infants and Toddlers (CDIIT) (Hwang et al., 2010; Liao & Pan, 2005) for developmental ability. The revised individualized moderately challenging mastery tasks for mastery motivation (Wang, Morgan, Liao, 2017).
To prevent testing fatigue, all assessments were distributed in two testing sessions: a home (or laboratory) visit to assess the CDIIT and obtain basic information from each participant and a laboratory visit to conduct the NCATS and individualized mastery tasks.

In order to examine bidirectional relationships between maternal teaching behavior and both developmental abilities and mastery motivation, a Pearson correlation matrix for the maternal and child variables at the T1 and at T2 was produced ($p<0.05$, two-tailed). Based on the results of the correlation matrix, possible hypothetical models about the relationships between maternal behavior, child developmental ability, and mastery motivation were proposed and examined by path analyses ($p<.05$, two-tailed).

A correlation matrix for the maternal and child variables at T1 and T2 is presented in Table 1. For goal 1, we found that quality of maternal teaching behaviors at T1 positively correlated with children’s overall developmental quotients (DQ) at T2 ($r=.31$, $p<.05$). However, there were no significant concurrent correlations between maternal teaching behavior and DQ at T1 ($r= .10$, $p=.46$) or T2 ($r=.13$, $p=.35$). Regarding the prediction of later maternal teaching behavior from early child overall ability, children’s DQ at T1 was not related to maternal behavior at T2 ($r=-.17$, $p=.46$). The results indicate that early maternal teaching behavior positively predicted later child DQ, but early child DQ did not predict later maternal teaching behaviors. Thus, there was a unidirectional relationship between maternal teaching behaviors and child overall ability.

Task-directed persistence at T1 and T2 was a key indicator of mastery motivation at T1 and at T2 (MMT1 and MMT2) for the proposed hypothetical model based on the correlation matrix for the path analysis. For prediction of later mastery motivation from early maternal behavior, goal 2, the hypothetical model (MBT1 → MMT1 → MMT2) was validated with fitting indexes of $\chi^2(1, n=56)$ =1.06 ($p =.30$); RMSEA=.03; CFI=1.00; SRMR=.04. The result showed 23% of the variance of mastery motivation at T2 could be explained by maternal behavior and mastery motivation at T1 according to R² statistics. The total effect (unstandardized path coefficient) from MBT1 on MMT2 was 0.13 [Standard Error (SE)=0.07, $p=0.067$]. This indicated that early maternal teaching behavior positively predicted later mastery motivation through influencing early mastery motivation. Regarding the prediction of later maternal teaching behavior from early child mastery motivation, our proposed path model of MMT1 → MBT1 → MBT2 was validated with fit indexes of $\chi^2(1, n=56)$ =0.91 ($p =.34$); RMSEA=0.00; CFI=1.00; SRMR=.03 (Figure 2). The results showed 28% of the variance of mastery motivation at T2 could be explained by maternal teaching behavior at T1 and mastery motivation at T1. This indicated that early mastery motivation positively predicted later maternal behavior through influencing early maternal behavior. Therefore, an indirect bidirectional relationship between maternal teaching behavior and mastery motivation was found in young children with GDD.

Regarding goal 3, the bidirectional relationship between mastery motivation and overall ability, there was no significant correlation between maternal total scores and child task pleasure scores at T1 and T2 ($r=-.01 \sim 0.13$, $p>.05$). Thus, task persistence as the measure of mastery motivation at T1 and T2 (MMT1 and MMT2) was used to examine the proposed model using path analysis. For the prediction of later child overall ability from early mastery motivation, the valid path (MMT1→DQ$_{T1}$→DQ$_{T2}$, MMT$_{T1}$→MMT$_{T2}$→DQ$_{T2}$, or MMT$_{T1}$→DQ$_{T}$) was found with fitting indexes of $\chi^2(2, n=56)$ =1.33 ($p =.25$); RMSEA=0.08; CFI=1.00; SRMR=.05. The results showed 54% of the variance in DQ at T2 was explained by both mastery motivation at T1 and T2 and overall ability at T1. The total effect (unstandardized path coefficient) from MMT$_{T1}$ to DQ$_{T2}$ was 0.84
(SE=0.20, \( p<.001 \)). This indicated that early mastery motivation positively predicted later overall ability through influencing early overall ability and also later mastery motivation.

With regard to the prediction of later mastery motivation from overall ability based on the bivariate correlation results, we found path model (\( DQ_{T1} \rightarrow MM_{T2}, DQ_{T1} \rightarrow MM_{T1} \rightarrow MM_{T2}, DQ_{T1} \rightarrow DQ_{T2} \rightarrow MM_{T2} \)) was validated with fitting indexes of \( \chi^2(2, n=56) =0.32 (p =.57); \) RMSEA=0.00; CFI=1.00; SRMR=.01. The results showed 32 % of the variance in mastery motivation at T2 was explained by both mastery motivation at T1 and overall ability at T1 and T2. The total effect (unstandardized path coefficient) from \( DQ_{T1} \) to \( MM_{T2} \) was 0.20 (SE=0.06, \( p<.001 \)). This indicated that early child’s overall ability positively predicted later mastery motivation through influencing early mastery motivation and also later overall ability.

We found that early positive maternal teaching behavior predicted later child overall ability and mastery motivation. Early child mastery motivation predicted later maternal behavior through early maternal behavior, but early child ability did not predict later maternal behavior. There is only a unidirectional relation between maternal behavior and child ability. The bidirectional relationship of maternal behavior and mastery motivation was found in this study supported the transactional model of development.

We also found that mastery motivation and child overall ability was bidirectional. Therefore, it is important for clinicians to coach parents to demonstrate positive interactive behaviors and understand their children’s mastery motivation. Both of them are essential to promote children’s future developmental ability in young children with global delays. It is important for early childhood educators and clinicians to coach parents to demonstrate positive interactive teaching behaviors and to facilitate their children’s mastery motivation. Family-centered training that emphasizes facilitation of positive parental interactive behavior should be the practice focused on in early childhood intervention. For examples, Mahoney & MacDonald (2007) proposed five responsive teaching strategies in daily activities: reciprocity (e.g., sustain repetitive play or action sequences), contingency (e.g., be sensitive to child’s cues and respond to signals quickly), shared control (e.g., give the child opportunities to make a choice), affect (e.g., comfort the child when fussy), and match (e.g. follow the child’s focus of attention and request action that matches the child’s developmental level). Furthermore, educators should understand mothers’ needs and different learning styles and preferences in order to provide individualized program to facilitate mothers’ motivation to learn positive teaching skills (Hurtubise & Carpenter, 2017).

Early childhood educators view motivation as one of determinants for school readiness in children with typical development (Józsa & Barrett, 2017); therefore, enhancing children’s mastery motivation is also very important in the early childhood education. Several strategies have been proposed to increase children’s mastery motivation. First, caregivers could use the “one-step ahead” approach, which provides only appropriate and necessary assistance to help the child attain the next level of performance (Heckhausen, 1993). Second, caregivers should provide positive feedback when their children show goal-directed attempts, not just when they succeed (Waldman-Levi & Erez, 2014). Third, caregivers could use motivational procedures based on the Pivotal Response Treatment approach (Koegel & Koegel, 2006 & 2012), such as interspersing the task to be learned with previously mastered tasks and using natural reinforcers.

**Keywords:** mastery motivation, developmental delay, maternal teaching behavior, child development
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The Need for Inclusive Education in School Counselor and Educators’ Curriculum

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Abstract

Students spend a great deal of time attending school or school events as they continue to grow into adults. For most, school is a positive experience in these students’ lives. It shapes their future and leads them to the path of their goals. For others, their school experiences are negative and can greatly affect their psychological well-being, as well as their future. Those who have negative school experiences include LGBTQ youth. Educational environments are where students begin to discover who they are, their values, and key parts of their personality. A negative environment could be a factor towards a student’s negative outlook on life and themselves, and how the world ends up perceiving them based on their values and personality. For most LGBTQ youth, these environments are negative towards this marginalized community.

Students in both secondary and post-secondary educational environments have similar and different negative experiences. Students in the K-12 system experience forms of harassment, discrimination and other negative events such assault due to their sexual orientation, and their identified/expressed gender identity (Singh & Kosciw, 2017). A study showed that 71.4% of students heard “gay” used negatively often by other students, 51.4% reported that school staff would say homophobic comments, and 61.6% said that when the bullying/harassment was reported to adults in the school they did nothing in response (Graybill & Proctor, 2016). An additional study reported that 33-49% of LGBTQ students in junior high and high school reported threats, violence or harassment (Graybill & Proctor, 2016). A nationwide study showed that 50% of males and 20% of females reported being a victim of harassment or physical violence in the same school levels (Munoz-Plaza et al., 2002).

College LGBTQ students report experiencing discrimination and sexual harassment which caused them to have a more negative perception of the campus climate (McKinley, et al., 2015). The LGBTQ community is the less accepted group on a college campus when compared to numerous underserved populations (McKinley, et al., 2015). A famous case of what this type of environment can do to an individual is one involving Tyler Clementi.

Tyler was a freshman at Rutgers University who ended his life due to an act of cyber-bullying (Tyler Clementi Foundation, 2016). Tyler’s dorm mate pointed his computer’s webcam towards Tyler’s bed to capture him in an intimate act with another man (Tyler Clementi Foundation, 2016). His roommate invited other students to view this online (Tyler Clementi Foundation, 2016). When Tyler learned that the video has become a topic of ridicule he jumped to his death from the George Washington Bridge at the age of eighteen (Tyler Clementi Foundation, 2016). Even though not all students may reach the point of taking their own life, they still are affected.

The harassment has led to frequent absenteeism, lower school engagement and academic achievement, and increased discipline problems (Singh & Kosciw, 2017). This puts students at a high risk for depression, anxiety, substance abuse, and suicidal ideation which can be dangerous since the psychological and physical effects of bullying can last long into adulthood (Goodrich,
Youth who identify as lesbian or gay are 2-6 times more likely to attempt suicide when compared to heterosexual youth and their suicides account for more than 30 percent of all teen suicides (Munoz-Plaza, et al, 2002). Youth gay and bisexual males reported using alcohol (76%) and cocaine (25%) compared to the alcohol (49%) and cocaine (2%) use of heterosexual male youth (Munoz-Plaza, et al, 2002). With this information, school counselors and other educators can play an important role not only to stop violence and harassment but save the lives of LGBTQ students.

School counselors have the opportunity to promote the well-being and positive development of students by advocating for and developing prevention programs (Singh & Kosciw, 2017). Some school communities have even developed campaigns, safe space programs, and resource centers that focus mainly on meeting the needs of LGBTQ students (Goodrich, 2017). Half of LGBTQ students (51.7%) said that they would be comfortable talking to their school-based mental health professional which is only second to a teacher at their school (58%) (Singh & Kosciw, 2017). Educators have the power to help improve the school’s climate for LGBTQ youth. This aids in reducing the negative short and long-term outcomes for these students. Students who have a positive relationship with an educator have higher academic success and fewer school troubles (Graybill & Proctor, 2016). This is seen to be extremely important in situations where the student is experiencing isolation from their peers. Students who did not have a connection with a supportive faculty reported having the poorest mental health outcomes (Graybill & Proctor, 2016). Even though educators and school counselors have the opportunity to help this marginalized community, most lack training to be able to do so.

Out of 77 public university secondary teacher education programs half of them did not include content in their coursework related to sexual orientation and out of 41 syllabi of multicultural education courses, half did not have content related to sexual identity (Graybill & Proctor, 2016). In addition to it not being included in the curriculum, many pre-service programs do not encourage discussions related to LGBTQ issues (Graybill & Proctor, 2016). Due to this, educators may feel uncomfortable and underprepared to support LGBTQ youth in schools even if they wished to (Graybill & Proctor, 2016). The increased awareness, professional development, and conceptual scholarship resulted in more school counselors who intentionally engage to work with these students (Goodrich, 2017). There are additional factors that motivated school counselor to or not to work with LGBTQ students.

Goodrich (2017) found factors that motivated school counselors motivated to work or not to work with LGBTQ students which included professional standards (observations of students needing assistance, statements, professional documents, ethical codes), professional experience (research of gaps in care and outcomes of treatment), personal identity (personal commitments, professional experiences, religious identity), student centered (research of LGBTQ student experiences in schools), and personal commitment (own values and student observations). By knowing these factors, it is important that the education and training of school counselors and educators should be geared towards their individual learning needs (Goodrich, 2017). This will better prepare them to work with LGBTQ students in the school environments (Goodrich, 2017). Regardless of the motivation to not work with LGBTQ students, ethically responsible to do so.

The American Counseling Association (ACA) Code of Ethics as well as professional statements from the field have state the need for school counselors to “work to eliminate barriers that impede student development and achievement” and be “committed to academic, personal/social, and career development of all students” (Goodrich, 2017). The ACA Code of Ethics specifically states
in section C.5 that “counselors do not condone or engage in discrimination against prospective or current clients, students, employees, supervisees, or research participants based on age, culture, disability, ethnicity, race, religion/spirituality, gender, gender identity, sexual orientation, marital/partnership status, language preference, socioeconomic status, immigration status, or any basis proscribed by law” (American Counseling Association, 2014).

The National Education Association (NEA) Code of Ethics states that the educator “shall not on the basis of race, color, creed, sex, national origin, marital status, political or religious beliefs, family, social or cultural background, or sexual orientation, unfairly exclude any student from participation in any program, deny benefits to any student and/or grant any advantage to any student” (National Education Association, 2017). Whether school counselors and educators are abiding by these ethical responsibilities, the lack of education and training in educational programs of both careers is impeding them from effectively working with LGBTQ youth.

It is important to advocate for this population worldwide, but especially in educational environments. There is a lack of attention towards this topic which deserves more research. Future research should explore the outcomes of training or professional development to increase understand the influence of different training and motivational styles (Goodrich, 2017). This can be used to help grasp how school counselors can be influenced to work with this population (Goodrich, 2017). Implications for educators includes increasing awareness and sensitivity within the school environment, providing professional training for educators and school personnel, and providing inclusive services and curriculum (Munoz-Plaza, 2002). These implications can be put into place in educational programs for educators and school personnel, as well as the school environment the LGBTQ students are in.

LGBTQ youth experience discrimination and harassment in schools that can lead to negative and permanent psychological and physical effects. School counselors and educators have the ability to advocate, protect, and aid this population in the school environment. Since some LGBTQ students’ families and friends are not accepting and supportive of their gender identity/expression or sexuality, a supportive non-family member can play a crucial role in their self-image. Sometimes this supportive school counselor and educator is the first reason LGBTQ students do not take their own life. Some school counselors and educators can be unethical and discriminate against this population and refuse to work with them. Those who do not act this way are often underprepared to work efficiently with this population.

There is a lack of education and training in higher education and counseling programs which causes hesitation to work with these students. They may not know or understand the needs of this marginalized population. This ultimately leads there to be no “life-line” for students who have no support; therefore, it is important to advocate for this group of students. It crucial for there to be an inclusive curriculum in higher education and counseling programs. This will better prepare school counselors and educators to deal with LGBTQ students who may be dealing with discrimination and harassment at school. They will also have the tools to advocate for these students in the school environment by providing social and educational programs to help the school itself become more aware and inclusive. The school counselors and educators will be prepared to advocate and fight for the rights of LGBTQ students, as well. Overall, it is important for an inclusive curriculum to help make school environments a safer and more inclusive place for LGBTQ students.

**Keywords:** LGBTQ, bullying, inclusive education, school counselor
References


Abstract

To date, an increasing number of children with autistic spectrum disorder (ASD) and lifelong developmental disabilities have impacted families in many ways around the world. In the United States, developmental screening and diagnostic tools for young children with autism have been formulated based on the screening of large populations of children with standardized test items, however, these tools do not identify all children with autism, and they continue to be refined to improve their accuracy and implementation (Erickson, Johnston, Bass, & Lucinski, 2010). The American Academy of Pediatrics (AAP; 2001) suggested that public awareness resources for professionals and families that include warning signs for earlier identification should lead to timely access to effective interventions and services.

Research and federal funding has emphasized the identification of early warning signs of autism in infants and toddlers with ASD or at risk for ASD, in order to reliably predict the onset of the disorder in the United States. On the contrary, in Taiwan, the lack of a culturally appropriate and validated screening tool for Taiwanese children has significantly impeded the effectiveness of identifying children who might benefit from early intervention services.

Although the benefits of early identification of ASD include a great likelihood of receiving specialist services and appropriate educational support and treatment (Johnson & Myers, 2007), most parents and primary caregivers in Taiwan have limited abilities to recognize the early signs of ASD for young children. An increasing number of cross-national marriages during the past decade also impacts parents’ beliefs and understandings of early identification and early intervention for children with developmental delays (Lin, Shieh, & Wang, 2008). Studies (e.g., Chou, 2010; Tung, Chen, & Liu, 2006) have indicated that in a comparison of immigrant mothers from mainland China or South Asia and mothers in Taiwan, the former had less parenting and child-rearing knowledge than the latter.

On the other hand, primary care pediatricians also play an important role in the detection and management of ASD in children. They are responsible to check the items on screening instruments as well as spend time with parents reviewing their concerns. However, parents are often asked to complete the screening alone without support from health care providers (Zhong, 2000). Despite efforts by advocacy organizations to promote greater awareness of ASD, gaps remain in parents’ and health care providers’ knowledge and detection efforts for ASD. Furthermore, one survey of autism assessment in a children’s hospital (Tsau, 2009) indicated that few pediatricians used effective measures to screen children with autism, and many pediatricians reported lacking time to conduct these assessments.

Based on cultural and background differences, several studies have indicated that children of immigrant mothers may be a population at high risk for developmental delay because they
demonstrate less knowledge of the healthcare, prenatal care behavior, and education service system (Chou, 2010; Lin, Shieh, & Wang, 2008).

Early identification is considered essential for children with autism based on findings of clinical studies that have shown that early intervention, subsequent to early detection, can enhance young children’s potential and lead to optimal outcomes (Dawson, & Rogers, 2010). In general, parental report instruments have been found to be reliable and low cost, have adequate psychometric properties, and require less time to screen for ASD than screening instruments that are administered by professionals (Siegel, 2004). The Modified Checklist for Autism in Toddlers (M-CHAT) is an example of a parent-report, free, and easy to use autism screening instrument in the U. S. that is one of the most frequently selected screening instruments (Bryson, Zwaigenbaum, & Roberts, 2004).

The purposes of this study were to examine the cultural appropriateness of the translated Chinese Modified Checklist for Autism in Toddlers (M-CHAT) as an autism screening instrument for toddlers in Taiwan, and to investigate the reliability and validity of the Chinese version of the M-CHAT for toddlers in Taiwan. A cross-sectional survey was used to examine variables in different groups. Twenty settings, including registered nursery centers, were randomly selected from two special municipalities in north Taiwan. Three groups of participants participated in the study, including a total of 138 participants including 100 parents of typically developing children, 20 parents of children with autism, and 18 professionals completed the questionnaires designed based on the 23 items of the M-CHAT. The analyses of this study showed significant and positive findings in both quantitative analysis and qualitative evaluation of rationales and comments. As a result, the Chinese version of the M-CHAT was a culturally appropriate child developmental screening instrument for young children in Taiwan and demonstrated satisfactory test-retest reliability, internal consistency, criterion validity, and content validity. However, some issues raised by parents and professionals regarding additional examples for some test items and modification for the meaning of words in specific items may be necessary to overcome cultural differences for parents in Taiwan.

The current study suggested that future researches should embrace a broader sample of participants from more diverse areas of Taiwan to provide more sound and impartial information about Taiwanese perceptions of the translated Chinese M-CHAT. In addition, a more precise diagnosis by validated diagnostic tool and careful interpretation of the test result by well-trained professionals can avoid research bias. Overall, the current study contributes to the literature of cross-cultural assessment and has significant practical implications for prevention and early intervention of children with ASD in Taiwan.

**Keywords:** autistic spectrum disorder (ASD), Taiwan, early identification
Preparing and Retaining Urban Educators: Paths and Perspectives of Mid-Career Program Graduates

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Abstract

Teaching in urban schools is both challenging and rewarding. Often, these high-energy settings provide an opportunity for teachers to work with a range of diverse students and to help shape many young lives. The rewards of urban teaching, while not emphasized in the professional literature, are apparent in the careers of the many teachers who do choose to teach in these environments. According to a study of persevering urban teachers, commitment to their students and a sense of satisfaction derived from their work were key factors that contributed to the longevity of their teaching careers (Stanford, 2001). Likewise, factors such as “ability to shape the future” (Nieto, 2003, p.18), “importance of personal relationships with their students” (Costigan, 2005, p. 138), and “seeing student progress” (Voltz, 2000, p. 47) have been found to contribute to the desire of urban teachers to remain in urban teaching.

Despite these opportunities inherent in urban teaching, however, often high-poverty urban schools are challenged in recruiting and retaining an adequate supply of highly-qualified teachers (Burstein, Czech, Kretschmer, Lombardi, & Smith, 2009; Truscott & Truscott, 2005). Nearly two-thirds of states report that the percentage of core academic classes taught by highly qualified teachers is lower in high-poverty schools than is the case in low-poverty schools (U.S. Department of Education, 2007a). For example, in their comprehensive study of teacher employment patterns in the state of New York, Lankford, Loeb, and Wyckoff (2002) found that “Nonwhite, poor, and low performing students, particularly those in urban areas, attend schools with less qualified teachers” (p. 54). These factors underscore the need for recruitment and retention of high-quality teachers for urban schools.

Issues of quantity, however, are not the only concern with respect to the teaching force in high-poverty urban schools. Evidence has suggested that new teachers in high-needs urban schools often feel underprepared to teach the diverse range of students with whom they work. For example, a survey of National Board Certified teachers indicated that participating teachers felt that “many teachers enter the classroom unprepared to work with high-needs students… [and] may not have the knowledge of the community and of the culturally relevant pedagogy that will enable them to teach effectively” (Berry, 2008, p. 768). Likewise, in their comparative observational study of new and experienced teachers in urban and suburban settings, Everhart and Vaugh (2005) concluded that “student teachers are better prepared in a way to teach more comfortably in suburban settings” (p. 228).

The academic underachievement that often is evident in urban schools reflects some of these staffing issues. For example, in the Trial Urban District Assessment Results of the National Assessment of Educational Progress, approximately 90% of the urban districts included scored below the national average (U.S. Department of Education, 2007b). On the issue of closing such achievement gaps, Miller, Duffy, Rohr, Gasparello, and Mercier stated:
Attempts to close the achievement gap for low-income students have often met with limited success. Maybe that’s because such efforts have ignored another kind of gap—the gap between the skills that teachers must have to provide high-quality instruction for [students in high-poverty schools] and the preparation that teachers actually receive before they enter the profession. (2005, p. 62)

This roundtable discussion will present a study of the graduates of an urban teacher education program who completed between 2008 and 2012. The study tracked the careers of these completers, and investigated their perceptions regarding the efficacy of their teacher education programs.

Preparing educators who can thrive in high-poverty urban schools, and who can maximize student learning outcomes in urban schools, is an important challenge in teacher preparation. Available evidence suggests that inequities exist with respect to the distribution of qualified teachers in high-poverty schools, that teacher turnover is higher in such schools, and student achievement is lower (National Center for Education Statistics, 2017; Schultz, 2014).

This roundtable discussion will briefly describe the Urban Teacher Enhancement Program (UTEP), which was designed to prepare teachers who have the knowledge, skills, and dispositions to promote high student achievement in urban schools, and who have a commitment to remaining in urban schools. Recruitment strategies for securing diverse student cohorts will be shared, along with the framework of urban teaching competencies that undergirds the program. These competencies are grounded in the research base in urban teaching and have undergone a two-step national validation process involving expert panel review and practitioner interviews (Voltz, Collins, Patterson, & Sims, 2008).

This roundtable discussion will focus on the results of a study of 62 graduates who completed teacher education programs at the University of Alabama at Birmingham between 2008 and 2012. Forty-five of these graduates participated in UTEP; 17 did not. Using the framework described by Freedman and Appleman (2009), this study tracked the careers of these completers and determined which of them were “leavers”, “movers” and “stayers”; and within those categories, which were “shifters”, “drifters”, and “breakers”. Career paths of UTEP and non-UTEP completers were compared, as were their perceptions regarding the efficacy of their teacher education programs in preparing them for urban teaching careers.

There are a number of reasons that the content of this presentation is important to the field. This study provides a unique longitudinal perspective that follows program graduates five or more years after completion, examining their career trajectories, and soliciting their perceptions as mid-career professionals regarding the impact of their preparation program. This kind of information is particularly helpful in assessing long-term program outcomes. In turn, this information can be used in designing and redesigning educator preparation programs that recruit and prepare teachers who can thrive in high-poverty urban schools, and who can maximize learning outcomes for urban students. This is a critical challenge facing our field.

Session participants will:

- Obtain strategies on the recruitment of diverse program candidates
- Obtain a research-based, validated framework of urban teaching competencies
- Obtain insights into the factors that influence the career patterns of urban special educators
• Obtain information regarding lesson learned for program design based on completer feedback after their initial years of teaching

Questions to be used to elicit discussion will include the following:

• How successful do you feel teacher preparation programs typically are in preparing teachers for diverse, high-poverty schools? What program elements do you feel are most important in preparing teachers for such schools?
• What elements do you feel are most important in preparing teachers for diverse, high-poverty school settings?
• What impact do you believe teacher preparation programs have on the career paths of program completers? What other factors do you believe influence career paths?

**Keywords:** urban educators, urban schools, academic underachievement

**References**


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Utilizing Motivational Interviewing as Intervention for Middle School Students With Severe Behaviors

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Abstract

Students with disabilities which are likely to manifest in behavioral problems such as autism or emotional behavioral disorders, often have difficulty making and maintaining appropriate social connections and relationships. They may make inappropriate comments, speak out of turn or seem to disregard the wants or needs of others in interactions with peers as well as adults such as teachers and parents impeding their ability to function within the classroom setting. Teachers may interpret this behavior as willful disrespect or disobedience and respond with punitive disciplinary measures such as removal from the classroom, suspension or expulsion from school. Besides the loss of important instructional time for the student, the student is likely to return to the classroom still lacking needed social skills, as well as feeling more isolated and disengaged from his teachers and peers (Vincent, Tobin, Hawken & Frank, 2012). This puts the student at further risk for social and academic difficulty, as well as increasing the risk of high school dropout, social isolation, depression and even suicide. Direct social skill training has been found to be effective to increase appropriate social interactions for students with and without disabilities and is more effective than punitive or exclusionary techniques (Lewis, McIntosh, Simonsen, Mitchell, Hatton, 2017; Vincent et al., 2012). Although IDEA 2004 specifically requires that schools must address the behaviors of students with negative or disruptive behaviors which are related to their disability in a proactive manner including teaching appropriate behavior through positive behavioral interventions (Yell, 2012), teachers often struggle with the implementation of such interventions. In fact, issues of difficulty with discipline and classroom management are often found to be reasons that teachers leave the classroom after less than five years of teaching (Malinen & Savolainen, 2016). Barriers to effective implementation of interventions which teach social skills include lack of time and ineffective training. Motivational interviewing is an effective intervention that is efficient in terms of time to implement and ease of training of staff (Strait, McQuillin, Terry, & Smith, 2014). The purpose of this pilot project was to develop an effective method to train school staff to implement an intervention using motivational interviewing as a method of support for middle school students who display inappropriate classroom behaviors. Findings suggest that Motivational Interviewing can be an effective and efficient method of support and may reduce the need for exclusionary measures. Effective methods of implementation and staff training are discussed as well as possibilities for future research.

Keywords: students with disabilities, behavioral problems, disciplinary measures

References


Inclusive School Programs Based on Equity and Social Justice for Students
With Emotional and Behavioral Disabilities

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Abstract

Even though nearly half of all students with emotional and behavioral disabilities (EBD) receive the majority of their education in general education classrooms they are still among the most marginalized group of students in today’s schools. This presentation is designed to provide ideas for how educators can promote social justice and compassion for students by becoming social justice allies in socially just and equitable schools. Also educators, including teachers and administrators, will gain knowledge about creating inclusive learning environments that promote social justice for students with EBD by providing multi-tiered systems of support (MTSS) that result in academic, behavioral and social achievement through evidenced based practices (EBP) in positive behavior interventions and supports (PBIS), social and emotional learning programs (SEL) and social skills training (SST).

Keywords: Social justice, socially just schools, emotional and behavioral disabilities, positive behavior intervention and supports, social and emotional learning, social skills training
Preparation of Educational Leaders for 21st Century Inclusive School Communities: Transforming University Programs

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Abstract

University educational leadership preparation programs whose mission is to prepare TK-12 school administrators need to transform their curriculum so that all leaders (not just special education leaders) have the knowledge and skills to create inclusive school communities that truly include all students. Given that educational leaders are a major influence on effective inclusion practices, the purpose of this presentation on preparing educational leaders for 21st century inclusive school communities is to share about how educational leadership preparation programs can be redesigned built on professional standards changes, evidenced based practices (EBPs), and practice based evidence (PBE) correlated with students with disabilities and special education. The presentation includes evidence from the literature, professional standards changes, and the results of a study conducted with students in a redesigned educational leadership program. The results of the study revealed that students in the educational leadership program did not feel prepared for leading buildings that included students with disabilities. These findings are in agreement with prior findings from the literature. It is important to consider these results if we are truly interested in transforming university programs to result in 21st century inclusive school communities.

Keywords: inclusive school communities, educational leadership, transforming university preservice programs
Barriers to Service Access for Children With Disabilities: A Meso- and Micro-Level Analysis

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Abstract

The current paper explores factors that influence access to specialized intervention services such as early intervention, special education, counseling, behavioral services, occupational, speech, and physical therapy. The author used structural equation modeling to identify concrete (meso- and micro-level) barriers to service access. Statistical analysis was conducted using the Child Care and Children with Special Needs: Challenges for Low Income Families, 2002-2005 (ICPSR 27001) data set. The sample included 436 parents and guardians (93% mothers) receiving services from one of two statewide programs serving children with disabilities and their families. Approximately half of the participants were categorized as low income (N=221) and half as high income (N=215). Children ranged in age from 0-18 years with an average age of 2.45. The final model demonstrated a good fit to the data, $\chi^2(9) = 9.173$, CFI=.999, TLI=.999, RMSEA=.007 (.000-.055). The results indicate that characteristics such as family income, transportation, and employment impact access to specialized and therapeutic services. Within this model, time at school mediated the effect of age and caregiver employment on access to school-based services. The largest direct effect on access to other specialized services was income. The results indicate a significant correlation between time in school and services at school. This suggests that children who accessed services at school also required and received other specialized therapeutic services. Nearly significant results were observed for the effects of age on transportation on access to specialized services. The findings demonstrate that families of children with disabilities face many practical barriers to accessing. The current study highlights the complex relationship between family characteristics, resources, and access to services, as well as the need for policy changes at a meso- and micro-levels.

Keywords: special needs, special education, access to services, child disability, family, service disparities, structural equation modeling, child care and children with special needs
Teacher Practices While Interacting With Preschoolers in Inclusive Settings

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Abstract

This article presents recommendations for teachers to implement in an inclusive setting. Emphasis will be placed on possible practices that are considered culturally responsive to preschoolers who may or may not share the same racial background as the teacher. In particular, the authors will examine current issues and trends within the field of early childhood education as it relates to the ethnic and racial backgrounds of young African American children. These practices are intended to assist teachers to explore their consciousness of race/culture, ethnicity and class identities and how these identities affect their teaching. This article begins with a discussion of current child care patterns in regards to the dichotomy of early childhood professionals being from a different racial background from the children in their care. Now more than ever, the child care experiences available to young children from diverse populations need to be sensitive and responsive to their cultural, racial, linguistic and ethnic backgrounds (Darling, 2003; Burchinal & Cryer, 2003; Hildebrand, Phenice, Gray & Hines, 2005). Cross-cultural interactions, such as these help to illustrate Rogoff’s (2003) sociocultural model. Classrooms that practice culturally responsive instruction foster a climate of caring, value, and respect to promote student performance. Educators are able to use a student’s cultural and societal context as a vehicle for learning, rather than deficits (Klump & McNeir, 2005). Activities can include learning from and about culture, language, and learning styles across curriculums (Lipka, 2002). The authors present six teacher perspectives as examples to support implementation.

Keywords: culture competence, teacher practices, and African Americans

References

Visual Supports: Utility in Facilitating Access and Communication for Students With Autism

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Abstract

Social stories and visual supports have a strong research base for their utility for students diagnosed with autism. Specifically, research indicates that social stories and visual supports have been shown to increase levels of socially appropriate behavior, minimize anxiety, communicate expectations, increase meaningful exposure to language, and promote independence in the classroom (Schneider & Goldstein, 2009; Roa & Gagie, 2006; Hogdon, 2000; Banda, Grimmett, & Hart, 2009; Goodman & Williams, 2007). Additionally, research has shown that when individuals with autism are given the opportunity to learn with visual supports or cues they:

- Become increasingly independent in task completion
- Acquire skills in a more expedited manner
- Experience decreased levels of frustration, anxiety, and aggression related to task completion
- Adjust to, and tolerate deviations in their environment more effectively (Dettmer, Simpson, Myles & Ganz, 2000).

Further, with the push toward inclusionary practices for many students with disabilities, the utility of social stories and visual supports in the inclusive classroom becomes increasingly important. Students with autism generally have a strong tendency toward visual learning styles making social stories and visual supports an appropriate means of differentiating the learning environment, as well as the curriculum. Additionally, social rules and norms are typically learned incidentally; students with autism often require more explicit instruction in this area to promote appropriate and successful social interactions. To this end, social stories provide the structure necessary to enhance a student's understanding of specific social situations, as well as appropriate means of responding within this context. Incorporating visual supports into daily instruction and routines can also serve to support positive behavior, expressive and receptive communication, and skill acquisition. Visual supports provide individual with autism with strategies to be more successful in a world they often find difficult to navigate. However, in order for the individual with autism to use visual supports efficiently and effectively, they must be taught how to use the supports successfully within their environments. The supports must be relevant to the individual, and his or her unique communication and accessibility needs.

This session will provide participants with insight into the development of social stories and visual supports, best practice regarding implementation, and contextualized examples of how these supports can be effectively implemented with diverse populations. Participants will have an opportunity to engage with visual supports and experience their utility first hand in regards to curriculum accessibility and communication.
Diversity: Visual supports provide a source of ensuring universal access for students with ASD. They can be differentiated to meet the needs of a wide range of learners in respect to cognition, language, and cultural diversity. Social stories can also provide all students with insight into the perceptions of others, thus addressing the theory of mind deficit. These stories are developed with the individual student in mind, thus ensuring relevancy and accessibility.

Keywords: visual supports, autism, communication, accessibility

References

Ethnicity, Families and Autism Spectrum Disorders: Exploring the Differences in Support and Implications for Educators

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Abstract

In 2012, the Center for Disease Control’s Autism and Developmental Disabilities Monitoring Network stated that the estimated prevalence was about 1.5% of children were identified with Autism Spectrum Disorder (ASD) across the United States (CDC, 2012). Although Fombonne (2003) suggested several reasons for the increase in numbers, such as the current broader definition and better awareness of ASD, the average estimated prevalence of 1 in 68 children (CDC, 2012) indicate that more children receive the diagnosis of some form of ASD.

These numbers suggest that more families may be impacted by this diagnosis than previously documented. However, there is little research regarding the impact of an autism diagnosis in culturally diverse families (Daley, 2002; Dyches et al., 2004; Neely-Barnes & Dia, 2008; Wilder et al., 2004).

Due to the lack of research on cultural understanding in families with special needs, community agencies and school systems are struggling to determine how to properly provide the level of support for diverse families (Harry, 2002). Diverse cultures respond to the diagnosis of autism and developmental disabilities in different ways and can affect whether or not a family may seek intervention and support (Coll & Magnuson, 2000; Danesco, 1997; Kalyanpur & Harry, 1999, as cited in Dyches et al., 2004), which may cause additional stress on families. Many researchers have reported differences in culturally based attitudes toward special needs children (e.g., Blacher & McIntyre, 2006; Chiang & Hadadian, 2007; Harry, 2002; Wilgosh & Scorgie, 2006)

Educators and school personnel are faced with the daunting task of understanding not only the struggles of parenting an ASD child but also how different families are impacted by the diagnosis. Dyches et al. (2004) reviewed research on multicultural issues in autism and found a need for further studies investigating family needs and support. The authors found that the majority of research on “family adaptations to raising a child with developmental disabilities” (p. 218) had been conducted with Caucasian populations.

The purpose of this study was to investigate the difference in attitudes and sources of support between Caucasian and non-Caucasian parents of children diagnosed with Autism Spectrum Disorders. A quasi-experimental study was conducted; 67 parents of children with ASD were given surveys to measure access to support in the community. Composite survey scores for two groups, Caucasian and non-Caucasian parents, were compared and analyzed. The hypothesis, which predicted a difference between Caucasian and non-Caucasian parents in the use of community support resources, was supported. There was a statistically significant difference, p < .01, between non-Caucasian and Caucasian parents of a child diagnosed with ASD regarding how they accessed support. Non-Caucasian parents reported accessing more formal supports in the community than Caucasian parents.
When data were separated by individual survey items, two significant differences were revealed. First, non-Caucasian parents of children with ASD were significantly more likely to ask their child’s teachers for help and ideas than were Caucasian parents of children with ASD. Second non-Caucasian parents of children with ASD were significantly more comfortable in accessing support from religious leaders than were Caucasian parents of children with ASD.

In response to an open-ended question asking from whom parents felt most comfortable in seeking support, the most frequent response was accessing support from other parents who have a child diagnosed with ASD. The next most frequent responses (from greatest to least) were educational professionals, family, friends, doctors, spouses, no one, and other resources in the community. Most of the responses were almost evenly divided between Caucasian and non-Caucasian parents. However, more non-Caucasian parents reported that they sought support from educational professionals and family than did Caucasian parents.

Although this was a small sample, organizations and school systems that serve families affected by an ASD diagnosis may benefit from the following recommendations.

**Recommendation 1:** Develop a support system that connects parents of children diagnosed with ASD with other parents struggling with the same issues. This will allow parents of children with an ASD diagnosis to share their stories and seek comfort from other parents. Parents of children with a new diagnosis of ASD would greatly benefit from parents of older children who have been through the process to serve as mentors.

Ideally these parent support systems would also be matched up according to the parents’ cultural background or ethnicity. This would ensure common language for communication and the likely alignment of cultural beliefs. This matching of support systems by cultural or ethnic groups would connect the families with programs and community support systems the families will actually use. Connecting similar ethnicities or backgrounds of families will be beneficial for support and overall parent well-being.

**Recommendation 2:** Provide ongoing cross-cultural training for special education teachers and school personnel. There should be greater accountability for effective communication on the part of education professionals who interact with parents about the child’s ASD. This study suggested that parents, especially non-Caucasian parents, looked to teachers and education professionals for assistance. Unfortunately, “Personnel preparation continues to be one of the weakest elements of effective programming for children with ASD and their families” (NRC, 2001, p. 225). Teachers must understand that they may be the main source of support and information for some of these families. Therefore, a stronger emphasis on cross-cultural training and sensitivity is vital. Cultural understanding, sensitivity, awareness, and communication are essential training components for educational professionals.

**Recommendation 3:** Develop parent support programs in the community. Non-Caucasian parents may rely heavily on spiritual leaders and organizations for support. Churches and other places of worship could provide information and address concerns specific to ASD. Training religious-based community organizations to help parents of children with ASD would develop valuable support for diverse families. Such training would include providing assistance to the families directly and creating support groups.
Families affected by a diagnosis of ASD are faced with many challenges. The role of culture and ethnic background may add to this challenge and affect how diverse families seek support. The first step in becoming a more culturally responsive community for families affected by this diagnosis is awareness. With awareness follows a great burden and even greater responsibility. Education and community professionals must recognize that they may be the main source of support for many of these diverse families and therefore must be proactive and prepared. Understanding that parents find support from other parents going through the same challenges in raising a child with ASD places a responsibility on programs that serve those families to make these vital connections. This knowledge should create the impetus for professionals to serve families affected by ASD.

**Keywords:** autism spectrum disorder, ASD, ethnicity, family

**References**


Part 10: International Education
Motivations for Study and Work Abroad

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Abstract

Recent years have seen a rapid increase in human migration around the world. Social cartographers, economists, educational comparativists, and sociologists have looked at motivations for this accelerating mobility across diverse demographics. Our research takes empirical data collected from over 400 expatriates living in China, offering an analysis of their motivations for study and work abroad. Utilizing Ravenstein’s (1889) Push-Pull Theory of human migration, the research contends that there are two layers of motivations, surface factors and root factors, that work together to compel millions each year to go abroad. The results of both univariate (frequencies and means) and multivariate (linear correlations and ANOVA) analysis build the foundations for a new theoretical premise, a two-level hierarchical linear model. Surface motivations for study and work abroad are diverse, but the root motivations consolidate around a few central variables. The most salient of these root motivational factors is our “purpose” variable, which explains fifteen of our surface motivational factors including education issues in home country (F=18.05), faith/spirituality (F=12.94), family influence (F=12.62), alumni influence (F=12.62), opportunities in China (F=12.48), international experience (F=12.29), teacher influence (F=12.19), and prior Mandarin study (F=11.59).

Keywords: human migration, motivation for study, work abroad
Service Learning: Practicing What We Preach

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Abstract

In recent years, service learning has become the focus of curriculum design and implementation. Professors/teachers often include field experience in methods courses with the intent of guiding students through authentic experience, thus preparing students for seamless transfer from theory to practice. Service learning is a way to enrich and enhance courses through constructive/authentic experience. However, there is a lack of research that describes and encourages professors/teachers to “practice what they preach”. In other words, professors/teachers encourage service learning but do not participate in field experience opportunities themselves. This research presents an inside view of how one professor participated in service learning in international settings teaching English to very diverse audiences. This is a personal story with reflection of how “practicing what we preach” can develop into a more robust understanding of what students experience through “hands on, authentic” service learning experiences.

Keywords: service learning, English as a second language, field-experience, teaching abroad
The Relationship Between TOEFL Scores and Academic Success in Higher Education

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Abstract

The Test of English as a Foreign Language (TOEFL) has long been used in the American admission process for measuring an international applicant’s English ability. Since the 1970’s, TOEFL has been the required English proficiency test that non-native English speaking students take to demonstrate their language proficiency when applying to U.S. colleges and universities (Educational Testing Service, 2011). TOEFL score is an important element that impacts the international student’s admission process when schools make a decision, even to predict international student’s academic success. Therefore, TOEFL score became the key factor in the admission decision. However, little research exists examining the relationship between TOEFL score and academic success in higher education. Past research has shown that there is a positive relationship between TOEFL score and students’ academic ability when classes are taught in English (Wait & Gressel, 2009). However, a high TOEFL score does not guarantee students’ future academic success. Not all native speakers are academically successful. Similarly, not all international students who have high English proficiency would have high GPAs (Cho, & Bridgeman, 2012). Besides, there are also factors that affect students’ TOEFL score such as gender and country of residence.

Previous literature indicated that factors such as social factors: (a), Gender (b), Native Language, (c), and Geographic Region and Country. Personal Factors: (a), Self-Confidence and Self-Esteem, (b) Study Habits, (c), Previous Learning Experience, (d), and Household Economics also impact international students’ TOEFL score and academic performance.

The purpose of this phenomenological study is to discover the relationship between TOEFL scores and international students’ academic performance, which is defined by GPA, at multiple universities in California. The second purpose is to explore factors that impact international students’ TOEFL scores and academic performance. The study will use a phenomenology approach to focus on peoples’ experiences and discover multiple individuals who have experienced the phenomenon (Creswell, 2013).

Qualitative Research Question: What are the factors that impact international students’ TOEFL scores and future academic success as defined by GPAs?

Quantitative Research Hypotheses: How do international students' TOEFL scores impact future academic success as defined by GPA's?

This study uses the Alexander W. Astin’s Input-Environment-Outcomes (I-E-O) model as the theoretical framework. The I-E-O model was developed by Alexander W. Astin (1993) as a guiding framework for assessments in higher education. The premise of this model is that educational assessments are not accurate without the information on student inputs (I), the educational environment (E), and student outcomes (O) (Astin, 1993).
Figure 1. I-E-O model

Inputs are the personal background that the student possesses before he or she enters colleges such as student’s country of origin, native language and any previous learning experiences. Environment refers to the student's college experience while at his or her institution. These experiences include academic and non-academic aspects of college life, such as involvement with student organizations, programs, classes, faculty members, peers, work, etc. Outcomes refer to the change and growth in the student after being exposed to the environment. This study uses student’s overall GPA as the measurement of academic success.

This study uses qualitative and quantitative research to discover the relationship between TOEFL score and academic success. In order to better understand U.S. international students, the researcher only sought the participant from U.S. 4-year public universities and private universities. The examinees are international students from multiple 4-year universities in Southern California. Only international students who were officially accepted by undergraduate and graduate programs were considered. Exchange international students, visiting international students, or international students who study credential programs and English programs at extension centers were not considered.

The study also examines the factors that affect TOEFL scores and academic performance. The qualitative research focuses on results from open-ended questions and interviews of international students. The interviews included ten open-ended questions including participants’ TOEFL score and GPA, study styles, previous learning experience, and household economic background.

In addition to qualitative research, the researcher is conducting a quasi-experimental design for quantitative research. This type of design can establish a cause-effect relationship between two or more variables which can be used for this study. Based on research questions and literature reviews, the researcher designed a short-answer and Likert-style survey. The researcher did a pilot and passed the survey to international students to validate the survey. The survey contains three sections and 21 questions in total. The first section is demographic short-answered questions to learn about extraneous variables. The first section also contains questions asking TOFEL score, GPA, and economics. The second section is a Likert-style survey to measure students’ personal factors especially self-confidence and self-esteem. The third section is also Likert-style survey to measure students’ study habits and previous learning experience. The quantitative research uses linear and logistic regression to evaluate TOEFL score relative to overall grade point average (GPA).

The qualitative analysis of data included similarities and differences with the analysis, coding and categorizing, and constant comparison. This study used phenomenology as the research
methodology to understand students’ experiences during the quantitative part of the research. First, the researcher transcribed each interview into transcript for easy coding. Secondly, the researcher read, color coded, and labeled each text. Clinton, Morsanyi, Alibali, and Nathan (2016) states “color coding and labeling can assist learners both in selecting important information and in integrating corresponding information in visual representations and text” (Clinton, et al., 2016, p. 6-7). Thirdly, the researcher listed all of the codes and grouped the codes to eliminate redundancy and overlap. Finally, the researcher wrote a theme passage and created a conceptual map of the themes.

It is hypothesized that the results indicated that students with higher TOEFL scores did not have a strong relationship with their GPAs. Self-confidence and self-esteem had a positive impact on their academic success and achieve the programs. Students’ high parental socioeconomic status also had a positive impact on their academic success and English level. Students from large cities in their home countries achieved high academic performance in universities. Limitations and implications are discussed.

**Keywords:** international students, TOEFL, GPA, academic success, self-confidence

**References**

Preparing Chinese Teachers to Implement Interdisciplinary Curriculum Planning and Teaching Through a Workshop Model

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Abstract

In 2017, the author conducted two teacher development workshops in Beijing, China. The focus of the workshops was to share methods of interdisciplinary curriculum design and teaching with K-12 teachers in China. The workshops were arranged through a third-party company, MindXplorer. The author discusses the design and implementation of the programs and lessons learned.

Interdisciplinary curriculum and teaching is a fundamentally western concept. For many years, instruction in Chinese schools has been strongly organized around disciplines. In the earliest grades lessons are taught by disciplinary experts.

Recent reform efforts in Chinese public schools have led education officials to provide professional development in a number of areas (Chu, 2017). The PRC system has been working to achieve changes at all levels of instruction to meet changing needs and aspirations (Ryan, 2011). These changes particularly include: Interdisciplinary teaching, STEM, reflective teaching, and inquiry methods. These reforms are in part in response to the Main Challenges identified in Outline of China’s National Plan for Medium- and Long-Term Education Reform and Development (2010-2020) (Ministry of Education of the Peoples Republic of China, Department of Basic Education, 2010). In particular, interdisciplinary curriculum and teaching addresses the identified challenges of “The concept of education, curriculum and methodology are relatively outdated” and “There is a shortage of innovative and versatile teachers.”

One of the Main Targets and Measures of the Ministry of Education addressed by interdisciplinary instructional design is “Build a consummate framework for lifelong education.” Interdisciplinary curriculum design and teaching prepares students for lifelong learning by being more contexted in real-world problems requiring problem-solving approaches, teamwork, and integration of diverse disciplines. (Ministry of Education of the Peoples Republic of China, Department of Basic Education, 2010)

The author was invited to conduct two workshops in the summer of 2017. The invitation came from the Beijing Institute of Education Chaoyang Branch and was arranged through MindXplorer, Inc.—a third-party company that recruits American and other faculty to run such programs. Each program was five days and involved faculty from one school in the Chaoyang Branch.

The program was designed around two basic principles. The first assumption was that Chinese teachers would be very naïve with respect to interdisciplinary teaching as they were unlikely to have ever experienced it as students or have been taught it as a pedagogy in their teacher training. The second assumption was that, as a one-week summer training program, there would have to be work in supporting teachers to implement the pedagogy in their practice.
Instruction began with a discussion of the reasons for doing interdisciplinary teaching. The teachers were very engaged and curious about why Chinese teachers would want to implement these strategies. The presenter showed two case studies of schools that had implemented some of the techniques that would be studied in the workshop. The next topic was to talk about the advantages shown by research to come from interdisciplinary teaching. The framework for this analysis was taken from points discussed by Jones and by Jacobs (Jones, 2009; Jacobs, 1989). It includes benefits of team teaching and learning, lifelong learning, comprehensive epistemological experience, and development of higher order thinking. Concerns and disadvantages of the model were also discussed. The presenter led the discussion to underscore two points: 1) interdisciplinary teaching allows in-school development of real-world problem-solving skills, and 2) it is not meant to replace basic instruction in a subject but is typically used as an adjunct methodology in American Schools.

The actual preparation of the teachers for interdisciplinary curriculum design and teaching began with looking at Jacobs (1989) Continuum of Options for Content Design. Jacobs identifies six levels of interdisciplinary integration including: Discipline-Based, Parallel Disciplines, Multi-Disciplinary, Inter-disciplinary Units/Courses, Integrated Day, and Complete Program. The discussion of the level of integration in the various options was illustrated by the two case studies previously mentioned.

The work of the workshop began with an interdisciplinary challenge wherein the teachers could experience interdisciplinary learning from the student’s perspective. The challenge was to construct a tower, using the provided materials, that could support five paper cups. Each member of the group was assigned one of four roles: Project Manager, Designer, Technician, or Press Secretary. Each role was specifically delineated and no member of the group could do any function of another member. For example, all of the actual construction of the tower could only be done by the Technician—no one else was allowed to touch the materials during the construction. The goal was to build the tallest structure that could support the five cups.

After completing the task, the presenter led a discussion to draw out the students’ experiences in what they learned that was different from what they might get out of discipline-based lessons. The teachers identified learning how to work as a team, developing strategies rather than being given them, and the motivation of interpersonal interactions during the lesson as positive reasons to choose it as a teaching strategy. They also described some potential disadvantages such as teacher control and the time required to complete the task. The discussion also pointed out that the activity was an example of interdisciplinary content design at Jacobs’ level of “Multi-disciplinary” (Jacobs, 1989).

In order to foster a community of support for teachers who wanted to implement interdisciplinary teaching, two strategies were put used. The first was that the group was divided into teams they were told would be fixed for the week. (The groups were reorganized on the third day so the participants could see the effects of learning to operate in a new group.)

Second, the reorganized groups were established as long-term working groups. Each group identified 1) a leader, 2) a co-leader, 3) a slogan, and 4) a schedule of future meetings. The schedule required that the group meet just before the school year began, once about 4 weeks into the school year, once about 2 to 2 ½ months into the school year. The idea of the meetings was for the group to plan together, motivate each other, and discuss their success after each had a chance to plan and conduct interdisciplinary lessons.
The workshop continued with discussions about how to integrate specific disciplines together. This went beyond typical “math-and-science, language-and-social studies, other-disciplines-whenever-possible” models. Participants in the workshops represented the major academic disciplines of language, math, science and social sciences as well as music, art, calligraphy, and physical education.

The participants took part in planning a lesson sequence using one discipline as the basis of a short unit and adding other subjects on. They also participated in creating a unit of instruction on “What American Children should know about China” using the disciplines of the teachers in their groups.

The final challenge was a bridge-building challenge to construct the strongest bridge they could build out of uncooked spaghetti and tape. The bridge had to be decorated as there was a “Most Beautiful Bridge” vote before the structures were tested. Lastly, they had to create a story about why their bridge was built which they would tell to the class while it was tested.

Before working with teachers in China one needs deep understanding of the structure and organization of Chinese schools and Chinese curriculum and its format: Subjects, grades, national curricula, testing list, and so forth. For example, one should be aware of Chinese subjects not taught in American schools: Social Practice, Ideology, Values, and Society, Psychology, Sociology, and Calligraphy.

Chinese teachers wanted very specific guidance in how to plan and implement interdisciplinary curriculum planning and teaching. The most positive response from the teachers was when we were discussing the case studies. The director of the school commented how normally when they do in-service workshops they only work with people from the same small group. She said how it was good that they worked with everyone else in the group at some point during the week. Unfortunately, the model of professional development being used does not have a systematic assessment and feedback element. This author has proposed to MindXplorer a model that would maintain communication and systematically assess the change in teaching methods that result from these workshops. The assessment required by the company I worked for was very informal and administered in the middle of the 4th day.

**Keywords:** interdisciplinary teaching, China

**References**


A Broader View: The Impact of Study Abroad on College Graduation Rates in the California State University

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Abstract

The purpose of this study is to expand understanding on how US institutions of higher education can increase the number of students sent on study abroad experiences. Previous research has addressed this topic by studying what student characteristics lead to successful participation in study abroad and what barriers exist (e.g., Goldstein & Kim, 2006; Luo & Jamieson-Drake, 2015; Netz, 2015). Other studies have also examined institutional barriers to study abroad, such as insufficient resources or lack of faculty support (Loberg, 2012; NSSE, 2007). The current study will contribute to the field by focusing on one of these institutional barriers: how study abroad affects a student’s time to degree.

The landmark GLOSSARI project (Sutton & Rubin, 2010) illustrated how valuable university system data is in answering this question, and other studies have also suggested that study abroad improves retention and academic success (Hamir, 2011; Dessoff, 2006; Malmgren, & Galvin, 2008). The current study will build on this research by examining the correlation between study abroad and time to degree within the large and very diverse student population in the California State University (CSU) system. I will analyze a large database of enrollment reporting data to compare the outcomes of those who studied in CSU one-year programs with that of their peers. I will also collect and analyze a much smaller set of student data from an individual campus. This will allow the present study to include shorter length programs (i.e., semester exchange and faculty-led). These quantitative analyses will be conducted in order to answer the following research question:

Within the California State University system is there any correlation between participating in a study abroad experience and graduating on time (i.e., within 4-5 years)? The current study also aims to deepen understanding of how external pressure on university staff to improve graduation rates may be affecting the advising that undergraduate students receive regarding participation in study abroad and therefore their ultimate choice to go abroad or not. Through qualitative analysis of structured interviews with undergraduate academic advisors from different academic disciplines, the present student will answer the following research question:

How does an ambitious graduation improvement initiative affect how academic advisors advise undergraduate students when it comes to study abroad? Research indicates that a majority of incoming US college students are interested in study abroad before they begin their first year (ACE, 2008). However, although study abroad is a rising trend in higher education, still fewer than 2% of all US college students embark on any kind of international study experience (IIE, 2017). Moreover, male students and students of color are woefully underrepresented in the number of American students sent abroad (IIE, 2017; NAFSA, n.d.; Stroud, 2010; Penn & Tanner, 2009). Researchers have examined several characteristics of students and their home institutions to learn why such a large number of students end up not studying abroad during their college career (Loberg, 2012; Rust et al., 2007; Heisel et al., 2009).
Loberg (2012) argues that while there are many factors outside an institution’s control that may prevent students from studying abroad, more research is needed to better understand the obstacles that institutions could be addressing, especially faculty and institutional support (see also NSSE, 2007). The study abroad professionals Loberg (2012) interviewed identified faculty support and academic integration as the most important factors related to increasing study abroad participation rates. If study abroad experiences are not integrated into a student’s degree plan, this may result in a longer time to degree. The notion that study abroad might lengthen participants’ time to degree, whether true or not, is one which institutions must address (Loberg, 2012; Sutton & Rubin, 2010; Kasravi, 2009; Salisbury et al., 2009; Sanchez et al., 2006). This critical perspective on study abroad exists in spite of the fact that impressive studies such as the GLOSSARI project in Georgia (Sutton & Rubin, 2010) and others (Redden, 2012) have shown that study abroad may actually improve graduation rates, especially for minority students (Hamir, 2011; Dessoff, 2006).

This relationship between study abroad and graduation rates is concerning not only to students and their families, who likely wish to graduate “on time”, but it also concerns university leaders. Leaders in higher education often face state-mandated goals, such as the well-publicized Graduation Initiative 2025 in the California State University (CSU) system (California State University, n.d; Gordon, 2016). At the national level, the field of higher education is under increasing scrutiny from accreditors (e.g., Higher Learning Commission, 2017) and other groups to graduate students more quickly. Leaders in higher education will need to have a clearer understanding of how study abroad affects timely graduation in order to better address this valid concern from all stakeholders and improve this valuable, high impact practice. The present study will shed light on how the different study abroad options in the California State University (CSU) correlate to student graduation rates, comparing the results to similar studies in other universities systems. I will examine the outcomes of three basic types of study abroad that exist within the CSU: one-year CSU International Programs (IP), campus semester exchange, and short-term faculty-led programs. It should be noted that the CSU Division of Institutional Research and Analyses conducted their own statistical analysis in 2015. The CSU used propensity score analysis to reduce bias between the treated and non-treated groups. Since the CSU’s study was unpublished and occurred before the 2016 launch of the Graduation Initiative 2025, the present study of a now much larger data set is therefore warranted.

I will also be conducting interviews with a group of CSU undergraduate academic advisors. These advisors will represent each of the academic colleges (e.g., business, science, humanities, etc.). The interview will explore how an ambitious graduation improvement initiative affects whether advisors are recommending study abroad to students. Also of interest will be what specific concerns, challenges, and solutions exist in the advisor community that are related to graduating on time while also studying abroad. Academic advisors in the CSU are under pressure to help their students graduate on time. The results of this study will have important implications for campus leaders who face similar graduation improvement initiatives. Sutton and Rubin (2010) and others have proposed that study abroad may in fact be a solution to the problem of retention and student success. The present study seeks to provide a missing perspective on the issue of study abroad by considering the advisor’s role in the process of students choosing to study abroad or stay at home while also trying to ensure they graduate on time.

**Keywords:** study abroad experiences, student characteristics, participation in study abroad
Interpersonal Hardiness: A Critical Contributing Factor to Persistence Among International Women in Doctoral Programs: A Trioethnographic Study

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Abstract

Recent studies report that challenges associated with work life balance among international students in graduate school are more pronounced (Brus, 2006; Colomer, Olivero & Bell, 2015; Haynes, et al. 2013; Oswalt & Riddock, 2007) than for domestic students. Moreover, even though more women are enrolling in U.S. doctoral programs, they, especially ethnic minorities, are less likely to obtain a doctoral degree (Castro, Garcia, Cavazos & Castro, 2011). Gardner (2008) cites a lack of diversity in graduate education as a growing concern in the USA, this has given birth to a number of recruitment and retention programs for women and students of color. Despite these initiatives there remain various challenges to the success of women in doctoral programs of study. Nonetheless, current studies show that persistence issues related to completion of doctoral programs, especially for minority women with children, still lingers (Castro, et al., 2011; Colomer, et al., 2015). Tinto (1993) suggested that strategies for improving degree completion rates and for predicting doctoral persistence must “emerge from an understanding of the graduate experience as it is understood by doctoral students themselves” using qualitative methods. Therefore, this study was to ascertain the lived experiences of three international, women of color persisting in a doctoral program in the USA. The objective of the study was to document and share our intra- and ‘Inter-personal Hardiness’ discovery through dialogue to identify challenges, support systems and motivators that we have individually and collectively experienced. The rationale is to share with readers our early experiences of the efficacy of ‘Inter-personal Hardiness’ and how far it carried us in pursuing our program so that other students who are facing similar issues could learn from our experiences. The question that guided the study was: To what extent (if any) can ‘Inter-personal Hardiness’ contribute to persistence of international women of color in doctoral programs at a USA based institution? Even though we are yet to complete our programs, we are realizing benefits from our experience, hence, we decided to share our initial story with others. Trioethnography was the method adopted for this study. In this type of research, researchers collectively examine an aspect of their lives and this approach enabled us to share our doctoral journey from our own perspective as researchers-cum-participants. Using a constructionist orientation, we co-constructed the data through discussions, explanations and exploration of our individual experiences to create understanding and meaning on the focused topic through our interactions (Roulston, 2010). We each had responsibility for one of three themes. The process and discoveries of our trioethnographic experience is presented in first-person narrative form by the three participants at different stages in the study to enable us to highlight each voice. We infused John McLeod’s (n.d.) poem titled “Awakening” into the narration because McLeod used the analogy of a painter to compare how we live our lives and we felt this was analogous to our doctoral journey. We documented the journey as we faced each hurdle, supporting each other in this process. As we met, deliberated and finally composed this paper we were always mindful of ethical stances. Although the paper was about our lives it included reflections relating to others, and we gave due thought to personal disclosure. We also considered the privacy of our shared story (Norris & Sawyer, 2012). We were careful therefore, to protect the privacy of ‘others’ represented in our reflections and where applicable shared the purpose of the study and sought consent form those we mentioned in our study. The analysis of our conversations generated three major themes: challenges, support systems and coping strategies which we presented as motivation. Our results confirm that no one journeys through doctoral studies without stress but, it is more burdensome (if not unbearable) for international minority women with children (Gardner, 2008). The results indicated that the stress on us has affected our families as well which compounds what we are already undergoing. Martinsuoa and Turkulainen (2011) in their study of doctoral students’ personal commitment, support and progress found that peer support has a positive effect on both course completion

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and research. Reflecting on our experiences we see evidence of the components of hardiness, commitment, challenge and control and believe that individually we are exercising personal hardiness, a psychological phenomenon that is part of one’s personality that allows one to succeed even when undergoing stressful situations (Kobasa, 1979; VandenBos, 2007), we have all benefited from peer support in one form or other outside of our research triad, furthermore, we have started to benefit from what we consider to be ‘interpersonal hardiness’. Psychologists define the term interpersonal as having to do with actions, events and feelings that exist between two or more persons, in other words, relationship between persons. Hardiness speaks to exercising resilience. In our context, studies suggest that as minority, international, married women, we are less likely to complete doctoral studies (Castro et al., 2011). Our separation from family, financial challenges, limited support, family and other responsibilities could be considered as adverse realities that we face, with each reality having the potential to cause significant stress which is further compounded when combined. We therefore coined the term ‘Inter-personal Hardiness’ to represent the resilience evident in our mutual associations and how we encourage and support each other to forge ahead irrespective of the challenges we are individually and collectively experiencing. Thus, resilience resulting from the relations between persons is our definition of ‘interpersonal hardiness’. Interpersonal Hardiness is therefore, our mechanism to combat adversities as we strive to successfully complete our course of study. Overtime, we have become our own support network in defiance of failure. As our journey continues, we hope to see where our paths lead us over the next four years. As we continue to intersect and parallel each other on this doctoral journey that is fraught with high attrition rates (Colomer et al., 2015; Haynes et al., 2012; Martinez et al., 2013), we will hold to the view that personal and ‘Inter-personal Hardiness’ will indeed help us to finish and finish well.

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The ‘International Student and Staff Experience’ in Higher Education: A Multiregional Narrative Enquiry From Thailand

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Abstract

More than four million people worldwide are studying in higher education institutions (HEIs) located outside their country of origin, and the numbers are growing rapidly (UIS, 2013). Many thousands of internationally mobile academic staff are also teaching and conducting research in HEIs abroad. ‘Internationalisation’ has been framed as the institutional response to this international, intercultural educational phenomenon. There is however, a lack of clarity about how ‘internationalisation’ is actually experienced by internationally mobile staff and students, especially in contexts outside the global west. What is becoming increasingly clear is that the various manifestations of internationalisation currently operationalised by different HEIs in different countries are not in themselves panaceas for institutions seeking to engage positively with the globalizing education ‘market’, and that greater numbers of international staff or students or a higher global institutional ranking do not necessarily result in a more positive and rewarding ‘international student or staff experience’ (Young et al, 2017).

In line with government policies across much of South East Asia, Thailand has identified HE internationalisation at national policy level as potentially contributing significantly to economic growth and to its soft power capital. The country has aspirations to become an educational hub in Southeast Asia (Sinhaneti, 2011). The Thai government has set targets to recruit 100,000 international students annually but the number is currently only around 20,000. International students (and staff) for the purposes of this study are defined as those who are working as academics, or are studying at either undergraduate or postgraduate level, in a Thai HEI and whose countries of origin is not Thailand and whose primary education was in a country other than Thailand. Among the students, these are mostly from East and South East Asian countries such as China, Myanmar, Vietnam, Laos and Cambodia, although students from 130 countries worldwide constitute the total ‘international’ student population in Thailand. Figures for international staff are harder to determine, but probably amount to hundreds rather than thousands, with a similarly broad representation of countries of origin. Research investigating the ‘international’ student experience is growing, but remains largely confined to the global west (Young et al, 2017). For internationally mobile staff there is a much smaller research base, and research into such staff working in Asia is in its infancy (Mason and Rawlins-Sanae, 2014). This study therefore aimed to provide some important benchmarking data in a hitherto largely under-researched HEI context.

While our knowledge-base is small, it is thought that two main factors contribute to the perceived lack of success in Thailand in the recruitment of both international staff and students. Firstly, a lack of understanding of what the international student or staff experiences are actually like in Thailand, and secondly how these might be enhanced once understandings have deepened. In particular, there is a lack of locally-based research that focuses on the lived experiences and voices of international students and staff as they negotiate the complex transitions to work or study outside their primary culture. Such research could contribute significantly to informing government and HE sector and institutional strategies regarding internationalisation, and so develop and strengthen...
Thailand’s position. Findings might also inform policy in practice more widely, particularly in SE Asia and more generally across the non-Western world.

This present study was funded by awards from the Thailand Research Council and the British Academy, as part of a collaborative, bi-national Newton Fund Scheme which aims to promote national development and international cooperation in the global south. It aimed to address the lack of understanding identified above, and to suggest ways forward. The study therefore investigated the multiple realities of international staff and students in Thai HE, employing an ethnographic approach, focussing on narrative enquiry (Trahar, 2011) and informed by an empirically-derived model of academic, sociocultural and psychological adaptation and adjustment (Schartner and Young, 2016). The main objective was to achieve better understandings of the current phenomenon regarding the challenges of and potential for increased international recruitment and enhancement of teaching and learning in Thai HE. These enhanced understandings could then be used as the basis for guidance to Thai HEIs on how to improve environments in order to attract and retain greater numbers of ‘international’ staff and students.

Narrative inquiry was chosen as the principle methodological approach for the project as it is eminently suitable for undertaking inquiries with people from many different cultures whose worldviews may differ significantly from those of the researchers (Trahar, 2011). This approach focuses on ‘the meanings that people ascribe to their experiences, seeking to provide insight into the complexity of human lives’ (Trahar, 2014: 220). It is located within social constructionist philosophical principles, reflecting a belief in multiple realities and the social construction of those realities. Participants were international staff and undergraduate and postgraduate students (N = 40) from a variety of countries or origin, working or studying in Thai universities in three different contexts: Bangkok, Chiang Mai and Maha Sarakham, in respectively the Centre, the North and the North East of Thailand. The same phenomenon was investigated across these multiple locations to address the following research questions:

- What attracts/motivates international students and academics to come to Thailand?
- What are their perceptions and experiences in Thai universities? What adjustment experiences (academic, sociocultural, and psychological) do staff and students have?
- How do the different universities across Thailand frame and practise ‘internationalisation’, and how does this relate to the actual experiences of ‘international’ staff?

Narratives were derived from staff and student participants in response to these research questions. Focus groups of staff, and of students, were then used as follow-ups in each location, to add further detail and nuance. Narratives and transcripts of focus groups were subjected to thematic content analyses (Boyatzis, 1998). These divided staff and student data detailing their academic, sociocultural and psychological adjustment experiences into two broad analytical categories – comments related to broadly positive elements of the experience of working or studying in Thai HE institutions, and comments related to negative aspects of the same experience (Young et al, 2013). Overall findings indicated a generally more positive than negative framing of adjustment among students and staff who has chosen to work or study in Thailand. In the broadly positive thematic data, there are a number of powerful ‘pull’ factors attracting staff and students to Thailand, and helping to contribute to generally positive perceptions of the experience of Thai HE. These include the relatively easy availability of employment and scholarships, and generally very positive word-of-mouth referrals from peers and/or co-nationals who have experienced Thai HE. Geographical and cultural proximity to their home country are also important motivating factors.
Other considerations include the perceived attractiveness of Thai cultures and people, and better opportunities to improve proficiency in the English language and in international communication skills than was available in their home countries. Among postgraduate international students, strong research support in some disciplines was noted and commended. A key positive for both staff and students was that academic life is ‘personalised’ in Thai universities, and that interpersonal relationships are perceived by international staff and students in many cases as being valued and fostered by local staff and students. Findings indicated there are two main negative themes emerging from the research. Firstly, difficulties for some staff and students with the Thai language, and with local, regional varieties, which tended to exacerbate social isolation and so cause difficulties in adjustment. The second main issue related to the difficulties associated with government and HE institutional bureaucracy, which was generally perceived, especially among staff, as confusing and over-officious and so an impediment to effective practice. Findings also indicated that ‘internationalisation’ as framed by Thai HE Institutions tended to be defined in terms of recruitment and retention, although an apparently increasing emphasis was also being placed on making the experience culturally and academically rewarding, although the framing of ‘culture’ did tend to be essentialised.

The insights gained from this research project may influence strategies and practices to enhance Thai HE’s reputation and effectiveness, and our presentation for Glocer will show how positive aspects can be enhanced and disseminated, and negative factors mitigated. This advice will be made accessible free to all via web-based dissemination of aspects of good practice, and recommendations to Thai HE institutions. This should contribute positively to both recruitment and to the degree of positivity in the experience for non-Thai staff and students. It was also contribute to a wider understanding of how international staff and students in non-Western contexts like Thailand adapt psychologically, socioculturally and academically to the demands of HE, and so inform ongoing international debates about how best to approach, understand and enhance the ‘international experience’.

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The Direct and Indirect Effects of Writing Proficiency on Cognitive Skills Development Among International Students at Research Universities in the United States

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Abstract

Students have sought postsecondary education outside of their home countries for centuries. What has changed is the number of international students who are seeking a tertiary education abroad (Bista & Foster, 2011). For the tenth consecutive year, higher education institutions in the United States have experienced an influx of international students (Open Doors, 2016). In the year 2015–2016, the number of international students entering U.S. universities increased by 7.1% to 1,043,839 students (Open Doors, 2016). This unique population has created a need for university personnel to have a greater understanding of its many benefits and challenges if they hope to maintain the steady stream of international students entering their higher education institutions. Utilizing data from the 2012 University of California Undergraduate Experience Survey (UCUES), the following question was addressed in this research study: “What are the direct and indirect effects of writing proficiency on cognitive development among international students”? Because many international students have chosen to study in the United States to improve their academic achievement, the higher education community has needed to identify those factors that contribute significantly to the success and satisfaction of international students. Writing proficiency is one such factor, and the findings of this research study have suggested the importance of providing support and designing programs for improved writing skills.

Keywords: international students, cognitive skills development, writing proficiency

References

Untouchability, Casteism and Education: Tracing the Social Reproduction of Caste and Discrimination in Rural Schools in India

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Abstract

While untouchability was outlawed in Article 17 of the Constitution of India adopted in 1950, caste/ism and untouchability as a form of pollution-purity based discrimination and humiliation (Guru, 2011) peculiar to Hindu-India and a caste system dating back some two thousand years, continues to be the prevalent social reality (Deshpande, 2003; Teltumbde, 2010; Thorat et al., 2010) for 19% of the Indian population who belong to the list of Constitutionally recognized (for ameliorative purposes) Scheduled Castes (SC), also referred to as Dalits (or the “downtrodden/broken people or outcastes”). A recent large-scale study conducted by Navsarjan Trust and the Robert F. Kennedy Centre for Justice and Human Rights (2010) over three years across 1589 randomly selected villages in the state of Gujarat, for instance, concludes that 98 forms of untouchability were being practised against Dalits. Formal education as schooling is no exception to this trend as some studies specific to education as schooling have shown that 40% of the students from 565 villages included in a study on “Untouchability in Rural India” had been subjected to segregated seating arrangements during the mid day meal, a state-funded scheme to ensure one nutritious meal a day for children (Shah et al., 2007). An earlier study on caste discrimination and education (Dreze & Gazdar, 1996) notes that there is discrimination against SC settlements in terms of: (a) the location of schools (mostly exceed the stated 1-3-km distance/access stipulation as compared with access for other castes); (b) teachers refusing to teach SC children; (c) children from particular castes being special targets of verbal abuse and physical punishment by the teachers; and (d) low-caste children frequently being beaten by higher caste classmates. Unsurprisingly, only 46% (as compared to 61% for all others) of Dalit girls in the 5-14 year age group attend schools in rural areas with drop out rates of 67% at the elementary level and up to 70% and higher at the secondary level for all Dalit students (Deshpande & Bapna, 2008; Govinda, 2002; Nambissan & Sedwal, 2002; Velaskar, 2005). Education and schooling in particular, are sites of both caste-hegemonic and caste-counter-hegemonic possibility and while some studies have examined the role of caste/untouchability in schools (Desai et al., 2010; Dreze & Gazdar, 2006; Govinda, 2002; Nambissan, 2010, 2013; Navsarjan Trust & UNICEF, 2009), sociologists of education suggest that there is a paucity of current studies focused on an empirical examination of school practices and processes of discrimination and disadvantage, especially in relation to the schooling experiences of Dalit students and parents, an important and neglected role for the sociology of education in India (Nambissan, 2013), while others have suggested that “to the detriment of education in India, casteism and its’ prevalence in school education has not been acknowledged” (Sedwal & Kamat, 2008, p.37). Others have specified the singular importance in this regard to the role of caste as the basis of social discrimination and discrimination in education (as schooling) in particular (Wankhede, 2013). Taking up this call for empirical research by sociologists/of education pertaining to caste in particular as a significant expression of discrimination in society and education (schools) in India, research funded by the Social Sciences and Humanities Research Council (SSHRC) of Canada was undertaken by the authors and the Center for Research and Development Solidarity (CRDS), a Dalit (and Adivasi/original dweller) popular rural organization commencing in 2014 and ongoing in the east coast state of Odisha in India which has seldom been studied despite some 25% of the population of the state belonging to SC category; a state that is not unfamiliar with communal and caste-based violence and unrest (Kapoor, 2007), including sectarianism promoted through (saffron or Hindutva) schools (Chatterji, 2009; Chatterji & Desai, 2006). The purpose of the research is to document and understand casteist and
untouchability practices in public/state schools in rural areas in South Odisha, including and especially everyday forms of response and resistance, open/declared or hidden and spontaneous or organized with the view to strengthen local/regional responses and resistances to such illegal practices and continuous socio-cultural exploitation of students (children and youth) at the source. Based on an aspect of this study, this paper is delimited towards addressing the following questions: (a) what forms of casteist and untouchability practices are evident in rural schools (middle to higher levels) as reported by SC/Dalit students and (b) how prevalent are these practices across state/public schools? The research exposes the daily reality of the pervasive experience of discrimination and humiliation of Dalit students and children in the school system through an exploratory qualitative case study seeking description and interpretation (Stake, 2005); a study informed by a critical sociology of education (schooling processes/culture) and/or caste (Kapoor, 2010; Apple, 1995; Guru, 2007; Nambissan & Rao, 2013; Teltumbde, 2010) and social reproduction theory as it pertains to caste-class reproductions (Anfara & Mertz, 2006; Bhattacharya, 2017; Willis, 1977).

**Keywords:** caste, untouchability, schooling, social reproduction, India

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Evaluating Educational Services Offered for Syrian Gifted Refugee Students in Jordanian Schools Using NAGC Standards

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Abstract

This study aimed to evaluate educational services for Syrian gifted refugee students in Jordanian schools and its relationship with the school administration's job, gender, and educational experience. The researchers extracted validity and reliability indicators from the Arabic translated form of the National Association for Gifted Children (NAGC) standards. Seventy-two schools were evaluated by their principals or educational supervisors in terms of the use, importance, and availability of the four gifted education standards: identification, curriculum, programs, and professional development. The study results showed that the overall gifted education services provided for Syrian gifted refugee students were low with an average of 2.34 for the use standard, 2.15 for the importance standard, and 2.44 for the availability standard. The results also showed that there was no statistically significant effect of the job of the schools' administrative (F=0.78), gender (F=0.70), and educational background (F=1.14) on the quality of the gifted education services offered for Gifted Syrian students. Finally, suggestions and recommendations are provided to develop the gifted educational services in these schools.

Keywords: refugee gifted, Syrian gifted, evaluation gifted programs, NAGC standards.

Acknowledgements

This study was funded by the Deanship of Research & Graduate Studies at Yarmouk University, Jordan.
The Role of Educational Leadership on Participation in the National Program of Science and Technology Fairs of Costa Rica

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Abstract

The 21st century has ushered in an era of globalization that has significantly influenced the economy and has caused many nations to reexamine their education system. As a result, many nations have deliberately instituted policies and practices to prepare pupils to compete for jobs in a 21st century knowledge-based economy. Such is the case with Costa Rica. This case study explores the Ministry of Education (MEP) and the Ministry of Science, Technology and Telecommunications (MICITT) of Costa Rica and their National Executive Decree No. 31.900, requiring all public schools in the country participate in the National Program of Science and Technology Fairs (Programa Nacional de Ferias de Ciencia y Tecnología ([PRONAFECYT]). The objective of the decree is to promote innovation and to prepare students with the skills to compete in a 21st-century knowledge-based economy. This case study examined the roles and leadership practices of school leaders in implementing the PRONAFECYT initiative. Costa Rican school leaders, teachers, government officials, and business partners were interviewed and surveyed for this study. Findings suggest that (a) school directors play a significant role in implementing the PRONAFECYT at the school site level, (b) lack of training and resources made it difficult to successfully execute the PRONAFECYT, and (c) a general ambiguity of the overall impact the PRONAFECYT initiative has made to stimulate innovation productivity.

Keywords: globalization, leadership, science fairs
Democracy, Neoliberalism, and School Choice: A Comparative Analysis of India and the United States

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Abstract

India and the United States are the largest democracies in the world, and since the 1990s both countries have implemented neoliberal economic reforms into nearly all of their social institutions. This includes their education systems. While both countries have long-established commitments to public education as a form and means for socio-economic agency and equitability for all citizens, in the wake of neoliberal reforms both India and the US have made significant moves to privatize education. The justification for school privatization was based on neoliberal economic policies that redefined democracy in economic terms, and the result is a very undemocratic marginalization for the majority of students who do not have the means to participate in school choice.

Keywords: democracy, neoliberalism, school choice
Part 11: Pre K-12
Designing and Implementing Effective Responsive and Collaborative Services for LGBTQ Students

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Abstract

Research suggests that there is significant growth in the number of K-12 students who are identifying as LGBTQ. Despite efforts to increase the awareness of the needs of this student population, many LGBTQ students feel that they are still invisible and underserved within their school communities. In addition to feeling isolated and neglected, a large percentage of LGBTQ students report verbal and physical harassment while their academic performance and feelings of self-worth are negatively impacted (GLSEN, 2008). Findings from previous studies suggest that there is a strong positive relationship between identifying as LGBTQ and substance abuse, suicidal ideations, suicide attempts, and rejection from friends and families (Chung, Szymanski, & Amadio, 2006; Goodenow, 2008; Poteat, 2008).

Keywords: LGBTQ students, physical harassment, substance abuse, suicide attempts
Using e-Portfolios for Hiring and Promotion in the Field of Early Childhood Education: Building e-Portfolios to Showcase Ones Knowledge, Skills, and Dispositions

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Abstract

This presentation will cover the building and use of e-portfolios for hiring and promotion purposes in the field of early childhood education. A sample e-portfolio will be showcased in the session, along with ideas for building and using the e-portfolio to share ones’ own knowledge, skills, and dispositions. Some simple guidelines for creating a user-friendly and professional e-portfolio will be included in the session, along with some links and information for the session participants to take away for future implementation.

Keywords: early childhood education, e-portfolio, professional e-portfolio
How Can We Support Male Primary Teachers Through Initial Teacher Education?

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Abstract

This is an ongoing project at the University of Derby to look at how Male students can be supported pre/during/post ITE education. Looking to address the disparity in male and female trainees in relation to retention rates, support systems and Student Experience. Making recommendations to for primary ITE providers including partner schools. In the UK, male primary teachers are outnumbered 1 to 6 by their female counterparts, (TLTP 2015), 4 out of 5 members of all school staff are female (Moon 2014), 3 of 4 teachers in all state schools are female, (Moon 2014). Despite numbers in male trainee primary teachers rising by 50% in the 4 years between 2008/09 and 2011/12 (Gibb 2012), the General Teaching Council (Teaching Times 2015) state that in the school year of 2013- 2014 there were 26,208 men working as primary school teachers, compared to 185,023 women, leaving 1 in 4 primary schools in England without a single male teacher. Clearly this disparity in numbers means there are significant issues with recruitment and retention. This presentation outlines the academic background to why UK primary schools find themselves in this position and looks at manageable steps to address the support of male students through primary training, exploring the following issues. Examining male student perspectives as they enter the program. Whether schools need male primary teachers at all. The importance of male role models in primary education. The influence of female mentors on male trainees. The influence of the social pressure on men not to work with young children. What can be done for prospective male primary teachers before enrolling on a course? What can be done to support them in training, with specific consideration to teaching practice? What might be done to support successful students after training? Developments in this project since its inception and how this has enabled students to engage with undergraduate research.

Keywords: student experience, ITE, primary school teachers, male teacher
Breath in, Breath out: Yoga Programs for Improving Childhood and Adolescent Obesity

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Abstract

The prevalence of obesity among U.S. children and adolescents has almost tripled since 1980, about one in five school-aged students are obese, making obesity the largest health care threat facing today’s children and adolescents (Hales, Carroll, Fryar, & Ogden, 2017). Yoga has experienced increased popularity in the United States and appears as a promising way to assist with weight loss and management in adults (Lauche, Langhorst, Lee, Dobos, & Cramer, 2016). However, research examining yoga based approaches in preventing or treating obesity for children or adolescents are relatively scarce in the empirical literature. The current study provided a review of evidence-based yoga interventions’ impact on childhood and adolescent obesity. Inclusion criteria were study employed yoga-based interventions, targeted obesity in children or adolescents aged 7-19 with varying level of BMI, and published after 2000. Preferred Reporting Items for Systematic Reviews and Meta-Analyses guideline was applied for data extraction. A total of 6 studies met the inclusion criteria. Majority of the interventions were able to enhance psychological and physiological outcomes relevant to obesity in the participants under study. Yoga interventions are feasible and effective for enhancing childhood and adolescent obesity. Some of the limitations include small sample sizes, lack of control groups, and lack of intervention targeting disadvantaged populations. Future intervention and evaluation is needed to assess the impact of yoga program on childhood and adolescent obesity.

Keywords: yoga, obesity, children, adolescent

References

Let’s Get Students Reading: How Can Educators Select Books that Interest, Engage and Encourage Young Students to Read?

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Abstract

According to national data, student reading achievement scores have been inconsistent across elementary, middle and high-school age groups, and also across racial/ethnic groups (National Assessment of Educational Progress, 2012). While some gains have been made in reading achievement, and the achievement gap has narrowed slightly (National Assessment of Educational Progress, 2012), reading achievement remains an area of focus for educators, and an area that requires continued research, evaluation, and improvement. Reading achievement is connected to reading amount, with data indicating the more students read, are exposed to print, and have interactions with text, the better their reading skills will become (Allington, 2001; Anderson, Wilson & Fielding, 1988). Reading amount is connected to reading engagement, with numerous studies indicating the more students find books and reading to be an engaging experience, the more likely they are to read (Guthrie & Wigfield, 2000). Reading amount is connected to reading interest, as research highlights the more students find a literary piece of interest, the more likely they are to read it, read it repeatedly, and to recommend the literary piece to others (Dawkins, 2010; Guthrie & Wigfield, 2000). Reading interest involves many factors, including the genre of the book, physical book characteristics, and multicultural representation (Dawkins, 2010; Harkrader & Moore, 1997; Nodelman, 1988; Williams, 2008). This presentation focuses on the factor of multicultural representation in picture books and how it relates to reading interest. This presentation will offer insight to educators regarding book selection patterns of early childhood and elementary-aged students, and the strategies young readers use when selecting literature to read, to re-read, and to recommend to peers. I will also discuss a Book Selection tool I have created based on research, that assists early childhood educators with selecting quality, multicultural picture books for young readers. I will also share my experiences working with early childhood programs in Eastern Europe, and the multicultural, bilingual book I wrote and published in the languages of English and Albanian. With increased knowledge regarding book selection patterns of young readers, and characteristics about books and stories young readers tend to find interesting, teachers can offer students books that will likely pique their interest, which can positively effect and increase reading engagement, reading amount, and overall reading achievement.

Keywords: reading engagement, reading interest, picture books, multicultural children’s literature, early childhood, book selections, book selection strategies

References

The Journey of Aesthetic Education for Children – An Action Research at Dharma Suci School PIK in Indonesia

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Abstract

Chinese language teaching has spread to everywhere in this world. Since, the basic ability of Chinese language is define as the four major skills of "listening, speaking, reading and writing." However, the very special things in Indonesia is that the history records two anti-Chinese movements, one in 1965 and the other one is in 1995. Learning Chinese language is suspend in Indonesia for over 30 years, so the situation that we face at this time of recovery is different from that of the past. Now, the government in Indonesian indicated that learning Chinese language is the formal education system in this country, as the Chinese language as the second language of national compulsory education.

This study is the action research three purpose of this research are 1. Create an opportunity for research teams to learn about overseas Chinese education in order to share such understanding with Taiwanese educators and improve their own teaching with research findings. 2. Using the Taiwanese teaching models combine with aesthetics methods that cooperation with the Chinese language-teaching curriculum and materials share with teachers and students in Dharma Suci School PIK at Jakarta in Indonesia. 3. Using the teaching methods through the music and drama to integrate listening, speaking, reading and writing for Indonesian children learners

Participants in the action research included our research team, four Chinese language teachers, and children of six classes in the Dharma Suci School PIK at Jakarta in Indonesia. Ninety young children in six classes at this preschool were age from two to five years old. Most of children of this research are native Chinese-Indonesians whose second language is English and their third language is Chinese. The study conducted four weeks, and research team changed the teaching activities and materials. In addition, the sources of assessment included teacher interviews, child interviewing, classroom observation and child work assignments. Interviews include both formal and informal approaches, with informal interviews conducted during breaks.

During the research process, the research teams observation the response from children and keep doing to fix the curriculum and instruction to meet the research questions. Before doing the action research, the research teams use the one week to observation the teaching skills and children's motivation of Chinese language teachers in Indonesia. The research teams found that the teaching skills in this school was traditional especially Chinese language teachers. In this school, the Chinese teacher very focus on the reading and writing, research teams cannot found the singing, music and storytelling in this school. Only reading and writing for preschool children may reduce motivation of leaning Chinese Language.

During the four weeks action research process, the curriculum and instruction in Dharma Suci School PIK at Jakarta was changed. Research teams used three difference methods to collaborate

*Old Version:

Twinkle twinkle little star. How I wonder what you are. Up about the world so high. Like a diamond in the sky.

*New Version:

提燈籠 真有趣 燈籠裡是小星星 一閃一閃 亮晶晶
提燈籠 真漂亮 燈籠裡有小星星 一閃一閃 亮晶晶 (*2)

Action research is an empowerment process. McLean (1995) states that action research is the process by which teachers choose the most effective teaching strategies in their own class. Therefore, this study uses aesthetic education as a medium to integrate the actual teaching process of curriculum design in Chinese language teaching to show that through aesthetic perspective. Research team using the strategies of music, storytelling, rhythm, games and drama; and we apply the theory and practice of teaching and the process of learning Chinese language activities jointly with teachers and students to help Indonesian children learning Chinese.

Finally, the study found that effective teaching materials in Taiwan are not necessarily effective in Chinese language teaching in Indonesia. The way of storytelling is very practical and can effectively promote children's interest in learning Chinese. In addition, research found that using ballads can help children more integrated into Chinese learning and when music around to children's environments, it can stimulate children's interest in speaking Chinese. Then, children like to learn the Chinese glyphs through their artistic creations; they prefer to match cards with picture and Chinese words. They more prefer to learn from games through the ear pattern. Therefore, the research results of this study show the Journey of theory and practice, which can provide teachers and students together to construct Chinese language learning activities, and provide references on how to break through the limitations of traditional curriculums and the low willingness of children to learn Chinese language in Indonesian.

**Keywords:** action research, aesthetic education, Chinese language learning

**References**


Children’s Epistemic Beliefs for Moral Reasoning in Elementary School: A Longitudinal Study

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Abstract

Children who can think about many ideas or opinions engage in less stereotypic reasoning and are less exclusive with others (Aboud, 2010). This capacity to reason about many ideas is mediated by epistemic beliefs or the core beliefs we hold about knowledge (Lunn Brownlee et al., 2017). The study investigated longitudinal changes in Australian elementary school children’s beliefs about knowing and knowledge (epistemic beliefs) across three judgement domains (personal taste, ambiguous facts and moral values). Using vignettes that reflected each of these domains, children were interviewed about the beliefs held by two puppet characters. The interviews took place each year across the early years of elementary education in Year 1 (n=169), Year 2 (n=155) and Year 3 (n=133). Findings revealed that children’s epistemic beliefs in each of the judgement domains became more subjectivist over time but that the age at which this occurred differed according to the judgement domain in question. Specifically, findings showed that children were more likely to accept that people can hold different beliefs about personal taste at an earlier age than for ambiguous facts and moral judgements in which there is only one correct answer. Older children were also more likely to use justifications which reflected an understanding of subjectivity rather than knowledge being comprised of absolute truths. We argue that it is important for teachers to pay attention to children’s beliefs about the nature of knowledge and knowing in the process of scaffolding their reasoning about moral values for active citizenship.

Keywords: epistemic beliefs; early childhood; elementary school; moral reasoning.

References


Acknowledgements

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Teaching Practices Influence Social Status and Bullying Outcomes

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Abstract

This paper investigates the relationship between classroom practices, student social status and bullying outcomes in junior high school. During early adolescence, there is great emphasis on peer relationships and social status (Albrecht & Albrecht, 2010). Although adolescents may feel it is imperative to spend their time with peers, they have fewer friends than they did in middle childhood. This may be due to students transitioning from primary to secondary school and experiencing many changes including rapid development as part of the onset of puberty. Adolescents are focused on peer relations however they experience greater disruption in their peer affiliations than in their childhood friendships (Smith, 2010). Disruptions in peer relations can have social repercussions including increases in bullying which may be used as a strategy to establish membership status in new social contexts (Pellegrini & Long, 2002).

Peer groups and social status become important aspects of adolescence. Social status can be understood from an individual viewpoint focusing on skills and abilities of the individual or from a socio-economic perspective emphasizing whether students come from advantaged or disadvantaged backgrounds (Albrecht & Albrecht, 2010). However, beyond individual characteristics, less is known about systemic factors such as classrooms and how they can contribute to students’ social status among peers. Outcomes of sociometric measures are influenced primarily by individual characteristics such as children’s social skills (Gresham & Elliott, 1984). Notwithstanding this, it is quite possible that other social or contextual processes may also contribute to a student’s social status. Such environmental factors that may influence peer social status during early adolescence has received less attention in this field. There is a need for research that examines how classroom climate and teaching practices influence the peer ecology. Classroom peer ecologies provide social regularities that help organize and stabilize students’ interpersonal behaviors. The social structure of classrooms (i.e. egalitarian versus hierarchical systems) influences perceived popularity which also proves to have consequences on the social preferences of aggressive and victimized children (Ahn, Garandeau & Rodkin, 2010). Victimization is affected by peer acceptance, the level of cohesion (i.e. ties among students and peer-networks in the classrooms), and classroom hierarchies, (Barbaro, Díaz-Aguado, Martínez Arias, & Steglich, 2016). Furthermore, classroom social structures that are hierarchical (i.e. only a few students who are popular and socially connected) may promote less behavioral engagement (i.e. students who participate in learning activities and demonstrate effort on performing tasks (Cappella, Kim, Neal, & Jackson, 2013). The emotional and instructional support provided in classrooms may impact peer affiliations (Neal et al., 2011). Teachers are not directly part of the social peer ecology, however, general patterns of teacher-student interactions and teachers’ explicit attempts to influence the peer ecology can impact social status patterns in the classroom and youth outcomes (Ahn, Rodkin, & Gest, 2013).
Rodkin and Gest (2011) discuss the social management of the classroom from a developmental-contextual perspective emphasizing the influence of teaching practices and peer ecologies on student outcomes. They proposed a conceptual model that highlights general teacher-student interactions, the classroom peer ecology, network-related teaching, and youth outcomes. Gest and Rodkin (2011) conducted a study with 39 1st, 3rd, and 5th-grade classrooms and found an association between teaching practices, network-related teaching strategies, classroom peer ecologies and youth outcomes of aggression. Teacher-student interactions were assessed with dimensions that reflected the emotional, instructional and organizational support provided in classrooms. The classroom peer ecology included the positive and negative social ties, status hierarchies, and behavioral norms of the classroom. Gest and Rodkin’s findings revealed that classrooms where teachers demonstrated a higher level of emotional support were associated with higher reported rates of friendship reciprocity in the classroom. As part of network-related teaching strategies, the deliberate organization of groups and seating arrangements that promoted peer affiliations was associated with higher ratios of liking to disliking among students, a higher density of friendships, and less pronounced status hierarchies in the classroom. Teachers who were empathetic and supportive of shy-withdrawn students and expressed the strongest disapproval of aggression taught classrooms with a lower density of disliking and students who perceived fewer classmates to be aggressive. Gest and Rodkin’s research is one of the few studies examining teacher-student practices that influence youth outcomes in primary grades. Thus, the goal of the present study was to investigate the relationship between teaching practices, peer ecology and bullying in junior high school.

The present research examines the effects of classroom context on students’ social status in junior high school and bullying outcomes. To our knowledge, it is the first study to examine the relationship between various dimensions of teaching practices, student social status and bullying outcomes in junior high school. The methodology implemented a nested design to examine teaching practices that influence peer social status. Hierarchical linear modelling was used to analyze data. A total of 678 student participants in grade 7 (n=355) and grade 8 (n= 323) from 38 English Language Arts (ELA) classes across six junior high schools were part of the study. Observer and student perceptions were used to assess the instructional, organizational and emotional aspects of the classroom environment. Various teaching practices were investigated as part of these aspects of the classroom environment i.e. atmosphere, instruction, management, student engagement, cooperation/interaction, competition, and social comparison. The findings of this study revealed that classroom indices predicted social status among peers. The instructional and emotional climate of the classroom were related to student’s social status in junior high school. The quality of instruction was associated with decreased odds of students being rejected while classrooms high on competition were associated with increased the odds of being rejected. Bullying outcomes were also associated with social status. These findings have important implications at a conceptual and practical level. Increasing teachers’ awareness of peer ecologies and their teaching practices can help shape and inform pedagogy. The instructional and emotional aspects of the classroom could be considered in promoting social contexts that are egalitarian. Increasing teacher’s awareness of the intersection between classroom instructional practices and social outcomes can better inform theory and reduce bullying outcomes.

**Keywords:** classroom environment, peer ecology, high school
References


Metaphorical Perceptions of Pre-Service Math Teachers Regarding Problem Concept and Investigation of Posed Problems

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Abstract

A problem, defined as a situation that an individual is unable to solve using available responses, is a scenario that is posed to us and blocks us (Açıkgöz, 2006; Adair, 2000). Altun (2001) defines a problem as a situation where a person wants to do something but does not immediately understand or simply does not know what to do. John Dewey defines it as everything that confuses the human mind, defies people, and undermines their beliefs (quoted from Baykul, 2009). Also, there are types of problems. For example, Gündüz (2008) classifies problems according to i) their difficulty and ease, ii) their content, iii) their characteristics, iv) strategy used in their solution, and v) their structure. Boran and Aslaner (2008) divide problems into three groups such as structured, semi-structured, and non-structured. Mathematical problems are divided into two types as routine and non-routine (Altun, 2008). Working on mathematical problems leads to mathematical thinking. Strategies are thus created and these strategies can be adapted to other problems encountered in everyday life (Israel, 2003). This can be possible through problem posing work. Problem posing is a special type of problem solving (Christou, Mousoulides, Pittalis, Pitta-Pantazi, & Sriraman, 2005). Stoyanova and Ellerton (1996) define problem posing as a mathematical experience-based process of transforming interpretations generated by concrete situations into meaningful mathematical problems. Against this background, the purpose of this study is to reveal pre-service math teachers’ perceptions of the problem concept through metaphors and to investigate posed problems by them. This study used a phenomenological research design. This design focuses on phenomena that we are aware of but we do not have in-depth knowledge. Phenomena arise as perceptions, tendencies, and concepts (Yıldırım & Şimşek, 2008). Accordingly, the study attempts to investigate the concept of problem. The study surveyed 35 senior pre-service math teachers (32 female and 3 male) studying at the Education Faculty of Kocaeli University. The data were collected using a “Problem Questionnaire (PQ)”. The PQ consists of two sections. The first section asks the pre-service middle school mathematics teachers to complete “A problem is like ……………, because ……………”. The pre-service teachers were asked to write a metaphor for the problem concept in the first blank and to write an explanation of why they used that metaphor in the second blank. The second section of the PQ asks the pre-service teachers to pose a problem. No information was provided about how the problem would be posed. The pre-service teachers were only asked to pose a problem. They were given 40 minutes to fill in the PQ. The questionnaires completed by the pre-service teachers constituted the main data sources of the study as documents. The data collected in the first section of the PQ were analyzed in five phases: a) naming, b) election, c) categorization, d) validity and reliability, and e) computerization of the data (Saban, 2009). In the naming phase, all collected metaphors were listed. Accordingly, the study found that 35 metaphors were created. Invalid metaphors were discarded in the elimination phase. Accordingly, two metaphors were eliminated because their explanations were not valid even though the metaphors were valid. These metaphors involved “throwing an item in the trash” and “sleeping”. The analysis was continued with the remaining 33 metaphors. In the categorization phase, the metaphors were analyzed in terms of common features of the problem concept. Later, the metaphors were divided into conceptual categories. Accordingly, five
conceptual categories were defined. Three experts in mathematics education were involved in the phase of the establishment of validity and reliability. The analysis results were tested using the formula \[
\frac{\text{Agreement}}{(\text{Agreement} + \text{Disagreement}) \times 100}
\] (Miles & Huberman, 1994). The categories with an agreement rate below 0.80 were discussed and agreed. In the computerization phase, all data were transferred into a computer. Frequency calculations were then made considering 27 different metaphors and 5 conceptual categories. For the analysis of the second section of the PQ, a “Problem Evaluation Form (PEF)” was designed. Accordingly, the problems were evaluated according to the criteria; 1) Mathematical problem, 2) Learning area, 3) Sub learning area, 4) Subject, 5) Grade level, 6) Difficulty, 7) Solvable/unsolvable, and 8) Routine/non-routine. If a problem evaluated was not a mathematical problem, it was omitted from the analysis. After the evaluations were completed, an expert opinion form was prepared and sent to two mathematics education experts. Expert opinions were evaluated and the analysis was completed. The analysis results indicated that 27 different metaphors were created. The pre-service teachers associated the problem concept mostly with the metaphor life. An example is “A problem is like life because it starts again when we think it’s over.” It is evident that humans are faced with problems from the very first moment of birth. Accordingly, linking the problem concept to life could be considered as a realistic approach. It thus seems that problems are associated with life. The metaphors were grouped under five conceptual categories based on their common features. The categories are as follows; solution/result, loop, solution strategy, difficulty, and problem solving phases. Considering the solution/result category, the problem concept was linked to the solution/result. An example is “A problem is like an intersection because the point where the paths intersect is only one.” It thus implies that each problem has a solution. Considering mathematical problems, the fact that each problem has a single result was once again highlighted. For the loop category, the pre-service teachers stated that once a problem ends, a new one begins. An example is “A problem is like a boomerang because whenever you think it is over, it restarts.” People encounter problems throughout their life. While solving a problem, they may face another problem. It thus concludes that we always face problems throughout our life. The solution strategy category indicates that every problem requires a distinct solution strategy. An example is “A problem is like an intersection because it is up to us to find the right way.” Both mathematical problems and everyday life problems require a separate solution. It thus concludes that each problem needs a distinct solution strategy. The difficulty category implies that a problem can be difficult. An example is “A problem is like a jar lid because it is very difficult to open a jar lid.” A problem can be either easy or difficult. Even the same problem may have different degrees of difficulty for different individuals. It may be difficult for someone while it is easy for someone else. It thus concludes that there are difficult problems. The category of problem solving phases indicates that problem solving involves certain stages. An example is “A problem is like a jogging track because every step gets you close to the end.” It thus concludes that problems can be solved step by step. Polya (1957) proposed a four-stage model for the solution of mathematical problems. Everyday life problems could also be solved in certain stages. The study results showed that all posed problems were mathematical problems. There were 34 problems related to the learning area of Numbers and Operations; only one problem was related to the learning area of Algebra. There were 31 related to the learning sub-area of operations with fractions, three were related to the learning sub-area of operations with rational numbers, one was related to the learning sub-area of linear equations. Most problems were for the 6th-grade level. Six of the problems were unresolvable and the others were solvable. All posed problems were routine problems.

**Keywords:** pre-service math teachers, problem, metaphors, problem posing
References

Analysis of Pre-Service Math Teachers’ Perceptions About Problem Concept Using Mind Maps

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Abstract

In this study the aim was to investigate the pre-service math teachers’ perceptions about the problem concept. A problem is a situation that cannot be solved within the current experience, but it can be solved with creative thinking (Korsunsky, 2003). Fisher (1987; quoted from Çakmak & Tertemiz, 2002) expresses a problem as a formula; “Problem = Goal + Obstacle”. John Dewey also describes a problem as anything which confuses the human mind, challenges him, and undermines beliefs (quoted from Baykul, 2009). Van de Walle (2003) defines it as an event, subject or activity. In a problem situation, someone does not have a specific or memorized rule for the solution. A problem is a new difficulty that the individual faces (Erden & Akman, 2004). In this context, the problem has three characteristics. These are; i) a difficulty for the individual, ii) a need for the individual to solve this difficulty, and iii) the problem is such that the individual has never encountered this before and he/she is not familiar with any solving strategies. Once someone has encountered a problem and solved it, this situation is no longer a problem for that person (Ergün, 2010). In this regard, the same situation might not be a problem for everyone (Akay, 2006).

When the studies are examined different types of problems come to light. For instance, Jonassen (2000) classifies problems according to context and the obtained experiences in the solution. Boran and Aslaner (2008) categorize problems as structured, semi-structured and non-structured. Mathematical problems are classified as routine and non-routine by Altun (2008). Routine problems which are often encountered in daily life are described as word problems (Altun, 2008). English (1996) defines non-routine problems as those that do not involve routine computations. Non-routine problems are considered more complicated and more difficult than routine ones (Schoenfeld, 1992).

In this regard, the study was designed as a phenomenological research. This design focuses on phenomena that we are aware of, but we do not have in-depth knowledge about. Phenomena arise as perceptions, tendencies, and concepts (Yıldırım & Şimşek, 2008). In this study, the phenomenon is the concept of problem. The study was conducted with 35 pre-service math teachers who were studying in a public university in Turkey. Of these, 32 were female, three were male. The data were obtained according to mind maps. A mind map is a visual presentation of the concepts related to the central idea and the relationships between thoughts (Mueller, Johnston, & Bligh, 2002). Thoughts are created by brainstorming and they are depicted with lines which spread from the central idea (Zampetakis, Tsironis, & Moustakis, 2007). Mind mapping is a technique that helps express thoughts (Williams, 2006). The obtained data were analyzed by content analysis. The purpose of the content analysis is to reach the concepts and relationships in order to explain obtained data (Yıldırım & Şimşek, 2008).

According to the findings, there are nine different themes related to the concept of problem. These themes are; 1) Life, 2) Negativity, 3) Usefulness, 4) Education, 5) Scientific areas, 6) Solution strategies, 7) Dependents, 8) Source, and 9) Beliefs. When the first theme was examined it was
seen that life is a problem. Every individual has different types of problems such as marriage, health, family, time management, and money etc. These problems are related to life.

When the second theme was examined it was found that there are negative consequences of the problems. Problems affect human life. If a problem isn’t solved, it makes the individual feel stressful, nervous, and unhappy. Thus, people might be aggressive, anxious, and sleepless.

The third theme is related to the usefulness of problems. In this theme, problems are useful for human life because they develop critical thinking, creative thinking, and multi-faceted thinking. When individuals try to solve problems, they learn how to find other solutions strategies hence their brain activities might be improved. When people solved a problem, they could feel successful and their self-confidence level could be improved. Although problems have negative consequences, they are useful for human life.

When the fourth theme was examined it was seen that educational life has problems involving students, teachers, exams, lessons, and schools etc. For instance, exams for obtaining jobs could be a very big problem for pre-service teachers. In this sense, problems are related to educational life.

The fifth theme of the study is scientific areas. These include math, physics, history, and chemistry etc. This theme concerns the scientific aspect of problems. Every scientific field includes numerous problems. For example, math includes word problems, physics includes mass problems. These are both examples of scientific problems.

The sixth theme is about solution strategies. Every problem has different solution strategies such as reasoning, positive thinking, and searching for different methods. For instance, every individual could solve the same problem differently. In this context, every problem has many different solution strategies.

When the seventh and eight themes were examined it was seen that problems affect people, animals, and nature. For instance, pollution is a very important problem for nature. But, in this regard people are the source of these problems, creating them and being affected by them, leading to a large paradox.

In addition to this, people have personal beliefs. For example, one might say, “I do not have mathematical intelligence”, “Problem-solving is too difficult for me” or simply “I cannot do that”.

If pre-service teachers recognize their perceptions of problem concepts, they could improve their teaching skills. There are numerous kinds of problems involving for example life, education, and science etc. Their students could also have these kinds of problems, and when their students encountered these, the pre-service teachers could help solve them. If they know that every problem has many different solution strategies, they might use these strategies to find solutions. On the other hand, different students could solve a problem using different methods. If the teachers know every problem can be solved using different strategies, they might recognize their students’ problem solving process. Consequently, they could design their teaching activities according to different solution strategies. If the teachers are aware that a student believes he/she cannot solve a problem they might encourage that student to overcome this fear, making him/her more successful.

Keywords: problem, mind maps, pre-service math teachers
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The Role of Non-Governmental Organizations (NGOs) in Promoting Early Childhood Care and Development Education (ECCDE) in Nigeria

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Abstract

This paper examines the interface between the global and the local in the provision of Early Childhood Care and Development Education (ECCDE) in Nigeria. While most early childhood care and education providers in Nigeria are private individuals and organizations, Non-Governmental organizations (NGOs) are also responding to ECCDE within the framework of the Federal Government's National policy on Education (NPE), (Federal Republic of Nigeria, 2013, p. 5-7). Thus, this paper examines the role of two international NGOs, namely, the United Nations Children's Fund (UNICEF) and Organisation Mondiale pour l'Education Préscolaire (OMEP), and a local NGO, the Early Childhood Association of Nigeria (ECAN), and their efforts in promoting early childhood care and development education in Nigeria. Analysis of available and online documents by these organizations indicate some similarities and differences: (1) While OMEP and UNICEF are both international organizations in Nigeria, only UNICEF has a supportive presence as well as the resources to develop curriculum and recruit personnel to conduct professional development activities in ECCDE. ECAN, on the other hand, is a home-grown organization which provides professional support for Nigeria's higher education faculty and educators (Personal communication); (2) The structures, partnerships and funding within which all the organizations operate have great implications for the extent to which they can support local initiatives and the implementation of various goals; (3) The three organizations, within the limited human and financial resources available, have continuously demonstrated creativity in their responses to the growth and support of ECCDE in Nigeria. This analysis has implications for research and practice. It suggests the need for research into how these international and local organizations can work together to create a unique blend of curriculum, pedagogy and professional development that incorporates global ideas and local funds of knowledge. It also suggests the need for collaboration and partnership among the NGOs to enhance their efforts in the delivery of ECCDE nationwide. The review contributes to the growing body of research on early childhood education in Nigeria.

Keywords: early childhood education, P-12, international education
Reading Informational or Fictional Texts to Students: Choices and Perceptions of Preschool and Primary Grade Teachers

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Abstract

This research aims to investigate the reasons why preschool and primary grade teachers are neglecting informational texts to the advantage of fictional texts when they read aloud to their students. The data obtained from surveys and semi-structured individual interviews of 22 teachers reveal some factors guiding their choices when selecting the texts to be read aloud, as well as their perceptions about the use of informational texts for this educational activity. Teacher reading aloud to students is a practice that is well established in preschool and primary classrooms. Many benefits of this pedagogical activity have been highlighted in multiple studies. According to Moss (2003), it is the most single recommended practice given by researchers in the matter of reading instruction. In fact, read aloud has been shown to offer numerous benefits to students in the areas of language growth and reading achievement (McClure & Fullerton, 2017). When reading aloud to their students, teachers are modeling vocabulary development, reading fluency, and comprehension strategies (Witte, 2016). They are also encouraging students to interact with the texts, which make them active participants in their own learning (Fountas & Pinnell, 2006). However, studies are also showing that teachers are not keen on choosing informational texts for their read aloud, as their selections for this venue are mainly fictional stories which are mostly written in a unique narrative story-like structure (2003; Ness, 2011; Wigent, 2013). Hence, teachers do not take advantage of their read aloud activities to expose their students to the variety of expository text structures that are found in informational texts. There is cause for concern because, as stated by Yopp & Yopp (2012), those circumstances could contribute in hindering students « ability to navigate the genres that dominate the later years of schooling and adulthood » (412). In that matter, considering that they soon have to read complex informational texts by themselves as they go from one grade to another, Hall, Sabey and McClellan (2005) sustain that students who do not benefit from an early exposure to informational texts are among those who are more affected by the “fourth-grade slump” (Chall, Jacobs & Baldwin, 1990), which means a decline in their reading abilities that may be due to a lack of knowledge of informational text structures that they encounter in books and also online (White, 2016). Exposing students to informational texts could be done in different ways in classrooms. However, since read aloud appears to be such a common and efficient practice in preschool and primary grades, it is important to examine more deeply the factors taken into account by teachers when they are selecting their readings for this important teaching activity. Moreover, it seems critical to know why teachers are not inclined to choose more often informational texts when they are reading aloud to their pupils. In order to address these issues, the guiding questions for the present research are as follows: What are the reasons that lead teachers to choose fictional texts over informational texts when they are reading aloud to their students? In counterparts, what are their reasons for overlooking informational texts with expository structures? What are the challenges or the benefits they associate with informational texts in read aloud activities? A group of 22 teachers participated in this study. Half of them were preschool teachers and the other half primary grade teachers (from grade 1 to grade 3). Since the present study was part of a larger research project, only the data that are relevant to answer our research questions are reported. The data collection was done by

https://scholarcommons.usf.edu/anaheipublishing/vol4/iss2018/1
conducting a survey and a semi-structured interview with each teacher at the beginning of the research project. The survey was conducted in order to get quantitative data on the read aloud practices in their classroom. As for the interviews, they were organized around three categories of questions (exploratory, analytical, opinion) regarding the factors influencing the process of selecting the texts for the read aloud sessions. Those questions were formulated in the intent that their assumptions, beliefs and perceptions regarding the use of informational texts for the read aloud activities would emerge during the interview. A statistical analysis was conducted on the data obtained by the survey. As for the interviews, after being fully transcribed into verbatim, they were subjected to a content analysis aiming to classify all the information collected in some predetermined categories such as the reasons given to favor fictional texts over informative texts when reading to students, the reasons given for avoiding informative texts for this activity, the perceptions of the challenges that the informative texts are bringing when they are read aloud to students, as well as the perceived advantages that they could bring if they were chosen more often for this activity. The principal investigator analyzed all interviews. A research assistant carried out the analysis of six of these interviews. With an inter-rater agreement greater than 80 % for each category mentioned above, this double analysis served as a mean of triangulation for the observations of the principal investigator. Results of our analysis are showing that some affective factors seem to guide the teachers when they are making their selection of the texts to be read aloud to their students. As for example, some of them are choosing solely fictional texts because of their convictions that these are more interesting for their students, as well as being more suited for infusing some dynamic animation when they are read aloud. On the other hand, they perceived that the informational texts are not good choices for this activity for reasons such as being too complex for young students or because they are not suitable for pleasure reading, which they consider to be a main factor for an effective read aloud. In that matter, results are also pointing to some other distinctive elements. By interviewing the teachers, it was possible for many of them to underscore that they perceived that read aloud of fictional or informational texts have different goals: fictional texts are read for pleasure and informational texts are read mostly for academic purposes and to acquire some knowledge of the world. These results bring out the urgency for teachers to become aware of the numerous benefits that the reading aloud of each type of texts could bring to their students, especially the informational texts. The possible consequences of teachers’ perceptions will be discussed further in our presentation.

**Keywords**: read-aloud, informational text, fictional text, preschool and primary teachers

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Emancipating Classrooms: The Necessity of Dialogic Pedagogy

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Abstract

As the pendulum swings, so goes education. Constant ideas and theories are developed and are latched onto with fervor and excitement. What with the latest “mindset” trends becoming the new rage, developing into “how-to” books and online learning software infiltrating educators’ libraries and administrator workshops, we must ask ourselves why and how these are going to change education. Educators chase the latest ideas in order to transform teaching practices as if the New and Improved! moniker truly is new and improved. Yet, historical theories of transformational education, theories that have been applied and made genuine change in smaller, yet still very real, scenarios, are left behind as out-of-date remedies that no longer impact the educational outcomes of students. In this research, the authors present an approach that is more than creating a practice or method, but instead shifting the philosophical and theoretical views of teachers. The researchers argue that it must be more than methodological approaches that rely on the individual responsibility, but a movement to encourage and incorporate more theory that nurtures dialogical education as practice, rather than only methods. There are many theories and concepts that are consistent with the creation of dialogical classrooms, but there are sizeable gaps in teacher education, professional development, and classroom interpretation and implementation of Freirean and Socratic dialogic praxis. While the two philosophers are the most appropriated for dialogue as learning tactics, such as conversational practices, student-centered learning, and Socratic seminars, quite possibly the most frustrating is that they are disregarded for their theoretical and philosophical foundations, thus also being left out in teacher education programs. The appropriation of their philosophies rather than the actual usage of their theories, are problematic in that there is not genuine transformation in thinking for educators. In fact, Max Horkheimer (2004) argues that philosophy is not a “tool”, or in essence, a method, but instead should create change (p. 112), which is what the authors of this paper are supporting. While critical pedagogy has been criticized, namely by prominent educational scholar Elizabeth Ellsworth, it has an important role in the field. Ellsworth (1989) reminds educators that dialogue is impossible because the power relations between students and teachers are continuously unjust. She further states that these injustices cannot be overcome in the classroom (p. 316). Dialogic pedagogy has never been about overcoming injustice in the classroom, but through critical reflection, teacher and students can deconstruct the injustices that Ellsworth concludes in her own teaching practices in a university classroom. Although teachers are in a position of “emancipatory authority” in relation with their students, they can, very well, hold ideologies consistent with oppressive attitudes. However, this is one reason, in itself, why these philosophical and theoretical foundations presented by Socrates and Freire must be encouraged at an early state of teacher education. In fact, Freire (2000) himself states that the oppressed must be the leaders of an educational movement to be “fully human” primarily because the oppressor has been in his or her position of dehumanization. Sociopolitical context is imperative for educators to understand when interacting with students, as well, which is why it is key to recognize that Freire’s work, though not news, dealt a great deal with anticolonial and postcolonial discourses, but multiple dialogic pedagogues have noted that there is no one method for teaching dialogue in the classroom; in fact, the Socratic method in itself is believed to be an approach teachers employ, though not thoroughly and certainly not philosophically, but primarily methodological (Burbules, 1993; Haroutunian-Gordon, 2009). Burbules (1993) defines dialogue as “pedagogical communicative relation: a conversational interaction directed intentionally toward teaching and learning.” While Freire’s work has proven to be successful, and has inspired many researchers, educators, and community members, one of the
shortcomings is that he does not definitely explain dialogue; this proves frustrating, and perhaps
difficult for teachers to support, which in many ways discourages them from engaging in critical
pedagogy and “liberatory practices” (p. x). In addition, Burbules explains dialogical teaching practices
as flexible, which allows teachers to choose curriculum and activities that will explore liberatory
education, which in many ways is true to praxis rather than a method (p. xi). It is simple to hold onto
a method, as we are taught a specific way to approach a situation, and in this case, for teachers to
understand how to teach their students. However, Dr. Donaldo Macedo, in his introduction to Paulo
of dialogical teaching is to create a process of learning and knowing that invariably involves theorizing
about the experiences shared in the dialogue process” (p. 17). Liberatory teaching requires more than
a method, but an ideological and philosophical understanding of liberation. A method would eliminate
the ability to adjust curriculum, while critical pedagogy allows students to problem-posing situations for
a greater understanding of social relations. Quite possibly, one of the greatest tasks, and most
important, of a teacher should be to encourage students to question society. Giroux and McLaren
(1986) encourage teachers to have students engage in dialogue in order to better society (p. 237).
Therefore, classroom practices should organize around these forms of learning. It is this process to
become transformative intellectuals in the community that gives classroom teachers thought for
dialogic forums for learning. Present research, namely by Kevin Kumashiro (2009), also notes that
students who are uncomfortable can transform problems, which is a response to Freire’s problem-
posing suggestion for educational change. Socrates and Freire have been used as methods, and likely
will continued to be used as such until we make a transition to philosophical foundations for education
rather than relying and clinging onto methods and approaches that do not address structural educational
issues throughout society. Understanding sociopolitical context is important for addressing issues of
inequity, rather than pinpointing specific issues through methods and techniques. However, teaching
using critical pedagogy allows students and educators alike to suggest problems and further recognize
structural obstacles without an authority figure through some new idea, and does not place the
responsibility solely on an individual for “success”. There can be no position of center in classroom
contexts, nor is the educator the position of center in the pedagogical underpinnings of new and
improved transformational education.

Keywords: discussion, logic, student-centered, teacher, education

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An Examination of the Effect of Label Perceptions on Student Resilience and Self-Esteem in Clark County School District

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Abstract

Effectively, “labeling” theory and research demonstrates that use of labels may have a negative impact on behavior and self-esteem of children. Historically, labeling has had negative effects on the mindset of youth in special education that has led to a change in verbiage towards students with disabilities to utilize people-first language. Within the educational context, could other avenues of labeling effect occur, outside of the special education setting, that impact student performance? This pilot study has been designed to evaluate the impact of students being labeled as “poor” or from poverty. A survey administered to students in Clark County School District, including basic demographics, items exploring socioeconomic perceptions, perceptions of school, self-esteem (items adapted from the Rosenberg Self-Esteem Scale), and resilience (items adapted from the Brief Resilience Scale) on a Likert Scale measure, will be used to examine student self-perceptions of their academic abilities associated with awareness of their poverty/non-poverty status. Analytical models evaluating the perceptions of students from poverty/non-poverty status will be completed to identify the degree of differences in their views in consideration of the following for investigation: Does this label, regardless of accuracy, have a negative impact on the academic perceptions of the ability of the student and what they may or may not be able to attain in school? A significant amount of research has demonstrated a strong association between poverty and lower achievement, but does the awareness by students that they are from poverty decrease academic self-confidence and negatively impact performance; or create a negative stigma that they cannot excel academically? Too often it is reported by parents, educators, academics and others that low performance of a school system is due to high poverty rates. The aim of the research is to determine existing student and/or parent perceptions of low socioeconomic status as a negative indicator in the ability to succeed academically.

Keywords: labeling effect, resilience, self-esteem, academic performance, socioeconomic status

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Interagency Collaboration: Easier Said Than Done

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Abstract

Researchers in the field of migrant education have described the students they serve as “invisible children” because of their subtle and short presence in American schools. Students from migrant farmworker backgrounds are among the most vulnerable and disadvantaged groups of students entering the classrooms with similar dreams as their peers, to get an education and live the “American Dream.” Unfortunately, students from migrant farmworker families, labeled “migrant students” by schools, face challenges to stability in the classroom due to the nature of their families’ need to move frequently to seek agricultural work in various states across the nation (Cranston-Gingras & Paul, 2008; Hanson & Donahue, 2003; Pappamihiel, 2004).

Frequent relocation and change of schools often cause migrant students to have a fragmented educational experience, minimal social relationships with peers, and limited resources for optimal success. These challenges are compounded for migrant students who are English learners and also identified with a disability. For these students, educators are challenged to provide a holistic educational experience incorporating the supplemental supports from federal programs such as the Migrant Education Program (MEP), English Language Acquisition Program (ELAP), and the Individuals with Disabilities Education Act (IDEA) program, which are designed to facilitate learning experiences of non-English speaking migrant students with disabilities. To ensure the successful educational experience of these students, an effective method for collaboration among schools and federal programs is necessary; however, the process must be established by the leadership of the school system especially those who implement federal supplemental programs.

The purpose of this study was to explore if and to what extent collaboration practices exist among program leaders in three Florida school districts receiving federal funding for the three programs and responsible for implementing the supplemental educational supports required by the ELAP, MEP, and IDEA. Specifically, the study explored if district leaders collaborated for planning and implementing educational support processes for non-English speaking migrant students with disabilities entitled to services from the three programs (ELAP, MEP, IDEA). The study explored the perception of leaders regarding the factors that impede or support collaboration and the perceived benefits believed to result from the collaboration.

In 2015, President Obama signed the reauthorization of the Elementary and Secondary Education Act of 1965 as Every Student Succeeds Act (ESSA), 2015. One of the goals of ESSA is “an expectation that there will be accountability and action to effect positive change in our lowest-performing schools, where groups of students are not making progress, and where graduation rates are low over extended periods of time (United States Department of Education, para 3). Within the ESSA, federal program funding is provided to states and districts to provide supplemental services for English learners and migrant students to enhance their education success.

Similarly, IDEA (2004) establishes that public school children are entitled to a free appropriate public education based on their needs and designed to provide accommodations and modifications
that mitigate the challenges of students’ disabilities through an individual education plan (IDEA, 2004). Migrant students learning English and with a disability are three-times exceptional and eligible for supplemental services from the three federal programs. It makes sense that district leaders would support collaboration among the program staff to design high quality effective services for these students and simultaneously avoid duplication of services and wasteful spending.

Interagency collaboration can be instrumental in achieving those goals. Warmington, Daniels, Edwards, Brown, Ledbetter, Martin, and Middleton (2004) conducted a literature review to develop a definition for interagency collaboration and defined it as several agencies working together in a planned and formal way. Similarly, Townsend and Shelly (2008) stated that interagency collaboration is a mutually and well-defined relationship among several agencies. A well-established and developed plan for collaboration can lead to successful method of holistic and seamless service provision (McWayne, Broomfield, Sidoti, and Camacho, 2008). According to Gitlin, Lyons, and Kolodner (1994), effective collaboration results after teams reach five levels of group work contained within their collaboration framework: assessment and goal setting, determination of collaborative fit, resource identification and reflection, project refinement and implementation, and evaluation. Without achievement of these levels of group processes, collaboration is a challenge and very rarely effective (Gitlin, et.al, 1994).

The participants for this study were nine federal program district leaders from three Florida school districts in charge of establishing the procedures for service provision and the implementation of these services in schools for either the MEP, ELAP, or the IDEA program.

Data were collected through 60-90 minute semi-structured personal interviews. All interviews were tape-recorded and transcribed within 24 hours. Additionally, each programs’ funding application, implementation plan, and evaluation reports were accessed from the state department of education website to review for evidence of collaboration. Finally, the participants voluntarily provided documents such as program procedural manuals, policies, and materials related to implementation of their district’s program service provisions for review.

Data were analyzed through a latent content analysis to identify, code, and categorize patterns and form themes (Mayan, 2009) regarding the extent to which, if any, leaders collaborated when developing and coordinating educational services for non-English speaking migrant students with disabilities. Additionally, data from the documents provided by participants and accessed from the state department of education were analyzed with a content analysis instrument to look for evidence supporting the participant’s interview data. Finally, the resulting themes were analyzed using Gitlin, et al.’s (1994) five-stage model for collaboration framework to determine the extent to which, if any, the teams exhibited behaviors of the five stages for collaboration, and if not, the potential for developing the behaviors among the district leaders.

Findings suggest that there is little or no collaboration among district program leaders. Perceived collaboration practices that leaders discussed fell into two categories: modes of communication (procedural, resources, problem solving, technology communication, impromptu conversations, and written formats) and reasons for collaboration. Leaders perceived inhibiting factors as systemic (department structure, human resources, professional development, location, and schedules) and personnel characteristics (expertise, communication, roles, responsibilities, and relationships). Participants perceived the benefits of collaboration as related to student services (identification, sharing of professional expertise, student success, culture) and procedural methods (program compliance, funding, and benefits). Finally, the resulting themes were analyzed using
Gitlin, et al. (1994) collaboration framework. Results showed that collaboration behaviors among the district program leaders do not progress beyond Stage II: Determining Collaborative Fit of the collaboration framework (Gitlin, et al., 1994), which supports the lack of collaboration themes found in the interviews and document analysis data.

Lack of established processes for collaboration from leaders who guide others affects outcomes for non-English speaking migrant students with disabilities. Accountability for the education of these students belongs to all educators and collaboration supports effective practices at all levels. To move collaboration beyond an “ideal” practice, district leaders should establish a framework for collaboration. Professional development regarding the collaboration framework should be developed to establish a starting point and incorporate the sharing of knowledge and policies among leaders. Finally, leaders should establish a culture of ongoing collaboration as a common practice by including it in their district’s strategic management plan.

The findings for this study suggest that collaboration benefits students, programs and overall school systems. However, instilling a spirit for and developing a culture of collaboration is challenging, and requires direct, deliberate and explicit work by school districts.

**Keywords:** migrant, special education, English learners, collaboration, leadership

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**A Brain Is a Brain, Learning Is Learning: Applying Andragogy to Pedagogy**

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**Abstract**

As adults, we want our learning to be practical, meaningful, and relevant (Knowles, 1990; Tennant & Pogson, 1995). We also desire to be active participants in our own learning and to be treated as agents – people who are intelligent, capable, and respected (Whitby, 2013). Moreover, we are encouraged to explore our ideas and apply them in creative ways (Tennant & Pogson, 1995). When information is not presented this way, adults oftentimes shut-down and disengage from the learning process altogether (Arwood & Young, 2000). This is especially evident in professional development programs that fail to catch fire because they are not practical, meaningful, or relevant to the lives and experiences of teaching faculty in the P-12 setting (Smith, 2017). Andragogy – the art of adult learning – can provide insight into how we might enhance professional development programs for teaching faculty (Smith, 2017). However, it is rarely used to inform pedagogy – the art of teaching – or our praxis (Whitby, 2013). In fact, andragogy and pedagogy are oftentimes studied separately and assumed to be unrelated, the rational being that the adult brain and adult learning needs are different than that of the child’s (Knowles, 1990). However, they are profoundly connected and andragogy can also enhance our understanding of what it means to provide students with positive and meaningful learning experiences (Arwood & Young, 2000; Whitby, 2013). This paper seeks to explain how recent neuroscience supports this idea and why applying the principles of adult learning in our P-12 classrooms can actually help educators better meet the needs of students.

As neuroscience advances, long-held beliefs about the human brain – how it functions and develops – are falling by the wayside. For example, a common belief about the adolescent brain is that the frontal lobe is not fully developed (Knox, 2010). The frontal lobe, home to key components of the neural circuitry underlying “executive functions” such as planning, working memory, and impulse control, are among the last areas of the brain to mature (Johnson, Blum, & Giedd, 2009, p. 67). Therefore, many researchers have posited that the reason adolescents make poor decisions is because their frontal lobe is not yet mature, i.e., not yet capable of adult-like capacities and privileges. However, recent studies refute this assumption, saying that, for some adolescents, the frontal lobe is fully developed and that the right kind of learning can help them make responsible choices (Berns, Moore, & Capra, 2009). While they might not have the life experience or wisdom of an adult, their brain does look similar. This same study also found that, in some adolescents, white matter is stronger in the frontal cortex than previously thought (Berns, Moore, & Capra, 2009). To clarify, gray matter is the part of the brain made up of neurons, while white matter connects neurons to each other. As the brain matures, white matter becomes denser and more organized (Berns, Moore, & Capra, 2009). Both gray matter and white matter are important for understanding brain function. What is interesting is that white matter is not necessarily strong in every “adult” brain, meaning that age does not necessarily determine brain maturity (Johnson, Blum, & Giedd, 2009). If this is true, it has implications for the way we teach and view our students as learners.
If some adolescents have highly-developed white matter and, thus, a more mature brain than even some adult learners, then this might call into question the idea that adult learning is just for people of a certain age. Perhaps, instead, applying the principles of andragogy to pedagogy can help all adolescent brains mature more quickly. Another theory rooted in neuroscience and linguistics posits that we learn our development through language function (Arwood, 2011; Mackey, 2014). In other words, the human brain does not wait to develop fully before it can learn the way an adult can learn or likes to learn (Mackey, 2014). Rather, as meaningful learning takes place, the brain develops and matures on its own no matter a person’s age. The structure changes if the learning is practical, meaningful, and relevant to learners rather they are five or fifty (Arwood & Young, 2000; Berns, Moore, & Capra, 2009; Robb, 2016). A case study conducted by Robb (2016) discovered that when language is used as a tool to apply the principles of andragogy to pedagogy (a practice rooted in neurosemantic language learning theory), students excel and their learning experiences are more positive. For example, in this study, there was evidence of consistent growth in achievement data over nine years. After year five, 90% or more students were achieving proficiency on district literacy benchmarks each year (Robb, 2016). All students were found to have made at least one year of growth, with 50% or more making two years or more growth as measured by the district mandated assessment (Robb, 2016). If this theory is correct, students at any age can advance and develop more quickly if educators respect them as learners and help them process information in effective ways that move beyond rote memorization, practice, and regurgitation (Arwood & Merideth, 2017).

Interestingly, this theory also posits that the billions of neural networks that have been mapped in the human brain, are created by our use of language and represent our thinking (Arwood, 2011; Mackey, 2014). These networks are responsible for developing each structure within the brain, including the frontal lobe (Arwood & Merideth, 2017; Mackey, 2014). However, according to Arwood (2011) the only way these networks are formed is if information (e.g., sound, sight) is received by our sensory receptors (e.g., ears, eyes) and turned into recognizable patterns that, if meaningful enough, later become circuits (i.e., concepts) and finally neural networks (i.e., language, thinking). According to neurosemantic language learning theory (Arwood, 2011; Robb, 2016), this is why applying the principles of andragogy to pedagogy is vital for student growth and learning. Since andragogy is designed to provide practical, meaningful, and relevant learning experiences, these principles are more likely to create and increase the neural networks that are vital for brain development and critical thinking (Robb, 2016). In other words, the principles of andragogy are more likely to help teachers get information into a learner’s brain in a way that transforms and changes the brain itself (Arwood, 2014; Mackey, 2014).

According to Knowles (1984, 1990), andragogy is “the art and science of helping adults learn” and he identified six principles of adult learning (p. 14): 1. Adults are internally motivated and self-directed, 2. Adults bring life experiences and knowledge to learning experiences, 3. Adults are goal oriented, 4. Adults are relevancy oriented, 5. Adults are practical, 6. Adult learners like to be respected.

Thinking about children and adolescents, many teaching professionals believe they also embody and desire these qualities (Arwood & Young, 2000). Like adult learners, students desire their learning to be practical, meaningful, and relevant. Like adult learners, students appreciate being respected and treated as agents – people who are intelligent, capable, and valued (Whitby, 2013). Like adult learners, students bring their experiences and knowledge with them to the classroom (Arwood & Young, 2000). Like adult learners, if the material is meaningful enough, they are self-motivated and goal oriented (Arwood & Young, 2000; Whitby, 2013). Yet, pedagogy emphasizes
teaching, not learning and oftentimes places the teacher at the center of the classroom, not the learner (Arwood, 2011; Arwood & Young, 2000). This is why many researchers have suggested that applying the principles of adult learning to praxis can help educators better understand and help their students (Arwood & Merideth, 2017; Tennant & Pogson, 1995). After examining the principles of andragogy, Whitby (2013, p. 3) asked these questions, “Why don’t we do this for our students?”, “Do we limit their learning by blocking access to the very things that motivate us as adult learners?”, and “Are our students bereft of bliss, or are we blocking out their bliss?” Recent neuroscience suggests that, despite good intentions, certain approaches to pedagogy might be limiting student learning and, thus, delaying student brain development by not treating them the same way adult learners prefer to be treated. Perhaps, if the principles of andragogy are brought over into pedagogy, educators can better help their students thrive as learners while simultaneously helping their brains mature. While more research needs to be conducted, respecting students as learners by providing them with learning experiences that are practical, meaningful, and relevant seems like a great place to start.

Keywords: andragogy, pedagogy, learning, neuroscience, language

References

Children's Language Learning Motivation and Achievement by Using Innovation Interactive Technology Teaching Materials - A Case Study

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Abstract

Nowadays, technology and digital teaching materials changed, the price is getting cheaper and normally. We can found that the technology teaching material frequently used in any subjects at school. For example, teacher used the interactive whiteboard combined with animation or games to teaching language, math and science. Moreover, the environment of children's life are also all around with technology products and digital media materials that including Television, Computer, Smart Phone, Ipad, and Video. Chen Zhi-hua (2013) research indicated that children who have been using 3C products for a long time are very active in the virtual world, but when children come back to the real world, they will have problems to communicate with others (Chen Zhi-hua, 2013).

Chen Zhi-Hua (2013) research stated that even though young children use 3C products prematurely, it do not cause children interact with other peoples. Nevertheless, it may cause children's language learning abilities (Chen Zhihua, 2013). According to Lin (2013) study found that there is many arguments with teaching materials combined with digital and technology that apply to preschool children; and how to integrate them into preschool teaching. In addition to, some research found that information technology (IT) has a positive effect on early childhood development, including language ability, math ability, creativity, communication and cooperation and problem solving. On the other hand, researchers, teachers and parents are worried about that early childhood used digital technology products may cause some problems such as myopia, obesity, violence, addiction, social interaction and alienation, and learning abilities (Lin,Xiang Xiang, 2013).

With the advance of science and technology, many studies pointed out that the effective integration of interactive technology can used very well into the children’s earning activities. We found that through the interactive process of technology could effectively enhance the participation of learners; and children focus on the fun of interaction with technology. Greenfield (1984) indicated that the use of technology in education is very touched with the psychology of young children. During the research observation process, researcher found that children likes new and interactive things. Moreover, interactive technology products can support young children to learn and stimulate young children to provide a highly interesting learning model.

This research designed to be a case study. The case study mainly uses the omni-directional research method to study the research phenomenon or action significance through multiple ways to a single research object. The main purpose of this study is to explore the impact of innovative interactive technology teaching materials on motivation and effectiveness of children's language learning. After selected of the case, researcher used the (Computerized Language Ability Measure for Preschoolers; CLAMP) to do the pre-assessment and analyzed the case's language proficiency. In this study, researcher created an innovative interactive technology teaching materials were introduce into the program of Chinese language learning for six weeks.
This study develop an innovative interactive technology teaching materials named (Magnetism - Control Story Cube), which interactive with science, fun and game. The child using the six different cubes that represent different means (one cube for scenes, one cube for character, two cubes for items and two cube for action). When children throwing the Magnetism - Control Story Cube, children need to use those six different patterns to create story and telling. For example: Children throwing the Magnetism - Control Story Cube and get six instruction such as (1) scene cube - school (2) character cube - bear (3) items cube - bottle (4) items cube - candy (5) action cube - walk (6) action cube - clapping. Children need use above six instruction to create (drawing) their own story (telling) like "Bear go to school". Today is the little bear first day go to school; He is very happy and clapping hands. His mommy is very worried. The little bear tell mommy that he is very brave, so he want to walk to school by himself and want mommy help him to prepare the water bottle and some candy.

The research used the six week to play with the innovative technology interactive teaching materials and see the difference during those six weeks. In the seventh week, post-assessment of (Computerized Language Ability Measure for Preschoolers; CLAMP) was again conducted.

Finally, the study found that Innovative Technology Interactive Teaching Materials can effectively enhance the motivation and effectiveness of language learning in young children and proves positive learning motivation and effectiveness for the language learning of this case study. In addition, this study will devote more efforts to the development of the "Innovative Interactive Technology Teaching Materials (Magnetism - Control Story Cube)" so that preschool teachers in Taiwan can all apply their teaching to reduce the motivation and effectiveness of technological indifference to enhance children's language learning.

**Keywords**: technology teaching materials, a case study, innovative interactive

**References**


**Acknowledgements**

I really thank my research partner Chung-Ta Yang for helping me to develop the Innovative Interactive Technology Teaching Materials named (Magnetism - Control Story Cube). At the beginning, we cannot believe this idea will be come true but we made it we spent a lots of time to retry it and make this story cube to be interesting. We tried the sound control, but cannot stop the story cube; and then we tried the magnetism, and we did it. However, this innovative interactive technology teaching material without my partner Chung-Ta Yang, we cannot success, I really appreciate.
Measuring Children’s Experiences of Participation in the Kindergarten: Empirical Results, Methodological Questions, and Further Perspectives From Germany

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Abstract

According to the UN Conventions on the Rights of the Child all children have a right to participation. The UN Convention on the Rights of the Child has during recent decades influenced professionals and policy-makers in Germany as well as in other countries, resulting in changes in documents regulating early childhood institutions. German Child and Youth Services Act as well as school and educational curricula of the federal states explicitly reference Kindergartens as a space for participation. The idea of early childhood institutions as “nurseries of democracy” (Hansen/Knauer/Sturzenhecker 2009) has gained both professional as well as political relevance. Thereby the notion of participation in relation to children in Kindergarten refers to their possibilities of participation in relation to the child’s everyday life experiences in the pre-school institutions. Children can thus exercise influence on a range of topics from the rules that are applied in the nursery’s everyday life, the daily program to the interior design of the facility. The question of which possibilities for participation children actually have in their everyday lives and how they perceive these possibilities is one which has not been sufficiently answered in the international discourse so far (for example Almqvist/Almqvist 2015, Bae 2010, Betz 2016, Harcourt/Einarsdottir 2011, Kangas et al. 2016, Nentwig-Gensemann et al. 2017, Quennerstedt 2015, Wood 2014).

The research project “Participation in Kindergarten” which is located at the Goethe-University of Frankfurt, Germany and funded by the local government of Frankfurt, tries to cover this research gap empirically. At the center of the research thus lies the question of structurally institutionalized and realized forms of participation in the area of pre-school institutions from a child’s perspective, in order to gain knowledge on experiences and analyses of participatory practices of children in pre-school institutions. From September 2016 to February 2017 data collection took place in 66 pre-school institutions (“kindergarten”) in Frankfurt, Germany. The study is based on a standardized, tablet-based survey with 546 four and five-year olds in order to gain empirical insights on experiences and participatory practices from the perspective of children in pre-school institutions via statistical methods (bivariate analysis, factor analysis and multivariate linear regression analysis) for the first time. The children's questionnaire contains a total of 35 questions, which in particular asked for different aspects of participation in one's own kindergarten. The questions relate to different aspects of participation such as physical self-determination, co-determination opportunities in kindergarten and dealing with problems in the institution. In addition, questions were asked about the positive and negative caring behavior of the educators, group climate, perceived self-efficacy as well as well-being in kindergarten. At the beginning some warm-up questions were asked. In addition to the introductory question, which served exclusively to illustrate the questioning logic, the age and gender of the children were also queried here. The survey was complemented with a short paper-and-pencil survey of one parent, which allowed to determine context variables (especially socio-demographic information) which children of this age are often unable to give reliably. Comparable surveys on the participation of kindergarten children...
are currently only available to a very limited extent in Germany. Thus, the present study breaks new ground in many places.

All in all, the empirical findings make it clear that the 4- and 5-year-old children have very different participation experiences, experiences with physical self-determination and complaints in the kindergarten and at the same time feel very well in the majority there. The vast majority of kindergarten children surveyed enjoy coming to kindergarten and like the educators and other children. The perceived positive caring behavior of the educators shows the highest influence. In summary, it can be said that the standardized questioning of kindergarten children to their co-determination in kindergarten requires a concerted approach that ensures that children, parents and, institutions are able and willing to participate in the survey. Taking careful consideration of the respective requirements of all three groups, empirical findings on the experiences, assessments and participation practices of children in preschool care facilities can be obtained, which can statistically be considered as sufficiently valid.

Overall, the question of participation of children in kindergarten was taken as the normative starting point in the present study. In the recently published study of the DESI Institute on behalf of the Children and Youth Foundation, an open, explorative and qualitative research design was used to investigate what constitutes a “good” day-care center for children (Nentwig-Gesemann et al 2017): “From the reconstructed perspective of children, self-evident participation, self-determination and participation have a very high value. They value regulations that are understandable and factual, explained to and discussed with them. It is an important experience for them to be able to define their own boundaries, which are then also respected: not having to eat something, not having to sing a song, being able to choose the place to play is of the utmost importance to them” (Nentwig-Gesemann et al 2017: 77). Against this background, the findings of the Frankfurt study on “Participation in Kindergarten” can also provide important impulses for the professional and participatory development of pedagogical work in kindergarten.

The paper will present central statistical analyses and findings of the study and relate these to some fundamental methodological, methodical and theoretical challenges. Through this discussion the capacity of this innovative research approach of educational childhood and participation research should be examined critically.

**Keywords:** participation, kindergarten, child’s perspectives

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Part 12: Research Methods in Education
Confirmatory Factor Analysis of Second Language Writing Anxiety Inventory

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Abstract

This study investigated the possibility of applying Cheng’s Second Language Writing Anxiety Inventory (SLWAI) to the English language learners at middle schools in China. The data were collected from two middle schools. There were 160 participants in total with 86 male students (53.75%) and 74 female students (46.25%). Cheng’s Second Language Writing Anxiety Inventory (SLWAI) is a three-dimensional self-reported measure of second language writing anxiety that agrees to most anxiety researchers’ recognition of anxiety as a complex multi-dimensional phenomenon. Cronbach’s alphas of each subscale and total scale were calculated to ensure the internal consistency reliability of the measure. Confirmatory Factor Analysis (CFA) was also conducted to measure the construct validity of the instrument. The results demonstrated that SLWAI can be applied to middle school students in China; however, some modifications, such as correlating similar wording items and making the statements less affirmative for middle schoolers to comprehend, are suggested and should be considered.

Keywords: confirmatory factor analysis, English language learners, second language writing anxiety
Collaborative Problem-Based Learning in an Undergraduate Engineering Dynamics Classroom

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Abstract

Problem-based learning (PBL) is an instructional strategy in which students learn about a subject in the context of multifaceted and realistic problems (Amador, Miles, & Peters, 2006). In educational practices, PBL is typically conducted in combination with collaborative learning, where students work together in small groups and use the resources and skills of one another to achieve a common goal (Dillenbourg, 1999). Therefore, the terms “collaborative problem-based learning” and “problem-based collaborative learning” are also employed in relevant literature (Tempelaar et al., 2013; Ünal & Çakir, 2017). In the present study, the term “collaborative problem-based learning (CPBL)” is adopted to emphasize collaborative activities involved in PBL.

Research evidence has shown that PBL improve student motivation and learning outcomes in a variety of academic disciplines. For example, Yadav, Subedi, Lundeberg, & Bunting (2011) investigated the influence of PBL on student learning in an undergraduate electrical engineering course. They reported that compared to traditional lectures, PBL doubled student learning gains. Student participants also reported that PBL allowed them to apply relevant concepts and develop problem-solving skills.

Although PBL has been employed for students to learn various subject matters, literature review shows that few studies report applications of the methodologies in engineering dynamics courses. Engineering dynamics is a foundational undergraduate course required in many engineering programs, such as mechanical, aerospace, civil, environment, and biomedical engineering. This course is traditionally regarded as one of the most challenging courses in undergraduate study. The course covers numerical fundamental concepts (such as motion, velocity, acceleration, force, work, energy, impulse, momentum, and vibration) and problem-solving procedures - for example, how to apply the principle of work and energy to solve real-world problems. In the recent standard Fundamentals of Engineering examination in the U.S., the national average score on the engineering dynamics exam was only 53% (Barrett et al., 2010).

This abstract only presentation describes how CPBL was implemented in a second-year undergraduate engineering dynamics classroom at a public research university in the United States. A total of 59 undergraduate students, including 52 males and 7 females, who took engineering dynamics in a recent semester participated in the present study. Student majors included Mechanical and Aerospace Engineering (34 students), Civil and Environmental Engineering (17 students), Biological Engineering (4 students), and General Engineering (4 students). Over a 16-week semester, the class met three times per week with 50 minutes each time. During each 50-minute class period, students learned the course material through lecture first, followed by CPBL activities in the classroom. The following paragraph describes how CPBL activities were incorporated into a typical 50-minute class period.
First, the instructor taught a relevant theory, and demonstrated how to apply the theory to solve the first problem. Second, the instructor solved part of the second problem and asked students to solve the remaining part of the second problem. Students worked in small groups to discuss problem solving. Next, the instructor provided the third problem for student groups to solve. The instructor walked around the classroom to answer any questions. If multiple students asked the same question or made the same mistake during problem solving, the instructor addressed them immediately to the entire class. Finally, a few student teams were invited to share with the entire class how they solved the third problem.

At the end of the semester, a questionnaire survey was administrated to ask for student experiences with CPBL. The survey included both Likert-type and open-response items. In a Likert-type item, 7 students (i.e., 11.9% of the 59 students surveyed) rated their overall experiences “highly positive,” 34 students (57.6%) “positive,” 14 students (23.7%) “neutral,” 3 students (5.1%) “negative,” and 1 student (1.7%) “highly negative.” In short, nearly 70% of the students had positive or highly positive experiences with CPBL.

Student responses to the above Likert-type item were further examined through comparison with their final exam scores. The final exam was comprehensive and included a variety of problems for students to solve. Those problems covered major learning topics students had learned throughout the semester. The results showed that those who rated their overall experiences with CPBL “highly positive” or “positive” scored averagely 2.7% higher than the 59-student average score in the final exam. Those rated “neutral” scored averagely 8.1% lower than the 59-student average score. Those rated “negative” or “highly negative” scored averagely 14% lower than the 59-student average score.

In an open-response item in the questionnaire survey, students were asked to explain why they had learned, or had not learned, from CPBL. Content analysis (Creswell, 2013) was used to analyze the qualitative data collected. The analysis involved coding (i.e., categorizing) the collected data and then counting the frequency of a particular code. The coding process was iterative and involved both open coding and axial coding (Charmaz, 2014). The results show that students learned from CPBL because it provided students with opportunities to 1) teach and be taught by other students through comparing problem-solving steps and answers, helping others, and receiving help from others; 2) discuss problems with other students through asking and answering questions; 3) learn from the ideas and perspectives of other students; 4) personally engage in problem solving through practicing problems; and 5) take ownership in problem solving through not solely relying on other students. Below are two representative student comments.

“I have learned from small group problem-solving activities because it either gives me a chance to have a classmate show me a specific step and where I am going wrong in my own notes, and it gives me the chance to teach and solidify concepts that I understand when a classmate of mine asks for my help.”

“Things always click when I work with a group in class. Questions are answered without having to ask. The more people there are with different opinions and view points, the more likely that every part will be covered, taught, and understood.”

The present study focuses on an investigation of student experiences with collaborative problem-based learning (CPBL). The results show that most students had positive experiences with CPBL. The students who rated their overall experiences with CPBL “highly positive” or “positive” scored
averagely 2.7% higher than the 59-student average score in the final exam. In future research, a control group will be included to study the extent to which CPBL can improve student learning. Future research will also include statistical tests, such as ANOVA, cross tabulation and Chi-squared tests, to analyze quantitative student learning gains.

**Keywords:** collaborative problem-based learning, engineering dynamics

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Abstract

In order to establish the applicability of the theoretical constructs in various contexts, it is important for researchers to evaluate how adequately the measured survey items are consistent and stable, and test whether the instruments actually measure what they aim to measure. In addition, measurement invariance of the instruments across different groups should be tested. If measurement were not invariant across groups, conclusions of a study and/or interpretations of a research finding would be bias, weak, or misleading (Horn & McArdle, 1992; Steenkamp & Baumgartner, 1998; Steinmetz, Schmidt, Tina-Booh, Wieczorek, & Schwartz, 2009; Widaman & Reise, 1997). One way to assess measurement invariance is through factor analytic techniques (Cheung & Rensvold, 2002; Joreskog, 1971; Meredith, 1993). In terms of psychological concepts such as attitudes and social norms, Lipnevich, MacCann, Krumm, Burrus, and Roberts (2011), and Lindgren, Silva, Faraco, and Rocha (1964) used math attitudes as a unidimensional factor in their studies to examine the relations between math attitudes and math achievement. Ajzen (1991) and Lipnevich et al. (2011) treated subjective/social norms as a single-factor in their studies. However, McLeod (1992), Neale (1969), Zan and Di Martino (2007, 2014), and Khine, Mutawah, and Afári (2015) have argued that math attitudes are multidimensional constructs including several components (e.g., affective or emotional, belief or cognitive, and behavioral factors). upon surveying 387 high school students from the United Arab Emirates, Khine et al. (2015) conceptualized that the three sub-domain attitudinal factors (i.e., liking, value, and confidence) would predict math achievement independently. They found that 36% of the variance in math achievement (R2 = .36) was explained by the confidence factor (Khine et al., p. 207). Regarding social norm influences on education, Wentzel (1998) examined the effects of peers, teachers, and families on student motivation independently. The results of her study finding showed that (1) perceived peer support turned out to be the strongest predictor of prosocial goal pursuant (β = .29, p < .001), (2) perceived teacher support was the strongest predictor of school interest (β = .33, p < .001), and (3) family cohesion predicted mastery orientation the most (β = .23, p < .001) among motivation variables (Wentzel, 1998, p. 206). Walker (2017) investigated how each social norm (i.e., friend, parent, and teacher factors) affects academic intentions in math separately across national groups. Teacher factor was turned out to be the strongest predictor of social norm for academic intentions in math for USA, Germany, Japan, and Korea. However, no studies have examined the construct validity of multidimensional attitudes and social norms in math at the same time. Therefore, the present study aims (1) to evaluate the factorial validity of a multidimensional representation of math attitudes (Affective, Cognitive, and Behavioral factors) and perceived math social norms (Friend, Parent, and Teacher factors), and (2) to test if the factors display measurement invariance across national groups (USA, Hong Kong, and Singapore). The sample data (N = 15,019) for the current investigation were obtained from the 2012 Programme of International Student Assessment (PISA) database. Using the Structural Equation Modeling (SEM) techniques, M Plus 7 (Muthén & Muthén, 1998-2012) was employed for the data analyses. Since Chi-Square (χ2) testing is sensitive to large samples, which tends to reject models (Marcoulides, Heck, & Papanastasiou, 2005; Raykov & Marcoulides, 2006), additional
comparative fit-indices were used to evaluate the best fitting model. The root mean square error of approximation (RMSEA, Browne & Cudeck 1993) with confidence interval and the comparative fit index (CFI, Bentler 1990) were reported. Values close to or greater than .95 for CFI and below .06 for RMSEA suggest a good fit (Hu & Bentler 1999; Kline, 2011; Raykov & Marcoulides, 2006). The factorial structure shows that the multidimensional math attitudes are comprised with (1) Affective, (2) Cognitive, and (3) Behavioral factors, and the multidimensional perceived math social norms are also consisted with the three independent factors; (1) Friend, (2) Parent, and (3) Teacher factors. Alpha coefficients (.62 - .70) and composite reliability scores (.73 - .91) indicated strong internal consistency (Raykov, 1997; 2001) for each of the six factors. All factor loadings from Confirmatory Factor Analysis (CFA) were also high and statistically significant (standardized loadings ranging from .48 - .90, ps < .001). In addition, factors displayed clear discriminant validity (Campbell & Fiske, 1959) with correlations among factors ranging from relatively small to moderate in value (correlations ranging between r = .21 and .56). Furthermore, the results of Multigroup Confirmatory Factor Analysis (MGCFA) confirmed that the measurements exhibited invariance or equivalence across national groups (i.e., USA, Hong Kong, and Singapore) at the level of strong factorial invariance (or scalar invariance). Implications and limitations of the present study findings are discussed.

**Keywords:** reliability, convergent and discriminant validity, MGCFA, PISA

**References**


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Abstract

Large-scale assessments of students’ achievement are vital for evidence-based educational policy making as well as educational research. Examples of such studies include the National Educational Panel Study (NEPS) in Germany, the National Assessment of Educational Progress (NAEP) in the United States and the Pan-Canadian Assessment Program (PCAP) in Canada. The popularity of large-scale assessments stems from the need to find out how students perform not just as individuals at the class or school level, but to investigate their performance with respect to large groups like provinces, districts, states, or even countries (Kellaghan, 2004). Further, large-scale assessments provide reliable information about performance gaps related to policy-relevant demographic groups defined by gender, immigration status or ethnic background (Kirsch et al., 2013). Typically, in these large-scale assessments, several hundred questions are used to measure students’ performance/achievement in several content domains. Therefore, administering all these questions to each participating student will not only over-burden the student, but lead to reduced test participation rates, increase costs, and consume too much time (Gonzalez & Ruthowski, 2010).

To solve this problem, large-scale assessments use Multiple Matrix Sampling in which each student is administered only a subset of the items in the overall test. The test items are initially distributed into different test forms (called “booklets” in large scale assessment terminology), with each booklet containing just the number of items that can sensibly be answered by an individual student within the given time limit. The way these items are assigned to the different booklets is known as a multiple matrix booklet design (Frey, Hartig & Rupp, 2009; Gonzales & Ruthoski, 2010). After test booklet construction, each student is given one of the booklets to answer, and though only a subset of the universe of test items is answered by a certain student; upon collecting all booklets from all students, information becomes available for all items in the test universe. Multiple matrix designs therefore help in the leverage of resources since fewer items are answered per student, and yet so many questions can be asked in the test to cover broad content domains. This approach to test design and construction is therefore important since—in principle—it allows one to estimate achievement distributions of the target population and sub-populations and to cover the assessment framework completely, while reducing examinee burden and testing time at the school (Gonzalez & Ruthowski, 2010).

However, despite their popularity and even though multiple matrix booklet designs allow to recover population parameters with great accuracy, several open questions remain. Specifically, the data generated by multiple matrix booklet designs are typically analyzed with models from Item Response Theory (IRT, see Kieftenbeld & Natesan, 2012). Yet, accurate or efficient parameter recovery from response data is a central problem when analyzing data from multiple matrix booklet designs in conjunction with IRT. Important factors such as test length, number of participating students (i.e., sample size), and design matrix sparseness (i.e. amount of missing data
in multi-matrix design) may influence how accurately the designs recover population and item parameters.

This study therefore uses real assessment data to find out how accurately various balanced incomplete block booklet designs recover true person and item parameters (mean person ability estimates, variances and item location parameters). This data was obtained from the VERA-8 Mathematics Assessment of the year 2015 conducted by the Institute of School Quality for the Federal States of Berlin and Brandenburg. VERA-8 is a yearly study aimed at assessing the mathematics achievement of grade 8 students. The test items are developed by content specialists with reference to the German national educational standards and pre-tested in large field studies to evaluate their psychometric properties. This assessment is chosen because it provides important information for teachers, school principals and educational policy makers and because the data from this assessment are not simulated, but rather typical for large-scale assessments in terms of how well they fit to the underlying psychometric IRT model (i.e., the unidimensional one-parameter IRT model, aka Rasch Model). Data are available for 13,076 students from the non-academic track on a 48-item test.

To examine parameter recovery accuracy, the following factors were manipulated experimentally in the study: Test length (42, 84, 126, 168 items); number of persons (300, 500, 1000, 3000, 4500, 6000 students), and design matrix sparseness, i.e. amount of missing data in the multi-matrix design (57%, 71%, 86%).

The test item selection algorithms for the various multiple matrix booklet designs were programmed and run in the R environment for statistical computing (R Development Core Team, 2017). Test item and person parameters were scaled using the R package TAM (Kiefer, Robitzsch, & Wu, 2017) with the mixed coefficients multinomial logit model (MCMLM; Adams, Wilson, & Wang, 1997). This model is a generalized multidimensional Rasch model and makes it possible to estimate multi-dimensional distributions conditional on background variables. Person parameters were estimated using the Multiple Imputation technique (Rubin, 1987). This technique involves the process of replacing each missing data point with a set of m plausible values to generate m complete data sets. These complete data sets are further analyzed with standard statistical software, and the results combined to give parameter estimates (Sinharay, Stern & Russell, 2001). The multiple imputation was carried out using the TAM R package - with m = 5 plausible values in accordance with the regulations put forward by Little and Rubin (1987) and as implemented in many large-scale assessments for example PISA (Frey & Bernhard, 2012).

Though several indices exist to evaluate the statistical properties of booklet designs in the context of simulation studies, two of the most popular indices used are bias and Root Mean Squared Error (RMSE) - for example Dubravka et al (2013); and, Hecht et al (2015). Hence, these two indices were used to evaluate the accuracy of estimated item and person parameters from the different booklet designs. The bias describes the mean difference of the estimated parameters and the true parameters or in other words mean inaccuracy of the parameter estimate. The Root Mean Squared Error (RMSE) is the root of the averaged squared difference between the estimated and corresponding true parameter. Hence, the RMSE takes the variability of the estimate into account. Smaller values for bias and smaller values of the RMSE indicate better or more accurate parameter recovery. The bias and RMSE was calculated using 1000 replications.

The results showed that, accuracy in parameter estimation decreased as sample size and test length decreased. All designs recovered person and item parameters with no bias (bias < 0.03) with the
mean person ability recovered with the least bias. The decrease in RMSE and bias with decreasing test length and sample size was not linear. Beyond and increase of 3000 students, the change in accuracy became very minimal. Also, even with the design having just 16% of the total items, the RMSE of recovered parameters was less than 0.4 which can still be considered as acceptable (Stone, 1992).

**Keywords**: parameter recovery, multi-matrix designs, large-scale assessments, BIBD-7 Designs

**References**


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