



**2020 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

Program

Saturday, May 2, 2020

8:30 a.m. – 12:10 p.m.



School of Education
College of Applied Studies
Wichita State University

**2020 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

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MESSAGE FROM THE DEAN

Applied Research has never been more important than in current times where immediate problems require immediate resolutions. Therefore, we cannot underestimate the role of the research that emerges from graduate programs in the WSU College of Applied Studies and the impact it has in the communities we serve. The 2020 Annual School of Education Research Showcase is an important reminder of the need to investigate problems that matter and can serve to amplify the voices in our community. For our soon-to-be graduates, congratulations on your achievements and thank you for participating in today's event. As part of a research university committed to innovation and community engagement, we believe in the benefits of university research for the betterment of society and we applaud your contributions to that endeavor.

Shirley Lefever, Dean

GRADUATE COORDINATORS & PROGRAM CHAIRS

MEd in Learning and Instructional Design	Coordinator: Dr. Mara Alagic
MEd in Special Education	Coordinator: Dr. Heidi Cornell
Low-Incidence	Chair: Dr. Kristin Panos
High-Incidence	Chair: Dr. Donna Sayman
High-Incidence Alternative Certification	Chair: Dr. Heidi Cornell
Early Childhood Unified (ECU)	Chair: Dr. Jennifer Stone
MA in Teaching - Transition to Teaching	Coordinator Dr. Jim Granada
MA in Teaching - MAT ECU Residency	Coordinator: Dr. Kim Wilson

2020 VIRTUAL SOE GRADUATE RESEARCH SHOWCASE COMMITTEE:

Dr. Mara Alagic; Dr. JaeHwan Byun, Committee Chair; Dr. Heidi Cornell

**2020 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE
SCHEDULE**

TIME	EVENT	LOCATION
8:30–8:40	Opening Remarks	Zoom Room 1
8:40–8:55	Keynote: Ms. Amy Belden	Zoom Room 1
9:00–9:30	Oral Presentations Session I	Zoom Room 1, 2, 3
9:35–10:20	Poster Presentations Session I	Zoom Room 1, 2, 3
10:20–10:30	Intermission	
10:30–11:00	Oral Presentations Session II	Zoom Room 1, 2, 3
11:05–11:50	Poster Presentations Session II	Zoom Room 1, 2, 3
11:55–	Closing Remarks	Zoom Room 1

2020 School of Education Graduate Research Showcase Schedule

Time	Sessions	ZOOM Room 1 Faculty Facilitator: Dr. Jay Byun	ZOOM Room 2 Faculty Facilitator: Dr. Mara Alagic	ZOOM Room 3 Faculty Facilitator: Dr. Heidi Cornell
8:30-8:40 (10')	Opening Remarks	All participants		
8:40-8:55 (15')	Keynote (Ms. Amy Belden)			
9:00-9:30 (30')	Oral Presentations Session I	Joshua Bargdill <i>Behavior Program and Day School Setting Placement Considerations</i>	Mercedes Lubbers <i>Self-Advocacy Levels in College TRIO Participants and Their Collegiate Non-TRIO Participating Peers</i>	Andrew Pina <i>Swinging For Friendship</i>
9:35-10:20 (45')	Poster Presentations Session I	Jennifer Nulik, Juan Yanez <i>Tri County Transition & Career Fair</i>	Stephanie Tate <i>Creating inclusive extra-curricular opportunities for Students with low-incidence disabilities: a play production.</i>	Heather Pfeiff <i>Effects of Assistive Technology Showcase on Use of Assistive Technology</i>
		Shane Goldwater <i>Library at the Arc of Sedgwick County</i>	Adam Whitney, Staysha Works-Fields <i>Investigation of the Effect of a Mindfulness App on Perceived Stress</i>	Alyssa Beck <i>Community Resources for Families in Wlchita, KS</i>
		Samantha Toombs <i>Reality Fair Day: An Inclusive Transition Fair for All</i>	Marsha Webb <i>A Systematic Review of Process Writing Interventions on ELL Student Writing Outcomes</i>	Brook Beorn <i>Teaching Parents How to Teach Reading</i>
10:20-10:30 (10')	Intermission			
10:30-11:00 (30')	Oral Presentations Session II	Brooke Pritchett <i>A Case Study of 1:1 Chromebook Implementation in a Kansas High School</i>	Bart Potter <i>Retention versus Learning: Moving towards Far Transfer</i>	Tariq Akif <i>Sheltered Animals as a Positive Behavior Support</i>
11:05-11:50 (45')	Poster Presentations Session II	Mercedes Lubbers, DeAnna Herrin <i>Investigating Connections Between Dialectical Thinking and Creative Problem Solving</i>	Lee, Seulki <i>Connecting art and mathematics: how integrating art into mathematics supports mathematical learning</i>	Katie Wolgast <i>Exceptionalities in the Classroom: The Benefits of Inclusion</i>
		Emma Daley <i>Parent Involvement & Resources in the Special Education Classroom</i>	Kimberly Simon <i>Wakefield Readers</i>	Elizabeth Shetler <i>Transforming Attitude Towards Learning: Cognitive and Metacognitive Thinking and Critical Coreflection</i>
		Ruth DeLange <i>Educators' Perceptions about the Development of an Alternative Learning Center</i>	Jill Fisher, Ardalia Criner, Robert Zimmerman <i>The Effect of Relative Age in Active Listening</i>	Debra Rhodes <i>Meta-analysis: Why are women less likely to aspire to leadership positions?</i>
11:55-12:10 (15')	Closing	All participants		

Note: You can enter each Zoom Room by clicking each presentation session cell in the table. For example, if you click the cell of Joshua Bargdill's presentation, you will join the Zoom Room 1 directly. Or, you can join the rooms by clicking the top rows of each column, too.

**2020 VIRTUAL
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ORAL PRESENTATIONS

[SESSION I] 9:00-9:30

BEHAVIOR PROGRAM AND DAY SCHOOL SETTING PLACEMENT CONSIDERATIONS

Joshua Bargdill - *MEd in Special Education*

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

Determining the best use of scarce special education resources within school districts can be a challenging endeavor. This is especially the case when vulnerable populations are more likely to be over-represented in special education programs. This presentation will cover specific considerations that special educators and administrators can review to mitigate the likelihood that students who identify as members of the LGBTQ+ community are being inappropriately placed in a more restrictive environment that what is necessary to meet their educational needs.

SELF-ADVOCACY LEVELS IN COLLEGE TRIO PARTICIPANTS AND THEIR COLLEGIATE NON-TRIO PARTICIPATING PEERS

Mercedes Lubbers - *MEd in Learning and Instructional Design*

Zoom Room 2: <https://wichitastate.zoom.us/j/95378111071?pwd=NEo5Q2p1Y2EzWTRDMkliVk8vUVRaZz09>

I want to explore the connection between self-advocacy levels between college students at a mid-western four-year university who participate in a TRIO program and their peers who do not participate in a TRIO program. I want to see if there is a connection between TRIO participation as well as the number of years in a TRIO program and the levels that students self-report for their self-advocacy levels. Students' perceived self-advocacy levels may impact the ability of the student to communicate their academic, personal, financial, and other needs within their college career. The results of this research would allow further research into general college student self-advocacy and the factors or support services on college campuses that encourage and promote student self-advocacy.

SWINGING FOR FRIENDSHIP

Andrew Pina - MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=ab0I3PkyUIQ>

The graduate student pursuing a Masters in Low-Incidence Special Education through Wichita State University is interested in helping provide opportunities for physical activity for individuals with special needs. According to Lakowski & Long (2011), “Individuals with disabilities are not getting the amount of physical activity and athletic opportunities as their peers without disabilities” (pg. 4). The graduate student wants to address the lack of unified physical activity opportunities with and without disabilities to learn the game of baseball. The graduate student plans to use his platform as a head baseball coach to recruit other coaches from the surrounding schools to provide a baseball clinic for individuals with special needs. The graduate student hopes that the clinic will be a great way to expose the individuals to the game of baseball and provide them with physical activity. The graduate student also wants to help with the lack of opportunities for inclusion between individuals with and without disabilities. The graduate student plans to address this issue by getting high school baseball players to help take part in the clinic and help run the drills. This opportunity will give both individuals with and without a disability, the chance to build relationships and build social skills. The graduate student’s research question is: How can the lack of structured unified sports for individuals with and without special needs be addressed in the Wichita, Kansas area? The graduate student believes that this clinic could provide experiences and data that could lead to more opportunities for unified physical activity opportunities with and without disabilities.

[SESSION II] 10:30-11:00

A CASE STUDY OF 1:1 CHROMEBOOK IMPLEMENTATION IN A KANSAS HIGH SCHOOL

Brooke Pritchett - *MEd in Learning and Instructional Design*

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

The purpose of this exploratory mixed methods study was to investigate the successes and difficulties of a 1:1 Chromebook implementation in a high school. The research questions that arose were as follows: What were the intentions and goals of the 1:1 roll-out? How would administrators, teachers, counselors, and informational technology workers describe the success of their 1:1 roll-out at the end of its first year, taking into account deployment and infrastructure, leadership and teaching, learning, and assessment? What strengths and weaknesses would stakeholders identify for their 1:1 roll-out, upon reflection? Part 1 of the study entailed a 17 question survey of teachers, counselors, and a paraprofessional. Part 2 of the study involved interviews with teachers, counselors, administrators, and an information technology professional. The challenges identified included technical issues with computers and charging. The successes included better communication between teachers and students.

RETENTION VERSUS LEARNING: MOVING TOWARDS FAR TRANSFER

Bart Potter - *MEd in Learning and Instructional Design*

Zoom Room 2: <https://wichitastate.zoom.us/j/95378111071?pwd=NEo5Q2p1Y2EzWTRDMkliVk8vUVRaZz09>

Pilot training organizations provide initial training to pilots transitioning to aircraft that the pilot is not initial proficient to fly and subsequently charged with annual training. These organizations have this authority granted by the Federal Aviation Administration (FAA) or other National Aviation Authorities (NAA) and are held accountable in that the training curriculum must contain the core tasks and performance standards set forth by the FAA. The training process is efficient, and the objectives are transparent as the instructor knows what to teach, the student knows what to learn, and the examiner knows what to assess to meet these standards. The transfer of learning is monitored within the training organization and held to the Airline Transport Pilot (ATP) Airman Certification Standards (ACS) set forth by the FAA. At the successful completion of the initial pilot training, the pilot is fully qualified to utilize the regulation to serve as the captain of the aircraft. There are plenty of studies investigating the variables within a training environment though less direction on the gap that may exist between the transfer of learning and the transfer of training in the professional pilot realm. Specifically, this paper examines adaptive training to improve far transfer leading to the higher transfer of training. The outcomes from this research aim to narrow the gap between successful training and useful application by comparing pilot duties versus pilot training elements.

SHELTERED ANIMALS AS A POSITIVE BEHAVIOR SUPPORT

Tariq Akif - *MEd in Special Education*

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=ab0I3PkyUIQ>

The investigators partnered with a public school and the Kansas Humane Society (KHS) to establish a group of students enrolled in Social-Emotional Learning (SEL) to volunteer at the KHS. This project seeks to focus on the impact of alternative animal-assistive therapy on students with deficits and needs in SE decision-making through quantitative analysis in the form of correlational research. Pressing needs emerging in the school population include a low community stakeholder involvement with the school, increasing amount of incident referrals over the years, and minority populations with insufficient SEL as indicated by incident referrals and CST interventions. The projects guiding questions are: how animal-assisted therapy w/ sheltered animals can be used as an intervention in a secondary-school setting designed around trauma-informed care? In addition, can students with traumatic histories form relationships with animals that inspire the growth of positive social behaviors with their human peers in a school setting?

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POSTER PRESENTATIONS

[SESSION I] 9:35-10:20

TRI COUNTY TRANSITION & CAREER FAIR

Jennifer Nulik, Juan Yanez - *MEd in Special Education*

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

Two College of Education graduate students ask a research question, “Will creating a Tri-County Career and Transition Services Fair increase collaboration among parents, students, businesses, schools, and service providers to assist with successful post-secondary outcomes for students with disabilities?” Research questions include:

1. To successfully provide students with disabilities the opportunity to collaborate with post-secondary schools and employers.
2. To successfully provide businesses the opportunity to meet future employees.
3. To successfully provide parents of students with disabilities the opportunity to collaborate with transition service providers.
4. To successfully provide transition service providers a central location and a day to meet with several potential clientele.

Anticipated Method for evaluation:

1. To successfully provide students with disabilities the opportunity to collaborate with post-secondary schools and employers.
2. To successfully provide businesses the opportunity to meet future employees.
3. To successfully provide parents of students with disabilities the opportunity to collaborate with transition service providers.
4. To successfully provide transition service providers a central location and day to meet with several potential clientele

LIBRARY AT THE ARC OF SEDGWICK COUNTY

Shane Goldwater - *MEd in Special Education*

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

The Arc of Sedgwick County is a nonprofit organization that offers programs and activities for individuals and families living with intellectual disabilities. One of the most recognizable programs they offer is an extended school year program in the summer. Youth Education Summer Socialization or YESS camp is a program

offered to these individuals to help retain academic and life skills during summer break. Though one issue has been recognized, the attendees do not have ease of access to free literature while attending the program. To help fix this this research project will be building a Little Free Library filled with books on the property of the Arc. The goal of this project is to determine that “If given access to free literature will individuals with intellectual disabilities take a book to read for leisure in hopes to encourage reading outside of the classroom as well as to improve literacy skills?”

REALITY FAIR DAY: AN INCLUSIVE TRANSITION FAIR FOR ALL

Samantha Toombs - *MEd in Special Education*

Zoom Room 1: <https://wchitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

This project was intended to increase students’ knowledge and awareness of financial situations they could potentially face after high school and increase their knowledge of agencies and programs that could potentially help them achieve their post-secondary employment and educational goals by participating in an event called “Reality Fair Day.” The research question for this project was: “When students identified with a disability, along with their nonidentified peers, have the opportunity to participate in a “Reality Fair Day” event, will the outcome be that all students feel more prepared about challenges they may face after high school?” The anticipated results of this project were that after participating in the “Reality Fair Day” event, students would feel more prepared to make sound financial decisions after high school, as well as have a better understanding and awareness of agencies in the community that could help them achieve their goals after high school.

CREATING INCLUSIVE EXTRA-CURRICULAR OPPORTUNITIES FOR STUDENTS WITH LOW-INCIDENCE DISABILITIES: A PLAY PRODUCTION.

Stephanie Tate - *MEd in Special Education*

Zoom Room 2: <https://wchitastate.zoom.us/j/95378111071?pwd=NEo5Q2p1Y2EzWTRDMkliVk8vUVRaZz09>

There is a lack of inclusion of students with low-incidence disabilities in our schools across the district. The purpose of this project is to raise awareness of the lack of inclusion in our school district. The researcher’s hope is that putting on an inclusive play production will show administration as well as other educators in our school district that students with low-incidence disabilities have the skills needed to participate in school activities with their general education peers (i.e. school plays, sports, after school events, band, chorus, etc.). How will participation in an inclusive school play affect the progression of social skills, communication, and overall well being of students with low-incidence disabilities? The researcher plans to work collaboratively with her Life Skills/TARGET team members to put on a production of Toy Story. The participants of this study are the parents and teachers of the students in our Life Skills/TARGET classrooms. Parents and teachers of students in these programs will be filling out a pre-survey and post-survey to determine if the play will affect the progression of social skills, communication, and overall well-being of students with low-incidence disabilities. Evaluation of the success of inclusion of peers and community members in the play production will be monitored by use of check-lists and attendance sheets. The researcher hopes parents and teachers see an increase in social skills, communication, and overall well- being due to participation in the play production.

INVESTIGATION OF THE EFFECT OF A MINDFULNESS APP ON PERCEIVED STRESS

Adam Whitney, Staysha Works-Fields - *MEd in Learning and Instructional Design*

Zoom Room 2: <https://wchitastate.zoom.us/j/95378111071?pwd=NEo5Q2p1Y2EzWTRDMkliVk8vUVRaZz09>

The purpose of this research is to investigate the benefits of the mindfulness apps, specifically the one called “UCLA mindful” on people’s perception of stress. This particular app was chosen because of its scientific foundation. Our research hopes to answer the following question, “If and if yes, how does the UCLA Mindful app assist people in coping with stress by lowering their perceived stress?” Twenty people of any demographics between the ages of 18 and 60 who identify as experiencing high levels of stress will be selected based on interest in participating in the study. The subjects will be interviewed, surveyed, and then trained on using the mindfulness app on their phone. Two weeks later the subjects will be interviewed and surveyed again to determine the effects of the mindfulness app. The results will be statistically analyzed to determine the magnitude of the app’s impact on the subjects’ levels of mindfulness and perceived stress. This research will be useful in validating the effectiveness of the UCLA Mindful app.

A SYSTEMATIC REVIEW OF PROCESS WRITING INTERVENTIONS ON ELL STUDENT WRITING OUTCOMES

Marsha Webb - *MEd in Learning and Instructional Design*

Zoom Room 2: <https://wchitastate.zoom.us/j/95378111071?pwd=NEo5Q2p1Y2EzWTRDMkliVk8vUVRaZz09>

The purpose of this research synthesis is to examine if research supports the use of Process Writing (PW) instruction to teach English Language Learners (ELL) writing. PW has been demonstrated effective with elementary age students, adolescents, students with learning disabilities, and high school students. While PW is a popular method for teaching writing, the effectiveness of PW with ELL students has not been systematically evaluated. The author conducted a synthesis of experimental studies to examine if PW instruction improves the quality of ELL students writing and if PW could be established as an evidence-based practice within ELL contexts. The results from the search and individual studies all supported the use of PW; however, quality studies with ELL students are limited. PW is a widely used instructional methodology, but more quality research is needed to establish PW as an evidence-based practice.

EFFECTS OF ASSISTIVE TECHNOLOGY SHOWCASE ON USE OF ASSISTIVE TECHNOLOGY

Heather Pfeiff - *MEd in Special Education*

Zoom Room 3: <https://wchitastate.zoom.us/j/4867425529?pwd=ab0I3PkyUIQ>

Many students will have need to use assistive technology at some point in their school career. Youth with low incidence disabilities will use assistive technology throughout school and life. Many students do not want to use the assistive technology available due to the stigma of needing it and wanting to be more like peers without disabilities. This study will compare usage of assistive technology devices before and after having an assistive technology showcase for the school. The showcase will allow peers without disabilities to learn about assistive

technology, how it helps other students, see and try out different types of assistive technology thus reducing the amount of questions and stares and normalizing when it is used in the classroom. Seeing peers use the adaptive technology and cheer on students showcasing what they have learned will show an increase in the usage of assistive technology for students with low incidence disabilities.

COMMUNITY RESOURCES FOR FAMILIES IN WICHITA, KS

Alyssa Beck - MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=ab0I3PkyUIQ>

Families of individuals with disabilities in Wichita, KS do not have an easy way to locate all the resources available to them in one central location and the time needed to locate these resources takes away from time spent with their children. Is there a way to provide all available resources in a central location accessible to all families that can be kept up to date? No budget is necessary as all resources being used are free. This research will partner with or use information from United Way, USD 259, The ARC of Sedgwick County, and Families Together, Inc. to collect and distribute access to the resources available on one, centralized webpage. Parents and teachers of students with disabilities are the target audience and their needs and opinions will be assessed through a pre- and post-questionnaire. It is anticipated that there is a need to have all the resources available one central location and that creating this central location will increase the accessibility of these resources to families.

TEACHING PARENTS HOW TO TEACH READING

Brook Beorn - MEd in Special Education

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=ab0I3PkyUIQ>

Literacy is at the forefront of being successful in school. There is a steady decline in the area of literacy in America where there should be a steady incline. In the area of special education, a number of specialized programs are used to teach reading. When polled through parent teacher conferences and IEP meetings parents of some special education students in Wichita public schools expressed a concern at how to help their students with reading. Reading instruction has changed much over the last decade and it is more than understanding the names of letters. It has been proposed that parents be introduced to those programs and given instruction themselves on how reading is currently being taught.

[SESSION II] 11:05-11:50

INVESTIGATING CONNECTIONS BETWEEN DIALECTICAL THINKING AND CREATIVE PROBLEM SOLVING

Mercedes Lubbers, DeAnna Herrin - *MEd in Learning and Instructional Design*

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

The purpose of this study was to explore the connection between the way college students think and how creatively they can problem-solve. We hypothesized that older adult college students (50+) would use more dialectical thinking and creative problem-solving skills than their younger-aged (18 to 24) peer counterparts. We wanted to see if students can creatively problem-solve and if their ability to do so is linked with their ability to look at a problem from multiple points of view to arrive at their conclusion. Students' perceived creativity levels may impact the ability to develop solutions to a problem, while using dialectical thinking may lead to indecisiveness that impacts decision-making ability and may inhibit the ability to problem-solve.

PARENT INVOLVEMENT & RESOURCES IN THE SPECIAL EDUCATION CLASSROOM

Emma Daley - *MEd in Special Education*

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

In the self-contained special education classroom, academic and behavioral progress is hugely dependent on consistency and repetition. This includes the involvement and participation of parents or family members in the household. Through informal interviews with parents, areas of need were identified to continue learning and behavioral supports in the home. Following those interviews, various online and physical material modalities were used to provide parents with guidance and resources. Follow-up interviews were conducted and participation was monitored to determine the effectiveness of providing parents with in-home resources.

EDUCATORS' PERCEPTIONS ABOUT THE DEVELOPMENT OF AN ALTERNATIVE LEARNING CENTER

Ruth DeLange - *MEd in Learning and Instructional Design*

Zoom Room 1: <https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09>

School districts considering the addition of an Alternative Learning Center need to carefully consider a variety of topics including, physical location, intended purpose, population to be served, courses of study/curriculum, statistical/historical data of the district and staffing. By examining extant literature on alternative learning models, analyzing statistical data related to the specific 9-12 secondary building within the suburban district, and surveying stakeholders, this project investigated potential challenges and opportunities in organizing such a center. The findings will be presented both contextualized for this specific researched opportunity and in the form of questions that any potential alternative learning center initiative has to consider.

CONNECTING ART AND MATHEMATICS: HOW INTEGRATING ART INTO MATHEMATICS SUPPORTS MATHEMATICAL LEARNING

Seulki Lee - *MEd in Learning and Instructional Design*

Zoom Room 2: <https://wichitastate.zoom.us/j/95378111071?pwd=NEo5Q2p1Y2EzWTRDMkliVk8vUVRaZz09>

The concepts and theoretical works of “mathematics” and “art” seem immiscible. Yet, these two have been engaged and explored by many aestheticians and mathematics for many years. The connections between the two have already deeply immersed in our understanding and application of the discipline. This paper attempts to describe how the integration of art into mathematics exhibits a mean of expression and communication and offer unique perspective and understanding of the subject. This research examined journal articles, books and student data that covered various topics of mathematical concept and found how the assimilation of art into mathematics improve attitude, understanding and practices within learning, and further reinforces skills and technique to help express the mathematical concept represented. The results indicate positive support towards mathematical learning and may inform future program design to incorporate more appropriate elements across curriculum.

WAKEFIELD READERS

Kimberly Simon - *MEd in Special Education*

Zoom Room 2: <https://wichitastate.zoom.us/j/95378111071?pwd=NEo5Q2p1Y2EzWTRDMkliVk8vUVRaZz09>

Little free libraries are showing up all over the country. This is a great resource and way to get books into the hands of children in the community. Get a book, leave a book. In this uncertain time another great reading resource is social media. Many teachers have books at home and have the ability to read aloud to students via the internet. Educators, community members, parents and even students can read books out loud while they live stream on Facebook or post a recorded video to another social media outlet. It's a great way to have a classroom read aloud while social distancing!

THE EFFECT OF RELATIVE AGE IN ACTIVE LISTENING

Jill Fisher, Ardalía Criner, Robert Zimmerman - *MEd in Learning and Instructional Design*

Zoom Room 2: <https://wichitastate.zoom.us/j/95378111071?pwd=NEo5Q2p1Y2EzWTRDMkliVk8vUVRaZz09>

Effective communication is essential to building understanding from person to person and across cultures. Active listening is becoming an important skill to enhance communication across various work environments, doctors' offices, and within a family setting. Though it is commonly known that active listening involves intent listening, nonverbal and verbal cues, and questions to ensure understanding of the speaker, not much is known about how other factors (e.g. demographics) may affect if the speaker feels heard. This study focused on the impact that relative ages may have on communication between two individuals. The research investigated if a speaker feels that people younger, about the same age, or older, are better at active listening than the others.

Volunteers responded to an anonymous online survey asking about their experiences talking with someone younger and someone older. From the responses of 79 subjects, results suggest that speakers feel better listened to by someone older than by someone younger; however, when looking at individual age groups, there is no conclusive evidence to support this finding. Conclusions from this study can help in environments where speaker and listener pairings can be controlled.

EXCEPTIONALITIES IN THE CLASSROOM: THE BENEFITS OF INCLUSION

Katie Wolgast - *Undergraduate Elementary/ECU*

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=ab0I3PkyUIQ>

The purpose of this report is to analyze the impact of including students with various exceptionalities into the regular education classroom. The report examines two students with different exceptionalities during their time in the regular education classroom and during their pull-out time. These students' behaviors were observed during both of these settings and compiled into a chart displaying the ratio of negative outbursts to positive participation. Then, this report summarizes the findings of two scholarly articles about the various forms of inclusion and the benefits of each level of inclusion. The article concludes by synthesizing the findings of the observations with the information presented in the scholarly articles. With this research, schools can better make decisions regarding the inclusion of students with diverse levels of exceptionalities into the regular education classroom.

TRANSFORMING ATTITUDE TOWARDS LEARNING: COGNITIVE AND METACOGNITIVE THINKING AND CRITICAL COREFLECTION

Elizabeth Shetler - *MEd in Learning and Instructional Design*

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=ab0I3PkyUIQ>

This study examined how cognitive and metacognitive thinking helps students transfer prior and current learning to new contexts with the emphasis on critical reflection and co-reflection (in support of metacognition) while transforming their attitude towards learning. The research is conducted by using a mixed methodology in a class of 18 senior English students. That comprises interviewing students as well as observing grades and attitudes towards learning. In addition, students reflect on the different elements that they have learned during class using a Google form survey document. Students also co-reflect in a group of their peers in order to show what they excelled at and what they need to work on to become effective participant's in-group work. Collaboration is not something these students consider relevant. However, reflecting on their independent and group work students have a potential to increase their motivation to be better learners and teammate.

META-ANALYSIS: WHY ARE WOMEN LESS LIKELY TO ASPIRE TO LEADERSHIP POSITIONS?

Debra Rhodes - *MEd in Learning and Instructional Design*

Zoom Room 3: <https://wichitastate.zoom.us/j/4867425529?pwd=ab0I3PkyUIQ>

Women have made incredible progress towards more gender equality in the workplace, yet they still do not represent an equitable portion of those in positions of authority. Several studies have begun to shed some light on the factors that account for the differences that we see and experience in the world. Internalized gender roles are the underlying current that runs through these studies. Adolescent girls do not believe they have leadership abilities or will be able to obtain leadership positions. They often accept stereotypical gender-based life goals which lead to stereotypical career choices. The studies also show, however, that there are factors that can mitigate these expectations. Awareness of the gender stereotypes that have influenced them leads adolescent girls to believe that they can overcome them. Work-life initiatives that help balance work and private life allow more women to consider leadership positions. The presence of a female supervisor and environments that avoid stereotypes also encourage women to seek out leadership positions. Awareness and understanding of the factors that influence women's life goals and career choices open up the possibilities for more women to aspire to leadership positions.