

College of Education

Graduate Showcase 2016
Wichita State University

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College of Education



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21st ANNUAL
GRADUATE RESEARCH SHOWCASE
Program

Saturday, April 30, 2016

8:00 a.m. – 12:00 p.m.



Rhatigan Student Center
Wichita State University
Main Campus

**21st ANNUAL WSU
COLLEGE OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

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21st Annual Graduate Showcase

Message from the Dean

The WSU College of Education, as part of a research university, believes firmly in the benefits of university research to improve lives. For that reason, graduate students majoring in Exercise Science, Sport Management, Counseling, Educational Leadership, Educational and School Psychology and Curriculum and Instruction are provided opportunities to conduct and disseminate research as an integral part of their program. Such research endeavors prepare leaders and innovators who promote advances in health, education, and the sport industry that cross the lifespan. From wearable technology to instructional design, our students are pursuing questions that matter. This year's Graduate Showcase highlights a myriad of faculty and student projects that have either sparked insights or spurred the development of tools needed to address some of today's challenges. For our soon-to-be graduates of our programs, we hope today marks a beginning step toward explorations and career opportunities that continue to make a positive impact. Congratulations on your contribution to the showcase and thank you for participating in today's event.

Shirley Lefever, Dean

Acknowledgements 2016

The 21st Annual College of Education Graduate Research Showcase event and this program are the results of special efforts and collaboration of a large number of individuals. Thank you to all the graduate candidates whose work is being showcased. We apologize for those names that may have been omitted from this program.

Graduate Showcase Committee: Mara Alagic, C&I; JaeHwan Byun, C&I; Craig Elliott, Committee Chair, CLES; Janice Ewing, C&I; Kim Davis, Dean's Office; Jody Fiorini, CLES; Wonyoung Kim, SMGT; Vicki Quade, CLES; Cathy Durano, C&I; Ashlie Jack, COEd Assistant Dean/Accreditation Officer; Pat Terry, CLES.

Sponsorship: Phi Delta Kappa representatives: Bruce Behrendt, Terry Behrendt

Showcase Volunteers: Kappa Delta Pi; Danny Bergman and Vicki Opalewski, faculty advisors

Opening Remarks: College of Education Dean, Shirley Lefever, and Graduate School Dean, Dennis Livesay

Program Coordinator: Pat Terry, Vicki Quade, CLES

Budget: Shirley Lefever, COEd Dean, and Curt Higgins, MBA, COEd Business Manager, Dean's Office

Photographer: Michelle Elliott Hilliard, B.A. Elementary Education ('94), M.A. Curriculum & Instruction ('03), Wichita State University

Website: Kim Davis, College of Education, Technology Coordinator

Administrative Assistant: Vicki Quade, CLES

Closing Remarks: Dennis Kear, Professor (retired), Wichita State University, Grant writer & coordinator of the first Graduate Showcase.

Wichita State Memorabilia: College of Education; Curriculum and Instruction Department; Counseling, Educational Leadership, Educational and School Psychology Department; College of Fine Arts; Vice President's Office; Sport Management Department; WSU Online Office; and University Bookstore.

21st ANNUAL
WSU COLLEGE OF EDUCATION
GRADUATE SHOWCASE
SCHEDULE

TIME	EVENT
8:00-8:55	Set-up; Registration Opens - inside Beggs Ballroom Third floor - Rhatigan Student Center
9:00-9:10	Welcome and Opening Remarks, Beggs Ballroom
9:15-9:45	Oral Presentations - Rooms 202, 238, 240, 245, 256, 257, 258 261, 262, 264, 265
9:50-10:30	Poster Presentations Graduate - Room 233 Undergraduate - Room 266
10:35-11:05	Oral Presentations - Rooms 202, 238, 240, 245, 256, 257, 258, 261, 262, 264, 265
11:10-11:40	Oral Presentations - Rooms 202, 238, 240, 245, 256, 257, 258, 261, 262, 264, 265
11:45	WSU Memorabilia Presentation and Closing Remarks Beggs Ballroom

Refreshments will be available in 2nd floor hallway during the showcase. (19 & 20 on map)

21st ANNUAL
WSU COLLEGE OF EDUCATION
GRADUATE SHOWCASE

**COORDINATORS/
FACILITATORS**

Edd in Educational Leadership

Coordinator: Dr. Jean Patterson

District Licensure

Coordinator: Dr. Craig Elliott

MEd in Educational Leadership

Coordinator: Dr. Patrick Terry

MEd in Learning and Instructional Design

Coordinator: Dr. Mara Alagic

MA in Teaching

Coordinator: Dr. Janice Ewing

Transition to Teaching year two
ML/Secondary Residency Programs

Facilitators: Ann Eastwood/Amber Lane

MAT/ Transition to Teaching
and ECU Residency

Facilitator: Dr. Janice Ewing

History of the Graduate Research Showcase

The Graduate Showcase started with a grant from KSDE. The grant was written by Dave McDonald, Darla Smith and Dennis Kear. The first Showcase was held at Derby High School in 1996.

In Derby the facilitators were Dennis Kear, David McDonald (associate superintendent in Derby) and Darla Smith (South Central Service Center). The participants in the Wichita site were invited to participate and Cathy Yeotis and Mary Krehbiel had all their students participate.

There was 50 students from Derby and 35 from the Wichita site. Of course, teachers from many more districts were enrolled in those first two sites. All of the students were completing their first year of the C & I site-based master's program. When the Showcase was held the next year (1997), both 2nd year (graduating) and 1st year students participated.

Cathy Yeotis also co-taught with Randy Watson in McPherson for 6 Years.

Innovation and Research in Practice



Superintendent Lynn Archer was recognized in November 2015 by state board of education chairman, Jim McNiece, for her outstanding accomplishments in developing innovating programs for the students who attend the South Haven Kansas Public Schools. Mr. McNiece's remarks on her efforts were made at a Legislative Forum held in Clearwater last fall and was attended not only by school board members, superintendents and school leaders, but elected officials as well. Lynn not only provides outstanding leadership for her students but as the superintendent/K-12 principal and one of only two administrators in the school district, the professional development efforts she leads for the teaching staff are exemplary as well. Lynn graduated from Kings College, London, England. She worked as a research scientist in the National Health Service before retraining as a teacher. Lynn moved to the United States in 2007 and worked as a teacher in Ewalt Elementary in Augusta before becoming an administrator in South Haven. We are very proud to recognize Lynn as a graduate of both the Masters in Building Leadership and District Licensure programs here at Wichita State. Lynn is currently completing her Doctorate in Educational Leadership at Southwestern College in Winfield where her dissertation research will be on comparing the employability skills of high school CTE concentrators to their peers. A video developed for the Legislative Forum of her "Innovations in Practice" will be showing in the Beggs Ballroom. Please take a few minutes to celebrate and visit with her about the innovations she has brought to the South Haven Schools.

21st ANNUAL
WSU COLLEGE OF EDUCATION
GRADUATE SHOWCASE

**ORAL PRESENTATIONS: DOCTORAL FIELD-BASED
RESEARCH**

Principal Leadership Development in a Midwestern Urban School District

9:15 am, Room 261

Mike Bonner, USD 262, Valley Center, KS; **Nathan Reed**, USD 310, Langdon, KS; **Christy Skelton**, USD 618, Goddard, KS; **Karen Kuhn**, USD 618, Goddard, KS; **Elizabeth Tinch**, Ashford University, Clinton, IA; **Florence Obat**, Wichita State University, Wichita; **Teresa M. Miller**, USD 261, Haysville, KS; **Connie Jacobs**, Northwestern Oklahoma State University, Alva, OK

EDd in Educational Leadership - School Leadership Development

The purpose of the study was to understand how district administrators, principals, and aspiring principals socially construct notions of principal leadership. We will also share how the study participants perceived the balance between management tasks and instructional leadership, as well as their views on effective leadership.

Improving the Delivery of Special Education Services: Examining Communication Among Teachers, Paraeducators, and an Educational Cooperative

10:35 am, Room 262

Pamela Martin, Central Christian Academy, Wichita; **Bilal Obeidat**, Wichita State University, Wichita; **Jennifer Sinclair**, USD 259, Wichita

EDd in Educational Leadership - Special Education

Growing demand for special education teachers has prompted school districts to expand the use of paraeducators to support students with special needs. Some districts find it advantageous to share human and financial resources through a cooperative arrangement. Although educational cooperatives offer advantages, they also pose distinct challenges. One such challenge is establishing communication patterns between organizational partners that promote the effective and efficient delivery of services. This study examines communication between a cooperative and three member districts in the Great Plains. Focus group discussions with paraeducators and teachers provide insights into the relational health of the cooperative and the districts. Findings centered on three categories: institutional structure and culture; training, knowledge, and skills; and relationships and trust. Analysis suggested that allotting more time for collaboration, building cohesive team structures, clarifying role ambiguity, and developing additional professional learning opportunities could strengthen communication and service provision.

Instructional Technology: Access, Use, and Impact in Middle Schools in a Suburban Midwestern School District

11:10 am, Room 261

Kristi Arends, Wichita State University, Wichita; **Felicity Nyaronga**, Wichita State University, Wichita; **Cody Rierson**, USD 418, McPherson, KS

EEd in Educational Leadership - Instructional Technology

This qualitative case study examined the access, use, and impact of instructional technology in student learning in the middle schools of a suburban public school district in the Midwest. Activity Theory provided the theoretical framework for the study. Data was collected on site from focus groups, individual interviews, and documents. Participants included students, middle school personnel, and district administrators. Research focused on participant perceptions of ways that available instructional technology was incorporated into the educational environment, how use influenced teaching and learning, and their suggestions for improvement. Findings revealed differences between participant group's perceptions of access; how technology was best used in instruction; agreement among groups regarding impact of instructional technology on learning; strengths and challenges associated with lesson planning, infrastructure, professional development, policies, and procedures. Recommendations for ways to enhance use and increase impact were generated from participant suggestions and current literature.

21st ANNUAL
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ORAL PRESENTATIONS: District-Level Licensure

District Wide Academic Success: Building a Culture of Success

9:15 am, Room 238

Robert Lyall, Catholic Diocese of Wichita, Kingman, KS

District-Level Licensure - Cultural Transitions for Schools to Make Consistent Changes for High Levels of Academic Success and Growth Within Their Own Cultural Environment

This district level licensure project is a direct result of a request made by the Diocese of Wichita to standardize curriculum and instruction and create a culture of educational success for every student. Using the current instructional practices, as well as research-based methods, what needs to be in place to achieve superior success for every student in a given school within the diocese. Multiple cultural factors are explored and explained to assist to create this culture. It should be understood that within the diocese, there is not a common curriculum, nor a consistent instructional practice. Each school is responsible, based on individual parish resources to supply these items. This methodology assists all schools to create consistency and adapt research based ideas to fit their individual culture to establish success.

Developing an Effective ACT Preparation Program for USD #259

10:35 am, Room 240

Lisa Wyatt, USD 295, Wichita

District-Level Licensure - ACT Preparation

The majority of students in USD #259 Wichita Public Schools who take the ACT have scores lower than the state average, the overall district student scores have been stagnant or declined over the last several years, and students are not attaining high enough ACT scores that are needed for scholarships or college entrance. This presentation will explore the ACT data for USD #259, discuss research on ACT preparation programs, and make a proposal for implementing an ACT preparatory program in grades 6-12.

Setting the Stage for New Accreditation Process (Virtual Presentation)

11:10 am, Room 245

Michael Gritten, USD 426, Courtland, KS

District-Level Licensure - Accreditation Process

Schools will be starting a new accreditation model next school year. Schools that start laying the ground work will be ahead of the curve. Knowing the matrix, the vocabulary, and the expectations of the new accreditation model gives you an advantage in setting up your school for success. This presentation will go over the key aspects of the Rose Capacities, the 5 R's of the KESA Framework, vocabulary, and the KESA Process.

Evaluation Tool vs. Growth Tool: How to Focus on Teacher Growth (Virtual Presentation)

9:15 am, Room 257

Alicia Miguel, USD 500, Kansas City, KS

District-Level Licensure - Teacher Improvement

The participant will be part of an Expert Team formed by an HR Director, Secondary Executive Director and EC-5 Executive Director (intern) to lead the district Instructional Support Team (District Leadership) in deep learning of the Growth Tool and Evaluation Tool (Standard 4). The goal is to understand the growth tool in such a way that the focus is on teacher growth, while using the tool to evaluate teachers. The purpose of this project is that teachers and principals will see it as a tool that can improve teacher practice more than a tool to evaluate.

Parent-Teacher Conferences Optimized

10:35 am, Room 256

Greg Mittman, USD 262, Valley Center, KS

District-Level Licensure - Home-School Communication

School districts around the nation struggle with poor involvement in Parent-Teacher Conferences. Valley Center Schools is re-looking their current model in an attempt to optimize teacher and parent collaboration. A Task-Force comprised of parents, teachers, and students examined current practices and validated their findings through community surveys to make recommendations for improvement emphasizing the whole child and not just letter grades. Follow up analysis to be conducted during the 2016-2017 is expected to demonstrate increased participation at conferences and, more importantly, improved collaboration between the school and home.

21st Annual Graduate Showcase

ORAL PRESENTATIONS: Research Projects

Effects of Fluorescent Lighting in the Classroom

10:35 am, Room 238

Terry J. Williams, USD 308, Hutchinson; **Aubree Bates**, USD 259, Wichita

MAT - Transition to Teaching - Classroom Environment, Behavior

The purpose of this study was to determine whether the use of fluorescent lighting in the classroom had an impact on undesired student behavior. One class from two different middle schools took part in this study, both serving as the control and experimental group. For a four week period, each class received instruction under fluorescent lighting in the classroom. Then, each class received instruction in the same classroom illuminated by a combination of natural and incandescent lighting. During both periods of time, researchers documented behavior infractions and compared the data at the end of the study. Students also completed a Likert scale questionnaire over their lighting preferences and its effects on their performance. The anticipated results of this study are that student behavior improves during the four weeks that instruction took place without traditional fluorescent lighting.

Flipping the Middle School and High School Mathematics Classroom

9:15 am, Room 258

Tina Reintjes, St. Thomas Aquinas Catholic School, Wichita; **Debi Runyan**, USD 353, Conway Springs, KS

MAT - Transition to Teaching - Math

The purpose of this research is to examine how the flipped classroom affects student engagement and academic performance of mathematics students. Currently, most mathematics classrooms utilize a traditional method of teaching, in which a teacher lectures during class and students work on assignments at home. In a “flipped” classroom students are expected to do preparatory work before coming to class. This allows time for completing assignments during class time, with instructor feedback. Participants in the study include sixth grade and high school mathematics students. Each researcher will teach one section using traditional methods and one section using flipped methods. A Likert scale pre- and post-survey will be used to measure student engagement. Academic performance will be measured by comparing the difference between pre- and post-test results using t tests. The research question is: “Does the flipped classroom improve student engagement and academic performance”

The Effects and Consistent Enforcement of a Tardy System

9:15 am, Room 262

Seth Pittman, USD 259, Wichita; **Bethany Janssen**, USD 259, Wichita; **Carrie Thrash**, USD 261, Haysville, KS; **Laura Johnson**, USD 261, Haysville, KS; **William Barton**, Anoor Islamic School, Wichita

MEd in Educational Leadership - Building Leadership

Student tardiness is a behavior with which many secondary schools struggle. Tardiness leads to the loss of already limited instructional time. It also correlates highly with truancy and other negative behaviors due to unsupervised students in the hallways during class time. When tardiness is a widespread problem in schools it is usually due to the lack of a system-wide intervention. This study explores the effect and implementation of the Positive Sweep component of the Safe Transition and Reduced Tardies (START) on Time program in an urban high school setting. Many studies have shown that the Positive Sweep component significantly reduces the incidents of tardiness in secondary schools. The action research team studied how Positive Sweep has affected tardiness at an urban high school in its second year of implementation of this program. In addition, the research team gathered and analyzed data from focus groups and the administration of an online survey. Responses consisted of perspectives and recommendations from faculty and administration involved in the implementation of Positive Sweep. The research team utilized the results gathered to make informed recommendations to help improve the program that included scheduling regular training and refreshers of the Positive Sweep system.

“The Model is Unbalanced”: Improving Student Literacy by Supporting the Core Curriculum

10:35 am, Room 258

Shayn Guillemette, USD 259, Wichita

Transition to Teaching - Year Two - MTSS Instructional Protocol; Improving Core Instruction

The purpose of this action research project two-fold: to support all students in the core ELA curriculum with the skills they need to score well on district screener assessments, such as AIMSweb, and decrease an imbalance in the number of students in literacy intervention classes. The researcher will be judging whether weekly bell work practice on prefixes, roots, and suffixes; semi-weekly bell work on reading comprehension and fluency; and student-led monitoring of literacy data will help improve student scores on district screener assessments. This study will begin by examining research on the MTSS instructional model and the benefits of having students self-monitor their progress in class. Data will be collected first through scholarly journal articles and books through the Wichita State University Libraries. The results of this research will be further used to implement best-practices of data collection during the 2016-2017 school year.

Effects of Extracurricular Activities on Learning

10:35 am, Room 264

Jenae Latimer, USD 259, Wichita; **Brandon Leach**, USD 509, South Haven, KS

Transition to Teaching - Year Two - Extracurricular Activities and Attendance

This action research will focus on the effect of extra-curricular activities, specifically athletics, on student academic performance. We will be judging whether extra-curricular activities hinder student's academic performance due to increased absences. This study will begin looking at research surrounding the effect of extra-curricular activities on student performance. Data collected through scholarly articles, journals, and books will be accessed through Wichita State University Libraries. The data will inspect the grade level of the students, the type of extra-curricular activities involved in, as well as their access to outside help i.e. tutoring and before school study halls as well as other pertinent information to develop best practices for this study in the 2016-2017 school year.

Why Do You Hate Me?: Using Blogging and Social Media in Argument Writing

11:10 am, Room 238

Russell Coleman, USD 312, Haven, KS; **Courtney Emery**, USD 350, St. John, KS

MAT - Transition to Teaching - Social Media and Education

Students are reticent to engage with persuasive rhetoric and argument writing instruction. As a result, English teachers find it difficult to get students to submit competent and complete argument writing assignments in a timely fashion. Persuasive rhetoric is the art of writing argument essays to which students are also resistant. The purpose of this study is to determine whether or not incorporating blogging and social media in the classroom will improve student argument writing achievement by increasing the students' engagement in persuasive rhetoric activities and reducing overall student resistance to argument writing. This study will be conducted in two rural Kansas high schools, and the research team will use a mixed method quasi-experimental format.

What Effect Does Homework Have on Student's Academic Performance in a Class?

10:35 am, Room 265

Bryn Blasdel, USD 259, Wichita; **Derek Sarkett**, USD 205, El Dorado, KS

Transition to Teaching - Year Two - Homework

This action research will focus on the effects homework has on student's academic performance in a class. The study will explore the various research correlating homework and academic performance. Scholarly articles, journals, and books will be accessed through the Wichita State University Libraries. Data will be collected through implementation of action research in the classroom. This research will include the study of two classrooms and their academic performance throughout the study. The collection of data will occur periodically throughout the study of both classes to assess the effectiveness of homework. Conclusions will be drawn from the analyzed data to influence future academic decisions involving homework in the classroom.

Effects of Roles on Participation and Student Perceptions in Group Work

9:15 am, Room 240

Chere Calderon, USD 259, Wichita; **Nicko Rivera**, USD 259, Wichita; **Libby Richardson**, USD 259, Wichita

MAT - Transition to Teaching - Cooperation Learning Groups

The use of highly structured cooperative learning groups in the language classroom increases participation, promotes student self-efficacy, and positively affects student comprehension. Assigning specific roles within these group settings was expected to have a greater increase in student participation and students' overall dispositions towards the language arts class than individualized learning arrangements or unstructured groups. Our study included six language classes, or roughly 100 students, around the age of 15 from two different urban high schools. In order to determine student dispositions towards group work and the effectiveness of roles within group work, three different forms of quantitative research methods were measured: a Likert scale evaluating students' basic dispositions on group work, a self-evaluation form, and finally a rubric that demonstrates academic growth in the language classroom. The results show that with guided roles in group work, students.

Building Math Problem Solving in the Middle School Classroom

10:35 am, Room 202

Jennifer Byrd, Catholic Diocese of Wichita, Wichita

Transition to Teaching - Year Two - Math

This action research will focus on math problem solving in two separate settings: group and individual work. I will be comparing the effectiveness of group and individual learning activities to build problem solving skills in the middle school math classroom. This study will begin by looking at research on math problem solving in general and group and individual learning environments through the Wichita State University Libraries. The study will then compare problem solving skills growth in two 7th grade classrooms over a six week period using a pre- and post- test assessment. One classroom will focus on individual learning activities during a weekly problem solving skill building lesson and the other classroom will focus on group activities. Results between the two classrooms will be evaluated using information gained from the literature review.

The Physically Active Classroom: Integrating Kinesthetic Movement into Academic Lessons of a Middle School Classroom

11:10 am, Room 240

Sasha Schmidt, USD 259, Wichita

MAT - Transition to Teaching - Differentiated Instruction

There is a need to modify curriculum in the United States to close the achievement gap between this country and those around it. This study analyzed how physical activity affects overall student achievement and behavior and the best way to implement an activity-based lesson in the middle school classroom. The study consisted of approximately 30 middle school students (ages 12-14) using physical activity in the classroom to measure the effects of adding physical activity into an academic lesson. Two classes were used to examine the different effects, with one being the experimental and the other the control. Both groups were given the same content of lesson but were taught it in different ways. Activity-based instruction had a greater effect on overall student comprehension and engagement during a lesson with student perceptions of the course being markedly higher. There was a decrease in student misbehaviors and more consistent time on task.

The Effects of Self-Selection of Poetry on Writing

10:35 am, Room 245

Debra Laughlin, USD 313, Buhler, KS

MAT - Transition to Teaching - English Language Arts Writing

A mixed method field study considered the effect on writing of student self-selection of poetry. Sixty-six 13-14 year old eighth grade students participated. Participants completed a pre- and post- test inventory of knowledge about literary devices, knowledge of and their preferences of mentor texts. Frequency and type of literary device usage pre-treatment data was collected from a writing sample and compared to a post-treatment writing sample that was similar. Available poetry selections included a variety of genre determined from research data of student preferences and the teacher researcher's observations. The research supports this hypothesis: The choice of poetry by students reveals a positive influence on writing compared to writing that is informed by teacher-selected poetry.

Collaborative Technology Driven Project-Based Learning: The Impact on Student Engagement

9:15 am, Room 245

Matthew D. Lewis, USD 259, Wichita; **Justin Woodruff**, USD 266, Maize, KS

MAT - Transition to Teaching - Project-Based Learning (PBL)

Technology has its inherent and proven benefits of time management, organization, and communication. Technology has been embraced by the youth of today and a good majority of educators for which would consider implementing project-based learning (PBL) strategies in the classroom. In an effort to ascertain the most effective ways to increase student engagement in the classroom, action research will be conducted during a PBL activity mediated through the use of various technology based classroom management tools. The core query addressed in this research is the level of student engagement when technology is used to effectively manage a project-based learning activity. In this study, the 150 participants are middle and high school students ranging from eighth to twelfth grade. These students will undergo a two weeks of traditional instruction followed by a two weeks of project-based self-directed learning which the instructor act as facilitator and mediate using online classroom management tools.

Perceptions of Professional Development

10:35 am, Room 262

Stephanie Warren, USD 259, Wichita; **Derrick Heckman**, USD 259, Wichita; **Luke Westerman**, Catholic Diocese of Wichita; **Kara Loux**, USD 266, Maize, KS; **Elizabeth Barnaby**, USD 266, Maize; **Deidra Wagner**, USD 259, Wichita

MEd in Educational Leadership - Professional Development

Quality teachers have a positive impact on student achievement and professional development has the potential to enhance teaching capacity. Teachers have the perception that professional development is lacking ongoing relevance, reflection, and collaboration. Most post collegiate education is in the form of district staff development and elective participation courses which could include workshops or summer classes provided by university based teachers (Stein, Smith, & Silver, 1999).

The purpose of this action research is to determine if professional development is being used to improve professional practice in our buildings by making it relevant and valuable to educators. An Action Plan to improve the perception of professional development will be generated once the research is completed.

Teacher Perceptions of Implementation Challenges Relating to School-Wide Positive Behavior Support

11:10 am, Room 262

Rachel Oliver, USD 259, Wichita; **Chris Fisher**, USD 259, Wichita; **Darral Sessions**, USD 259, Wichita; **Tawnya Berlin**, USD 259, Wichita; **Caleb McCaffree**, USD 261, Haysville, KS

MEd in Educational Leadership - School Behavior Programs

School-wide Positive Behavior Support (SWPBS) has been a mainstay in schools since the 1980s. A systematic approach for implementing proactive school wide discipline, it is currently implemented in thousands of schools across the U.S. The purpose of SWPBS is to improve school climate and ameliorate student problem behaviors across all school settings. This study focuses on implementation of SWPBS in two urban middle schools. Using focus group discussions as the primary sources of data, the study documents and analyzes the perceptions of teachers and paraeducators on the implementation challenges surrounding the effective use of SWPBS in their schools. Issues such as training, confusion over behavioral tier structures, consistency of implementation, and administrative support are addressed. Findings suggest that despite strong district advocacy for SWPBS, arbitrary implementation at the individual school and classroom level keeps the program from fully achieving its intended purpose.

The Connection Between Periodic MAZE Testing and Student Performance

9:15 am, Room 202

Jonathan Nichols, USD 259, Wichita

Transition to Teaching - Year Two - Reading Comprehension

The focus of this study will be to look at the correlation between MAZE testing on student performance. We will be judging if student performance has any relationship to periodic MAZE testing. The purpose of the MAZE test is to test student ability when it comes to reading comprehension. The study wonders if periodic MAZE testing will help to increase student's reading comprehension. The study will begin by looking at the fall test scores that are district and state mandated. The study will then have students take one MAZE test per week until the winter test are taken. The data collected from journal articles and previous studies will be found from Wichita State Libraries. The data collected will then be applied to the data collected by the study, which will help the study determine if there is a relationship between MAZE testing and student performance.

Relationships Between Parent-Teacher Communications and Student Achievement in Middle School Classrooms

9:15 am, Room 256

Mae Lin Young, USD 259, Wichita; **Jennifer Anker-Loman**, USD 259, Wichita

MAT - Transition to Teaching - Parent-Teacher Communication

The purpose of this research is to examine the link between parent-teacher communication and student achievement, more specifically the use of available Student Information Systems (SIS) technology versus the more traditional method of communication in the form of mailed progress reports and the link to student achievement. Participants will be middle school students from two public urban middle schools in the Midwestern United States and their parents/guardians. This study will be conducted by two teacher-researchers over the course of several weeks. Factors that need to be considered in this study include parent/guardian access to Internet, ease of use of the site (Synergy-ParentVue) and district provided trainings, as well as the language spoken in the home. The researchers anticipate that communication in the form of mailed progress reports will increase student performance as measured by an increase in student work turn in rate as well as increase in each student's class grade during the duration of this study.

Student Reading and Motivation Action Research Plan

9:15 am, Room 264

Jarrett Schaef, USD 261, Wichita; **Kelsey Hopson**, Bishop Carroll Catholic High School, Wichita

Transition to Teaching - Year Two - Differentiated Instruction

This action research will focus on student motivation to complete reading assignments outside of the classroom. This study will focus on effective strategies that encourage and support independent reading for students in a regular junior English classroom. Multiple classrooms of the same grade level will be included in this research and will be compared and contrasted to monitor the effectiveness of applied reading strategies. The study will include a review of scholarly articles, journals, and books accessed through the Wichita State University Libraries. The data gathered from the literature review will examine which techniques have been proven effective in secondary education.

How Can Teachers Help Increase Student Motivation and Desire to Succeed?

11:10 am, Room 264

Holli Gill, USD 259, Wichita

Transition to Teaching - Year Two - Student Motivation

This action research will focus on what teachers can do to try to increase student motivation and desire to succeed. I will be looking at both intrinsic motivation (behavior that arises from within the individual because it is intrinsically rewarding) and extrinsic motivation (behavior that is driven by external rewards such as prizes, grades, and praise) and try to determine if teachers can aid in helping to increase student's desire to be successful. This study will begin by looking at research on student motivation and ways to increase motivation both intrinsically and extrinsically. I will also look to see if competition has a positive or negative effect on student motivation. Data will be gathered through scholarly journals, articles, books, and other resources available through the Wichita State University Libraries.

Literacy in the Mathematics Classroom: Assessing the Effectiveness of Word Walls on Math Based Reading, Writing, and Vocabulary Skills

10:35 am, Room 257

Taylor Nguyen, USD 402, Augusta, KS

MAT - Transition to Teaching - Math Literacy

The purpose of this study is to examine the effectiveness of vocabulary and visualization strategies on the development of math literacy skills among high school students. It will also be determined if these strategies help students meet the specific literacy objectives outlined by the Common Core State Standards (CCSS) mathematics curriculum. The purpose of this study is to improve scores on tests that assess math literacy and the CCSS. Four Geometry classes are used in the action research—two serve as control groups, and the remaining two will be exposed to the treatment variable. Though a number of verbal and visualization strategies will be discussed, word walls, in particular, will be integrated into bell work (tasks to be completed before the lesson). This study adopts a quasi-experimental, quantitative research design.

Is One-to-One Technology in the Classroom a Hindrance or a Help?

11:10 am, Room 202

Amy Rishell, USD 205, Leon, KS; **Brian Anderson**, USD 259, Wichita

Transition to Teaching - Year Two - One-to-One Technology in the Classroom

Technology in the classroom can be found in many forms. One-to-one technology is starting to become the norm for the smaller school districts around the nation. This is especially true in the State of Kansas. This study will compare whether having one-to-one technology in the classroom truly a benefit or is it more of a distraction for the students in and outside of the classroom?

The study compares two different middle schools; school-A will be group of students with one-to-one iPads and the school-B will be a group of students with limited technology in the classroom. We are going to measure the level of distraction in the classroom. We will do this by keeping a tally of corrective actions that are related electronic devices or technology and a tally of corrective actions that not related to electronic devices or technology. Along with measuring distractions, we are going to measure students' achievement/performance by compare the nine-week grades, between the schools.

iPad Organization and Task Management for Student Achievement

11:10 am, Room 257

Shelby Miller, USD 359, Argonia, KS

MAT - Transition to Teaching - Student Technology

Many students struggle with managing personal time and homework assignments, and technology like school iPads can become distracting. With some of the greatest technological tools available at their fingertips, why are students struggling to be academically successful? This study focused on that connection between secondary schools and one-to-one iPad technology. The researcher implemented changes in student iPad use, including app organization, electronic notifications, and online calendars, to see how it affected academic performance, using surveys and examined gradebook data to explore whether improved iPad organization would lead to increased academic satisfaction. Results showed that many students actually spent little time on their iPads; their disorganized devices did benefit from a reorganization, although they weren't motivated enough to consistently use the iPads to keep track of homework. There was also a noticeable dissatisfaction among the male students in the classes. Recommendations include reestablishing the study with a younger group of students.

A Study of Personal Electronic Device (PED) Use in the Classroom

9:15 am, Room 265

Jeremy Bowman, USD 259, Wichita; **Seth Houston**, USD 259, Wichita; **Matthew French**, USD 259, Wichita; **Phil Daignault**, USD 259, Wichita

MEd in Ed Leadership - Technology in the Classroom

A team of four graduate students conducted research regarding perceptions of the use of Personal Electronic Devices (PEDs) in the classroom at four schools in a large mid-western school district. During the 2015-2016 school year, surveys were electronically distributed to all administrators, certified classroom teachers and a randomly selected group of parents of students in the four schools. The team will present the results of the action research to the Board of Education for consideration of revision of the current district policy.

Co-Teaching and Its Effect on Student Achievement

11:10 am, Room 256

Joann Staats, USD 490, El Dorado, KS

MAT - Transition to Teaching - Math, Team Teaching

The purpose of this study is to examine how effective the co-teaching model of team teaching is at improving student achievement. The quasi-experimental research design will include a control class that will be taught by one general education teacher, and an experimental class that will be co-taught. Both the same general education teacher and special education teacher will teach the latter class. Both classes are 6th grade classrooms in a suburban middle school. The control group consists of thirteen students, while the experimental group has fifteen students. Both will take a pre-test and a post-test over the textbook chapter that will comprise the study. For each class, the percentage scores on both tests will be recorded, and the mean score found for each. The difference of the two means will be the measure of improvement for each class. The anticipated results are a greater increase in the mean test score for the experimental class than the control class, which would indicate greater improvement in student achievement in math due to the application of co-teaching.

The study will also consider the effectiveness of co-teaching on a subgroup of students in the experimental group: four students with special needs. The same method will be implemented with the subgroup: pretest scores and post-test scores will be averaged, and the difference will be the measure of improvement in student achievement. This subgroup is a special consideration because the research indicates that various models of team teaching are effective for the instruction of students with special needs.

Perceptions of the Paraprofessional Roles and Expectations in the Classroom

11:10 am, Room 265

Crystal Cotton, USD 356, Conway Springs, KS; **Amy Pinion**, USD 470, Arkansas City, KS; **Dustin Razey**, USD 375, Benton, KS; **Desaree Groene**, REACH Tiny-K Toddler Services, Winfield, KS; **Michael DeLange**, USD 259, Wichita

MEd in Leadership - Personnel Management

This is a comparative analysis of past and new paraprofessional roles and expectations in the classroom. The purpose of this study is to enhance the use of paraprofessionals through identification and implementation of strategies to increase teacher and paraprofessional communication and implement strategies to remove barriers of negative perception, and facilitate a comparative analysis between past practices and new strategies. The questions answered in this study are relative to: (a) how participants describe the role of paraprofessionals in the classroom, (b) what participants describe as barriers to paraprofessionals being effectively used in the classrooms, and (c) how participants describe ways the use of paraprofessionals in the classroom can be improved.

Challenges in the Integration of Technology in Rural Kenyan Schools

11:10 am, Room 258

Kepha Isanda, Holy Savior Catholic Academy, Wichita

MEd in Curriculum and Instruction - Technology in Education

Information and Communication Technology (ICT) has contributed greatly to the advancement of education in schools globally. However, rural Kenyan schools barely use ICT tools to raise teacher productivity and manage the quality of administrative output. The study examined the challenges faced by Kenyan secondary school principals in the use of ICT in enhancing curriculum instruction and school management. The study also investigated computer literacy levels of secondary school principals, challenges faced by principals in acquiring computer hardware and software, extent to which ICT is being used in instruction and management and, the recommendations which can enhance the use of ICT. The study was conducted in 10 secondary schools in Nyamira District selected purposefully using availability of electricity as the criteria for selection. Data collection was accomplished through a questionnaire with closed and open ended questions for the principals. The data was analyzed by tabulating the responses from the 10 respondents and processed using frequency counts, descriptive statistics and percentages. The major challenges facing the principals were lack of funds to acquire computer hardware and software, lack of exposure on the capabilities of ICT to assist management work, and lack of adequate training in ICT for the principals. The findings of the study suggest that for successful implementation of ICT in Kenyan rural schools; strategies that include the financing of ICT infrastructure by the government and other stakeholders, capacity building and the formulation of an ICT policy is required.

21st Annual Graduate Showcase



GRADUATE POSTER PRESENTATIONS

All poster presenters should be at their stations during these session times

9:50 - 10:30 am

Room 233

Music in the Classroom

Karen Gardner, USD 259, Wichita; **John Sobonya**, USD 259, Wichita

Transition to Teaching - Year Two - Strategies to Increase Reading Math Retention

This action research will focus on the effect of classical music being played during individual work time in the classroom. Many students are not able to stay focused on their assignment for any length of time. The study will first count off task behavior during worktime without music. Music will then be introduced and played at a low volume level, and the number of off task behaviors will once again be recorded. Classical music will be used so as not to encourage students to sing along, or tap, thereby increasing off task behavior. Off task behaviors will include anything that negatively distracts a student's ability or others around them to complete the work assigned. This study will be completed in two separate classrooms with two separate teachers. One class is a middle school math intervention; the other is a high school English class. The results from each individual class will be compared with data before and after introducing music. The results from each individual class will then be compared to each other to see if the content that is taught has any impact on the outcome.

Torture: Can It Be Justified?

Kelly Connelly, USD 263, Mulvane, KS; **Tracy Collins**, USD 264, Clearwater, KS; **Jordan Courtney**, USD 259, Wichita

MEd in Curriculum and Instruction - Dialectical Thinking

Waterboarding, sleep deprivation, and asphyxiation: what are acceptable forms of torture? What are acceptable scenarios? Who is allowed to decide when it is acceptable to torture another human? Torture is a highly controversial topic with a wide variety of opinions, but what happens when the question, "Torture: when is it justified?" is posed to high school students who have acquired only a small amount of information on the topic and therefore have not yet formed an educated opinion? The purpose of this study was to measure transformational change and dialectical thinking of high school students. This study examined how students' opinions changed over time and how introducing opposing information and viewpoints helped to shape their opinions. The implications of the study focuses on the ability of students to accurately determine their own opinion and the degree to which they change regarding a controversial topic.

Backward Chaining in Direct Instruction of Shoe Tying

Trisha Stevenson, USD 259, Wichita

MAT - Early Childhood Unified Residency - Adaptive Skills Pre-K

Shoe tying is a complex skill that requires multiple steps. There is limited research on shoe tying in a preschool population. The purpose of this study was to gather qualitative and quantitative data to determine if shoe tying is a skill that is perceived as important and valued by teachers, parents, and children. It also sought to determine if backward chaining is an effective instructional strategy for teaching shoe tying to preschool children, 54-60 months, who are at the cusp of transition to kindergarten. A multiple-case study design was utilized for this study. Four participants who met inclusion criteria were randomly selected to participate. Data were collected through interviews, observations, interactions, and assessments.

Perceptions of Parental Involvement Strategies in a Low-Income Urban Elementary School

Ashley-Ann Cavazos, USD 259, Wichita

MAT - Early Childhood Unified Residency - Parental Involvement

This study will analyze teacher and parent perceptions in regards to various parental involvement strategies and their effectiveness within a low-income elementary school; ultimately discovering the school's best practices, or parental involvement activities they can implement. The qualitative study will utilize surveys and observations as a means of data collection. Surveys will be given to parents of kindergarten through fifth grade children during parent teacher conferences. Teachers will be surveyed on their implementation of parental involvement activities and their intentions for parent/school relationships. Teachers will have an opportunity to share their attitudes and beliefs about parental involvement as well as the specific ways they have attempted to get parents involved. This research study attempts to answer the question "what are the perceptions teachers and parents have about parental involvement?"

Technology and Today's Teachers

Arayla Ross, USD 259, Wichita

MAT - Early Childhood Unified Residency - Technology in the Classroom

The purpose of this study is to determine how comfortable teachers are using different types of technology in early childhood classrooms. For years different types of technologies have been used by teachers in early childhood classrooms. A questionnaire will be provided to teachers and will include questions related to the types of technology accessible to them use as teachers, how often they use each type of technology, and the different types of technology accessible to students. After all participants complete the questionnaire the results will help determine reasons why teachers are not using technology efficiently and how comfortable teachers really feel when using technology in the classroom. The results will help determine whether undergraduate, graduate, and school districts provide teachers with the proper training to help a teacher feel comfortable when using technology in classrooms.

Will Teaching Parents Three Strategies Improve Their Child's Language Skills?

Mario Flores, USD 259, Wichita

MAT - Early Childhood Unified Residency - English Language Learners

Language is a skill that is necessary in order to be successful in academics. For some children, language proficiency develops early in life, but for some children it is a skill that takes a longer time. English language learners (ELLs) face the challenge of being proficient in their home language and in their second language. The purpose of this study is to investigate whether or not teaching parents three different strategies for teaching second languages for them to teach their children at home would improve the language skills of their children in the second language. The action research project was conducted on kindergarten students and their parents participated and practiced the strategies and gather data. Participants were selected in the process of an interview during enrollment time and the first two weeks of school. The study included a pretest and posttest to collect data.

Transformative Learning Implications for Critical Consciousness

Rebecca Snow, Wichita State University, Wichita; **Paige Shavlik**, Substitute Teacher Multnomah County, Portland, OR; **Danielle Stumphauser**, USD 259, Wichita; **April Thomas**, USD 259, Wichita

MEd in Curriculum and Instruction - Curriculum and Instruction

The purpose of this study is to explore the transformative learning process in order to determine the effects of a culturally diverse learning environment on the transformative learning process. This study first examines the development and use of the transformative learning theory, followed by overviewing cultural elements, such as gender and past experiences, which affect the transformative learning process. The authors examined the concept of cultural critical consciousness – defined as the cognitive understanding of both one’s own culture and others, which requires self-reflection and the active examination of one’s preferences and biases and how they affect ones view of culture. It is proposed that an ethnically diverse educational environment generates the type of disorienting dilemma required to begin the transformative learning process and thereby alter a person’s cognitive process and perspective.

Bodymindfulness in Education: Improving Communication and Collaboration

Chantelle Klaassen, USD 440, Halstead, KS; **Jera Kressly**, USD 394, Rose Hill, KS; **Ryan Leiker**, USD 259, Wichita

MEd in Curriculum and Instruction - Bodymindfulness

For the purpose of this study we define bodymindfulness as paying attention to both what you are thinking (mindfulness) and how you are feeling (emotions) during communication with another person. This research project focused on the theory of bodymindfulness and how successfully it can be applied in the classroom. Our research has led us to ask, how can bodymindfulness be used to improve student-teacher collaboration? Research focused on a small group of teachers reflecting on scenarios and how they would react initially, and then how they would react after knowing the concept of bodymindfulness. Our poster presentation will focus on analysis of our research findings and implications for future studies.

The Effects of Student Involvement in Setting Goals in Reading Fluency on Achievement

Jayne Gardner, Elyria Christian School, McPherson, KS; **Kaylee Francis**, USD 266, Maize, KS; **Marli Gayle**, USD 375, Benton, KS

MEd in Learning and Instructional Design - Conscientization

The purpose of this study was to determine the relationship between student involvement in their oral reading fluency (ORF) and improvement in their test scores. Teachers and students, together, set goals for fluency and then track their test scores to monitor achievement. The ORF tests that were given are the AIMSweb ORF and the DIBELS ORF. The group of students being tested ranged from the 4th to the 6th grade with a mix of public school and homeschool students. There was a total of eighteen students that were given the opportunity to discuss their goals of the ORF test with their teacher. These same students were also able to see the score of each test after they have taken it. The other students (control group) in the classes did not get the same opportunity. The ORF test was given every two weeks over a two month span. During this time, the rate of growth was monitored for each student. The data were analyzed to determine if the rate of growth increased under the given conditions (setting goals with students, tracking test scores, and discussing ORF performance).

What are the Challenges and Supports Faced by Second-Year Teachers?

Aaryn Ludens, USD 259, Wichita

MEd in Learning and Instructional Design - Mentoring

This study examined the supports available for second-year teachers and the challenges they face. Through an online survey and four case studies, 22 second-year teachers in an urban school district were analyzed for their mentoring needs. It is known in the field of education that teachers “survive” their first year of teaching. Many first-year teachers have mentors who provide much needed support through the long and difficult road of survival but second-year teachers are not always provided mentors and are left to face many new challenges. Based on the small sample size from this study, 95% of second-year teachers do not have a mentor and 81% would participate in a mentorship if one was available. Personal interviews indicated that 3 out of 4 teachers felt they would highly benefit from having a mentor during their second-year.

Classroom Management: What are Teachers Perceptions of Their Effectiveness in the Use of Conscious Discipline?

Jamie Brown, USD 259, Wichita

MAT - Early Childhood Unified Residency - Classroom Management

This study discusses various methods of classroom management in early childhood classrooms. Focus is specifically centered on teacher's perceptions of their effectiveness in the use of Conscious Discipline. Conscious discipline is a classroom management system founded on principles of social and emotional intelligence and intrinsic motivation. Each teacher involved in the study has participated in a professional development book study on Conscious Discipline for at least one academic year. This qualitative study uses two self-administered assessment surveys completed by the teachers participating in the study. Information included in these assessments examines the degree to which Conscious Discipline components are implemented in the teachers' classrooms, and the teachers' knowledge of Conscious Discipline principles. Teachers involved were also given the opportunity to express their opinions on the Conscious Discipline program in an open-ended response format. The study took place in an early childhood education center and includes responses from teachers in self-contained special education classrooms, inclusive developmental delay classrooms, and regular education classrooms. All teachers involved have students ranging in age from 3-5 years old.

Assignments With and Without Review - Does That Make a Difference?

Susan Caywood, USD 261, Haysville, KS

Transition to Teaching - Year Two - Math

In most classes students think that they only have to learn and apply the information for the required assignment and then try to remember it for the test at the end of the unit. This is a problem, especially in geometry classes. Students are introduced to new terminology and ideas almost every class period. This information is critical for them to understand because it is not used in just that chapter, but throughout the entire year. This study will investigate whether creating assignments that review previous material along with new material help students to remember the information, be able to apply it correctly and then be able to perform better on unit tests, the mid-term or final?

Fine Motor and Handwriting Development in Preschool Students

Katie Price, USD 266, Maize, KS

MAT - Early Childhood Unified Residency - Fine Motor Skills

This study will examine the influence of fine motor skills on handwriting development in preschool children. Handwriting will initially be assessed at the beginning of the data collection process, and a second time at the conclusion of the data collection process by evaluating handwriting samples and administering portions of the Handwriting Without Tears Screener of Handwriting Proficiency. Over a four week period, children will participate daily in a series of specific fine motor activities thought to support handwriting development. Records will be collected documenting individual fine motor activity participation. The purpose of the data collection is to determine if the type, frequency, and duration of these specific fine motor activities will impact the children's handwriting skills. This information will subsequently be compared with the assessment results and handwriting samples to evaluate potential improvement.

Exploring Methods to Increase Spanish Language Retention

Molly Kretzer, USD 267, Andale/Garden Plain, KS

Transition to Teaching - Year Two - Spanish

This action research will focus on the impact of increased spoken Spanish on student language retention. Students learn in the moment and can perform on the assessments following each unit, however, the ability to apply Spanish knowledge abstractly and cohesively is an area needing development. One class will experience 10 minutes of Spanish-only communication, while other classes fill those 10 minutes with other instructional strategies. Foreign Language is about what students can do, not what they know. Data will reflect what happens, positively or negatively, when students are forced to stay in the language for a specific amount of time. Data will be collected through scholarly articles and journals accessed through the WSU library. The data will look at the abilities of students to speak Spanish after certain periods of time following instruction and be measured through comparing pre-assessment scores and summative assessment scores of both groups.

Exploring Effects of Active Listening in Diverse Educational Settings

Priyanka Bhakta, USD 259, Wichita; **Cynthia Howard**, USD 259, Wichita

MEd in Learning and Instructional Design - Active Listening

The purpose of this research was to explore the brain-based and cultural effects on listening styles, specifically active listening styles in multicultural and educational settings. This study analyzed the processes of listening, and the varying cultural behavioral expectations placed on both speakers and listeners, and the impact that the previously mentioned variables have on students within an educational environment. The SLANT Active Listening Strategy was used as the primary measurement tool in determining the natural level of physically determinable active listening techniques of a randomly selected group of 30 culturally diverse participants. Findings and Recommendations will be shared at the showcase poster presentation.

Effective Parent/Teacher Communication

Bruce Hays, USD 259, Wichita

Transition to Teaching - Year Two - Mathematics Classroom

This action research will focus on effective Parent/Teacher Communication. I will be considering whether student achievement is enhanced by one kind of communication as opposed to another. This study will begin by considering research around effective parent/teacher communication. By accessing academic journals and books I will ascertain which plans for communication have had greater success. I will apply research and draw conclusions based on various plans in the context of my school setting.

Impact of Oral Communication Activities in Increasing Reading and Writing Comprehension Skills

Zachary Brown, USD 301, Hutchinson, KS

Transition to Teaching - Year Two - Providing Choices, Autonomy

Anecdotal evidence from secondary media and classroom observation indicates that students who engage in a high amount of formalized oral communication activities tend to score higher on college admission exams and state standardized tests for reading and writing comprehension skills (Luong 2010). In this action research project, a representative sample of 20 9th-10th grade students at a 6A Kansas High School will be measured on their reading and writing comprehension skills at the beginning of an academic term, then ten students will engage in formalized oral communication training and ten students will represent a control group without additional engagement with oral communication. At the conclusion of the academic term, the students will be reevaluated and progress in reading and writing skills will be reevaluated using an established reading and writing scale.

Choices in the Early Childhood Classroom

Ashley Long, Wichita State University, Wichita

MAT - Early Childhood Unified Residency - Early Childhood Autonomy

Research shows that teachers who let children make choices in the classroom encourage the development of autonomy. Studies have shown that children with exceptionalities benefit from having choices provided to them. This study will examine the frequency of choice making situations that arise in the early childhood classroom with children with and without exceptionalities. A mixed method design will be used for this study and with ten teachers as participants. The data will be collected through interviews, survey questions, and self-report.

Services for Gifted Students

Shireen Humera, Wichita State University, Wichita

MEd in Curriculum and Instruction - Gifted Education

This capstone project is a meta analytical study about services or programs offered to gifted students in U.S.A.

Exploring Educators' Perspectives About Critical Coreflection

Cynthia Shavlik, USD 394, Rose Hill, KS; **Heather Lichtlin**, Green Bear International, Saitama, Japan; **Jennifer Wagner**, Oswego, KS

MEd in Curriculum and Instruction - Global Instructional Practices

Critical coreflection is a collaborative critical thinking process in which all parties of a collaborative dialogue analyze and challenge the validity of their own interpretations, meaningful signs, and personal perspectives, while attempting to understand those of others, in order to reach new inter-subjective understandings and appreciations. The purpose of this research is to compare and contrast how educators from different cultures view the significance of critical coreflection within their educational practices. A group of participants answered questions on a pre-interview questionnaire about (a) students engaging in independent work compared to work including collaborative critical coreflection and (b) personal critical coreflection practices. Similarities and differences between the two cultures were identified and four participants were interviewed for qualitative probing; to further analyze educators' personal perspective on critical coreflection in hopes to further advance the global awareness of critical coreflection.

An Inquiry Into the Role of Intercultural Sensitivity in Educational Settings

Brian Gomila, Wichita; **Jennifer Gingerich**, USD 490, El Dorado, KS; **Kepha Isanda**, Holy Savior Catholic Academy, Wichita

MEd in Curriculum and Instruction - Intercultural Sensitivity in Education

As societies advance into a global community, individuals from diverse cultural backgrounds need to communicate effectively, coexist and work together in both educational and non-education settings. Embracing intercultural sensitivity plays a major role in enabling people to live in harmony with others from different cultural backgrounds. A person with higher intercultural sensitivity will become more confident and academically successful global citizen. For the purpose of this study, Intercultural Sensitivity was defined as the ability of individuals to accommodate cultural differences into their reality; this ability is guided by being aware of one's biases, prejudices and knowledge about persons you interact with, recognizing the power and privilege your culture affords you and avoiding the imposition of those values. We investigated the intercultural sensitivity of 10 participants who are public school staff members. The study focused on evaluating the role of intercultural sensitivity on education achievement, communication and on the participants' demographic factors affecting their performances on intercultural sensitivity. Results provide detailed account on how intercultural sensitivity affects a person's intercultural communication and interaction. The methodological approach was a survey in which the data-gathering technique was a questionnaire with open ended and closed questions. Data was analyzed through tabulation and SPSS Statistics. Recommendations for further research are offered and implications for embracing intercultural sensitivity are suggested.

Impact of Environmental Education Programs in Preschool on Children's Environmental Awareness Skills

Rachel Geer, Sedgwick County Zoo, Wichita

MAT - Early Childhood Unified Residency - Environmental/Early Childhood Education

This study looks at the effectiveness of introducing environmental topics during a child's preschool years on their long term ability to be aware of environment around them and ways they can protect it. Students who have attended, or currently attend, a preschool program that has an emphasis in environmental education will be studied. The mixed method design of this study will use both qualitative and quantitative data. The effectiveness of early environmental education will be determined by Likert-scale surveys administered to parents and children. Interviews will be conducted with the students to expand on survey responses. It is expected that the responses will remain consistent with gains in knowledge of environmental sustainability activities as the child develops. If so, this research will show the importance of introducing environmental education during early childhood and how it can have effects on children's appreciation and behaviors toward the environment.



ASPIRING GRADUATE RESEARCHERS

(UNDERGRADUATE POSTER PRESENTATIONS)

**All poster presenters should be at their stations during these session times
9:50 - 10:30 am
Room 266**

Importance of Being a Culturally Responsible Teacher

Laurell Mailloux, USD 259, Wichita

Curriculum and Instruction - Educators

The district 259 is filled with all kinds of students and faculty and it is our job as educators to be aware of the differences and to treat all equally. Students can sense when they are disliked and as adults we should strive to ensure that no one feels disliked, especially for a race or religious reason.

Math Scores - Boys vs. Girls

Anna Nichole Waggoner, USD 259, Wichita

Curriculum and Instruction - Math

The goal of my research was to see if gender affected math scores in my third grade classroom. My results tend to agree with what I have read in literature in the sense that in elementary school in second grade and later boys tend to have better self-concept and better achievement in mathematics. One of the things I have taken away from the literature is that educators need to try to stop this lack of self-concept regarding mathematics that tends to develop with girls in second grade. Also, educators must ease anxiety and help to build esteem in all students.

Bullying in Schools

Kimberly Logsdon, Wichita State University, Wichita

Curriculum and Instruction - Bullying

Bullying is a persistent behavior that can be physical, verbal or psychologically aggressive toward a victim that cannot protect themselves because of factors such as size, strength, disabilities or being out numbered. A school counselor conducted a school wide needs assessment in August 2007. During this time students participated in one or more of the bullying prevention programs and the evaluation study. The school used the Steps to Respect (STR) approach that provides interventions at the school and classroom levels aimed at students in bullying situations. Students received bullying instruction in the form of reading informational books about bullying or STR literature units per level. Skill-based curriculum was taught by two of the school counselors. The evaluation study was about elementary school bullying prevention and intervention. The results of the study showed a reduction in the students' involvement as victims or bystanders of bullying since the intervention was implemented.

Parental Involvement and Student Achievement

Connor Christensen, Wichita State University, Wichita

Curriculum and Instruction - Parental Involvement

In my research, I have examined two different scholarly articles that take different routes in examining the effects of parental involvement on student achievement. By looking at the data, and collecting data from my classroom, I was able to conclude that there is a strong correlation between the amount of parental involvement at home and school, and the increase/decrease in student achievement.

Parental Involvement

Georganna Hopper, Wichita State University, Wichita

Curriculum and Instruction - Involvement

My research is based on the impact a parent can have on a child and their education. It focused on how parental involvement can make or break a child's success and if that success can be greater by specific areas of involvement.

Attendance and Achievement

Alexa Main, Wichita State University, Wichita

Curriculum and Instruction - Achievement

This research looks at how attendance and achievement are related and if they are, why attendance is a factor in a student's achievement in school.

Family Structure and Education

Meghan Ouderkirk, Wichita State University, Wichita

Curriculum and Instruction - ELA and Math

The purpose of this research project was to track how family structure may have an impact on student academic performance. I found in my data that family structure did not follow the trends found in other studies regarding academic performance.

Boys and Reading Levels

Courtney Heflin, Wichita State University, Wichita

Curriculum and Instruction - Reading

Many believe that girls are better at reading than boys. But is that always the case? This research shows that sometimes you can't just believe what you hear, you need to learn more about the students in your classroom to see if that statement is actually true or not.

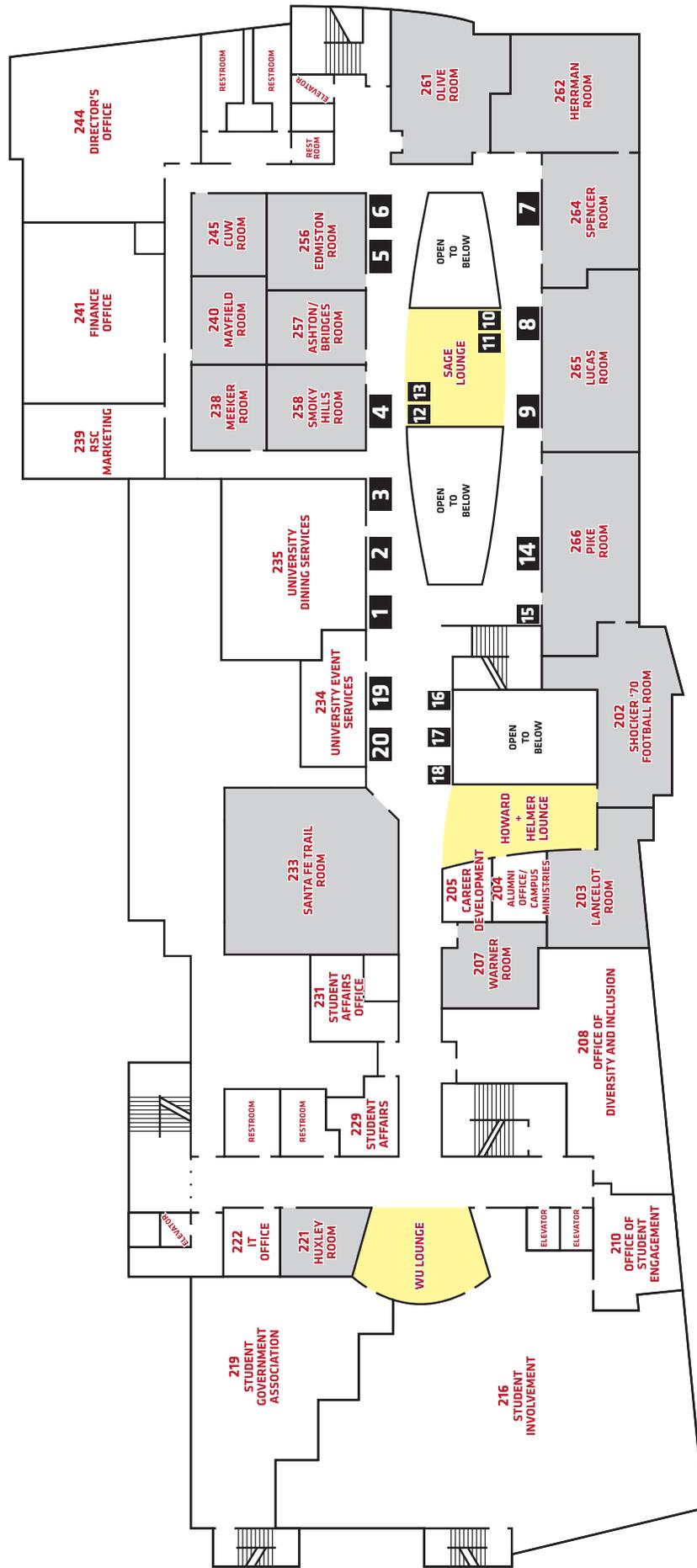
Effects of Single Parenting

Hannah Maddy, USD 259, Wichita

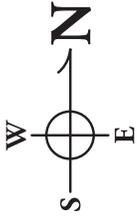
Curriculum and Instruction - Family Influence on Education

There appears to be a direct correlation between family structure, school attendance and academic achievements. Students who reside in two-parent households and whose tardies and absences are minimal, tend to be higher achieving students. Students who reside in single-parent households are more likely to have more tardies and absences and tend to have lower scores compared to their two-parent household peers.

RSC SECOND FLOOR INFO TABLES



Updated 05-04-2015



Third Floor

