College of Education
Graduate Showcase 2018
Wichita State University

23rd ANNUAL

GRADUATE RESEARCH SHOWCASE

Program

Saturday, April 28, 2018

8:00 a.m. – 12:00 p.m.

WICHITA STATE UNIVERSITY

Rhatigan Student Center

Wichita State University

Main Campus

23rd ANNUAL WSU

COLLEGE OF EDUCATION

GRADUATE RESEARCH SHOWCASE

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23rd Annual Graduate Showcase

Message from the Dean

The WSU College of Education has a rich history of engaging students in applied research and promotes these opportunities to make an impact in the communities we serve. 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. We also recognize such endeavors prepare educational leaders who promote advances in a variety of contexts that cross the lifespan. 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 most pressing challenges. In short, our faculty and students are pursuing questions that matter. For our soon-to-be graduates, congratulations on your contribution to the showcase and thank you for participating in today's event.

Shirley Lefever, Dean

Acknowledgements 2018

The 23rd 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; Amy Belden, ITS; JaeHwan Byun, C&I; Kim Davis, Dean's Office; Cathy Durano, C&I; Craig Elliott, Committee Chair, CLES; Janice Ewing, C&I; Ashlie Jack, COEd Assistant Dean/Accreditation Officer; Grant Seymour, CLES; Linda Sims, Event Coordinator, University Event Services.

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

Opening Remarks: Dr. Randy Watson, Kansas Commissioner of Education

Graduate Event Coordinator: Grant Seymour, CLES

Budget: Shirley Lefever, COEd Dean

Student Assistants: Caitlyn Cheatham, Alexis Morrow, CLES

Photographer: Michelle Elliott Hilliard, B.A. Elementary Ed ('94), M.A. C&I ('03), Wichita State University

University Event Staff: Linda Sims

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

Wichita State Memorabilia: College of Education Dean's Office; Curriculum and Instruction Department; Counseling, Educational Leadership, Educational and School Psychology Department; University Provost Office; WSU Online Office; and University Bookstore.

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GRADUATE SHOWCASE

SCHEDULE

TIME	EVENT
8:00-8:55	**Registration Opens – Santa Fe Trail Room 233 - Rhatigan Student Center**
9:00–9:10	**Welcome and Opening Remarks, Santa Fe Trail Room**
9:15–9:45	**Oral Presentations - Rooms 202, 238, 256, 257, 258 261, 262, 264, 265**
9:50–10:30	**Poster Presentations – North Walkway Graduate – west side Undergraduate – east side**
10:35–11:05	**Oral Presentations - Rooms 202, 238, 256, 257, 258, 261, 262, 264, 265**
11:10–11:40	**Oral Presentations - Rooms 202, 238, 256, 257, 258, 261, 262, 264, 265**
11:45	**WSU Memorabilia Presentation and Closing Remarks Santa Fe Trail Room 233**

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

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GRADUATE SHOWCASE

COORDINATORS/ FACILITATORS

EdD in Educational Leadership	Coordinator: Dr. Jean Patterson
District Licensure	Coordinator: Dr. Craig Elliott
MEd in Educational Leadership	Coordinator: Dr. Kristin Sherwood
Med in Special Education-Low Incidence	Dr. Heidi Cornell
MEd in Learning and Instructional Design	Coordinator: Dr. Mara Alagic
MA in Teaching	Coordinator: Dr. Janice Ewing
MAT/ Transition to Teaching and ECU Residency	Facilitators: Dr. Janice Ewing Dr. Jim Granada

History of the Graduate Research Showcase

The Graduate Showcase started with a grant from KSDE. The grant was written by David 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 were 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.

Wichita State University Phi Delta Kappa, Chapter 0117

PDK is pleased to support the "Showcase," again, this year and will award a plaque for "Distinguished Team Research." Kappans Terry Behrendt, Cathy Mong and Clarence Horn will listen to the research and score the presentations to determine the winners. The plaque will remain at WSU.

PDK has been at WSU for over 50 years. PDK International was established in 1906. Over the years PDK has emphasized Leadership, Research and Service. We support teachers and school leaders by strengthening their interest in the profession through the entire arc of their career. We honor educators as professionals who learn daily from their work and want to share their knowledge with others to transform the lives of their students and their own specialized work. (check pdkintl.org)

PDK also sponsors Educators Rising, an organization for high school youth who want to become teachers, on campus groups at WSU such as KNEA-SP, Shocker Hall LLC, and others who may assist the students to be successful and stay in the profession.

Students at all levels may join PDK at half-price. See us for details.

H. Bruce Quantic, President : bquantic@cox.net
Terry Behrendt, Board: tbehrendt@cox.net
Clarence Horn, Treasurer: chorn8124@sbcglobal.net
Cathy Mong, Board: cmong@usd259.net

23rd ANNUAL

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GRADUATE SHOWCASE

ORAL PRESENTATIONS: DOCTORAL FIELD-BASED RESEARCH

Missing in Action: An Investigation of Chronic Absenteeism in Riverville School District

10:35 am, Room 202

Michele Hayes, Kansas Learning Network, Council Grove, KS, **Deanna Carrithers,** Wichita State University, Wichita, KS, **Shareika Fisher,** Wichita, KS, **Joel Lovesee,** USD 205, Leon, KS, **Heidi Rodrick,** Wichita State University, Wichita, KS

EdD in Ed Leadership

Riverville Public Schools, a high-performing small city school district, wanted to explore their system's response to student chronic absenteeism. The purpose of this qualitative case study was to learn more about the issue through examining perceptions of district leaders, building principals and support staff who work with students who are chronically absent. Incorporating Senge's and Argyris' work with organizations as systems, the research team sought to understand a) leader's perceptions of chronic absenteeism, b) ways in which interventions in use are described by leaders, and, c) participant's suggestions for ways the systemic response to chronic absenteeism can be improved. Findings yielded conclusions the roles of external feedback loops, communication, consistency of systemic response, and perceptions of the locus of control in addressing chronic absenteeism. Recommendations for the school district are included in the report.

A Study of Living Learning Communities at a Midwest University: Through a Sense Making Lens

9:15 am, Room 202

Sultan Al-Thobaiti, Wichita State University, Wichita, KS, **Chelsea Redger-Marquardt,** Wichita State University, Wichita, KS, **Pamela O'Neal,** Wichita, KS, **Sharon Jaso,** Kansas Connections Academy, Elkhart, KS, **Jennifer Forker,** Hutchinson Community College, Hutchinson, KS

EdD in Ed Leadership

A midwest university has been engaged in building a working Living Learning Community (LLC) program since the spring of 2014. This study was requested by the university in order to learn more about the perceptions of individuals involved within the LLC program. The WSU field study team sought to understand how LLC staff coordinators and student program leaders made sense of the initiative, expectations of their roles, recommendations they have for incorporating academics into the program, and expectations for LLC student participants. While study participants felt LLCs have the potential to benefit LLC students they raised a number of issues including varied definitions of LLCs and inconsistent understandings of mission, structural and logistic issues, incongruence between the vision, and application. The conclusions and recommendations gathered by this study will be used to assist the university as it evolves and expands LLCs.

Understanding Rigor from the Perspectives of Teachers and Administrators in Two Low-income, Urban Elementary Schools

11:10 am, Room 202

Raquel Greer, Principal, USD 263, Mulvane, KS, **Frances Ervin,** Wichita State University, Wichita, KS, **Ben Proctor,** Superintendent, USD 460, Hesston, KS, **Kevin Harrison,** Wichita State University, Wichita, KS, **Falonda Ginyard,** Wichita Technical Institute, Wichita, KS

EdD in Ed Leadership

This study examined the intersection of academic rigor and out-of-school factors in regard to the uneven implementation of rigor in K-2 classrooms. Classrooms were located in low-income urban schools with large numbers of children of color, English language learners, and immigrant newcomers to the U.S. This qualitative study applied a constructivist theoretical framework to explore teacher and administrator perceptions about the impact of out-of-school factors on student academic success. Data was collected from 34 participants organized into six grade-level focus groups and five individual interviews with building administrators. Findings indicated a lack of consensus about the implementation and evaluation of rigor. Teachers and administrators viewed rigor through different lenses--teachers from the perspective of Maslow's Hierarchy of Needs and administrators from the perspective of Bloom's Taxonomy. This disconnect played a central role in (mis)understanding the inconsistent implementation of rigorous classroom practices.

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ORAL PRESENTATIONS: District-Level Licensure

Teacher Perception on Teacher Induction

9:15 am, Room 265

Brian Herod, Brooks Middle School, USD 259, Wichita, KS, **Christine Moose,** USD 205, Leon, KS**, Nicole Herrera,** Bluestem Junior/Senior High School, Mayberry Middle School, USD 259, Wichita, KS, **Lindsey Bales.** Northwest High School, USD 259, Wichita, KS

Master's in Ed Leadership

The purpose of the study is to interview teachers in their first year in the profession to learn more about their experiences as new professionals entering and integrating into building culture. Data will be collected to solicit their ideas for methods that worked and procedures that were challenging for them. The study will allow school leaders to gain insight in how to effectively support and retain new teachers to the building and profession.

Strategic Planning

9:15 am, Room 256

Janice Wilson, Woodman Elementary, USD 259, Wichita, KS

District-Level Licensure

Creating a strategic plan takes lots of discussion, feedback and collaboration from many different stakeholders. I will outline in this process the steps that Dr. Alicia Thompson, superintendent of Wichita Public Schools, followed to create a strong strategic plan for the district.

Gemini II is it right for USD 381?

10:35 am, Room 256

Patrick Crowdis, USD 381, Spearville Middle/High School, Spearville KS

District-Level Licensure

Exploration for USD 381 as to is this the correct time to apply for the Gemini II group or should we as a district wait, while continuing to focus on the KESA Process. This is from the perspective of a small 2A school.

Cessna Redesign

10:35 am, Room 265

Matthew Snoddgrass, Cessna Elementary, Wichita, KS

District-Level Licensure

Cessna Elementary wants to take part in the redesign efforts to help support SECD and students with behavior needs by incorporating NME/Trauma informed classrooms that will use First Step Next curriculum to support Social Emotional Learning. Cessna will also provide professional development for teachers and staff to be trained in the NME model. Technology rich classrooms that will be anchored in Biography Driven Instruction will allow students to become successful in post secondary education and or success in the work force.

Monitor Status Students in ESOL

11:10 am, Room 265

Amanda Lowrance, USD 259, Wichita Public Schools, KS

District-Level Licensure

Federal guidelines require students who are English as a Second or Other Language (ESOL) and have passed the Kansas English Language Proficiency Assessment to be monitored ensuring their success. Wichita Public Schools are looking for a more efficient way to track ESOL students in monitor status. This study takes a deeper look into the process of monitoring students effectively, while taking into account multiple district approaches. The current number of monitored students, the overall ESOL population, and alternative methods for ensuring students who need reinstatement into ESOL services are examined.

Recruitment and Retention of a Diversified Teaching Staff

9:15 am, Room 262

Ronald Stubbs, Principal**,** Marshall Middle School, USD 259, Wichita, KS

District-Level Licensure

The recruitment and retention of a diversified teaching staff is becoming more and more difficult for schools as students come to us with more complex needs that affect their potential to learning in a traditional school setting. Students needs will continue to expand and our qualifications and skill sets for classroom teachers needs to grow with these increasing needs. This presentation will explore specific steps to help recruit quality candidates into the teaching field as well as ways to train and retain teachers to fill high needs teaching positions for students with diverse backgrounds and learning needs.

ORAL PRESENTATIONS: Research Projects

Bringing Relevancy to History in a Digital Age

10:35 am, Room 262

Heather Burroughs, Enid, OK

MAT Transition to Teaching

Digital technology is considered a tool for student engagement and is quickly becoming as prevalent in the classroom as it already is in everyday life. Research has been conducted to positively show the ability of digital technology to aide in creating a sense of relevancy in the history classroom through role-play games, digital artifact fabrication, and the flipped classroom. However, little research has been conducted to determine if the level of interactivity within technology or the type of digital technology matters when attempting to create a relevant experience for the history student. The purpose of this quasi-experimental study is to examine the connection between types of technology and relevancy and to see if the level of interactivity affects the student experience in terms of relevancy. Using surveys, interviews, and exams, this study will collect data over the course of one unit. Data matrices will be used to analyze the data.

Self-Regulation and Emergent Literacy

11:10 am, Room 262

Chelle Fraley, Wichita, KS

MAT – ECU Residency

Many students in public schools have unmet needs which interfere with learning. One need that can be addressed in the academic classroom setting, is a student's need for social interaction. In order for positive social interaction to occur, student's need to possess some self-regulation skills. Focus on behavioral challenges has intensified in the classroom and emergent literacy skills development has continued to be a concern. This study will investigate the relationship between emergent literacy skills and student self-regulatory behaviors. Teachers will be given a pre/post survey for documentation of their perception of self-regulatory behaviors demonstrated in the classroom. Ten students from first and second grades who are struggling with emergent literacy skills based on Spring 2017 AIMSWeb Nonsense Word Fluency (NWF) subtest results will be chosen to participate in a four-week intensive intervention program with a pre/posttest in NWF fluency to demonstrate emergent literacy skills.

The Effects of Concept Mapping in Secondary Physics

11:10 am, Room 256

Thomas Owen, Science, North High, Wichita, KS

MAT Transition to Teaching

The concept map has become a popularized tool for improving concept understanding. Approximately 70 study participants, a cross-section of students from two physics classes, were used to examine the effects concept mapping has on concept understanding. Students within the subject group were taught how to create and utilize concept maps. Analysis of the data was done via a T test.

Effectiveness of Concept Maps in Learning

9:15 am, Room 264

Meghan Alexander, Eisenhower High School, Goddard, KS

MAT Transition to Teaching

This study determined how concept maps affected achievement when used with interactive notebooks in high school honors biology. The research questions answered were how would supplementing interactive notebooks with concept maps impact student performance in science and would the type of concept map provided (complete versus partial) affect student achievement? Participants in this study were from three classes of high school honors biology. There were 60 total participants, approximately 20 in each class. Participants ranged in age from 14-15 making them freshmen and sophomores. The quasi-experimental design included one control group and two experimental groups. The control group did not receive a concept map, the first experimental group received a partial concept map, and the second experimental group received a complete concept map. Two units of study were taught over six weeks. Pre-test and post-test mean scores were compared. While concept map studies exist, little research was available for honors level students in science.

Students Perception of Tutoring

10:35 am, Room 257

Bernarr Wharton, North High School, USD 259, Wichita, KS

MAT Transition to Teaching

There are many students through the years who have used tutors to help understand classroom materials they do not understand. There is a group of students who either ignore available tutoring or refuse to go. Studies indicate there may be hidden reasons why students refuse to access tutoring services. This study will examine some of the reasons students refuse to go as well as looking at the different types of tutoring available to students. The goal of the study is to uncover these reasons and to inform students of the untruths they fear. During this study, participants will be given a survey with questions about their past tutoring experiences and expectations. Students will be divided into focus groups consisting of 6-8 students to discuss the findings from the surveys. This new knowledge will enable students to overcome their fear of going to tutoring.

The Importance of Paraprofessionals in the Intervention and Inclusion Classroom

9:15 am, Room 261

Shannon Russell, Woodland Health/Wellness Magnet, USD 259, Wichita, KS, **Rhiannon Bishop,** Chisholm Trail Elementary, USD 259, Wichita, KS, **Kayla Hayden,** USD 259, Wichita, KS, **Angie Lowe,** Eureka Public School, USD 389, Eureka, KS**, Kiela Wood,** Christa McAuliffe Academy, USD 259, Wichita, KS

MEd Ed Leadership

This study was done in four elementary/middle schools in urban and rural settings. Based on literature from the field and the responses of research participants, this action research created a plan to address the absenteeism and resulting gaps in interventions for both special education and regular education students. It determined what classroom procedures are used when a para is absent, in what ways the paras are equipped for the intervention provided, and how participants thought this process could be improved.

Building Leader Perceptions of Collaboration Models: Function, Impact, and Improvement

10:35 am, Room 264

Zachary Lorenson, Andover Middle School, USD 385, Andover, KS, **Laura Scaglione,** Andover Central High School, USD 385, Andover, KS**, Connie Redic,** USD 259, Wichita, KS, **Christina Sweberg,** Pray-Woodman Elementary, Maize, KS, **Julie Adams,** Hamilton Middle School, USD 259, Black Elementary, Wichita, KS, **Alicia McClure,** Mulvane Grade School, USD 263, Mulvane, KS

MEd Ed Leadership

This action research project explored administrative perceptions of the function and impact of collaboration models in use in their buildings and sought participant's ideas of ways existing models could be improved. The action research took place in one urban and three suburban school districts in a Midwestern state. The purpose of the action research was to understand a) how building leaders described collaboration models in use in their buildings, b) how building leaders described the impact of the collaboration model in use in their buildings on expressed goals and objectives, and, c) participant's suggestions for ways their collaboration models could be improved. Findings yielded conclusions discussing similarities and differences found among collaboration models among the sites studied, the value of collaboration, and possible improvements to existing models. Recommendations using participant ideas and best practices from the field are included.

Teacher Efficacy about Improving the Academic Engagement of Low-Income Elementary Students

11:10 am, Room 264

Tran Vu, Park Elementary, USD 259, Wichita, KS, **Shelia Berridge,** Nickerson Elementary, USD 309, Nickerson, KS, **William Durant,** Magdalen Catholic, Wichita, KS, **Rachel Gilchrist,** Franklin Elementary, USD 259, Wichita, KS, **Judy Ricke,** Reno County Education Cooperative, Hutchinson, KS

MEd Ed Leadership

This study examined the efficacy of K-5 teachers regarding their capacity to increase the academic engagement of low-income students. About half of public school students in Kansas are low-income, defined as families with incomes below 200% of the federal poverty threshold. Research suggests that if teachers familiar with the difficult personal challenges faced by low-income students believe they can make a difference in the lives of these children, then the classroom effects of out-of-school factors can be mitigated. Study participants consisted of 26 teachers in three low-income elementary schools. Data from six focus groups were thematically analyzed to understand how teachers described the academic challenges they encountered and how they intervened to make teaching and learning more effective. Teachers reported feeling overwhelmed despite their best pedagogical efforts and the strategic utilization of available resources. Given current conditions, teachers expressed little confidence that academic outcomes could be significantly improved.

Impact of Art-Integrated geometry lessons on students' perceptions of mathematics

11:10 am, Room 257

Gayathri Ramkumar, USD 240

MAT Transition to Teaching

This will be a qualitative case study of a high school geometry class in a small rural school district. The purpose of this study is to investigate the effect that art-integrated geometry lessons have on students' motivation and attitude in mathematics. The participants of this study will be a mix of sophomores and juniors who are taking high school geometry as part of their high school graduation requirements. The data of this study will be collected through surveys: one given at the beginning and one at the end of the study, focus groups and observation/reflection journals maintained by the researcher. The data will be analyzed for the qualitative effects of the art-integrated geometry lessons. The results from the data will provide valuable information for educators interested in incorporating cross-curricular activities, especially arts-integrated curriculum.

Give Google the BS (Book Stuff): Critical Thinking Breeds Enjoyment in the Social Studies Classroom

10:35 am, Room 261

Daniel Manley, Southeast High School, USD 259, Wichita, KS

MAT Transition to Teaching

Secondary students have commonly disregarded the study of history and categorized it as worthless, boring, and repetitive. Most often, this attitude has been due to a very teacher-centered instructional model that requires students to be informed of, memorize, and regurgitate history facts one unit after another until the prescribed historical time period has been "studied." This study explored the myth that studying history is the basic remembering of names, dates, and events by engaging students in a more thought provoking dialogue and critical examination(s) of historical topics comparing and contrasting students involved in a more critical thinking, student-centered teaching model with those who were exposed to a more traditional model. Data was collected through student surveys (pre and post), and by comparing test, quiz, and assignment scores to see if there were any significant differences.

The Effects and Perceptions of Organizational Tools on High School Students' Learning

11:10 am, Room 261

Olivia Smith, Valley Center High School, USD 262, Valley Center, KS, Sedgwick High School, USD 439, Sedgwick, KS, **Madison Beck,** Catholic Diocese of Wichita, Kapaun Mt. Carmel Catholic High School, Wichita, KS, **Spencer Shellhammer,** Catholic Diocese of Wichita, Wichita, KS

MAT Transition to Teaching

This study compares organizational tools used in the freshman classroom. In this study, researchers address what organizational tools students find most effective. The study's participants are high school students from chemistry, physics, and Spanish. Three different organizational tools: interactive notebooks, binders, and hanging files with folders, are utilized during this study. Participants complete a pre and post survey including both Likert scale and short response questions. This study provides researchers the necessary information to determine which method of organization is preferred by students.

Literacy Skills and Student Participation

9:15 am, Room 257

Bryan Hernandez Rubero, Science Department, South High School, USD 259, Wichita, KS, **Zachiary Sims,** Stucky Middle School, USD 259, Wichita, KS

MAT Transition to Teaching

The capacity to construct and elaborate upon an idea in order to contribute to a cohesive whole, be it a social construct or discussion, is a cornerstone of society; we are constantly either creating new ideas or building upon another's ideas. These skills are developed within and out of the classroom through student-teacher exchanges during the discussion of topics. It is commonly assumed that individuals with on-grade literacy skills participate and contribute more in open-ended discussions. The purpose of this study was to understand why students with on-grade literacy skills do not participate in classroom discussions. This qualitative research study looked at students in 2 different grade levels and content areas. Students in a 6th grade Consortium Credit course and students in a 9th grade Biology course were invited to participate in the study.

GRADUATE POSTER PRESENTATIONS

All poster presenters should be at their stations during these session times 9:50 - 10:30 am
North Walkway – west side

Can Dialectical Thinking Improve the Effectiveness of the Classroom?

Nikita Crissinger, Social Work, Qualified Mental Health Professional for Children and Adults, Norfolk, VA

MEd in Learning and Instructional Design

Diversity in classrooms is continually getting more complex. There are children coming from all different cultures, background, religions, environments, family dynamics, and many more aspects contributing to their lives. There are many different theories and approaches that teachers learn to help with the education of their students. Understanding each theory and approach is important when deciding which would be most effective for every unique situation. The knowledge of teachers and their abilities to be versatile with these techniques is imperative. This paper will explore and prove that dialectical thinking is an approach that would be effective in the classroom when used in the appropriate matter. The research will better help to understand what dialectical thinking is and how it can be used in the classroom. There will be two classrooms studied over the course of six months one using the technique and one staying normal. Before the experiment begins each teacher will be interviewed on current behavioral problems, education gaps, flow of the classroom, and challenges. Each class will also be interviewed asking them how they feel about their classroom and what they would change. One teacher will be given the dialectical approach and the other will be instructed to continue as normal. The teachers will be interviewed at the halfway point and at the end to prove the dialectical thinking approach is effective. The results will prove that the use of dialectical thinking has the potential to improve the classroom effectiveness.

Measuring Dialectical Thinking Problem Solving in the Classroom

Robert Castleberry, USD 259, Wichita, KS

MEd in Learning and Instructional Design

Students struggle with communication and problem solving skills in the classroom. During the 30 days of the case study, twenty 5th grade students were taught dialectical thinking skills within the second step curriculum that teacher social emotional skills. The goal of this study was to see if their behavior and work ethic would improve. Data was collected on each students twice through an observation throughout the school day. Early finding show if students are taught the problem solving skills then behaviors will go down.

Critical Coreflection in Elementary Classrooms

Mikheala Hill, JFK Elementary USD 500

MEd in Learning and Instructional Design

The purpose of this study is to investigate whether elementary students can critically coreflect with another person through a meta-analysis of existing research studies. This style of reflection is often seen during pre-service teaching and in the teaching field amongst teachers. A related anecdotal evidence will be provided based on my reflection about 4th grade students' collaborative work in a Mystery Science unit

Math Tutoring that Integrates STEM Activities: A Meta-analysis

Priyanka Bhakta, Wichita State University

MEd in Learning and Instructional Design

This study focused on meta-analysis of existing studies about successes and challenges of various ways of math tutoring in elementary schools. The evaluations of math tutoring programs showed that math tutoring that integrate STEM related activities have positive effects on the students' academic performance in the classroom. Students who participated in the STEM related activities and afterschool math tutoring showed various gains in their learning and classroom assessments. One of the challenges related to the fact that the students was when the students had to stay an extended hour prior to school or after school for tutoring. Research also showed that tutoring in math and doing hands-on STEM activities increase the student's motivation and engagement in their learning.

Exploring Effects of Coreflection on the First Grade Math Learning

Kelli Holguin, USD 266 Maize, KS

MEd in Learning and Instructional Design

The purpose of this study was to determine if young students could improve math scores after reflecting and co-reflecting with their peers. Students were given opportunities to reflect on their performance on a one-minute timed test and decide why their scores may have gone up or down from the previous tests. Students recorded their ideas in a journal that they then brought with them to discuss their reflections within a coreflection group. Students often had ideas for improving scores which then became reflection opportunities for the following meeting. The students in this study were first graders from the same classroom. There were a total of six students who had opportunities to see their previous scores and would reflect and coreflect after each probe. The control group consisted of six other students who did not have the same opportunities. It was concluded that the coreflection groups did not make a noticeable difference in their math test scores in this time-limited study.

Gathering STEAM: Social-Psychological Influences on a Middle School Girl's Exploration of Science

Lisa Urbina, Wichita State University, Wichita, KS

EdS School Psychology

Self-efficacy, social and gender roles, and social performance all play a critical role in a middle school girl's decision-making process with regard to pursuing a career in science, technology, engineering, agriculture, and mathematics. Many quantitative studies have scratched the surface of these powerful aspects of social psychology. Presented here, is a qualitative investigation into the deeper social psychology of STEAM exploration, with an 11-year-old girl whom we shall call Sofia.

Parent Perceptions of a School Sponsored Parent Resource Night: Implications for Reducing Parental Stress

Kortni McGothlin, USD 259, Wichita, KS

Research suggests that parents of children with disabilities often experience more stress than parents of children without disabilities. Providing parents of children with disabilities access to information about available community support and other resources may assist these parents in ways that contribute to reducing their levels of stress. A parent resource night was held in March of 2018 where parents could learn about available community resources to support their child and their needs in caring for their child. The purpose of the parent resource night was to connect parents to resources that would hopefully reduce their level of stress. Parents who attended the event completed surveys to gain an understanding of parent perceptions about how the information learned might contribute to reducing their level of stress. Important findings and implications for the field of special education are discussed.

Parent and Youth Perceptions of a Transition Resource Fair: Benefits and Future Planning Needs

Blair Bowlin, USD 357, Belle Plaine, KS

Students with exceptionalities and their families need to have a comprehensive understanding of the transition related resources available in the town of Belle Plaine, as well as neighboring towns. As such, the purpose of this project was to create a transition resource fair, exposing students and families to post-secondary resources and information necessary for successful transition. Families and youth were asked to complete a post-questionnaire about their experience attending the event. Lessons learned from parent and youth perceptions related to benefits and future planning of the transition resource fair will be discussed.

Promoting Reading with Community-Based Rewards: Motivating Students with Intellectual Disabilities to Read.

Samantha Sexton, USD 261, Haysville Public Schools, Haysville, KS

High school students with moderate to severe disabilities are typically still learning functional reading skills to support their transition to independence after graduation. In addition, these students also need opportunities to practice community living skills so they are prepared to adapt and live in their community independently and successfully. This presentation will share a project that was designed to increase student motivation to read and create opportunities for students with moderate to severe disabilities to be present and learn about places in their community. Lessons learned from the implementation of this project will be shared.

Assessing Team Collaboration During the Interprofessional Clarion Competition

Seulki Lee, Department of Curriculum and Instruction, Wichita State University, Wichita, KS **Imran Musaji** *(unable to attend*)**,** Department of Communication Sciences & Disorders, Wichita State University, Wichita, KS

MEd in Learning and Instructional Design

A 2013 study in the Journal of Patient Safety found that preventable medical errors harm as many as 210,000-440,000 patients each year. A common factor underlying these errors is poor communication between professionals in healthcare systems. In 2002 the University of Minnesota established the CLARION competition, and for the past two years Wichita State University has partnered with the University of Kansas to organize, train, and sponsor an interdisciplinary team to compete in this national competition. The goal of the program is to facilitate improved attitudes and practices within interprofessional collaborations. Our research seeks to use established assessment tools for measuring attitudes towards, and effectiveness of, interprofessional collaboration within the team to explore to effectiveness of the program. These results may inform future program design and evaluation.

Self Esteem and Self Confidence in the Case of Anna

Melody Haines, Wichita State University, Wichita, KS

MEd in Educational Psychology

Everyone questions whether they are worthy or can contribute to society. If there is a cognitive disability, positive self-worth can be an even larger obstacle. The self-esteem of a young lady with a cognitive disability, Down syndrome, will be examined. Self-esteem has two different components, local self-belief and global self-beliefs with the global ones really being more relevant to psychological well-being,(Rubin,2009). How a person feels about him or herself explains human behavior(Rubin, 2009). Self-esteem can suggest how a person values his or her importance and place in the surrounding environment. A low self-esteem can be a predictor of behavior issues, negative attitudes, no risk taking and the ability to ask questions. (Rubin,2009) A person with a positive self-esteem is more of a risk taker, will ask questions, have fewer behavior issues and have a positive attitude.

Collaborative Learning: Shared Acquisition of Knowledge Through Instructional Design Application

Kelli Regehr, USD 448, Inman Elementary School, Inman, KS, **Erik Young,** Wichita, KS

MEd in Learning and Instructional Design

Effective instructional design strategies incorporate best practices in the use of current technological advances and learning theories, while remaining committed to fostering an educational environment within which learning can reliably occur. Collaborative learning strategies can be used to help engage these groups of students as they receive, store, and recall learned information. These types of strategies can serve to reinforce existing instructional methods and procedures already applied during the learning process, while having the potential to fundamentally reframe and enhance the ongoing modification efforts of an established teaching curriculum. We conducted an experiment with two second grade classes. These classes were studying the same math standards and unit. One class was designated as a collaborative group and the other was taught whole class only. This experiment began with a pretest, lasted eight days, and ended in a post test. The average of the collaborative pretest was 59% and the post test was 97%. The average of the whole class group pretest was 54% and the post test was 86%. This means that the collaborative group increased 38% from pretest to post and the whole class group only increased 32%. In conclusion, by looking at the results of collaborative groups versus whole group teaching, it would be more effective to use collaborative strategies in the classroom instead of whole class strategies.

Wobble While We Work

Emily Martin, Kelly Elementary, USD 259

MEd in Learning and Instructional Design

Flexible seating is an innovative movement that creates a student-centered environment. The goal of this study was to promote the use of it in future classrooms. In a first grade classroom, a two week study was done comparing the use of traditional seating and flexible seating. Off-task behaviors were compared and flexible seating proved to have less off-task behaviors.

The Effects of Free-Voluntary Reading on Reading Comprehension in a Foreign Language

Richelle Trevino, Diocese of Wichita, Kapaun Mount Carmel Catholic High School, Wichita, KS

MEd in Learning and Instructional Design

The purpose of this study was to observe the impact of free-voluntary reading (FVR) on the development of reading comprehension in students learning a foreign language. Free-voluntary reading is defined as self-selected reading or reading for pleasure. One hundred and sixteen high school students were included in this study. Students were grouped based on the number of years they had participated in free-voluntary reading in Spanish at the high school level. The study consisted of three groups of students: no free-voluntary reading, 1 year free-voluntary reading, and 2 years free-voluntary reading. Reading comprehension scores acquired by students on the Avant Standards-based Measurement of Proficiency adaptive test were collected near the end of each school year for two consecutive years. Quantitative methods were used to collect and analyze data for this study. Implications expected from this quantitative study were that students who had participated in free-voluntary reading during classroom instruction for 1 to 2 years would attain higher levels of reading comprehension in Spanish than students who had never participated in free-voluntary reading.

The Effects Of App Based Meditation Exercises On College Students' Academic Performance

Holly Stewart, Wichita State University, Wichita, KS

MEd in Learning and Instructional Design

This study explores the effectiveness of meditation as a coping skill, through a mobile app, as a convenient and accessible means to decrease stress and increase academic performance in college students. Meditation focuses on self-regulating emotions and thoughts to manipulate an individual's response to different types of stress, regulate physical and mental wellness and increase cognitive output through guided sessions that focus on diaphragmic breathing, relaxation and mental focus. College students experience a variety of unique stressors during academia that affect their academic performance and overall wellness. Meditation is an effective and proactive coping skill that could become a solution to improving students' wellness and their academic performance. Assessments measure behaviors, attitudes, and dispositions that effect academic aptitude and achievement, grouped in the following categories: Academic Self-Efficacy, Organization and Attention to Study, Stress and Time Press, Involvement with College Activities, Emotional Satisfaction and Class Communication.

Speech Delay and Child Development

Hoa Nguyen, Wichita State University, Wichita, KS

Based on literature review and previous research studies, the researcher's hypothesis is that there is a correlation between the child's speech delay and the delay in other areas of the child's development including fine motor, gross motor, social communication, adaptive, cognitive and social areas. The researcher used assessment tool called AEPS: Assessment, Evaluation and Programming System for Infants and Children: Test, Birth to Three Years and Three to Six Years (Bricker, Yovanoff, & Pretti-Frontczak, 2002) to assess the child's development in those areas.

Intercultural Sensitivity in the 21st Century Classroom

Mary Ellen Kirkbride, Pretty Prairie Middle School, USD 311, Pretty Prairie, KS, **Danielle McVey,** USD 259, Wichita, KS

MEd in Learning and Instructional Design

The purpose of this study was to investigate the following research questions: What is the intercultural level of a small sample of students in the Midwest? Are urban students more ethnorelative than rural students? Which demographic of student tends to be more ethnorelative? To determine the level, where a student falls within the range of ethnocentric and ethnorelative, the study used the Miville-Guzman Universality-Diversity Scale (M-GUDS-S, which was given to 42 seventh graders from rural and urban settings. Preliminary results show a relatively low desire of students to interact with students of other social cultures. The data leads to the following theme: tendencies toward ethnocentrism have an effect on students' acquisition of the 21st-century skill of ethnorelativism. This theme is useful in understanding the importance of developing teacher preparatory courses that focus on intercultural sensitivity training as well as the importance of starting to teach intercultural sensitivity at the primary level in the public-school system.

Non-Fiction Trade Books and Writing to Learn Projects Improves Informational Reading Comprehension

9:15 am, Room 258 (Virtual Presentation)

Shannon Summers, Chanute Public Schools, USD 413, Chanute, KS

Med Learning and Instructional Design

This study explores the role that using informational picture books/trade books has on student's reading comprehension of expository text in a social studies classroom. Most of the focus in an elementary reading class has centered on the use of fiction text (Moss, 2005). Students learn many strategies to use with reading narrative text in the early years of reading instruction. As students enter the upper elementary of fourth and fifth grade more emphasis needs to be placed on teaching strategies to read informational text. Reading to learn becomes very important as students mature as readers and writers. The integration of reading to learn and writing to learn strategies in content areas increases as students progress into upper elementary and middle school.

ASPIRING GRADUATE RESEARCHERS

(UNDERGRADUATE POSTER PRESENTATIONS)

All poster presenters should be at their stations during these session times 9:50 - 10:30 am
North Walkway – east side

How Mindfulness Activities Affect Math Test Scores

Nathan Gash, Derby, KS

Curriculum and Instruction

During my research, students were given a quick 10 question assessment right after coming in from recess. A week later the same class was then given the same assessment after coming in from recess, and then participating in a mindfulness activity. The scores will be presented as I found them from my research.

Effects of Effective Teaching

Veronica Plank

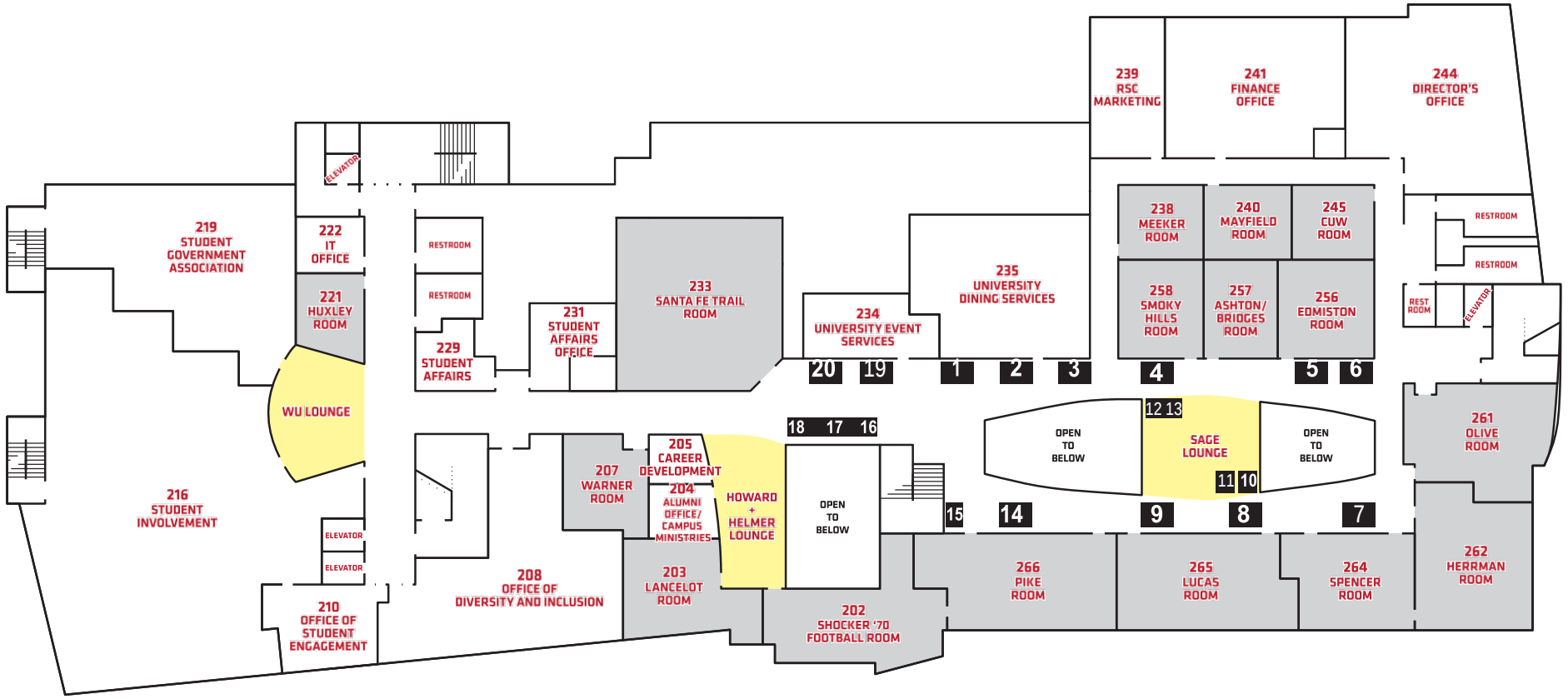
I was given a unique opportunity when my cooperating teacher was unable to begin the school year with her students. She had a long-term substitute in place when she returned. I looked into the Engage New York curriculum, which is scripted. I compared their grades at the 1st nine weeks with the substitute and again at the 2nd nine weeks with a highly qualified teacher in place.

Family Structure and Math Scores

Dezerae Cave, Wichita State University, Wichita, KS

This study reviews the effects of family structures and student math scores. Students were divided into three groups: single-parent families, two-parent families, and non-parental guardians. Data collected was from the math progress monitoring tests. The progress monitoring data labels students as high risk based on their test scores. Students from single-parent homes had the lowest test scores. Students living with non-parental guardians had the highest percentage of high-risk students per category. However, students living in single-parent homes accounted for the highest percentage of high-risk students in the class. This data suggests that any disruption to a student's home life might affect their educational achievement.

RSC SECOND FLOOR INFO TABLES



Updated 05-04-2015

Updated 1-15-2015