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A Longitudinal Study of Judgments of Knowing (JOKs) and Test Performance Comparing Sixth and Eighth Grade Boys and Girls in the Domains of Math and Science

Shirley Alt
Chowan University

Shirley J. Alt, Ph.D., is an associate professor of Psychology, at Chowan University, Murfreesboro, NC. She is a first generation, low-income student from southwestern Pennsylvania coal country, she obtained a bachelor's degree in Psychology (summa cum laude) as well as a doctorate in Learning and Cognition from the University of Minnesota. She has been teaching for ten years in urban and rural settings, undergraduate as well as graduate students, on-line and in face-to-face classrooms ranging in size from three to over one hundred.

Her love of Psychology began when she read Oliver Sacks' book, "The Man Who Mistook His Wife for a Hat" and was further fueled through her work with Dr. Bill Fox (memory) and Dr. Jay Samuels (reading fluency). She has expanded these phenomena to include metacognitive concepts and applications, expanding the automaticity theory from the unit of a word to the gist of a sentence, and utilizing JOKs as a self-diagnostic tool for teachers.

Abstract

Research on metacognition has grown over the last few years, yet it has made little impact on student learning and achievement in the classroom. Definitions of metacognition and the methodology used in this area of research vary greatly, with little research being done outside of the laboratory and in actual classroom settings. Even fewer studies have utilized longitudinal data and analyses as a method for discovery. The current research on metacognition appears promising, but there is no longitudinal research empirically showing that improving metacognitive abilities improves student achievement in the classroom. Beyond the research of what

metacognition is, is the practical implications and use of that knowledge. The objective is not to train individuals to score higher on tests of mental ability, but to directly or indirectly improve the cognitive processes that underlie successful performance, both on tests of aptitude and in instructional settings.

As such, cognitive self-management has direct implications for students' performance and subsequent instruction because a system that monitors itself can use its own introspection as input to alter the system's behavior. Therefore, metacognition as a psychological construct focuses our attention on the role of awareness and executive management of our own thinking. It helps learners become active participants in their own performance rather than passive recipients of instruction; a theory consistent with constructivist accounts of learning and development, and the constructive, personal, and strategic thinking that is involved in metacognition is amenable to classroom instruction.

Research on metacognition has made impressive gains in the last few years, but the definition and methodologies used in this area of research still vary substantially. Theoreticians seem unanimous that the most effective learners are self-regulating, and the key to effective self-regulation is accurate self-assessment of what one knows or does not know. Therefore, knowing empirically whether metacognitive monitoring can be improved upon through its explicit use and whether enhancing this ability directly affects learning (as measured by improved test performance) are key issues.

With JOKs, subjects are said to be well calibrated if they judge they know something when they do or if they judge they don't know something when they don't. Those who judge they know something when they don't or don't know something when they do, are said to be miscalibrated; either over or under estimating their confidence. This type of categorical analysis conceptualizes metacognitive monitoring in terms of different types of people who are either good or poor monitors rather than the idea that individuals can and do vary along a continuum in terms of their monitoring ability. It has been shown that students can be taught to improve metacognitive proficiency through repeated guide practice. In other words, metacognitive abilities grow and change as an individual grows and matures, and this growth and change can be molded through teacher instruction.

Consequently, on an individual level, these confidence judgments could be used as red flags for those students needing special attention. Students who spend the year being over-confident, having never adjusted their metacognitive monitoring and judgments to be in alignment with their accuracy scores appear to lack not only knowledge of the course content, but also seem

to lack an awareness of their own knowledge deficits – they cannot discriminate between when they know something and when they don't.

Though the research has shown that there is a correlation between confidence judgments and test scores, there has yet to be a longitudinal study empirically testing that enhancing a student's metacognitive judgment improves their test scores. This study set out to investigate this claim: Having students use their metacognitive judgments explicitly in the form of JOKs over the course of a school semester leads to improved discrimination (Bias), improved calibration (CAQ), and improved test scores. The role of gender was also investigated to see if there is a relationship between gender, confidence and test scores. A third consideration is the role of JOKs as a form of feedback to the teacher regarding test items – JOKs as a diagnostic tool. This investigation took a slightly different slant, looking at each exam item to see if there were any items the teacher should pay particular attention. For instance, test items where students were 100 percent confident they got the test item correct only to get the item wrong could be a clue about a particular lecture's content, students' misconceptions, or the test item question itself.

Acculturation and Adherence to Asian Values as Correlates to Psychological Distress and Adjustment Difficulties Among Asian International Students in America

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Publication: Kim, E., Hogge, I., Ji, P., Shim, Y., Lothspeich, C. (2013): Hwa-byung Among Middle-Aged Korean Women: Family Relationships, Gender-role Attitudes, and Self-esteem, *Health Care for Women International*, 34 (5), 537-541.

Research area: multicultural counseling, culture bound syndrome, immigrants issues
Licensed clinical psychology, LPC

Abstract

Review of research has indicated that international students' psychological wellbeing is related to acculturation process. This study was to examine acculturation process and value differences as correlates to psychological distress and adjustment difficulties among Asian international students. The cultural adjustment checklists and Asian Value inventory are used to measure adjustment distress for 82 Asian International Students. We found that the degree of acculturation and Asian values are highly related to cultural adjustment difficulties among Asian international students.

Identity Development in Substance Use Disorder Clients: Implications for Clinical Practice and Recovery

Gerard A. Love
University of Alabama

Dr. Gerard A. Love is the Executive Director of The University of Alabama's Collegiate Recovery and Intervention Services Department. Love has worked in higher education specializing in substance use disorders and recovery for the past 30 years. He developed a CACREP accredited master's degree in addiction counseling, an AOD intervention program, and a residential LLC Collegiate Recovery Program. Love also teaches addiction coursework in the addiction science and recovery degree program at Alabama as well as the UA Honors college. Dr. Love has presented at CSI in the past.

Abstract

The process of beginning one's journey in recovery from a substance use disorder (SUD) is often referred to as a turning point, a phoenix moment of rising from the ashes anew, or a shift in one's personal zeitgeist. This new chapter of a person in recovery's life is best described as an awakening and may yield a reorganization of the self. While models of identity development are plentiful in terms of racial, ethnic, and sexual orientation identity, a comprehensive model of identity development for those in recovery from a SUD is needed. Drawing upon the work of structural developmental models as well as identity development models, this presentation outlines the process of self discovery in recovery. A method for assessment, clinical implications and recommendations for use in ongoing counseling, family therapy and self help work are provided.

Location, Location, Location? The Impact of Site Selection on Global Learning in Short-Term Study Abroad

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Ohio University

Andrew Pueschel
Ohio University

Dr. William A. Young II is Charles G. O'Brien Associate Professor of Business Analytics. Young earned his doctorate degree in Mechanical and Systems Engineering from Ohio University. Young's primary research interests relate to business analytics and operations management. In terms of his research, Young has various peer-reviewed articles related to operation management, healthcare services, and environmental systems. Young has published his articles in journals such as the International Journal of Production Research, Expert Systems with Applications, Neural Computing and Applications, and Computers and Industrial Engineering.

Dr. Andrew Pueschel is an Assistant Professor of Instruction in the Management Department of the College of Business at Ohio University; and director of the Emerging Leaders program in the Robert D. Walter Center for Strategic Leadership. He received his PhD in Instructional Leadership and Management from Robert Morris University and his Masters in Public Policy and Management at the Carnegie Mellon's Heinz School. His research interests include leading for wellness, positivity, leadership, organizational behavior, and culture change.

Abstract

The Global Consulting Program is a transformative learning experience. Studies highlight working within multi-disciplinary teams and thus the utilization of a diversification algorithm should maximize these benefits. But is this needed? Our study measures student learning assessments, global citizenship metrics, and overall satisfaction between students who received their top location preference and those who did not. Measured immediately after the experience and again 6 months later to

uncover any lag effects, we present implications for international program development optimizing student experiences and overall cohort dynamics. Results might provide insights into undergraduate global programming placement, on-site location assignments, and first-job acceptances.

Online Proceedings

Risk factors for recidivism among adolescents admitted to a psychiatric hospital

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Jennifer Savage

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Logan S. McCarthy is an Adult and Family certified Psychiatric Mental Health Nurse Practitioner (PMHNP), and possess a BSN, an MSN, and a DNP. Prior to becoming a PMHNP I worked as an RN at an inpatient psychiatric hospital. As a PMHNP I have experience providing inpatient care in both the child/adolescent and adult setting, as well as experience as a psychiatric consultant for a medical center. I currently teach at the Caylor School of Nursing at Lincoln Memorial University, while providing mental health services in their rural outpatient clinic. Research interests include children/adolescent mental health, and best practice inpatient care.

Abstract

Problem:

Suicide is the third leading cause of death in adolescents in the United States, with suicidal behavior peaking in adolescence. Suicidal and self-harming behavior is often chronic, with an estimated 15–30% of adolescents who attempt suicide having a second suicide attempt within a year. The focus of acute psychiatric hospitalization is on stabilization of these psychiatric symptoms resulting at times in premature discharge. Finding from studies based on high rehospitalization rates among adolescents admitted to an acute psychiatric hospital indicates that adolescents continue to experience crisis

upon discharge from an acute psychiatric hospital, leading to the question of whether or not these adolescents are being discharged prematurely.

Methods:

A chart review was performed on 98 adolescent clients admitted to an acute psychiatric hospital to identify risk factors that may increase rehospitalization among adolescents admitted to an acute psychiatric hospital. Clients admitted to the hospital within a 12-month time frame were compared to clients who were not readmitted during that 12-month period.

Results:

History of self-harming behavior and length of stay greater than 5 days were found to be risk factors for rehospitalization.

Conclusions:

Adolescent clients who are admitted to an acute psychiatric hospital with a history of self-harming behavior and extended length of stay need to be identified and individualized treatment plans implemented for preventing repeat hospitalizations.

The Impact of Recent Trends on How LGBT Characters are Portrayed in Media

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Park University

Brian Cowley, Ph.D. completed a B.S. at Utah State University in Psychology (1987), a M.S. at Southern Illinois University-Carbondale in Behavior Analysis and Therapy (1989), and a Ph.D. at the University of Kansas in Developmental and Child Psychology (1998). They previously taught at Northeastern State University, (4 years) and at the University of Florida (2 years) and at Park University since 2003. Their current rank is Professor of Psychology. They have studied child abuse and neglect, language delays, brain injury, developmental disabilities, self-studies, response classes, learning, environmental sustainability, and parenting. Recently they have studied genocide, Holocaust, and LGBT issues.

Education

Undergraduate School: Northern Illinois University, Psychology

Graduate School: Northern Illinois University, Industrial-Organizational/Social Psychology

Doctoral School: Northern Illinois University, Industrial-Organizational/Social Psychology

Expertise/Research Interests

Gender and LGBTQIA issues in the workplace

Higher Education Administration

Humor and leadership

Professional Associations

Society for Industrial and Organizational Psychology (SIOP; APA Division 14)

Society for the Teaching of Psychology (APA Division 2)

Quantitative and Qualitative Methods (APA Division 5)

Midwestern Psychological Association

Chicago Industrial Organizational Psychologists

Abstract

Starting with the 5th century throughout Western society's history same-sex attraction became a taboo on par with murder, matricide, child molestation, incest, cannibalism, genocide, etc. Same-sex attraction was not discussed in society and could not be mentioned positively in media, amplifying a sense of horror. Books, plays, movies, television shows, and commercials have recently normalized dialogue about people who do not identify as heterosexual. We will analyze LGBT media trends quantitatively and qualitatively from 2011-2020.

Online Proceedings

The Reinvention of Teaching Assignments and Classroom Settings: A Road map for Higher Academic Performance and Achievement in Philadelphia Public Elementary Schools

Admasu E. Tucho

Lincoln University of Pennsylvania

Dr. Admasu Tucho, a former high school history teacher in Ethiopia, is currently an Associate Professor of Education at Lincoln University of PA. Dr. Tucho earned his M. Ed. degree in Educational Administration from Cheyney University of Pennsylvania and Ed. D. from Temple University in Educational Leadership and Policy Studies. Since joining Lincoln University in 2004, Dr. Tucho has served as Graduate Education Programs Coordinator, Interim Chair and Chair of Education Department in addition to teaching different graduate level courses. In addition, Dr. Tucho published scholarly articles in different national journals and made many professional presentations at different conferences.

Abstract

The School District of Philadelphia is the seventh largest in the nation with 341 pre k to 12 schools serving a total of 203,225 students with a student-teacher ratio of 17 to 1 as of September 2019. Of the 341 schools, there are 215 district operated traditional public schools, 100 charter schools, and 26 alternative schools. According to state test scores, 20% of students are at least proficient in math and 35% in reading.

Unfortunately, despite the pouring of large amounts of money, quality time, and skilled labor into centuries old One Teacher-All Subjects Philosophy of American Public Elementary School classroom settings, the outcome remains disappointing or in some cases, uncertain. In those schools where “success” was proclaimed, very few dared to answer the questions that follow: At what cost was this success achieved? Should academic success be measured by the amount of money poured into the program? The purpose of this study is to investigate whether changes to teaching assignments and classroom settings have any effects on students’ academic performance and achievement in public elementary schools of Philadelphia. A quantitative research

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A Biodata Study of the Relationship Between Positive Youth Development and Employment Longevity Among Small Business Customer Service Employees

James C. Dovel
Shepard University

James Dovel is an experienced business manager with an extensive professional background and academic training that currently serves as an assistant professor of business.

Education:

- ~ Doctor of Business Administration, Wilmington University
- ~ Masters of Business Administration, Portland State University
- ~ Bachelor of Science in Diesel Power Technology, Oregon Institute of Technology

Background:

- ~ As a business owner and entrepreneur, his business grew sales by over 600% through the implementation of five business-expansion projects.
- ~ My research includes the development of employee screening instruments and new predictive constructs that aim to improve employment selection predictability while reducing adverse effects on various minority groups.

Abstract

Small businesses account for almost 50% of U.S. employment. Small business employee quality and selection are important to both individual business success and the economy as a whole. Very little research exists concerning small business employee selection. Factors that complicate research include the wide variety of business types, their physical and geographical dispersion, and the reality that credential based selection often provides little value. This empirical study utilized biodata, or background data, representing youth experiences to develop a selection instrument for

small business, customer service employees. Its primary foundation includes the extent to which the existence of developmental assets and positive youth development relate to small business, customer service, employee longevity. Its subjects came from small businesses with 50 or less employees in an inland Pacific Northwest city. The final instrument included a moderate weak relationship to small business, customer service, employee longevity. It advanced positive youth development research and its relationship to adult outcomes. The constructs of connection and competence provided the most value in the relationship. The constructs of confidence, character, the depth of participation, and the opportunity to participate in leadership provided additional value in the relationship. Caring and breadth provided no value in the relationship. A valuable relationship exists between positive youth development and small business, customer service, employee longevity.

Are the Hoops Worth the Hype?

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Concord University

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Concord University

Dr. Angela Addair is an Assistant Professor of Management and Director of Entrepreneurship at Concord University in Athens, WV. Dr. Addair earned her degrees from Concord University, and Walden University. She teaches courses in Principles of Management, Introduction to Business, Personal Financial Planning, Strategic Management, Human Resource Management, Entrepreneurship 1, and Entrepreneurship 2. Angela is a member of the FACDIS, USASBE, and IAOIP. She also serves on the WV Collegiate Business Plan Competition Oversight Committee.

Dr. Amanda Sauchuck is an Assistant Professor of Management and University Assessment Director at Concord University in Athens, WV. Dr. Sauchuck earned her degrees from Concord University, Liberty University, and Capella University. She teaches courses in Organizational Behavior, Management Information Systems, Principles of Management, Business Communications, and Strategic Management. Amanda is member of the Board of Directors for the Beckley Area Foundation where she has helped launch a youth philanthropy group. Amanda is also a member of the FACDIS and a Quality Matters Certified Peer Reviewer. She was awarded the 2018-2019 Presidential Excellence Award for Faculty at Concord University.

Abstract

Advocates claim that cities having a professional sports team, facility, and events will result in large sums of money being spent into the city for lodging, food, and other interests of the enthusiast all while attending an event supporting their team. What is not explained, however, is the true economic impact on these cities as this varies for reasons we will discuss within our research paper.

Change is Happening at Hyper Speed: Is Management Education Keeping Up?

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Kimberly R. Jordan is an Assistant Professor of Instruction for the Management Department and the Director of the Strategic Leadership Certificate for the Walter Center for Strategic Leadership in the College of Business at Ohio University. Kim teaches strategic business communication in the Integrated Business Cluster and strategic leadership onboarding. Her research interests are in storytelling, brains, and leadership.

Shawnee Meek is an Assistant Professor of Instruction of Management at Ohio University. She teaches strategic business communication and leadership. Current research interests include workplace effectiveness, positivity, and leadership. She has provided leadership training for both private and public-sector organizations, including Global Cooling and GallopNYC.

Change is Happening at Hyper Speed: Is Management Education Keeping Up?

Abstract

Change today is happening at hyper speed. In order for management education to keep up, we must be vigilant in assessing our management education programs to assure that our students are successful at career entry. This paper reviews the literature and presents research findings from management alumni and current students at a Midwestern university. Results show the importance of 21st century skills for alumni and how students view their preparedness on these skills. It is imperative that business schools seek input from their alumni and assess classroom learning in order to continuously adapt to the competencies employers need in new hires.

Keywords: Business Education, student success, workforce skills

Introduction

U.S. and European employers are facing constant change in a globalized economy and, at the same time, looking for skill savvy new hires without the need for extensive training. Business schools, then, must constantly review curriculum and adapt to match what employers need in new hires (Ghannadian, 2014). In this time of turbulent change, are business schools providing competitive graduates? To stay current, business schools must continually seek input from industry to determine if, in fact, our business curriculum is providing competencies employers want in new hires. This paper will review the literature and present findings following research that queried management alumni and current students.

Literature Review: What Employers Want

There is a plethora of research seeking to determine whether business skills prized by industry match business management curricula (i.e., David & David, 2011; Davidson, 2017; Ghannadian, 2014; VanDam & Guidone, 2018).

Industry research shows that employers want business school graduates with solid tech skills and human skills like critical thinking, problem solving, teamwork, and persuasion (VanDam & Guidone, 2018). Looking at skills employers identify as important, David and David (2011) reviewed corporate job descriptions, new graduate resumes, and business school syllabi, and found gaps between what employers want and what business schools offered. The other skills not addressed by business schools include soft skills: Self-awareness, long-term planning, time management, task prioritization, empathy, and persistence (Ghannadian, 2014).

More recently Jeff Selingo presented "2027: The Decade Ahead for Higher Education" and spoke of the "opportunity to forge deeper alliances among institutions and remake higher education for the demands of the 21st century" (as cited in Davidson, 2017, para. 3). Selingo notes that students need the ability to navigate ambiguity, resilience, curiosity, and entrepreneurship because of the dynamic job market and the need to move through different roles. Farrugia and Sanger (2017, p.6) encapsulated a compendium of research findings, and assert that "employers generally value soft skills in new employees as much or more than they value technical skills" (Alston, Cromartie, Wakefield, & English, 2009; Crawford, Lang, Fink, Dalton, & Fielitz, 2011; Harder, Andenoro, Roberts, Stedman, Newberry, Parker, & Rodriguez, 2015; Jogan & Herring, 2007; Robinson, Garton, & Terry, 2007; Robinson, Garton, & Vaughn, 2007).

Farrugia and Sanger (2017) built a list of twenty-first century workforce skills most sought by employers (See Figure 1) from previous European and U.S. research (National Association of Colleges and Employers, 2017; European Commission, Education and Culture, 2014; Leppanen, Saarinen, & Airas, 2014; Tobin & Pettingell, 2008; Robles, 2012).

Figure 1: Twenty-First Century Work Force Skills

Communication Skills	The ability to convey ideas to others through verbal and written means, using clear and effective language that accounts for the audience.
Confidence	The ability to make decisions based on one's own convictions and to trust in one's own competence.
Course or Major-Related Knowledge	Proficiency in one's chosen academic major or course content.
Curiosity	The openness to new experiences and desire to learn.
Flexibility/Adaptability	The ability to adjust one's own behavior to changing circumstances and to work in ambiguous environments. This skill includes the ability to learn and to be teachable.
Intercultural Skills	The ability to understand and respect different cultural contexts and viewpoints. Includes an openness to new ideas and ways of thinking.
Interpersonal Skills	Having a positive attitude to get along with others that includes social awareness, the ability to listen, and display good etiquette.
Language Skills	The ability to communicate in spoken and written form in a language other than English.
Leadership	The ability to leverage the strengths of others to achieve common goals, and use interpersonal skills to coach and develop others. The

	ability to assess and manage one's emotions and those of others; to use empathetic skills to guide and motivate; and to organize, prioritize, and delegate work.
Problem-Solving Skills	The ability to identify work-related problems; analyze problems in a systematic but timely manner; to draw correct and realistic conclusions based on data and information; and to accurately assess root cause before moving to solutions.
Self-Awareness	The ability to self-reflect and understand one's strengths and weaknesses.
Teamwork	The ability to collaborate with a diverse team, work within a team structure, and negotiate and manage conflict.
Technical/Computer Software Skills	The ability to select and use appropriate technology to accomplish a given task, or apply computing skills to solve problems.
Tolerance for Ambiguity	The ability to be comfortable with uncertainty, unpredictability, conflicting directions, and multiple demands. In essence, tolerance for ambiguity is manifest in a person's ability to operate effectively in an uncertain environment.
Work Ethic	Demonstrates personal accountability and effective work habits, e.g., punctuality, working productively with others, time/workload management. Understands the impact of non-verbal communication on professional work image. The individual demonstrates integrity and ethical behavior, acts responsibly with the interests of the larger community in mind, and is able to learn from his/her mistakes.

(Farrugia & Sanger, 2017, p.7)

Employers are less sure that communication, writing, and critical thinking are being effectively taught and these are the top skills that employers want, but no longer

believe are embedded in a college degree (Davidson, 2017). There are two issues here: (1) Teaching skills like communication, writing, and critical thinking is hard; (2) Employers are less sure that the college degree is the strongest signal of these skills. Most of our degree programs include too much information when students just need smaller amounts, for example, short-term certificates that can also fuel continuous learning (Davidson, 2017).

According to Henderson (2018), there's a transition within companies to move from the short-term to the long-term when considering social responsibility and sustainability. Some companies with long-term focus on social and environmental responsibility are more profitable (Henderson, 2018). As a result, some universities are forming networks, 38 management schools across the world, to change their curriculum, partnerships, and research to center on responsible management education (Weybrecht, 2018).

It's clear from the research that Ghannadian is correct to remind us, "schools must view curriculum revision as constant – it's a task that's never done" (2014, p.7). This current research seeks to determine our alumni views on what competencies are sought in new hires and to determine our students' views about how well their management major is preparing them on the skills reported by executives to be important skills needed in the twenty-first century workforce.

Methodology

Data were collected from alumni as well as current undergraduate management majors (3rd and 4th year) in a College of Business at a Midwestern university using a convenience sampling. Alumni with graduation dates ranging from 1980-2018 (N= 3,703) were sent a Qualtrics survey stating "Your help is needed as we update our Management Major curriculum to position every graduate for success in their first job after graduation." Responding to the survey were 170 alumni participants from the following decades: 80's (53), 90's (46), 00's (46), and 10's (25). Alumni participation to the survey resulted in a 4.59% response rate. The survey sent to current undergraduate junior and senior management majors (N=187) resulted in 50 responses from juniors (36) and senior students (14). Undergraduate participation response rate was 26.7%.

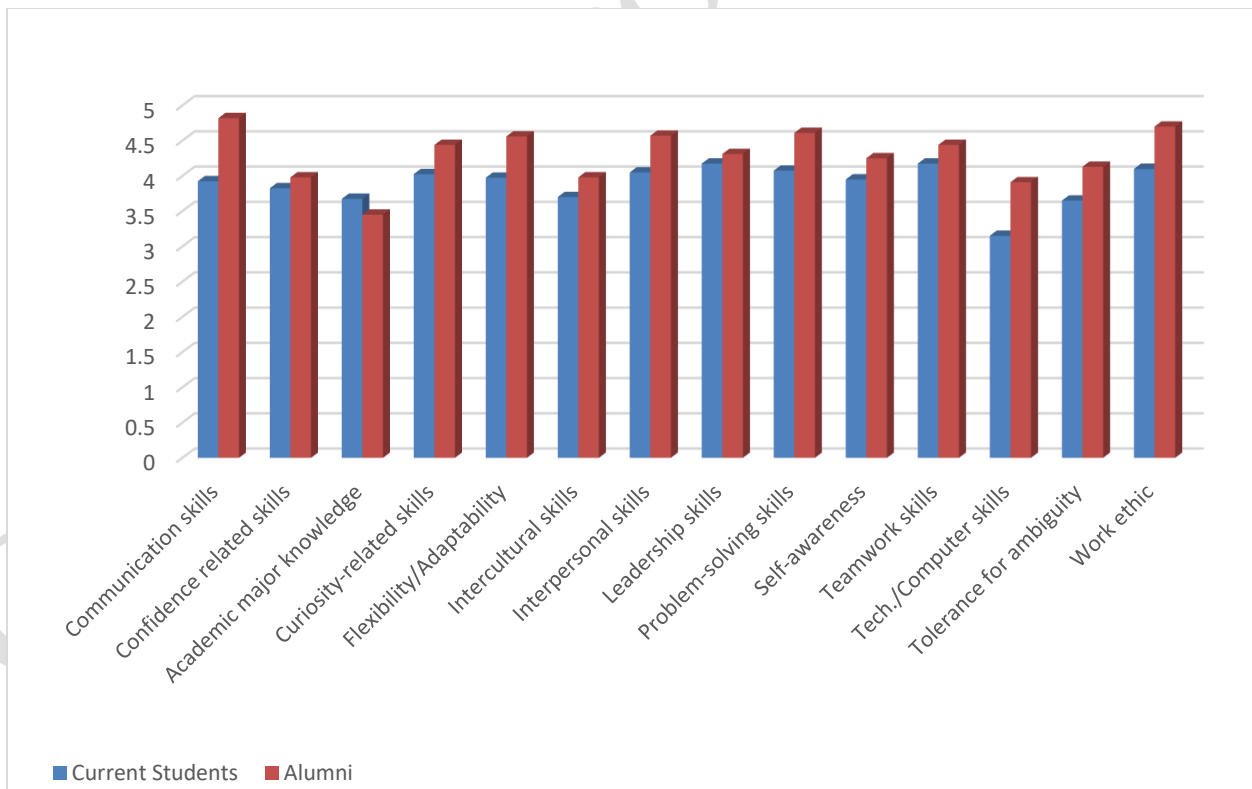
The 21st century skills (Farrugia & Sanger, 2017) were used and alumni were asked to rate each skill utilizing a 5-point Likert scale ranging from 1 (not important at all) to 5 (extremely important). Although not a part of this original study, an open-ended question was included to answer the following question: "What additional specific managerial skills (i.e., teams, decision making, etc.) should we be teaching for

our graduates to be competitive entering the workforce?” The survey sent to current undergraduate junior and senior management majors also utilized a 5-point Likert scale ranging from 1 (not important at all) to 5 (extremely important) and asked students “How well did the Management Department prepare you for the following (21st century work force) skills?”

Results

This research focused on alumni views about competencies sought in new hires based on the 21st century skills competencies denoted most valuable from worldwide research (Farrugia & Sanger, 2017). Also reviewed were undergraduates’ views about how well the management major is preparing them on these same skills. As indicated in the following figure, alumni ranked the skills very high, while undergraduates indicated gaps in communication skills and technical/computer software skills training.

Figure 2: Department of Management Alumni/Students Ratings on 21st Century Skills



To What Degree Do the Alumni Survey Results Match Twenty-First Century Work Force Skills?

The results in the above figure indicate that these alumni rate 21st century skills very high overall. The highest average ratings are for *communication skills* (4.82) and *work ethic skills* (4.7), followed by *flexibility/adaptability skills* (4.56), *leadership skills* (4.57) and *problem-solving skills* (4.61). The lowest rated skill is *academic major knowledge* (i.e. their knowledge of *Management*, average rating of 3.45). Considering that the scale goes from 1 (low) to 5 (high) in terms of importance, a 3.45 average rating for academic major knowledge is still trending toward above moderate level of importance, even for the lowest average rating 21st century skills in the list. See Appendix A for the summary statistics and bivariate correlations.

To What Degree Do the Student Survey Results Match Twenty-First Century Work Force Skills?

Figure 2 above also shows the average responses of current students on how well prepared they are relative to the 21st century skills. The biggest gap between current student responses and alumni appear to be in the area of communication skills and technical/computer software skills. In both cases, alumni provided higher ratings for the importance of these skills in the 21st century compared to students' responses on how well prepared they are relative to these skills.

Discussion

It is clear that the alumni respondents in this study believe that the 21st century skills, as outlined in Farrugia and Sanger's (2017) meta-study are important. Likewise, overall students believe that they are being well prepared in these 21st century skills. The most interesting response to the alumni open-ended question, "What additional specific managerial skills should we be teaching for our graduates to be competitive entering the workforce?", was the skill of humility.

Ghannadian reminds us that curriculum changes are crucial; however, "it's often slow, due to bureaucratic university structures, which can cause a lag between what businesses want and what business schools supply (2014, p. 6). This delay becomes more challenging as change accelerates across the world's economy.

Today's top business school programs are focused on ethics and social responsibility, critical thinking, and business communication, which are offered in conjunction with analytic and technical offerings. Undergraduates have choices that

include micro units that build together from a menu of options to complement each learner. As part of these choices, classes in managerial skills such as negotiation, power, and cross-cultural management are being offered.

According to Henderson (2018), there is a transition within companies to move from the short term to the longer term when considering corporate social responsibility and sustainability. Some companies with long term focus on social and environmental responsibility are more profitable, i.e., Apple, Facebook, and BlackRock (Henderson, 2018). As a result, some universities are forming and joining networks, such as the United Nations-supported initiative founded in 2007, Principles for Responsible Management Education (PRME), a platform to raise the profile of sustainability that consists of 38 management schools across the world, to change their curriculum, partnerships, and research to center on responsible management education (Weybrecht, 2018). It is critical for the faculty of management departments to continuously assess and improve their program in order to successfully prepare students for success entering their first career.

Limitations

This study is limited to the alumni and students of one Midwestern university. The small response rate may have impacted the results. Further, since the survey was mailed by the university alumni office, it is also possible that many emails are outdated resulting in an unknown number of emails going unopened. In addition, this study's population limits the generalizability of the study; however, it can be easily replicated to include a wide variety of participants in both educational and professional settings. The self-reporting of the data by the students and alumni are the main limitation of this study. Those who have completed the survey are subject to biases. However, former research concludes that self-reported data are useful for understanding the participants' psychological experience and are not as strongly limited as we assume, because people often realistically perceive their social environment (Balzer & Sulsky, 1992; Funder, Kolar, & Blackman, 1995; Murphy, Jako, & Anhalt, 1992; Spector, 1994).

Conclusion

Ghannadian (2014) discusses the importance of business schools and highlights the impact that can be made through a well-thought-out business curriculum. It is imperative that business schools seek input from their alumni in the workforce and continuously adapt curriculum to the competencies employers need in new hires. This paper reviewed the literature and presented findings following research that queried

management alumni and current students. Results show the importance of 21st century skills for alumni and how students view their preparedness on these skills. Change today is happening at hyper speed. In order for management education to keep up, we must be vigilant in assessing our management education programs to assure that our students are successful at career entry.

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Appendix A: Summary Statistics and Bivariate Correlations*

	[1]	[2]	[3]	[4]	[5]	[6]	[7]	[8]	[9]	[10]	[11]	[12]	[13]	[14]	[15]
[1] Communication skills	1														
[2] Confidence related skills	0.19	1													
[3] Academic major knowledge	0.04	0.15	1												
[4] Curiosity-related skills	0.26	-0.03	-0.05	1											
[5] Flexibility/Adaptability	0.1	0.22	-0.04	0.33	1										
[6] Intercultural skills	0.12	0.11	0.13	0.31	0.25	1									
[7] Interpersonal skills	0.12	0.09	-0.05	0.29	0.27	0.36	1								
[8] Leadership skills	0.16	0.19	0.09	0.09	0.02	0.15	0.14	1							
[9] Problem-solving skills	0.29	0.11	0.05	0.19	0.19	0.08	0.21	0.39	1						
[10] Self-awareness	-0.01	0.21	0.06	0.22	0.15	0.42	0.26	0.16	0.14	1					
[11] Teamwork skills	0.16	0.07	0.16	0.29	0.20	0.32	0.31	0.20	0.22	0.23	1				
[12] Tech./Computer skills	0.12	0.22	0.39	-0.01	0.01	0.06	0.08	0.17	0.10	-0.05	0.22	1			
[13] Tolerance for ambiguity	0.22	0.14	0.08	0.22	0.23	0.25	0.28	0.14	0.16	0.20	0.36	0.25	1		
[14] Work ethic	0.13	0.08	0.02	0.26	0.23	0.26	0.26	0.12	0.25	0.23	0.31	0.11	0.30	1	
[15] Graduation year	-0.01	0.12	-0.17	0.14	0.12	-0.07	-0.10	-0.20	-0.03	0.12	-0.02	-0.05	-0.02	-0.02	1
Mean	4.82	3.98	3.45	4.44	4.56	3.98	4.57	4.31	4.61	4.25	4.44	3.91	4.13	4.70	2.25
S.D.	0.40	0.74	0.86	0.63	0.58	0.87	0.61	0.69	0.53	0.68	0.67	0.76	0.73	0.57	1.06
Min	3	1	1	3	3	1	2	3	3	2	2	2	2	1	1
Max	5	5	5	5	5	5	5	5	5	5	5	5	5	5	4

*Bivariate correlations with absolute value greater than or equal to 0.22, 0.16, and 0.14 are significant at the $p < 0.01$, $p < 0.05$, and $p < 0.1$ levels respectively. Most significant correlations are indicated with bold faced font.

Comparing Student Readiness for Blended Learning and Final Grades in Business Courses

Cheryl Clark

Georgia Gwinnett College

As a former business executive, Clark recognizes that teaching, like a business, is dynamic and will continue to change. Theories, topics, technology, and students themselves will continue to evolve. She conducts actionable research, engages in professional development, collaborates with her colleagues both inside and outside of Georgia Gwinnett College, and rigorously plans and organizes the course activities. Effective teaching includes both a willingness and need to continually update content and activities to ensure that the application of theory and concepts remain transferable to the business environment and relatable to business students.

Abstract

While many business schools continue to increase their offerings of blended learning courses and programs, little research has been published that measures the impact of student readiness for this approach to learning. The Self Directed Learning Readiness (SDLR) survey was used to capture data from 72 upper-level business school students enrolled in three sections of Flipped/Hybrid courses. Two sections were of the same class were a required class while the other class was an elective class. The relationship between student's SDLR overall survey score and each sub-scores (Self-management, Desire for learning and Self-control) were compared to the student's performance in these blending learning courses as well as the student's overall academic performance (measured by GPA). The results indicated that a change in the student's final grade when combining the data for all classes were not driven by their overall SDLR score. Yet, when the data was analyzed by course, the GPA of students in the elective course was significantly driven by their SDRL survey sub-score for both self-management and self-control.

Creating Significant Cross-Functional Leadership Development Opportunities: An Ecological Approach

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David Bayless
Ohio University

Katherine Hartman
Ohio University

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Dr. Bayless is the Gerald Loehr Professor in the Department of Mechanical Engineering at Ohio University where he is the Director of the Center for Algal Engineering Research and Commercialization (an Ohio Third Frontier Wright Project) focusing on the energy and environmental technology creation. He is actively engaged in teaching and developing leadership skills for engineers as director of the Robe Leadership Institute in the Russ College of Engineering.

Abstract

While experience with cross-functional teams is suggested for students to maximize their leadership development (Sundheim, N. and Asquith, J., 2010, and Bhavnani, Sushil H., 2000) disciplines have different expected outcomes, accreditation, and assessment criteria and there are challenges to implement a similar model in an environment where curricular 'crossing of boundaries' is not embraced. This study examines the

effectiveness of a sustainability-focused, semester-long, course-based learning experience that integrates students across academic colleges be used to help students develop leadership skills. Results will highlight student perceived leadership development as well as sharing best practices for future cross-functional team engagement opportunities.

Online Proceedings

FDA Regulatory Review, 'Breakthrough' Biologics, and Price Competition: The Hepatitis C Experience

Thomas A. Hemphill
University of Michigan-Flint

Dr. Thomas A. Hemphill, the David M. French Distinguished Professor of Strategy, Innovation and Public Policy, School of Management, University of Michigan-Flint, received his Ph.D. in Business Administration with a primary field in Strategic Management and Public Policy from the George Washington University. Dr. Hemphill's teaching and research are in the areas of business and society, innovation management, international business, and strategic management. His academic research has been published in *Science and Public Policy*, *Technology Analysis & Strategic Management*, *Business Economics*, *Journal of Business Ethics*, *Business and Society Review*, *International Business Review*, and *Management International Review*, among other academic journals.

Abstract

Over the last few years, American consumers have been the targets of marketing and advertising campaigns focused on a growing range of anti-viral, biologic "cures" for hepatitis C. The U.S. Food and Drug Administration's (FDA) Accelerated Review process, and specifically the priority review process, has resulted in successfully reviewed hepatitis C drugs averaging only 7.7 months in the review process (versus a 10-month standard FDA review process). Moreover, it reflects positively on the intent of the fee-based approach found in the PDUFA to expeditiously and safely approve potentially lifesaving or life enhancing drugs and make them commercially available to patients. Remarkably, over a period of less than four years, the retail price of a hepatitis C treatment has dropped from a list price of \$94,500 (for Harvoni) in late 2013 to \$26,400 (for Mavyret) in early 2017 – a 72 percent cost reduction to the consumer or health insurance provider.

Leaders' Personal Ethics Dilemma and Conflict with Organizational Ethics

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B.Th Theology, and Executive Diploma in Business Leadership.

Area Team Leader for Campus Crusade for Christ Southern and Eastern Africa

Non-Profit leadership. Experience in Accounting, and Financial Management and leadership Coaching.

Abstract

The study investigated leaders maintain moral, behavior when faced with personal and organizational ethical conflict? The study focused on seven elements leaders apply in dealing with personal and organizational ethical dilemma. Making moral decisions and showing compassion, and ethical behavior emerged as impacted by spirituality and culture. Spirituality and cultures forms the basis for moral and ethical convictions. The qualitative study revealed that ethical dilemma existed between an individual and organizational ethics influenced by one's spirituality and culture.

Made in China: The Economic Headwinds of an Economic Superpower

Bradford R. Frazier

Belmont Abbey College

Alan R. Belcher

Ashford University

Dr. Brad Frazier began his banking career with Wachovia Bank, and enjoyed a banking career for 19 years before transitioning to higher education. He has served as a Campus Director and later MBA program director at Pfeiffer University in Raleigh and Charlotte. He later transitioned to full time faculty, and now serves as Chair of the Business Department and Associate Professor at Belmont Abbey College in Belmont, NC. His research interests include international business and management, and educational leadership.

Alan Belcher has served as a faculty member and as an administrator, always providing students with an outstanding educational environment. In the most recent years, he has consulted with institutions to develop and implement assessment, faculty development programs, and the curriculum development process. Over the past several years, he has served registrar and then as vice president for student services, with oversight for admissions, financial aid, and student records. He has served as Associate Vice-President for Academic Affairs and the Director of graduate business programs while also serving as Director of Institutional Research and Effectiveness at two institutions. Alan is currently Professor of Education at Ashford University.

Abstract

Over the past twenty years, China has grown to become one of the largest economies in the world. Countries from around the globe have invested billions of dollars into China's manufacturing sector, taking advantage of inexpensive labor and free trade. However, over the past three years, China has faced significant economic headwinds from a trade war and tariffs from the United States, to declining global market, to a new

deadly virus spreading unchecked throughout the country. Are these recent events cause for concern for the Chinese economy? This presentation will examine the history of China's rise to a manufacturing center, and the potential global impacts of these recent events on other economies in countries that depend on China for their own industries.

Online Proceedings

Microfinance in the Age of Crowdfunding

Sandra Frempong

Lincoln Memorial University

Abstract

Banking and lending dates to the BC, long before florin was the famous gold coin. The earlier of the financiers were the Templars, Lombards, Rothschild, and the Peruzzis who facilitated the collection and transfer of money. There was extension of credit when merchants, knights, and rulers were given loans to make purchases or wage wars with the hope of repayment. The satisfaction of the service provided is a business easily established in what might well be regarded as an almost primitive condition of trade because there is mutual confidence among men and basic elements of trust.

To limit the risks associated with lending to rulers and expand client base, in the early 17th century the Rothschilds began operating commercial services for customers rather than kings. Commercial services involve accepting savings, extending loans, and granting credit. Credit is borrowed money that one can use to purchase things that are needed and then repay the funds back at an agreed time. The common types of credit include home loans or mortgages, consumer loans, business loans, and personal loans. Savvy lenders do not rely on hope or assertions however; they require collateral for their loans so that in case of default the amount of loss sustained is minimized. Because the conventional concept demands collaterals and established credit history, lenders catered mostly to mainstream and the rich people. Many entrepreneurs cannot borrow capital from traditional banks because they do not have collateral to secure loans, and traditional banks do not want to take on the risks and costs of making small loans without collateral. Consequently, over 2.5 billion poor people were excluded from access to conventional credit. A report on Poverty, Facts, and Statistics published by the World Bank stated that the 2.5 billion represent the bottom 60% of the world population. Many from these 2.5 billion underserved, as they are often referred to complained that lack of access to credit has shut doors of opportunities and this in turn is causing grinding poverty. Poverty remains a longstanding humanitarian challenge. It has been identified as a causal factor of many civil unrests, political upheavals, and genocides, because poverty is associated with insufficiency and anger. This is evident in most of the world's poorest countries that suffer large scale violent conflicts which often lead to severe malnutrition, health crisis, and depopulation as in Congo and Sudan.

Therefore, poverty alleviation has become a long term goal of governments and key global institutions like the World Bank and the United Nations. So when the concept of underdevelopment took shape the serious search for a sacred vehicle for poverty reduction began. Economics professor, Dr. Muhammad Yunus responded to this problem in 1976 by extending a loan of less than \$500 to a few village women in Jobra, Bangladesh to start a business. Beginning with this practice, an industry sector called microfinance was created to supply small loans, savings, and other basic financial services to the poor, outside of the formal banking system. Although many concepts surfaced to address the daunting challenge of poverty, none had greater appeal or impact than microfinance. Microfinance is an extension of consumer credit and it does not require collateral. However, microfinance is directed and more focused in what the borrower should use the money for. Microfinance practitioners operate as non-profit organizations owned by clients or investors interested in the economic and social development of the poor. Every day, millions of borrowers worldwide obtain microcredit. The access to credit assisted many people. Researchers showed through data that the rise of microfinance also called microcredit, has led to reductions in poverty of over 10%. Worldwide, over 137 million unemployed or low-income borrowers, that is, those who were living under \$2 a day, were served between 1998 and 2004. In 2009, \$70 billion U.S. dollars in grants and funds circulated within the sector, with an expected annual cash inflow of \$1.5 billion. As of 2010, researchers showed approximately 975.4 million borrowers worldwide had obtained microcredit. The effects of the progresses noted above on many lives prompted the Nobel Committee to award Yunus the Peace prize in 2006. As effective as microfinance might have been, we are in the age of crowdfunding, shark tank and angel investors; so how is microfinance faring with these emerging platforms. My presentation plans to address the relevance and continuous need for microfinance and how entrepreneurs are coping with the changing financial and technology landscapes.

Shepherd Leadership: A Distinguishing Model of Delivering Exceptional Results

Philip L. Fioravante
Walsh College

Philip L. Fioravante, PhD is a well-rounded business executive as well as a seasoned academic as he has constructed and taught classes at the graduate level for over nineteen. In addition, he is a Visiting Scholar at The College of Engineering – Michigan State University and has taught at Northwestern University - Kellogg School of Management in the Executive Scholar Program.

During his over thirty-five years in business, Dr. Fioravante has mentored several young associates and he is very involved with philanthropic initiatives, including Board-level Foundation work. He has been a guest speaker and panel member at many industry and educational sessions on an international level, including as a keynote speaker. In addition, he has published several peer reviewed articles and a book in the areas of corporate philanthropy and the value proposition in strategic philanthropy.

Abstract

As organizations look to its leadership to set the direction of entity, there is a model by which the leader actually does not actually get out in front. Rather, in this leadership methodology, the leader looks at the organization in “from the back” perspective and assesses threats and opportunities and helps to encourage and direct the organization in a manner that optimizes performance outcomes. Akin to the servant leadership approach, the shepherd leadership methodology requires authenticity, commitment to the greater good, mentoring and the communication of a shared vision. Shepherd leaders are often not clearly seen as distinctive from the organization [the flock]; however, these leaders are providing cohesiveness, clarity of direction, reassurance and a sense of belonging to all of employees [and other stakeholders]. The intentions are to ensure the team members and organization as a whole is on course and at-speed in terms of the mission and objectives.

Potential Effects of the Mississippi Lottery

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Abstract

The purpose of this study is to investigate the potential effects of Mississippi's enacting of a lottery. Mississippi has passed legislation instating a lottery, for which tickets can be purchased as of the last week of November 2019. This research examines various studies addressing state lotteries and their efficiency, tax incidence, and economic incidence in order to explore how lotteries affect the states in which they are located. After exploring the literature, this manuscript briefly discusses Mississippi's demographics in order to give insight as to what the state should expect once tickets begin selling. The literature provides an in-depth analysis, using statistical calculations to make conclusions as to how lotteries affect respective states.

Teaching the Normal Distribution: An Applied Perspective Using Statistical Process Control

Kip Pirkle

Dr. Pirkle earned his Ph.D. in Management from Clemson University, following Accounting and MBA degrees from the University of Georgia. After graduating from Georgia, he worked as a staff accountant for a CPA firm and then purchased an accounting practice. He has been the managing partner in two real estate partnerships. While at Clemson he was a Consultant with the Small Business Development Center, assisting entrepreneurs with business plans and day-to-day operations. He has spent the last 25 years in academics, while maintaining an active consulting practice, primarily in the management of quality, financial forecasting, and valuation. He has taught and conducted business seminars in several foreign countries, and has spent significant time studying and visiting Europe, Asia, and South America. His passion is the study of globalization, and its impact on culture and business.

Abstract

Statistics is one of the most daunting challenges facing college students. Perceived or real, a large percentage of students fear the class, dreading it long before they take it, and in some cases, putting off the class until the end of their program. My experience in teaching the class for over 25 years is that their fear is overstated. But the fear can become a self-fulfilling prophecy without proper guidance.

I used to teach basic statistics from a traditional perspective, walking students through the build-up, to say, understanding the normal distribution and hypothesis testing. I found that the anxiety builds each day, even for my best students.

Through many years of teaching statistics and TQM to managers, I found the same apprehension among bright, college-educated adults. I changed my delivery dramatically. My approach now is much more practical. I open the class with the normal distribution. I use my experience as a quality control consultant and the examples I have encountered over the years. The examples lend credibility to the approach and I find the students' stress level tends to be lower as the class unfolds.

Understanding the normal distribution and SPC is much more about logic than the actual numbers. When students finally grasp the logic through practical application, their fear of the numbers is mitigated. If I can convince them to put aside the numbers and focus on the big picture with relevant examples, they become more confident early on in the class and are able to conquer some of their fears of quantitative analysis.

The goal for my presentation is to illustrate a lower-stress approach to teaching basic statistics.

Online Proceedings

Towards an Understanding of an Institution: The Perceived Legitimacy of Online Business Degree Programs

Heath Keller

Murray State University

Jacob Voegel

Coastal Carolina University

Matthew Peters

Lander University

Heath Keller, Ph.D., is an associate professor in the Department of Management, Marketing, and Business Administration at Murray State University. He currently teaches courses in management fundamentals and strategic management. Heath earned both his bachelor's (B.S.B. Marketing) and master's (MBA) at Murray State. His Ph.D. was earned at Southern Illinois University in Business Administration.

Jacob Voegel received the following education: Ph.D., Southern Illinois University, Business Administration, M.B.A., University of Central Arkansas, B.S., University of Southern Indiana. He is currently an Assistant Professor, E. Craig Wall Sr. College of Business Administration, Coastal Carolina University and researches Social and Commercial Entrepreneurship.

Abstract

Organizational forms can become institutionalized in the sense that their existence and application is taken-for-granted and perceived as legitimate by stakeholders. This study examined OBDP as an emerging institutionalized form in relation to its perceived legitimacy from the perspectives of four key stakeholder groups. Findings offer strategic guidance to business schools either currently offering ODBPs or those planning to develop an online version of an existing program.

EDUCATION PROCEEDINGS

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A Comparative Study of the Educational Landscape and Teacher Training in Ghana & US

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Abstract

The purpose of this study was to explore the different educational structures and teacher preparation programs in Ghana and the US. Some resources that were examined for secondary data analysis were the Organization for Economic Cooperation and Development (OECD), Trends in International Mathematics and Science Study (TIMSS), and other selected publications. This comparison has assisted with developing an awareness of successful initiatives in Ghana and the US and how they might be adapted in the Ghanaian context. This literature review will assist with developing an organizational framework for comparing educational systems.

Adult Social and Emotional Learning: How to Establish Cultures of Well-Being

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Abstract

Warm classroom environments and positive teacher-student relationships promote both academic learning and SEL (social emotional learning). In addition, teachers social-emotional competence (SEC) and well-being strongly influence the learning context with infusion of SEL into classroom and schools. This workshop will focus on creating SEL practices for self, classroom and school wide use. Participants will reflect on the use of SEL in their daily lives and articulate reasons for cultivating SEC. Through exploration of current research participants will generate strategies to utilize SEC with adults and students in educational settings. Lastly, attendees will assess and plan for their own self-care while establishing a culture of well-being on school campuses.

A Novel Look at Learning Statistics through Inquiry: A Practitioner's Approach

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Abstract

Statistics courses provide many techniques for analyzing data, and yet, rarely leverage the natural inquiry connection provided within the environment of statistical analytics. The paper proposed here suggests that using novels depicting fictional events and people, designed specifically for graduate level, behavioral sciences statistics courses, creates a unique opportunity for self-paced, externally guided, inquiry-based learning approaches. The paper proposes a five-part conceptual model for practitioners that describe a framework for Novel-base Inquiry activities.

Introduction

The need to analyze data in a way that informs how we interpret and understand the answers to questions is a fundamental aspect of Inquiry Based Learning (Mandinach, E.B., & Gummer, E., 2013). Yet, the need to analyze data in ways that allow important findings to emerge does not necessarily translate to efficiency in the processes and techniques of analyzing data, which is why learning numerous techniques for analyzing data is a fundamental aspect of graduate research coursework in the behavioral and social sciences (Gravetter, & Wallnau, 2014). Statistics courses in particular focus on data analysis techniques but tend to favor instructional approaches that expose students to heuristics and processes over conceptual foundations and conceptual continuity. To build on the idea of refocusing instruction to address conceptual continuity, we argue that data analysis pedagogies demonstrated in introductory statistics courses fit naturally within the structures proposed in many forms of Inquiry Based Learning (IBL). This means statistics teachers can efficiently refocus instruction on the conceptual connections that support procedural fluency without teaching exclusively the mechanics portions of data analysis. To summarize, statistics courses provide many techniques for analyzing data, and yet, they rarely leverage the natural inquiry connection provided within the environment of statistical analytics. Within a broader IBL approach, we suggest that statistics instructors can capitalize on the fact that Inquiry habits for stories, especially with pictures are intuitive, create opportunities for conversation, and are historically wired into our brains. (Rainey, 2016; Fillian, 1981). The IBL novel technique described herein proposes that an instructional approach using novels depicting fictional events and people, designed specifically for graduate introductory level, behavioral sciences statistics courses, creates a unique opportunity for self-paced, externally guided, inquiry learning approaches. We believe that new models for understanding technical content are important, particularly in courses such as Statistics for behavior and social science because the traditional models have not tapped the natural talents and instincts students have about practical data analysis. Many of the students pursuing graduate degrees do not have a level of computational background that helps them understand how common statistical methods relate to the conceptual underpinnings on which the computational processes are based, and this is critical for success in sequenced course offerings. The proposed *Novel* approach outlines five basic pedagogical considerations, which are contextualized within three primary areas. The instructional considerations define a *practitioner's framework* of contextualized IBL, which will honor both conceptual and didactic topics in a beginning statistics curriculum. The Novel-based inquiry framework proposed in this brief framework will be explored within the following

areas: 1) adapting IBL to novel based instruction for adult learners, 2) comparing theoretical and practical considerations of IBL, and 3) conducting a research based instructional improvement process.

While this contextualized, exploratory model overlooks some of the common aspects of popular Inquiry based practices, it offers new aspects designed to honor the stylistic preferences of adult learners, who are often intimidated by traditional statistics curriculum and may need options for selecting their mode of learning. In addition, because the participants in these courses often have some familiarity with teaching, they have a natural awareness of how inquiry based instruction may relate to the statistical content they are learning. These possible factors have been considered within the following discussions.

Adapting IBL to Novel Based Instruction for Adult Learners

The connections between the researched aspects of Inquiry Based Learning and the potential to adapt technical content to leisure reading is perhaps more evident than one may originally consider. For example, a level of inquiry, ranging from completely *Confirmation-based* to completely *Open*, is often selected by instructors based on the lesson content, scope of the class, needs of the learners, and even personal preference of the instructors (Kirschner, Sweller, & Clark, 2006) in IBL environments. While this may be common practice based on the available Inquiry research, a Novel provides both the framework and the opportunity for the adult reader to self-select the level of inquiry to which they naturally gravitate when reading for leisure. The option for the student to choose the modality creates an adaptive structure for instruction that suits the needs of many types of learners having many levels of background. Although in some sense learner choice may appear to discount the intentional efforts of a particular instructor, in reality it provides an opportunity for an instructor to diagnose learner preferences and learning styles as part of the instructional process. For adult learners, selecting the inquiry level, and justifying the rationale for selecting it, needs to be a primary instructional consideration in order for them to optimize their deeply rooted learning habits. This is valuable information for an instructor who wants to adapt the inquiry approaches to a mode that will help students rapidly acclimate to expectations of the instructor and the learning choices available to them. Whereas younger students may not care to consider the type of inquiry in which they are participating, adult students being aware of their primary learning modalities will likely benefit from the options available within the flexible nature of Novel based instruction.

Furthermore, the nature of interaction with a Novel creates a protracted kind of individual relationship between the reader and the characters and plot of the story. The

inquiry choices the adult learner makes can develop and grow into Inquiry based habits over time from the beginning to the conclusion of the novel based on how the problems are presented in the story. This is true particularly because course content also becomes more sophisticated and grows over time, and should reflect appropriate levels of inquiry and the learner becomes more capable and practiced. The natural evolution of topics in a statistics course, as represented by a Novel encourage the learner to consider the nature and level of Inquiry as part of the learning process but also to help students grow in their understanding of inquiry as a natural extension of research and data analysis.

Sensitivity to the choices of the adult learner in this inquiry context is paramount. As our understanding of Inquiry Based Learning evolves, we seem to be gravitating toward some general common practices in IBL instruction. Essentially the practices are based on a growing, common understanding of Inquiry; and yet, there are many popular process models, suggesting no single approach is appropriate for all learners. It is for this reason that the *Novel* approach offers some variations on Inquiry for adults that allows each individual to build inquiry habits, over time, and which considers a unique look at pacing, intensity, and repetition as parts of the Inquiry equation. After all, inquiry based instruction is designed with learning in mind. Students must still learn, apply content, and ultimately remember what they have learned, which is central to the ongoing arguments presented in Inquiry research.

IBL Theory versus Practice within Exploratory Approaches such as Novels

From a theory perspective, some psychologists believe the very act of *inquiring* puts excessive demands on long-term memory structures, and therefore counteracts the intended benefits associated with long-term memory (Kirschner, Sweller, & Clark, 2006). Others would suggest the act of inquiry stimulates the parts of the brain that makes memory possible (Hmelo-Silver, Duncan, & Chinn, 2007). While both theories are evidence based, and perhaps have pedagogical and neurological merits, they may leave practitioners wondering about the most effective balance of theory and practice. Contextualizing the conditions that outline how learners engaged in an inquiry based process, defining the quality and quantity of guidance they are given during the process, and delimiting the profile of the explanations they are required to create after the process will all influence the outcomes of an inquiry experience. IBL practitioners must certainly consider theory, but classroom activities that facilitate student learning will be their primary motivation. The current article suggests five considerations within the context of Inquiry practice.

1. A *Novel* can be presented as a protracted activity appropriate for developing inquiry habits over time
2. Inquiry around a *Novel* leverages both individual and collaborative activity components, which makes remote instruction using inquiry approaches a powerful option
3. Inquiry activities within the *Novel* can be personally executed but remain externally guided as needed
4. Inquiry through a *Novel* can simultaneously use multiple levels of inquiry from *Confirmatory to Open* based on the choices of the students
5. A *Novel* format allows for the unique learning experiences of individuals to emerge and grow from leisure reading habits.

The nuances through which educators and psychologists continue to argue the assets and deficits of Inquiry Based Learning suggests a greater need for establishing *context* and *operationally defining terms* within inquiry-based research. What researchers and practitioners do agree on, however, is that Inquiry is a temporal, guided process; one that can take on many forms, either formal or informal, as it is carried out. So, while the intent of Inquiry-based lessons and activities may be clear, Inquiry methods inevitably leave adult learners to consider the value of how they were engaged in an activity and how that engagement related to didactic content germane to the inquiry when the activity ended. Furthermore, the intended benefits, like many other learning experiences, are subject to a variety of external influences, which may make replicating an effective inquiry experience a challenge, particularly for adults who are aware of the implications of inquiry approaches.

While duplicating Inquiry-based activities is a simple process, specific experiences that might emerge from a planned inquiry activity can be difficult to replicate, which we have identified as a primary weakness for the proposed novel-based approach. A novel cannot account for replication of experiences because students select to be passive or active readers and they decide whether or not to re-read passages or chapters when engaged in academic versus leisure reading. Furthermore, the ways in which they interpret content within the context of a story is going to vary based on past experiences, conversations in which they engage, their reading strategies, and even their perception of the value of the content. They decide what questions to ask as they progress through a story. They are in control of the pacing. They can talk and share their understandings of the story with other readers, so each individual experience is going to be different based on the participation and expectations of the learner. Most notable, however, is that once the *Novel* has been read, they know the outcome, which completely changes the learner's engagement if the process is repeated.

Conducting a Research Based Instructional Improvement Process.

The *novel* focus for teaching statistics concepts described herein represents a practitioner's approach to defining innovative instruction. As an instructional improvement process model, an exploratory research component was deemed necessary and is now underway and will evolve into a formal research study over three formal phases. The proposed novel-based approach will progress through three research phases beginning with the current proof of concept as Phase One and will conclude with formal process analysis in Phase Three.

A Novel will be used in the spring 2020 semester of an Education College doctoral level statistics course at the University of Nebraska at Omaha. Quantitative and Qualitative data will be collected during the course to determine the level of mastery for 12 essential objectives within the Statistics curriculum. The degree to which the inquiry-based factors of the Novel activities influenced students' understanding and long-term retention of statistical concepts taught in the course will be assessed within a variable operationally defined as *Conceptual Continuity*. For the most part, data will be gathered to determine the value of the inquiry experience potential from a novel used in conjunction with standard statistical content. Phase Two will include the development of formal operational definitions of the *Novel Based Inquiry Approach* and the measured outcome of *Conceptual Continuity*, and will include the development of a Play Card that outlines the inquiry environment and content connections. Phase Three will formally statistically compare the learning environment, engagement with course content, and mastery of statistical skills from previous course sections to those using the Novel approach.

Because the research is not yet complete, formal findings have not been compiled, and therefore cannot be presented. However, preliminary data suggests some trends that indicate both encouragement and needed modification are appropriate. To date, students have indicated a much higher level of engagement within the statistics course. They are also able to formulate questions about the content that are more sophisticated and they are able to connect topics more effectively to one another than students from previous sections of the same course. One of the most interesting findings at this point is that students use the Novel story line to create *triggers* for recalling the content. Rather than memorizing the statistics summary sheet that outlines the progression of topics in the course, they seem to relate content topics from the course by how the characters within in the novel use the statistics to solve the problems. About 60% of the students successfully use this technique. Finally, students

are beginning to make better connections to how they might use various analytic techniques for their own dissertation research.

Although the merits of the Novel approach appear to be emerging in several ways, there are some improvement themes that have emerged as well. The preparation time associated with effective and authentic Inquiry Based Learning scenarios that match the course content to the actions within the story line of the novel is extremely high. For this reason, it is difficult to repeat Inquiry activities because the students either need to see new application of the same content under the same story line conditions or they need a completely new story line. Neither of these options is ideal from an instructional standpoint because of the time involved. Second, the students find it difficult to stay on the task of statistics. Although they report that the story does engage them effectively in the instruction of statistical content, they also find it easy to become involved in the characters and plot of the story as opposed to what statistical concept they are to be learning unless they are constantly reminded of the instructional goal.

Conclusion

In time, students seeing value in the Inquiry process using novels may develop an understanding of interactive reading as a process that is as appropriate for adults as it has been with children for decades. By better understanding how leisure reading (an activity which many enjoy) can be used to increase engagement and trigger memory for method and context with topics such as statistics (an activity which fewer enjoy), we may be able to create learning environments that are less intimidating. It is a strange way, indeed, to consider concluding narrative in such a way, but for this concept, the conclusion is the beginning not the end. As we learn more about the potential of using novels for teaching technical concepts within statistics we will better be able to define our true goal, which is, for now, to know... What effect does connecting sequenced statistical methods to a fictional storyline have on conceptual continuity in statistics?

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A University Literacy Festival: Connecting Children's Authors and Students from Title I Schools

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Abstract

A literacy festival is one of the most effective ways to promote reading and fosters the idea that books make a difference, especially to under-supported students. This paper is based on a research study that focused on how a university's literacy festival supported engagement and increased reading attitudes and habits for students of Title I schools. It also explores the involvement of teacher candidates and their perceptions regarding their service-learning field experience during this event. The findings of this study suggest that literacy festivals help connect children with books, which can help promote a lifelong love of reading and writing. A university literacy festival featuring a variety of diverse authors presenting hands-on workshops showcasing their literary craft enabled students from Title I schools to engage with the authors and to see themselves as writers and illustrators and encouraged them to explore a university in their own backyard. This literacy festival made a positive impact in the area of engagement in reading and found an increase in reading from students from Title I schools that attended the event.

Keywords: literacy festival, university, Title I students, teacher candidates, literacy, reading, children's authors

A University Literacy Festival: The Impact on Connecting Children's Authors with Students from Title I Schools

Experts acknowledge that when children become good readers early in their schooling, they are more likely to become better readers and learners throughout their school years and beyond (Graves 1994). Under-achieving students from a low socioeconomic status often fall behind their peers and continue to struggle to catch up with their peers academically. This achievement gap extends throughout their schooling. Thus, students low in literacy achievement often experience increased social and behavior problems and are likely to be retained; and students who are at risk for reading failure are often remediated in the lower grades in order to strengthen their literacy skills by third grade (Martella, Martella, & Przychozin, 2009). Students lack an essential tool for learning if they cannot read which will eventually lead to a shortage of job opportunities (Martella et al., 2009). Researchers agree that there is a positive relationship between students with low socioeconomic backgrounds and low academic achievement (Oxley, 2008; Tonn, 2007). The ambition of Title I was to boost local states and school districts by designating resources to targeted groups in order to escalate the level and quality of services administered to these specific students (Odden, Goetz, & Picus, 2008). It takes

a village to raise a literate child. Families can make a difference. Teachers can make a difference. Community programs can make a difference. Parents, teachers, caregivers, and members of the community are all part of the village that can help support children in learning to read.

A University Literacy Festival

A literacy festival is one of the most effective ways to celebrate literacy; and it cultivates the idea that reading books makes a difference, especially to students in Title I schools. A literacy festival featuring a variety of diverse authors presenting hands-on workshops showcasing their literary craft enables students from Title I schools to engage with the authors and to see themselves as writers and illustrators. Teacher candidates engaged in delivering literacy lessons can motivate students from diverse backgrounds to develop an excitement for reading and enhance their self-efficacy and desire to become life-long readers, ideally benefitting both the community and the teacher candidate.

This paper will explore at how a university's literacy festival impacted participating students from surrounding Title I schools and how it impacted teacher candidates. It will describe the implementation of an effective community partnership that provided teacher candidates with the opportunity to apply best practices in literacy instruction with students from diverse needs and backgrounds.

Community Outreach

The vision of a university literacy festival was devised from a desire to excite and incite a love for reading in students from Title 1 schools and to provide teacher candidates with the opportunity to implement best practices in literacy instruction with students from diverse needs and backgrounds. Five districts surrounding a state university had schools designated as Title 1 schools. A committee consisting of five teacher educators, one staff member, and several teacher candidate representatives from the university's College of Education (COE) rallied together to establish an annual COE Literacy Festival. Responsibilities of the committee involved communicating with the five local districts, attending continuous meetings throughout the school year, establishing a date for the literacy festival, attaining funding, researching local and national children's literature authors to invite, organizing the schedule and activities, traveling to numerous Title I schools to deliver books to children attending the literacy festival, and visiting with the participating students and teachers to familiarize them with each participating author. Each year, the COE Literacy Festival Committee provides a free book from one of the featured children's authors to students from the surrounding Title I schools attending the festival. By the fourth year, the festival featured 17 children's and young adult authors and provided a free book to approximately 2,275 students

attending Title I schools.

Diversity in Children's Books

The immediate task of the committee was to research a variety of children's literature authors who focused their work on diversity in order provide a venue that presented authors relevant to the invited community. Children's books are like mirrors where children can reflect on their own lives and they are also windows where children can learn about the lives of others (Persaud, 2013). Children's literature is now approximately twice as diverse as it was in 2012 according to the University of Wisconsin-Madison's Cooperative Children's Book Center (CCBC) (Wilson, 2016). By centralizing on diverse children's literature, authors would allow students from Title I schools in the local five districts to see themselves reflected in stories and also learn about other cultures. Books containing diverse casts of characters that emphasized empathy, fairness, and empowerment through words and pictures were reviewed.

Field Experience

Field experiences through service learning are a means through which teacher candidates can apply their literacy intervention knowledge, teaching skill, and principles of differentiated instruction with diverse learners. Throughout this process, teacher candidates are encouraged to think critically about how they can have a positive impact on students of diversity in their community. In addition, they are encouraged to reflect on the impact of that experience, not only in terms of the P12 students who are the recipients of that service, but also how the experience transformed them as a learner. Previous studies on service learning have used teacher candidates' self-reflections to show positive correlations between the use of service-learning and candidates' acquisition of academic knowledge and learning (Cohen & Kinsey, 1994; Eyler & Giles, 1999; Gray, Ondaatje, Fricker & Geschwind, 1999; McKenna & Rizzo, 1999). Research also clearly demonstrated that service-learning had a strong effect on teacher candidates' self-esteem, confidence in social skills, increased sense of social responsibility, and sense of connectedness to their community (Eyler & Giles, 1999). Eyler and Giles (1999) found that the quality of the service-learning placement, structured reflection opportunities, and the intensity and duration of the community service component could affect student outcomes. An effective service learning opportunity must not only meet the needs of the teacher candidates, but it must also meet the needs of the community.

The College of Education Literacy Festival

The annual COE Literacy Festival is located on the center library lawn of the university. Each student from a Title I school in the five area counties that participated in the COE Literacy Festival received a free book from a featured children's author prior to their

arrival on campus. This allows time for COE teacher candidates to visit schools to integrate the books across the disciplines, time for students to read the books, and time to study the authors and their literary crafts. The festival was located on the library lawn in the center of the university campus. Tables surrounded the area for author book signings where each student had the opportunity to have their book signed by the corresponding author. Nearby buildings were utilized for author interactive sessions. A pavilion offered an outdoor space for a storyteller performer. In order to fulfill their field experience requirements, the College of Education teacher candidates had designated areas around the library lawn to deliver their read-alouds and literacy activities as well as STREAM activities with small groups of students from Title I schools throughout the day. A digital literacy session was also available for students to visit.

Service to the Community

The university's COE Literacy Festival focused on diversity in children's literature. The central target population was a diverse group of students from Title 1 schools in five local districts, in conjunction with opening the literacy festival to the community. Several teacher educators from the COE Literacy Festival Committee delivered books to each designated Title I school two months before the event. Teacher educators and the College of Education teacher candidates had the unique opportunity to reach out to students by visiting selected classrooms to inform students of the visiting children's literature authors. These classrooms perused the authors' websites, book trailers, author interviews, and other published books from the invited authors. Several teachers conducted read-alouds from the authors' literature books that were delivered to their students. Other teachers utilized paired readings of the authors' books, and other teachers committed time to their students to read the books independently while following up with small group and whole class discussions.

During the festival, students and teachers from the selected Title I schools participated in authors' workshops and book signings. The workshops were engaging and interactive with the authors sharing their literary craft and their own life experiences that became inspirations for their stories. Teacher candidates were given time before and after the students arrived to visit with the authors, ask questions, and gain insight into the art of writing and illustrating children's books.

Service to the Teacher Candidate

The COE Literacy Festival provided an exclusive opportunity for over 120 College of Education literacy students to participate in a service-learning field experience. Service-learning field experience revolves around experiential education where learning occurs through action and reflection as students seek to accomplish authentic objectives for the

community and involves a deeper understanding of essential life skills (Wolpert-Gawron, 2016). This experience required candidates to interact with students from Title I schools by engaging them in read-alouds with hands-on, meaningful literacy activities. The purpose of the read-aloud with inclusive literacy activities was to prompt teacher candidates to select high quality children's books, create an opportunity for teacher candidates to make connections between literature and engaging students with a text, and give teacher candidates ownership and control over literacy activities. They were required to develop appropriate strategies to extend the book chosen for their read-aloud and to encourage students to think critically. The goal of the festival was to connect the teacher candidates and the community and to make the literacy world accessible to everyone by celebrating the importance of reading. In order to accomplish this goal, candidates were required to provide quality activities that would promote and encourage lifelong reading and build continuing partnerships with local districts and community. The objective for each teacher candidate was to choose diverse books to read aloud and to encourage and motivate children to love literature. The teacher candidates worked in groups of three to create and deliver a read-aloud lesson. Every group researched and chose a children's book to read aloud, developed a detailed plan on how they would introduce and read the book, such as what questions they would ask before, during, and after reading, and constructed comprehensive literacies activities that would extend the book and motivate students. Their study of children's literature involved critical literacy and analysis of texts that encompassed cultured uses of language and literary techniques used by authors to capture the human experience. Analyzing text from differing viewpoints, the teacher candidates utilized inclusive literacy strategies including prediction, clarifying, drawing inferences, and visualizing. Teacher candidates were required to have students question and examine story structure leading to discussions revolving around author's purpose, identifying the central issue, and analyzing characters' emotional responses and viewpoints in an effort for students to inquire into questions involving purpose and meaning in their own lives. After delivering the lesson at this literacy festival, the teacher candidates wrote a reflection on their experience, concentrating specifically on their impact on students from Title I schools.

On the day of the COE Literacy Festival, a group of teacher candidates from the Honors Program shadowed the participating children's literature authors during their interactive workshops and book signings. This opportunity gave these future teachers insight into the tools and techniques of the authors' language and storytelling used to craft their books.

The College of Education teacher candidates are central to the university's partnerships

within the community. This service-learning field experience presented opportunities for teacher candidates to combine classroom pedagogy with community action. Teacher candidates were able to embed abstract classroom concepts into concrete form in order to increase students' critical thinking and engagement in reading. There was not only a service provided to the community, but academic learning was strengthened in the teacher candidates' learning; and civic and social responsibility for the community was advanced.

Librarians

Librarians in the schools that participated in the COE Literacy Festival noted that circulation numbers were quite low and that the libraries were rarely used to find books to read for pleasure prior to the delivery of books from author's participating in the literacy festival. In addition to teacher educators and the College of Education teacher candidates visiting classrooms to deliver books and promote the authors participating in the literacy festival, the librarians from Title I schools met with classrooms scheduled to attend the COE Literacy Festival to further study the authors and their writing process. They read aloud passages from the authors' books to engage students, displayed books that were available from the authors in the schools' libraries, and made them available for students to check out. Three librarians showcased the visiting authors through displays featuring photographs and interesting facts on bookshelves located in the libraries. Most librarians made sure the books published from the authors participating in the festival were located in plain view for students to find easily when entering the library. One librarian even held a book club after school for students interested in discussing the books they were reading for the COE Literacy Festival. She expressed her joy over the students attending the book club and shared that excitement about the books was contagious. Overall, the librarians expressed that there was an increase in books checked out from both the participating authors' books as well as other books during the months that led up to the literacy festival. They also shared that there was even a "buzz" or excitement in the schools about meeting the authors of the books they were reading.

Teachers

The majority of teachers from the Title I schools that attended the literacy festival stated that they spent time with their students reading the authors' books and designing higher-level, critical thinking strategies. They also reported that they spent time studying how authors use tools and techniques of language and storytelling to craft a piece of writing with narrative elements and literary devices. One teacher emphasized that her students' discussions not only focused around tolerance but also broadened to respecting and understanding all of the different cultures in their community. Another

teacher confessed that after witnessing her own students remarkably engaged in the diverse children's books given to her class for the COE Literacy Festival, she took a second look at her own classroom library and realized that she needed to include many more books that reflected and honored the lives of her students.

Several teachers surveyed mentioned how the read-alouds built on important foundational skills by introducing vocabulary, providing a model of fluency and expressive reading, and helped students recognize what reading for pleasure was all about. These teachers expressed the desire to include more read-alouds in their own classrooms to not only support the development of reading and writing skills but to also build on their knowledge about the world and their place in it. Teachers also mentioned their gratitude toward the authors offering continuous interactions with their students through social media in the form of blogs, Skype, Facebook, Twitter, writing clubs, and other online sources. Through the process of engaging with the children's literature authors, all teachers agreed that their students came to see themselves as writers and expressed a desire to share their thoughts with others with great enthusiasm. This enthusiasm has been shown to foster a lifetime of reading (Clark & Douglas, 2011).

Authors

Children's and middle school authors were selected based on their books where strong, diverse characters would give the opportunity for students from Title I schools to see themselves and their culture. Each author was video-interviewed to share the impact their books have on students of Title I schools and the benefits of participating in the COE Literacy Festival. Three authors describe their experience.

Sharon Flake, author of *Unstoppable Octobia May* and *The Skin I'm In*, described that most of her books revolve around life in the inner city since she, herself, grew up in the inner city. It is her home and what she knows. Sharon feels as though people who live in the inner city are not fully understood or appreciated. She wants her readers to know that you don't always know someone until you are willing to get in the skin they are in. However, she stresses that every story is worth telling and hearing, and that every person has a voice.

Kentrell Martin, author of *Shelly Adventures* books, wishes to help embrace the gap between the deaf and the hearing world. He feels the best people to reach are children so as they grow older they are the generation that can help start be a part of that change. David and Marni Martinez write a series books titled *Signamalz* that teaches sign language to children. Their focus is to help children increase their communication with deaf hearing students. The three authors agree that if students are able to communicate better with each other that they would discover more commonalities than differences.

Sherri Winston is the author of *President of the Whole Sixth Grade*, *The Kayla Chronicles*, and *The Sweetest Sound*. She describes the benefits of participating in the COE Literacy Festival. Sherri expresses that not only do students from Title I schools get to visit and talk to authors, they also have the opportunity to place their feet on a college campus. She knows from growing up in a neighborhood where 95% of children thought that going to college was like going to mars; It just wasn't done. Exploring a college campus throughout the COE Literacy Festival makes the students see that college is real and it is attainable.

College of Education Teacher Candidates

The purpose of this community partnership for the teacher candidates was to select high-quality children's books, create an opportunity for them to make connections between literature and student engagement with a text, and provide them with ownership and control over literacy activities and encourage them to develop appropriate strategies to extend the book for elementary students to think critically. This unique service-learning field experience granted the university's College of Education teacher candidates the opportunity to administer best teaching practices in literacy instruction with students from diverse needs and backgrounds while serving the needs of their community. Through read-alouds with inclusive literacy activities and hearing about the authors' real-life experiences in their stories and writings, students from Title I schools gained a deeper appreciation of who they are and who the people are around them.

Analysis of reflections from teacher candidates revealed that most of the candidates self-identified as being more knowledgeable about students from Title I schools, felt more self-confident in the areas of positively contributing to the needs of the community, and expressed more excitement about teaching because of their experiences interacting with these students from diverse backgrounds. One teacher candidate shared the following:

I enjoyed this experience because I had the opportunity to talk to one of the authors about her writing and what inspires her to write. It was great to hear how she is inspired by her dog and draws on her life experiences for her books. I think the most memorable part of this experience was the lengthy discussion I had with one of the fifth-grade teachers. She was talking to me about the daily challenges that her students carry with them, from difficult lives at home. They have a washer and dryer at the school so that the children can have clean clothing. She was going to be visiting a student in the hospital later that day. This boy's parents had neglected to take their son for medical services for sickle-cell anemia, arranged at no cost, even after their daughter had died from the blood disorder...She described the dual role she plays most days—

not just as a teacher, but a parent as well. She was incredible, and I made sure to tell her! The most important lesson I learned from this experience is that being welcoming, comforting, and accepting makes such a difference. It is what gives us the opportunity to connect with students. They are willing to listen and engage when you make the effort to ask and not to just tell. It was a pleasure to work with my group members, and we worked well as a team. Sharing the experience with my peers allowed us to provide each other with support and feedback!

The teacher candidates collaborated, incorporating successful strategies for teaching reading, and discovered the importance of reading for enjoyment and learning while delivering read-alouds and interacting with students from Title I schools. The read-alouds with inclusive literacy activities centered around encouraging students to reflect on their own individual cultures and histories, their backgrounds, and their values in hopes that they would begin to broaden their perspective and recognize diversity in backgrounds and beliefs. In another example, a teacher candidate voiced her opinion: At the literacy festival, I felt this energy that is so characteristic of kids. The enthusiasm they had because they were discovering new things at every corner changed the air of the place very quickly. One of the teachers even said to me that her students had become really excited from the moment they had seen the entrance of the university... Even when this was my first time reading aloud, I understood the importance of having experience in the field from the beginning. I was not perfect by any means, and as I look back, I find many things that I need to improve, but this is a necessary step that I need to take so that I can become more competent as a teacher.

The teacher candidates recognized that choosing authentic children's books was a powerful means to help children understand their homes, communities, and the world. They stated that knowing their community was of the utmost importance to constructing inclusive, multicultural activities that reflected the backgrounds and experiences of the students participating in the COE Literacy Festival. The targeted goal was to allow teacher candidates to critically think about and analyze information while becoming actively involved in the learning process. Some teacher candidates needed to modify some teaching techniques in order to increase the success and effectiveness of their activities to meet the needs of their students. In general, teacher candidates stated that they constructed open-ended questions to foster a feeling of emotional safety by respecting every student's opinion and encouraging all students to be respectful of one another.

Students from Title I Schools

At the COE Literacy Festival, students of Title I schools had the opportunity to listen to children's literature authors read aloud their books, as well as observe the College of

Education teacher candidates implement read-alouds with literacy activities at a university campus. Students enthusiastically expressed their own life experiences and soon came to see themselves as writers and readers through the interactions with the children's literature authors and the College of Education teacher candidates. One student expressed:

My mom goes to this university, but I did not know this is what it looked like! I am so proud of her. I need to find my author to sign my book. This is the first book I ever read on my own! It is like he grew up in my town! I have so many questions to ask him!

The students were excited by the opportunity to meet authors through book signings and workshops and shared that the experience made the authors themselves accessible and real to them. They expressed that during the author's workshops and book signings, the authors became relevant and were less intimidated by the reading and writing process. They felt that they were able to discover the ideas behind books and could identify with the authors' stories of struggles. They were enlightened to the joys of writing and publishing. The students discovered that authors were ordinary people, that writing was rarely easy, and that the only thing stopping them from writing was perseverance. A student in middle school voiced:

Our author worked with us on our own stories today! She told me that I have a good story for others to hear and learn from. I am excited to share about the story of my brother and am amazed that I can help people just by them reading my story.

Challenges

Even though the literacy festival was a one-day event, the preparation was continuous throughout the year and involved invitations of authors and schools, scheduling, buying and delivering books to students, school visits to the local districts from our COE students and faculty in order to promote literacy through the authors' books and websites, and preparation of COE students in creating and delivering read-aloud lessons with activities and ongoing research. Two internal grants and an outside sponsor were obtained from the university in order to provide books and cover the cost of authors' honorariums.

The reflections provided insight into the effectiveness of literacy festival to both the teacher candidates and the community, and also offered insight into how the service-learning field experience could be improved. As a result, schedules for teacher candidates' arrival times will be adjusted to anticipate late bus arrivals and campus logistics.

Conclusion

Literacy is the foundation of an effective society and a university's literacy festival can support engagement and increase reading attitudes and habits for students of Title I

schools. A literacy festival is one of the most effective ways to promote reading and fosters the idea that books make a difference, especially to under-supported students. Students from Title 1 schools are typically students that are low-achieving, come from the communities highest-poverty schools, are of limited English proficiency, are migratory, and most often are young children in need of reading assistance (U.S. Department of Education, 2004).

The goal of the COE Literacy Festival was to invite diverse children's literature authors that would create self-worth within students and allow them to connect with themselves and their culture through literature on a deeper level. The librarians of the participating schools took advantage of the opportunity to entice students to the library through the author displays, easy access to authors' books, read-alouds, and an after-school book club. Such hype helped create a buzz among the students, creating more traffic in the libraries; consequently, increasing the circulation of books.

In addition to the children's literature authors' workshops and book signings at the COE Literacy Festival, students had the opportunity to visit numerous read-aloud and literacy activities implemented by the teacher candidates. This gave the teachers of Title I schools the opportunity to observe the importance of read-alouds with inclusive literacy strategies and motivated them to implement them in their own classrooms. Working with the community to create a literacy festival can help connect children with books which can help promote a lifelong love of reading and writing. This university literacy festival made a positive impact in the area of book promotion and engagement in reading and found an increase in reading from students from Title I schools that attended the event. Perceptions from teacher candidates indicated that the COE Literacy Festival made them feel as though they made a worthwhile contribution to the community. Teacher candidates learned to work with classmates, share ideas, and teach together as they planned lessons as part of a team. They indicated through their reflections that they enjoyed working with diverse students and that the experience was helpful as they prepared for their teaching career. The teacher educators and teacher candidates quickly discovered that the more they familiarized themselves with the community and the students that were attending, the deeper, more meaningful, and relevant their experience were.

As a university seeks to prepare educators to positively impact their community, teacher candidates must participate in that community. Participation in effective service-learning field experiences can ensure that candidates learn the needs, challenges, and opportunities of working in settings with students from diverse backgrounds. To prepare future teachers to mature into educators who can effectively engage and positively affect the world, they need to be given the opportunity to take

risks, to understand the needs of the community, and how to effectively meet those needs in order to improve the quality of life in the community. A literacy festival can address and meet those needs. It takes a village of parents, teachers, caregivers, and members of the community to help support children in learning to read. It takes a village to ignite that passion of reading for a lifetime.

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Online Proceedings

Best Practices for Developing Pre-Service Teachers' Cultural Competence

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Dr. Joanna Greer Koch is a Teaching Assistant Professor in the College of Education at NC State University. Additionally, Dr. Koch serves as the English as a Second Language (ESL) Program Coordinator for the Master of Arts in Teaching (MAT) program. Her scholarly interests include multicultural education, social studies, English as an additional language, and international education. She teaches multiple undergraduate and graduate level education courses at NC State University. Dr. Koch has a Bachelor's degree from James Madison University, a Master's degree from Columbia University, Teachers College, as well as a Doctoral degree from the University of Georgia.

Abstract

The purpose of this presentation is to examine the impact of incorporating international opportunities within teacher education programs. Specifically, the presentation will explain a case study about pre-service teachers from NC State University that participated in a cultural immersion experience in Mexico with the objective to further develop the pre-service teachers' cultural competence. With the number of English language learners (ELL) increasing throughout the United States, it is imperative for pre-service teachers to develop their cultural competence. For this research study, a theoretical framework of cultural competency will be utilized along with a critical comparative methodology. The presentation will include insights and data from scholarly literature, interviews, document analysis, observation field notes, as well as photographs. In the presentation, the findings will demonstrate that the international opportunities impact pre-service teachers' cultural competence when strategic assignments and field experiences are incorporated within the teacher education program. The significance of this presentation will be two-fold. First, the presentation will serve as a case study for other universities interested in incorporating international opportunities to develop their pre-service teachers' cultural competence. Second, the presentation will provide further discussion of the advantages and challenges in

developing international opportunities to develop pre-service teachers' cultural competence. Overall, the presentation will provide administrators and faculty specific suggestions and strategies when considering incorporating international opportunities within their own teacher education programs.

Online Proceedings

Building Cultural Awareness in Teacher Candidates through Community Partnerships

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Dr. Teri Rouse began her teaching career long before she ever went off to college. She started as a swimming instructor at the local pool, working with children and adults as well as people with special needs.

She authored Julian's Gift a children's book inspired from her over 20 years in the Pre-K to 8th grade classrooms. Dr. Teri has 17 years of teaching teachers how to teach at Chestnut Hill College, Widener University and Penn State University. And, spent the last 21 years working in Special Education classes as a teacher, Behavior Specialist and Early Interventionist.

Dr. Teri Rouse earned her Doctorate in Education for Arcadia University. She is a Certified Autism Specialist and received her Applied Behavior Analysis (ABA) endorsement from Penn State. And she is the Managing Director of KIDS Interventions & Direct Services, UBO which, provides direct services to children, their parents as well as support for classroom teachers.

Dr. Rouse works with various community groups and activities including The Council for Exceptional Children (CEC), "Light It Up Blue" for Autism, Walk Now for Autism Speaks: Philadelphia. She is an advocate for people with disabilities through her association with the American Association of People with Disabilities (AAPD).

Abstract

Teacher candidate engagement with the stakeholders in urban school settings is critical to teaching lessons that are grounded in Culturally Responsive Pedagogy. Through community partnerships, teacher preparation programs are able to offer children the opportunity to identify their cultures in the curriculum through pedagogical strategies that represent their communities. Community mentors are critical in educating teacher candidates about the respective cultures of their communities and also the needs of their students.

Changing Instruction in Higher Education

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Robert E. Waller graduated from the University of Georgia with post-graduate Masters, Educational Specialist, and doctorate in Educational Leadership at Georgia Southern University. He has served as teacher, principal, assistant superintendent, superintendent and assistant and associate professor at Georgia Southern University and Argosy University. Academic interests include educational law, school facility planning, school business management, school finance, leadership, communication and the superintendent in public school systems. Dr. Waller has published in his areas of expertise in national and international journals and presented at state and regional conferences on educational law, school finance and school level leadership development.

Pamela A. Lemoine, Ed.D. is an Assistant Professor in the Department of Leadership Development and Professional Studies at Troy University and Director of the Global Leadership doctoral program. She previously held a faculty appointment at Columbus State University. Dr. Lemoine completed a BA in English, an MA in Educational Technology, and was awarded an EdD in Educational Leadership at the University of Louisiana at Lafayette. Her P12 experience includes work in Canada, Japan, and Germany. Before entering higher education, she was a teacher, principal, elementary/middle school district supervisor, and federal programs director. Her research interests include educational leadership preparation, and the impact of digital technology on education.

Abstract

Technology and globalization make the business of higher education more complicated and competitive each day. Changes in university instruction are being propelled by two economic forces: marketing to potential new students and competition to recruit, admit and retain those same students. Market forces are driving much of higher education.

The admission, retention and preparation of students have become the catch words of the past five years leading to calls for adaptability and quality assurance.

Online Proceedings

Community Groups: Using Small Groups in an Online Learning Environment to Increase Connectedness Among Students

Erin F. Klash

Auburn University Montgomery

Erin Klash is an assistant professor in the College of Education at Auburn University Montgomery. Research interests include instructional strategies instructors and teachers use to facilitate effective and engaging learning environments in the higher education and elementary classroom settings.

Abstract

Online learning is becoming an increasingly popular pathway to earning undergraduate and graduate degrees, given flexibility in completion of course requirements and cost-effectiveness associated with reduced travel demands (Jaggars, 2014; Willging & Johnson, 2009; O'Neill & Sai, 2014; National Center for Education Statistics, 2019). However, one of the key concerns related to online learning is a lack of social interaction, or connectedness, among peers and instructors (May, Acquaviva, Dorfman, & Posey, 2009; Jaggars, 2014). This pilot, qualitative case study sought to use structured "community groups," which are small groups of 3-5 students with (mostly) similar majors, in an online undergraduate professional education course to increase connectedness in the learning environment. Data was collected via questionnaire and analyzed using an adapted version of the "cut and sort" method (Bernard & Ryan, 2010). Results indicate that the majority of students interacted with their community group at least once per week and found value in completing the structured activities. Additionally, the majority of students offered feedback indicating they found value in the assigned community group, as well as considerations to increase interactions. The implications of this project are that most students valued and engaged in the small group interactions resulting from the community group assignments and suggested more assigned structured interactions. This research adds to the current literature on promoting strategic engagement in online learning environments through promotion of meeting the need for relatedness (Ryan & Deci, 2000; Chen & Jang, 2010).

Decreasing the Academic Achievement Gap in P-12 Schools by Implementing Choice Theory and The Economics of Global Higher Education

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Dr. Mason started her professional career as a teacher in the Hopkins County School System. After receiving her Master's Degree in School Counseling, she was hired as a Secondary School Counselor and later appointed to the position of Counseling Department Chair. She received her Doctoral Degree in Educational Administration and Instruction from the University of Kentucky in 1996 and was hired in the Counseling Department at Auburn University; she was recruited to Western Kentucky University in 1997 as an Assistant Professor. She is now a Professor in the Department of Counseling and Student Affairs and her primary research interest is the "Academic Achievement Gap" in P-12 schools. She has published in a number of state, national, and international journals and has presented at state, national, and international conferences. She has completed the Reality Therapy training and is a Supervisor with Faculty status in the Glasser Institute of Choice Theory.

Lori Mason Bennett is a teacher at Sinclair Community College and she is a Doctoral Candidate at Xavier University. Her primary research interest is on the academic achievement gap in P-12 schools. This is her dissertation focus and she is presently completing data analysis.

Abstract

This study was designed to examine the perceptions of school administrators, school counselors, school teachers, parents, and concerned citizens toward the academic achievement gap in P-12 schools. Participants in each category were asked to indicate their level of education and what they perceived to be important to decreasing the academic achievement gap in schools. These findings suggest that most educators and

citizens are concerned about the achievement gap in P-12 schools and feel that more can be done to diminish it. Lastly, implications for providing choice theory training with a focus on relationships for administrators, faculty, and staff are explored.

Online Proceedings

Developing a Culture of Inquiry at an IHE

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National University

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National University

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National University

Dr. Joseph M. Marron is currently Professor and Academic Program Director for the Master of Science Degree Program in Higher Education Administration in the Sanford College of Education. Dr. Marron received his Doctorate in Higher Education Administration at Vanderbilt University, and his Post-Doctoral work was completed at the Institute for Educational Management at Harvard University.

Dr. Marron's research agenda is focused on Higher Education Administration and Law, Educational Leadership Professional Development Models and Higher Education Standards and Professional Competencies. Dr. Marron is the author of the HELPSS Professional Development Model (Higher Education Leadership Personal Skill Set).

Dina Pacis is an Associate Professor and Chair for the Department of Educational Administration, School Counseling and School Psychology, Applied Behavior Analysis, and Higher Education at the Sanford College of Education at National University. A former school administrator and a lifelong teacher and learner, Dr. Pacis is committed to supporting a new generation of educators. She is a research fellow for the National Dropout Prevention Center and the Associate Editor for the Journal of At-Risk Issues, and is an appointed delegate to the United Nations Commission on the Status of Women.

Abstract

This study reports findings of twenty-two Educational Administration, Educational Counseling, Educational Psychology, Higher Education Administration, and Applied Behavioral Analysis department faculty views about interdisciplinary professional development to support strategically distributed collaboration, faculty belonging, visioning, and scholarship (Mossman, 2018; Terry, et.al 2018). Four ethos and values areas were aligned by faculty to eight identified SMART goals. The researchers investigated interdisciplinarity (Condee, 2016) as a vehicle for professional development to support strategically distributed collaboration, faculty belonging, visioning, and scholarship. This study seeks to compare the findings of Mossman, (2018); Terry, et.al (2018); and Condee (2016) to that of twenty-two interdisciplinary faculty members' perceptions regarding ongoing professional development to support strategically distributed collaboration, faculty belonging, visioning, and scholarship within a large IHE department.

Discouraging Cheating in the Age of Siri and Alexa

Lori Van Wallendael
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Lori Van Wallendael is Associate Chair of Psychological Science at UNC Charlotte, where she has been on the faculty for over 30 years. She earned her Ph.D. in Experimental Psychology from Northwestern University in 1986. Her research has focused on decision making and memory in a variety of contexts, including eyewitness reliability, and she frequently serves as an expert witness in court cases involving eyewitness testimony.

Abstract

A series of quasi-experimental studies is presented, comparing the effectiveness of several methods to deter cheating (timed tests, Lockdown browser, and video proctoring) in different sections of the same course. Student exam performance and course D/F/W rates suggest that cheating is common in American universities today, and that careful proctoring is the only effective deterrent. Special attention is paid to the technology of cheating (and cheating deterrence).

The Economics of Global Higher Education

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Robert E. Waller graduated from the University of Georgia with post-graduate Masters, Educational Specialist, and doctorate in Educational Leadership at Georgia Southern University. He has served as teacher, principal, assistant superintendent, superintendent and assistant and associate professor at Georgia Southern University and Argosy University. Academic interests include educational law, school facility planning, school business management, school finance, leadership, communication and the superintendent in public school systems. Dr. Waller has published in his areas of expertise in national and international journals and presented at state and regional conferences on educational law, school finance and school level leadership development.

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Abstract

Education across international borders is viewed as a crucial economic outcome of globalization. Economic considerations related to international competitiveness have become a significant driving strength behind the internationalization of learning. The argument that education is a major driver of economic competitiveness in an

increasingly knowledge-driven global economy is now widely accepted. Educational attainment affects local and global competitiveness because 80 percent of new jobs created in the global knowledge driven economy will require advanced education.

Online Proceedings

Endeavors in Collaboration: Development of Scenario-Based Learning (SBL) Online Educational Elder Abuse Modules

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Dr. Kathy Smart is an associate professor in the Department of Teaching, Learning, and Professional Practice at the College of Education at the University of North Dakota. She holds a bachelor degree and in advertising and public relations, a master's degree in Graphic Design and a doctoral degree in Education. Her expertise is in the areas of technology in education, graphic and instructional design, and program development. Her corporate experience focused on the design and development of pilot training materials including computer based training.

Dr. Kari Chiasson is an associate professor in the special education program at the University of North Dakota (UND), Department of Teaching, Learning and Professional Practice. She holds a bachelors degree in elementary and special education (visual impairment), a master's degree in special education (early childhood special education) and a doctoral degree in teacher education. Her research interests include online education, faculty development, and education of young children with disabilities and students with blindness and visual impairment.

Abstract

The National Indigenous Elder Justice Initiative is based in the Center for Rural Health in the School of Medicine and Health Sciences at the University of North Dakota. It is a national resource center that develops, disseminates, and provides elder abuse resources for American Indian tribes, Alaskan Villages, and Hawaiian homesteads throughout the United States. This session will focus on a unique collaboration between a College of Education and the School of Medicine for the design and development of culturally appropriate online educational modules that employ Scenario-Based Learning (SBL) as an instructional strategy. The online training modules address a

critical need due to the lack of research-based educational training materials to address elder abuse, neglect, and exploitation among indigenous populations. The development team was committed to the issues of access, culture, and engagement that have resulted in a comprehensive training program. The presenters will share the information about the collaboration and present the educational materials.

Online Proceedings

Giving Voice to the Silenced: Photovoice as a Tool for Empowerment and Social Change

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Dr. Holly Atkins is an associate professor and Chair of the Education Department at Saint Leo University. Dr. Atkins earned her B.A., M.A., and Ph.D. in Curriculum and Instruction with an Emphasis on English Education at the University of South Florida. Dr. Atkins was a middle grades language arts teacher. She teaches the methods course for English Education majors, as well as courses in middle/secondary school curriculum and philosophy and teaching the adolescent learner for the undergraduate teacher preparation program, and the teacher inquiry course for graduate education. Research interests include adolescent literacy, technology pedagogy, photovoice, and adolescent identity development.

Kate Wittrock received a B.A. in Psychology from the University of Saint Thomas, and an M.A. in TESOL from Hamline University. Ms. Wittrock specializes in the field of ESOL (English to Speakers of Other Languages) and training pre-service teachers to work with English Language Learners, and recently arrived immigrants and refugees in K-12 schools. When she is not in the classroom, her research interests include teacher preparation and endorsement in ESOL, Photo Voice, and the use of technology in teaching English Language Learners. Kate Wittrock has presented at both national and international conferences in the field of ESOL.

Abstract

Photovoice is a participatory research method developed by Wang and Burris for the purpose of encouraging “issues people see central to their lives and then enables them to identify common themes” (Wang & Burris, 1997). This presentation presents an overview of photovoice in supporting making marginalized voices heard. Two research projects featuring K-5 English Language Learners and adult learners will illustrate how

photovoice can support personal empowerment and serve as a tool for social change.

Online Proceedings

Graduate Students' Perceptions of Preparation for Online Learning

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Abstract

This study sought to understand graduate students' perceptions about their preparation for online courses. Data was analyzed to determine if there are indeed differences between older (greater than 40 years of age) and younger (less than 40 years of age) in their perception of their preparedness for online courses. Data revealed that both groups of students felt well prepared when enrolling and taking online courses. However, when it came to overall preparedness with the use of digital resources differences between age groups became more evident. Two factors that impact perceptions of preparation arose from this study; the role of technology experience and exactly what skills are necessary for a student to be well-prepared for online course work.

Key Words: Digital preparation, online coursework, graduate students

Graduate Students' Perceptions Related to Digital Competency for Online Learning

As a result of technological advances, online learning has become an important component in higher education. In the United States during the Fall of 2017, more than 6,000,000 students were enrolled in distance education coursework (National Center for Education Statistics, 2018). This platform is particularly attractive to adult learners as they attempt to balance work and family obligations while completing coursework (Lederman, 2018). In graduate education courses, students range in age from their twenties through their sixties. Consequently, institutions of higher education have students which include not only learners born after 1980 who were raised on technology but also baby boomers and Gen X who had less exposure to technology during their educational experiences (Kasasa, 2019).

In the light of current changes related to COVID-19 many of the courses previously offered face to face have transitioned to an online format, thus significantly increasing the number of online learners. Some of these learners may be experiencing online learning for the first time. Consequently, the need for understanding and employing enhanced online instructional strategies is even more critical.

The flexibility offered by online courses may be appealing to adult learners, but its structure may present additional challenges. Orlando and Attard (2015) warned that "teaching with technology is not a one size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught" (p. 119). There are additional factors to be considered when choosing appropriate teaching pedagogy and experiences for knowledge construction in online courses. Despite these challenges, it is "often taken for granted that technologies can 'enhance learning'" (Kirkwood & Price, 2014, p. 6) because of increased student engagement in online instruction (Gillett-Swan, 2017). Other studies have compared online learning and face-to-face instruction. Zhao et al. (2005) examined studies since 1998 and found that these studies recorded better student learning outcomes from online courses than from face-to-face courses. Zhao et al.'s (2005) findings posited that increased options for two-way interaction have promoted this online advantage. Means et al. (2009) analyzed 56 rigorous studies of online education and determined that learners in online settings significantly outperformed their peers in face-to-face settings in the use of metacognitive strategies, including self-reflection, self-explanation, and self-monitoring. These are particularly important skills that impact candidates' ability to apply concepts learned in classes to the real-world setting.

However, learners might have more difficulty making use of the advantages that online courses offer if their technological skills are as well developed as other learners.

In preparing learners, Newman and Dickinson (2017) stressed the importance of ensuring that all learners have a solid technological foundation. They indicated the importance of using online videos, tutorials, and workshops to help learners utilize the online platform. They recommend that the resources be mandatory because learners often do not know what they do not know (Newman & Dickinson, 2017). The training should be organized, coherent, and clear (Zuvic-Butorac et al., 2011) to help students to persist and succeed in online programs (Roby et al., 2013).

Providing technological tools is an important consideration, but those constructing online courses must also consider learners' previous experiences. Most students 40 years old and above did not use computers until they were older, so consequently may feel less confident about their technological skills (Melnick, 2014). At the same time, younger students may possess and demonstrate proficiency in their computer skills, but they may lack the knowledge where these technological skills may best serve them in their learning. Because today's graduate students are very diverse in age, we must consider the technological differences in skills and perceptions between groups of learners.

Prensky (2001) divided learners into two groups. He classified individuals born before 1980 as digital immigrants while those born after 1980, he referred to as digital natives. Bennett, Maton and Kervin (2008) and Ransdell (2010) supported Prensky position by stating that these differences between the two groups had significant implications for educators. They stated that because of the range of tools and ways of processing and using information, digital natives were better prepared to be successful in online courses. Bennett, Maton, and Kervin (2008) determined that digital natives interact differently from digital immigrants in the online environment. Underwood (2017) further supported Prensky's views by identifying a gap or 'digital disconnect' between digital natives and digital immigrants.

Keengwe and Anywanu (2007) investigated college and university students and found that the majority of undergraduate students were competent in basic computer technology applications such as word processing, email, and PowerPoint supporting Prensky's position. Bitter and Lagacy (2006) determined that college students were also comfortable using iPods, blogs, and other applications. Palfry and Gasser (2008) found that younger students working in the online environment tended to be more creative and self-reliant than older students. In contrast, Ransdell (2010) found that older online learners go beyond the given information to make more extensive inferences about the content.

However, contrary to Prensky's and other's more static view of technology proficiency determined by age and exposure since birth, Fernandez and Goldberg

(2009) indicated that the brain is entirely flexible. They stated that individuals never lose the ability to adapt, learn, and generate new connections which support their ability to learn successfully in the online environment. Herther (2009) supported this position by stating that the brain is “intrinsically flexible and eminently trainable” (p. 17). Small et al. (2009) expanded on this idea by investigating individuals’ brain activity when searching the internet. They compared the brain activity of those with less experience conducting internet searches with those who had more experience conducting searches. They found that individuals experienced in searching the internet had much higher developed frontal lobe or decision-making activity when they searched online than those who had less experience. However, after a week’s training on internet searches, the groups were retested. The less experienced participants showed frontal lobe brain activity similar to those of the more experienced users. Because this gap was closed so quickly, they determined that the difference is not a generational crisis but instead due to a lack of experience.

Herther (2009) concluded that there is no research from neuroscience that would support ideas that digital natives are any better equipped to handle the digital medium; however, “they may certainly be more experienced, but the experience is something that can be overcome with training” (p. 17). Herther (2009) quotes Geogopoulos as saying, “There is absolutely no scientific basis for claiming that young people’s brains have changed in recent times or that there is such a major difference between the brain at different ages” (p. 18). Younger learners might have more extensive experience using digital resources, but that does not mean that they are familiar or proficient with the digital resources used in the online courses.

Research Questions

The researchers of this study were not only interested in the determining if there were difference between digital natives and digital immigrant, but also wanted to know the impact and benefit instructional tools might have in enabling students to experience success in the online learning environment. This led to two research questions:

RQ1: How does the perception of technology preparedness between digital immigrants and digital natives taking online graduate courses compare?

RQ2: How do online graduate students’ perceptions of their digital skills as expressed by the mean of the total survey compare to the means of the individual items within the survey?

Sample and Methodology

At a small, private liberal arts institution in the southeast 365 students enrolled in online

five Graduate Studies in Education programs (Education Leadership, Reading, Exceptional Student Education, Instructional Design, and Instructional Leadership) were invited through email to complete an anonymous online survey about their perceptions related to their preparation for completing online coursework. The online survey was divided into five sections. The first section was a demographic section where students provided their age and program of study. Each of the other four sections were composed of 6 Likert style questions and 2 open-ended questions. A 4-point Likert scale was used: 1- Disagree strongly, 2- Disagree, 3- Agree, and 4- Agree strongly.

Response rate to the survey was about 16% or 60 of the possible participants. Responses between the programs were relatively evenly distributed, with between 9 and 13 students responding from each program. The graduate students who responded ranged in age from 21 to 63 years of age. The average age of the sample was 44.47 years of age.

Data Analysis

The responses were divided into two groups; those students who were less than 40 years of age and those students 40 years of age and over. This division was chosen based on Prensky's 1980 date for the beginning of the digital natives group. In addition, the division also created groups with equal numbers of respondents. The responses from the Likert scale questions were analyzed first. T scores were calculated to compare subgroups responses on the closed-end response questions. The axial and open coding methodologies were used to analyze and identify themes from the open-ended qualitative responses. Using open coding methodology, the researchers read through the qualitative responses several times to create "chunks" of data seeking to find the meaning that emerged from the data. The researchers used an inductive reasoning process to generate themes and ideas and employed axial coding methodology to identify relationships from among themes.

Data

The first two questions on the survey were general question. They asked respondents to rate their comfort using computers and their comfort with their current computer skills on a scale of 1-4 with 1 being extremely uncomfortable and 4 being extremely comfortable (see Table 1). The mean of the total survey was 3 indicating that the graduate students felt comfortable using a computer and with their current level of computer skills. This information was then disaggregated into two groups those under 40 years of age and those over 40 years of age. There was a significant difference between the two groups at the $p < .05$ level when they were asked to evaluate their

current computer skills. Although students over 40 were comfortable with their skills, they were not as comfortable as those under 40. Consequently, older learners seemed to begin their graduate online course work at a slight disadvantage when compared to younger graduate learners.

Table 1

Comparison of Students' Perceptions of Computer Comfort Less than or Greater than 40 years of age

General Item	Overall Mean	≤40 yrs.	>40 yrs.	t	p
Comfort using a computer	3	3.579	3.285	1.16426	.24955
Comfort with computer skills	3	3.579	3.028	2.2513	.02885*

Note. Significance- *p<.05

The open-ended responses provided additional information to help identify students' concerns. One student requested additional information about "anything related to the multiple ways to access the same information within the course Learning Management System." Another student stated, "I struggle with final assignments because they often require me to submit work in a way I am not comfortable. Perhaps there could be a tutorial on how to complete the assignment."

The next 6 questions in the survey examined students' confidence in accessing and using different components of the online course shell. Again a 1-4 Likert scale was used, with 1 being strongly disagreed and 4 being strongly agreed (see Table 2). The overall means for these items were between 3 (agree) and 4 (strongly agree). Graduate students felt confident navigating the course, accessing graded work, completing assignments, searching the internet, using the online library, and identifying peer-reviewed sources. However, students indicated the least amount of confidence related to using the online library and its resources. The disaggregated scores between the two age groups indicated that the item related to confidence using the online library was the only item where there was a significant difference at the $p < .05$ level. Interesting those students over 40 earned a mean score between disagree and agree, indicating that older students might need more support using the online library.

Table 2

Comparison of Students' Perceptions of Course-Related Computer Skills (Less than or Greater than 40 years of age)

General Item	Overall Mean	≤40 yrs.	>40 yrs.	t	P
Confident navigating	3.4	3.526	3.421	0.67294	.504214

course components					
Confident accessing graded work	4	3.684	3.5	1.1612	.251305
Confident creating computer assignments	3.6	3.736	3.484	1.52518	.133917
Confident conducting Internet searches	3.64	3.763	3.588	0.88702	.379489
Confident using online library	3.1	3.368	2.882	2.23926	.029808*
Confident identifying peer-reviewed sources	3.2	3.368	3.147	1.04094	.303118

Note. Significance- * $p < .05$

In the open-ended responses one student indicated, "I could use some more help with digital resources because I really struggle in this area." Another stated, "I know next to nothing about digital resources and really wish I knew more. I am capable of accessing digital resources my instructor provides, but I am unaware of how to find them myself."

The ability to communicate online, expressing ideas in the expected format, and using synchronous technology are major components of an online course. Again a 1-4 Likert scale with 1 being strongly disagree and 4 being strongly agree was used. No significant differences were seen between the two groups of students (see Table 3).

Table 3

Comparison of Students' Perceptions of Digital Communication Skills (Less than or Greater than 40 years of age)

General Item	Overall Mean	≤40 yrs.	>40 yrs.	t	P
Confident writing and responding to email	3.925	4	3.882	1.39796	.168553
Confident posting discussion responses	3.887	4	3.823	1.87288	.067182
Confident participating in synchronous sessions	3.44	3.473	3.424	0.0309	.975482
Confident	2.73	3.055	2.5559	1.75649	.085518

conducting sharing my screen					
Confident citing sources in APA format	3.2075	3.315	3.147	0.69061	.493134
Confident constructing a reference list	3.3462	3.368	3.333	0.00848	.993268

Note. No differences were significant at $p < .05$

The last 6 questions in the survey examined students' perceptions about resources outside of the course components that students might be required to use. Students used the same 1-4 Likert scale with 1 being strongly disagree and 4 being strongly agree (see Table 4) to rate their perceived confidence on these items. The means for the 40 years and younger group were all in the agree range, while the means for the older than 40 age group were in the disagree range. In four of the items, there was a significant difference at the $p < .01$ level, and in two items there was a significant difference at the $p < .05$ level. Generally, older students did not feel as confident using programs and software outside of Microsoft Word.

Table 4

Comparison of Students' Perceptions of Digital Software (Less than or Greater than 40 years of age)

General Item	Overall Mean	≤40 yrs.	>40 yrs.	t	P
Confident recording audio components	2.9	3.210	2.706	2.19108	.03333*
Confident creating video components	2.8	3.315	2.516	3.92624	.000281*
Confident using presentation software	2.9	3.526	2.529	5.47765	<.00001**
Confident editing digital resources	2.57	3.105	2.647	3.46899	.0011113**
Confident creating infographics	2.623	3.316	2.235	4.77003	.000018**
Confident	2.679	3.157	2.412	3.20233	.002421 **

organizing and
analyzing data

Note. Significance- ** $p < .01$, * $p < .05$

Conclusion

Although the sample size in the research is too small to generalize to learners in the larger online higher education context, a few strategies were identified that might be helpful when considering student orientation, instructional preparation, and in-class guidance with technology for all learners, but particularly those learners who may have limited digital literacy.

Since more learners have access to digital and mobile devices and possess a functional level of digital skills for basic technology operations with the devices, it can be easy to assume that they possess the necessary digital skills to function in the academic world of online learning where the ability to use technology to retrieve information, find, evaluate, create, and communicate with it are necessary for academic success. It would be wrong to presume that all learners possess the necessary technical skills to successfully engage with digital communication tools or be able to use digital software with a high level of proficiency.

Based on the findings of the research, recommendations from the researchers for online course designers would include a brief survey before learners begin an online course on their comfort using computers for communication and learning and their knowledge of working with digital software, as these are deemed important for communicating digitally and learning in an online academic context. With learner analysis that takes into account entry level skills, course designers can use pre-course assessment results to guide students to course specific short video tutorials or infographics that are embedded in the courses on how to work with specific digital applications used in the course. A learner-centered and empathic online course design needs to take into account that building opportunities for timely and on-demand support is important for student success. Additionally, leveraging the power of the learning management system, course design needs to include support pathways to student success services for assistance needed beyond short videos embedded in the course.

Some recommendations for faculty teaching in the online environment include the need for faculty to be cognizant about computer tools and their application in the course so they can provide strategic and timely help for the learners since learners tend to first seek help from their instructors. Additionally, using the pre-course survey for digital literacy, faculty can facilitate mixed student grouping during group projects to

balance skills within a group and ensure peer support with learning, thereby enabling students to experience success in the online learning environment.

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Helping Children Who Hurt: Multicultural Strategies for Successful Mentoring

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Franklin Thompson has served as an educator for 42 years—26 of those at the collegiate level, and 16 years at the secondary level. His academic areas of expertise are race relations, multicultural education, urban education, working with at-risk youth, and counseling.

Thompson is also the Director of Human Rights and Relations for the City of Omaha. His office coordinates a civil rights investigation, a small and emerging business, and a diversity education outreach division. Previous to this position, Thompson served as a four-time elected representative for the Omaha City Council from 2001 until 2017.

Abstract

The purpose of this paper is to challenge and encourage professionals who work with children in the area of non-traditional mentoring, as it relates to troubled and underprivileged secondary and college undergraduate students. Information gleaned from the Multicultural Education, Counselor Education, and Resiliency research will serve as the main foundation of this treatise. The paper is also grounded in the teachings of Paulo Freire and Augusto Boal that not all knowledge is written in books, and that the gap between text and the world can be effectively filled through the processes of Community Dialogue and Praxis. It is hoped that the reader will adopt an interdisciplinary approach when mentoring children from a multicultural setting. The identification of resiliency factors that help at-risk youth overcome obstacles in life is just as important—it not more—than the mentor/mentee relationship. In addition, the writer adds to the on-going dialogue and the literature a proposed classification scheme which delineates troubled students into three distinct categories: At-Risk, High-Risk, and Murphy's Children, and how intervention strategies must be purposely tailored to each group. This discussion will benefit educators, counselors, and community help-professionals who wish to go beyond the traditional methods of mentoring minority and other disadvantaged children who hurt.

How Do I Effectively Teach Preschool?: Strategies from Those Who Have Been There, Done That

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Dr. Sanderson has been professor in the Early & Middle Grades Education Department at West Chester University for nineteen years. She teaches early education classes and supervises practicum students. She has been a public school administrator, public school teacher and the Head of School at a private, progressive school. She enjoys going on community-service learning trips into Central and South America with her education students. She is very proud of her Cap Kits Program she co-created with students at WCU. Cap Kits are learning manipulatives made from recycled caps which support students understanding of emergent literacy and math skills. She has published extensively on the topic and presented at over 40 conferences.

Abstract

Pre-service teacher education programs play an important role in the development of beginning teacher's self-efficacy and identity. Research suggests that this development is influenced by the "apprenticeship of learning" and that feedback and support they receive from their cooperating teachers while completing hands-on, field-based practicum courses is viewed as essential in helping these beginning teachers. This study critically examined the results of a survey completed by twenty-five preschool cooperating teachers in the greater Philadelphia area. All the preschool cooperating teachers had welcomed pre-service teacher candidates from a nearby University into their classrooms to complete a practicum course where they spent approximately 66 hours in the preschool classroom assisting with children ages three through five years old. Strategies used to help alleviate the teacher candidates' fears and concerns related to their practicum experience are shared and explored. Findings suggest that cooperating teachers used a multitude of strategies to calm their pre-service teacher candidate and set them up for a successful practicum experience. Cooperating teachers detailed the tasks needed to be accomplished before the beginning of the semester, as well as stated when and how practicum students should assimilate into the pre-K classroom and provided significant strategies for success. Overall, this collection of

strategies was compiled so all stakeholders experience a fulfilling and meaningful experience and implications for change and future research are provided.

Online Proceedings

Lesson Study with Preservice Teachers: Learning to Teach English Language Learners

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Dr. Rosemarie Michaels is an Associate Professor of Education at Dominican University of California in San Rafael. She is chair of the Education Studies Teacher Preparation program. An experienced, certified classroom teacher, Rosemarie has taught in higher education for over 20 years and is dedicated to developing university-school partnerships, both locally and abroad. Rosemarie recently received the Francoise Lepage Award for Global Innovation & Global Education. Her professional interests include effective practices in teacher preparation with a focus on lesson study, teaching mathematics, study abroad, and the 21st century skills.

Abstract

Preservice teachers at a private university in California participate in a lesson study program prior to their full time student teaching experiences in elementary schools. However, preservice teachers consistently report that they learn very little about teaching English language learners (ELLs) even though lesson study sessions take place in schools serving predominantly ELLs. The lesson study program was redesigned to integrate collaboration among student teachers, mentor teachers, and university instructors to design lessons to teach all students, with a focus on planning for the academic needs of ELLs. Survey-research methodology was used to collect data to answer the research question: What are the effects of a lesson study program on student teachers' professional growth? Results indicate that lesson study has a powerful impact on student teachers' pedagogy, specifically, in their confidence and ability to plan instruction for and teach ELLs, especially for preservice teachers that teach the research lesson.

Participant Reactions to Mixed Reality Experiences in Online Courses

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Abstract

A mixed reality program (Mursion) was used in graduate education courses to deliver course related content through a synchronous digital platform. Students interacted with avatars and the live simulation specialist while applying the course content in a risk-free setting. This paper examines the responses from graduate students who participated in the mixed reality activity as a required assignment in online graduate level courses at a small private university in the southeast U. S. The results revealed the impact of using mixed reality to enhance the application of newly acquired students' skills and how the collaborative experience supported students' skill development in a way that was not previously possible in the online setting.

Key Words: mixed reality, online coursework, graduate students

Why Mixed Reality in Online Courses?

Online course delivery is particularly attractive to adult learners as they attempt to balance work and family obligations while completing graduate coursework.

Challenges presented by COVID-19 have resulted in the transition of most or all face to face programs to the online venue resulting in an increased need for colleges of higher education to understand and employ enhanced instructional strategies to support these new online learners.

Adult learners often appreciate the flexibility offered by online courses but find that its structure also presents some challenges. Orlando and Attard (2015) determined that “teaching with technology is not a one size fits all approach as it depends on the types of technology in use at the time and also the curriculum content being taught” (p. 119). Additional factors need to be considered when incorporating technology and choosing appropriate teaching pedagogy and experiences for learners’ knowledge construction. Despite the challenges presented by digital resources, it is “often taken for granted that technologies can ‘enhance learning’” (Kirkwood & Price, 2014, p. 6) resulting in increased student engagement in online instruction (Gillett-Swan, 2017). Other studies since 1998 have compared online learning and face-to-face instruction. These studies recorded better learning outcomes from students taking online courses than from students in face-to-face courses (Zhao et al., 2005). Zhao et al.’s (2005) research posited that technological advances which enhanced two-way interaction might be promoting this online advantage. Means et al. (2009) supported these finding through analyzing the findings of 56 rigorous studies of online education. They determined that learners in online courses significantly outperformed their peers enrolled in face-to-face settings in four areas: the use of metacognitive strategies, self-reflection, self-explanation, and self-monitoring. These four are particularly important skills that impact candidates’ ability to apply in real world settings the concepts learned in the classroom.

Beginning teachers, or those transitioning to new roles within the educational system, no matter what format they receive training in, are reporting that they do not feel adequately prepared to face challenges presented by their new position (Dieker et al., 2008). This is a major area of concern. Coaching is one method that research has shown to be effective for increasing educators’ confidence, improving their instructional practice, and increasing their use and fidelity to evidence-based practices (Lerman et al. 2008). Typically, in the face to face environment, a coach will meet with an educator outside of the classroom. Research further suggests that coaching is an effective mode of professional development (Scheeler et al. 2004).

In online courses, it can be difficult to provide effective coaching sessions.

Consequently, for those constructing online courses there is increasing interest in using

technology to support online learners as they practice newly acquired skills. Videos, case studies, and role playing are methods often chosen to support learners. However, these methods often do not allow for unscripted responses. Mixed reality simulations using technology provide learners the opportunity to engage in authentic guided practice that would not typically be available to online learners, while at the same time avoiding exposing live individuals to educators' sometimes unsuccessful attempts at applying new skills (Dieker et al., 2014). Dieker et al. (2014) indicated that the goal of using the virtual environment is to positively impact teacher recruitment, preparation, and retention by allowing teachers to hone their skills in the virtual environment. This process can provide a more ethical approach to learning and mastering the art of teaching.

Whitmore (2000) indicated that if educators had more specific preservice preparation, they might feel better equipped and may be more willing to remain in the classroom longer Blair (2003) determined that quality teachers with more preparation had a greater chance of survival in education.

Problem

The issue facing the researchers in this study was understanding candidates' and instructors' perceptions related to the use of a mixed reality program. The researchers sought information about whether using a mixed reality experience enhanced learning and knowledge application while increasing student collaboration. A small, private university in the southeastern United States employed mixed-reality simulations in graduate education courses in an attempt to increase student-to-student collaboration and to encourage the transfer of skills between the online classroom and the real-world setting. The research questions examined in this study was: How does the use of mixed reality simulations with graduate education students impact students' perception of their learning, knowledge application and collaboration?

Methodology

The researchers chose to implement Mursion software in a synchronous online setting. Graduate students met in a Zoom room at a specific pre-identified time. This allowed all students access to the Mursion virtual, immersive training simulator program no matter what their physically location. If students were unable to attend the voluntary synchronous session, they asynchronously watched the recording of the session. The Mursion program delivered synchronous simulations through a combination of artificial intelligence avatars and live actors. The live actors, or simulation specialist, is a trained actor with experience in, improvisation and human psychology. The simulation

specialist develops the character or characters and then portrays that character's behaviors based on the family history, ethnic and political identity, living environment, personal motivations, friendships, and other specific characteristics (Dieker et al., 2014). The simulation specialist playing the avatars interacts with the candidates during the Mursion session. The simulation specialist controls the avatars and is in addition is able to hear the between-session conversations among the student participants and their instructors. This knowledge enabled the simulation specialist to adapt the session to meet the needs of the students and the instructors.

Two different scenarios were specifically designed to support the education students as in their application of the course content in a field setting. Different courses used different scenarios. One scenario involved coaching a single adult avatar who was experiencing difficulty in his classroom instructional practices, while the other involved conducting a focus group composed of a diverse mix of middle school students. As a class, the course participants attended hour-long sessions and were able to observe their colleagues working with the avatars. Each candidate used their computer microphone and camera to work individually with the avatar for 10 min while the instructor and class observed and analyzed the process. If a candidate wanted additional support during the 10-minute session, the session could be stopped so the candidate could ask for assistance from colleagues or the instructor. Immediately following the session, the candidate received feedback and recommendations for further refinement from the instructor and colleagues. The individual then watched other candidates and provided feedback on their sessions. This process provided a safe environment each participant to apply their newly acquired skills while interacting with the avatar or avatars.

The Mursion program was chosen because studies have shown that “simulations are more effective than other instructional methods, because they simultaneously engage trainees’ emotional and cognitive process” (Mursion, 2018). Mursion had the added benefit of being a synchronous simulation that could be used in an online environment. However, since the sessions were voluntary, they could be shared with others who were unable to attend the synchronous session.

Data Collection and Analysis

Over three semesters narrative qualitative data was collected from 2 instructors and 54 graduate education students. Semi-structured interviews were conducted with the instructors. Their answers were recorded, transcribed, and analyzed. The 54 graduate students completed anonymous reflective journal about their perceptions related to the use of Mursion. The data from the journals were collected through open-ended

questions. Students journaled about their perceptions and shared their reflections with both colleagues and instructors on the discussion board within their online course. A narrative inquiry qualitative research method was chosen for data collection and analysis because theories generated using qualitative approaches tend to be more representative of the real world. The chosen format generated 'rich' data collected from the participants' words (Creswell, 1998). Rich data expressed the meaning and significance of the Murison session (Manen, 1990). Leedy and Ormond (2019) explained that "narrative researchers search for common themes, threads and tensions" (p.235). using either a positivist or interpretivist approach (Yin, 1994). Burrell et al. (1979, p.253) argued that the interpretivist approach is used to understand the "subjective experience of individuals", consequently this study adopted an interpretivist approach. The interview responses and journal entries were analyzed for emerging themes which were classified and interpreted using open and axial coding. The researchers read through the narrative data several times to create "chunks" of data using open coding. The interpretive, inductive method was used to generate themes and ideas and then axial coding methodology was used to identify the relationships among the themes and their frequency. The frequency was used to identify the relative importance as determined by the participants.

Discussion

Journaling and interview responses were based on three open-ended questions: (1) What surprised you about this activity? (2) What did you (or your students) learn from this experience? (3) How did the activity help to hone your (or your students') skills? After analyzing the responses to these questions, it was determined that the growth in knowledge most frequently discussed by the participants related to interpersonal interactions. Approximately 80% of the respondents commented on principles related to understanding groups and interpersonal interactions. 80% of the participants commented on the role of preparation for interpersonal interactions and 80% also commented on learning about ways to better handle the interactions as they were occurring.

The most frequently identified theme about preparation for the Mursion session was nervousness or feeling intimidated (20%). It became obvious that the participants viewed the conversation with the avatar as a legitimate social interaction. One participant stated, "Interviewing avatars is not something I would have ever thought that I would do. However, when the students asked me about the pictures on my wall- I realized it was very life-like." Another stated, "One of my biggest take-aways from this coaching session was the need to build a positive relationship with the people I am

working with.” About 10% of the participants expressed they were nervous or intimidated preparing for the interview with the avatars. A student observed, “I learned that how you ask questions was just as important as the questions. Although the questions were similar, the presentation of the questions seem to impact the responses given.” Other themes were identified. Table 1 identifies the frequency and percentage of comments related to preparing for Interpersonal interactions.

Table 1

Frequency of Comments Related to Preparing for Interpersonal Interactions

Observation Theme	Frequency	%
Nervous or intimidated	10	19
Establish relationships	6	11
Identify possible solutions	5	9
Develop questions or suggestions	3	6

Students also commented on what they learned about effective ways to conduct interviews and focus groups. About 20% of the respondents discussed the importance of using open ended questions. One student stated, “Variations occurred in the ways in which we expanded on the responses. As interviewers we need to be aware of what messages we are sending to our interviewees because this can impact how they respond.”

15% of the participants discussed the importance of paying attention to body language when conducting interviews and focus groups. A participant indicated, “Mr. Miller’s (the avatar’s) responses were sort of resistant towards some of the feedback he was receiving, he would sit back and crossed his arms. Pretty much telling us, “I am already doing that in my classroom, do you have anything else”. Mr. Miller was more open to ideas that expanded on what he was already doing, he would lean in gesture and nod. If a coach led with a positive, he was more open and reflective.” Table 2 identifies the frequency and percentage of comments related to conducting interpersonal interactions.

Table 2

Frequency of Comments Related to Conducting the Interpersonal Interactions

Observation theme	Frequency	%
Use open-ended questions	11	20
Importance of body language	8	14
Structure questions to allow for reflection	3	6
Ask probing questions	2	4

Knowledge growth was not limited to the actual time the individual interacted with the avatars. About 10% of the participants commented on what they learned by observing others interact with the avatars. A participant observed, “I enjoyed watching everyone take a turn and seeing how we all interpreted the information in different ways and would take the coaching to different points all while following the same guideline charts.” Table 3 identifies the frequency and percentage of comments related to the participants’ perceptions of the benefits of Mursion sessions.

Table 3
Frequency of Comments Related to Benefits of Mursion Sessions

Observation theme	Frequency	%
Watching others	5	9
Difficulty of keeping track of information	3	6
Significance of wording	4	8
Developing listening skills	2	4
Need for preparation	2	4

Conclusion

Although students found the experience intimidating, many of the participants indicated that they found the experience to be positive and they gained important knowledge from it. Even the one student who experienced some technology issues, indicated that the experience was positive. The three following responses summed up the experience well. One student stated, “It is a learning experience that I will always cherish.” Another added, “This was probably the most fun I have had in this program since it started. I got so tickled by the students. This was so close to a real-life experience.” One indicated the desire for additional sessions with the comment, “I would want to practice other scenarios as well. I liked having practical “lines” prepared in advance so that I knew what I wanted to say and had planned an articulate way of providing feedback beforehand. It is also important to be prepared to listen, and not simply present my “spiel” and move on.”

Limitations

A variety of factors limit the generalization of the findings from this study to other groups of students, locations, and programs. The frequency, time, and method of implementation of the mixed reality scenarios was chosen based upon the learning objectives of the program. This approach gave us flexibility in meeting the specific

needs of students through the experience; however, characteristics of the instructors or the students might have impacted the effectiveness of the mixed reality experience. Second, the number of participants in our study was limited to 54 graduate students and 2 instructors. To determine the extent to which these results can be generalized to other populations and settings, additional studies which incorporate an expanded population, are needed. In this study, data about participants' perceptions was also only collected through journaling and interviews. No attempt to made to quantify learning gained through the experience. Additionally, only graduate students from two education programs were included within the study. These findings might be able to be generally to students at other levels or in other programs. Finally, because not all students participated synchronously in the Mursion session, perceptions of students who only viewed the recording might be different from the perceptions of those who participated in the session. Responses were not disaggregated by synchronous interaction as compared to asynchronous viewing of the session.

Future Research

As course designers continue to incorporate mixed reality simulations into their online courses, it will be important to extend this research and determine if there are different results based upon the participants' age, the program in which students are enrolled, and the type of activity within the mixed reality simulation. It would also be beneficial to investigate the impact of mixed reality sessions on student engagement and student achievement since these variables were not investigated in this study.

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The Principal's Role in Gifted Education

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Patricia Hoehner received her doctorate from the University of Nebraska at Lincoln in 1997 in Administrations, Curriculum, and Instruction and started her tenure at University of Nebraska at Kearney in Educational Administration (EDAD) in 1998. She was the Department Chair from 2002-2007. Before coming to campus, she was an administrator for McCook Public Schools at McCook, Nebraska. Hoehner has been focused on the preparation of future principals to successfully meet the needs of all students so all will have a curriculum commensurate with their ability.

Dr. Teahon currently serves as the Chair of the Educational Administration Department in the College of Education at the University of Nebraska at Kearney. Prior to coming to campus, he served superintendent for 20 years. He was selected as the 2019 Nebraska Superintendent of the Year and represented Nebraska at the National Superintendent of the Year ceremony. Developing leadership capacity has been a career-long passion for Dr. Teahon as he has mentored principals to provide positive experiences for a diverse population.

Kyle Hoehner's high school, students come from 32 different countries, speaking more than 20 languages and life stories that transcend cultural, ethnic, religious and continental boundaries. Yet, his students not only have amazing daily attendance and graduation numbers, but are offered challenging courses. He has served on Advisory Committee for U.S. Department of Education, Nebraska Representative for U.S. Dept. of Education's 7-State Central RAC Committee and an author of "Identifying and Addressing the Region's Educational Needs. Hoehner was NSASSP State Principal of the year (one of three finalists for the National spot), National Secondary School

Showcase Honoree , and traveled twice to the Dominican Republic to help build an elementary school.

Abstract

“As leaders, it is often the administrator whose beliefs, decisions, vision, and guidance help determine the status of services and opportunities for the gifted and advanced learners in their school” (Fisher, 2013). However, most programs for becoming a principal do not include training in gifted education.

A survey was sent to Nebraska principals regarding the current status of the gifted programs. Our presentation creates a picture of their role and includes areas of strengths and weaknesses for consideration.

Online Proceedings

Professors Under Siege

Judith Cochran

University of Missouri-St. Louis

Judith Cochran is a Fulbright Scholar, Endowed Professor and Director of the E. Desmond Lee Institute of Tutorial Education. She has published over 40 articles, 4 books and given multiple presentations at professional organizations including CSI.

Abstract

With the financial problems many universities are having, the most expedient way to save money is to "encourage" professors to resign, retire or take buy outs. This presentation will describe actions taken to dismiss professors at multiple universities throughout the country. Legal cases and administrative dismissal processes will be discussed in order to assist the audience in avoiding commonly used strategies found in these universities.

Proposing Equitable Changes to the Louisiana State Assessment System: Perspectives on LEAP 2025 and ELPT from Grade 3-8 Educators

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Joseph Brown

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Alexis J. Alexander

Shavon S. Helaire

Jessica Shelton

Dr. Hatcher has been in the field of Education for over 26 years. He has educated students from pre-K through the doctoral levels of education. John has served educational communities from New Jersey, to Virginia, and now in the state of Louisiana. He received his doctorate in Educational Leadership from Regent University in Virginia. He is a licensed teacher and school administration and has led schools in both the public and private sectors. John has published research on African American male identity development and student achievement. His most recent study focused on mentoring in the digital age.

Joseph Brown began his teaching career in 2007 after receiving his Bachelor's degree in Mass Communications from Southern University. Joseph was a homebound teacher until he began working with students with disabilities in a self-contained setting. Joseph got the opportunity to teach students with disabilities in an inclusive setting and served on his school's instructional leadership team as a Mentor Teacher. Mr. Brown had the honor of being named Teacher of the Year in 2014. In 2015, Joseph completed his Masters of Education in Educational Leadership from Southeastern Louisiana University and is currently enrolled as a doctoral candidate.

Alexis J. Alexander is a native of St. Louis, Missouri. She obtained her bachelor's degree in Secondary Education from Southern University and A&M College in Baton

Rouge, Louisiana. Alexis received her master's degree in Mental Health Counseling also from Southern University. She served as an English teacher and Counselor. She is a member of the Louisiana Counseling Association and is currently a doctoral candidate at Southeastern Louisiana University. Ms. Alexander's research focus is in the area of school counseling and its impact on student achievement.

Abstract

A major component of Louisiana's K-12 school accountability system is the annual assessment of all public school students in grades 3-12 using a variety of state and national instruments to measure student achievement. In this study, the researchers examine the current state mandated assessment procedures, the process of assessment, and the impact of assessment results on Louisiana school letter grades for students in grades 3-8, specifically analyzing the Louisiana Educational Assessment Program 2025 (LEAP 2025) and the English Language Proficiency Test (ELPT).

Quality Assurance for Higher Education

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Columbus State University

Pamela A. Lemoine

Troy University

Robert E. Waller graduated from the University of Georgia with post-graduate Masters, Educational Specialist, and doctorate in Educational Leadership at Georgia Southern University. He has served as teacher, principal, assistant superintendent, superintendent and assistant and associate professor at Georgia Southern University and Argosy University. Academic interests include educational law, school facility planning, school business management, school finance, leadership, communication and the superintendent in public school systems. Dr. Waller has published in his areas of expertise in national and international journals and presented at state and regional conferences on educational law, school finance and school level leadership development.

Pamela A. Lemoine, Ed.D., is an Assistant Professor in the Department of Leadership Development and Professional Studies at Troy University and Director of the Global Leadership doctoral program. She previously held a faculty appointment at Columbus State University. Dr. Lemoine completed a BA in English, an MA in Educational Technology, and was awarded an EdD in Educational Leadership at the University of Louisiana at Lafayette. Her P12 experience includes work in Canada, Japan, and Germany. Before entering higher education, she was a teacher, principal, elementary/middle school district supervisor, and federal programs director. Her research interests include educational leadership preparation, and the impact of digital technology on education.

Abstract

Citizens and bureaucrats in many countries are frequently asking what benefits society is receiving for the revenues being spent on higher education. Stakeholders are increasingly asking whether students are learning and whether institutions are providing a quality of service that justifies their cost. How do institutions develop and initiate techniques and programs to promote quality assurance for teaching and

learning? Can quality assurance provide the framework to implement quality higher education in a climate of ambiguity?

Online Proceedings

The Reality of Study Abroad: The Experiences and Effects of a TESL Practicum Course in Belize

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Terrence McCain, PhD, is a professor of Teaching English as a Second Language (TESL) and Bilingual Education at Central Washington University in Washington. He is a former Peace Corp volunteer who served in Honduras. His research focuses on language issues, international education, and globalization.

Lida Noori is a graduate student pursuing her M.Ed. at Central Washington University. She comes from a culturally and linguistically rich background and speaks five languages. Her research interests revolve around issues in Multicultural Education and Bilingual Education/TESL. Additionally, she is interested in conducting research on how public schools educate culturally and linguistically diverse students.

Abstract

Many universities in the U.S. encourage their students to study abroad. Our Bilingual Education/TESL program at Central Washington University has offered undergraduate Bilingual Education/TESL minors the opportunity to complete a three week study abroad practicum in the country of Belize. The goals of our Bilingual Education/TESL practicum are to improve instructional skills, assist in the classroom, and partake in the local culture. Our presentation focuses on student views of the educational system in Belize, interactions with the local community, and suggestions on how to further improve study abroad programs.

Reflections of Behaviors in Mathematics Avoidance of Female Teachers

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Baye Ballew is an Instructor of Education for Saint Leo University. She received a B.A. from Saint Leo University, M.A. from University of Texas at Arlington, and is currently working on her Ed.D. in Instruction and Curriculum at the University of West Florida. Ms. Ballew's research specializations include mathematics education, assessment, and anxiety impacting the teaching and learning of mathematics. She was named Teacher of the Year for Melrose Park Elementary in Columbia County where she taught kindergarten, second, and fifth grades. She is member of Altrusa International, National Council of Teachers of Mathematics, and a Delta Kappa Gamma member.

Dr. Kanellis is the Associate Chair of Undergraduate Education for Saint Leo University. Dr. Kanellis received her M.A. and Ph.D. in Special Education from Indiana State University. Her research specializations include special education for elementary and middle grade students and collaborative technology integration for pre-service teachers. Dr. Kanellis serves as a mentor and partner to the school districts as the Education Faculty in the Saint Leo University Jacksonville Education Center. Her most recent work in the Paraprofessional-to-Professional Teacher program has made a teaching degree more accessible and cost effective to working paraprofessionals.

Abstract

Teaching is a highly reflective field dominated by female practitioners. The review of the impact ideas teachers can develop from their experiences and how it influences instructional behaviors are discussed. Studies aligning with the behavioral patterns and avoidance when teaching mathematics will be reviewed with the use of avatars and reflective practices for pre-service teachers. Bandura's social learning theory is

investigated in connection with the impact of student achievement of female teachers' avoidance of mathematics.

Online Proceedings

Reforming Undergraduate Mathematics Experiences to Address Opportunity and Achievement Gaps

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Dewayne Morgan is the University System of Maryland's Director of P-20 Partnerships where his primary responsibilities are to develop and monitor policies, practices, and initiatives related to the University System of Maryland's (USM) extensive school-university-business partnership agenda. His major areas of focus include recruitment into STEM degrees and careers, educator preparation and professional development, and college student retention and progression to graduation. Some of his recent mathematics pathways presentations and research include, "Finding a Balance: Purposeful Math Pathways," presented at the AACU Annual Conference in San Francisco and "First in the World Maryland Mathematics Reform Initiative" in the University of Texas Dana Center's monograph, *Emerging Issues in Mathematics Pathways*.

Nancy S. Shapiro is Associate Vice Chancellor for Education and Outreach and Special Assistant to the Chancellor for P-20 Education at the University System of Maryland. As the principal investigator on major federal grants totaling over \$30 million dollars from and the National Science Foundation (MSP) and the U.S. Department of Education (TQE), she has worked to build sustainable partnerships between colleges, universities and public schools which support high quality professional development in Science, Technology, Engineering and Mathematics (STEM) content areas and prepare future teachers for urban schools. Dr. Shapiro graduated Phi Beta Kappa from Brandeis University, earned her master's degree at the

University of Delaware, and her Ph. D. in Curriculum and Instruction from the University of Maryland.

Abstract

One of the keys to improving diversity, equity, and student success is eliminating gaps in achievement between groups. In 2014, higher education in Maryland was very similar to other states across the nation with only 60% of Latinx students and 50% of African American students were completing their degree in six years. Among the obstacles many students face in their pursuit of postsecondary education is the discovery that they are not sufficiently prepared for a college-level curriculum and must enroll in developmental courses to make up for deficits in their knowledge and skills (The Executive Office of the President, 2014; Rath, Rock, & Laferriere, 2013). The 2014 Maryland data showed that remedial/developmental math sequences were the greatest barriers to students progressing to degree. As a result, the USM developed a U.S. Department of Education-funded partnership among 12 two and four-year colleges and universities, the Maryland Mathematics Reform Initiative (MMRI). MMRI partners collaboratively designed an intervention course (treatment course) that is more appropriate, relevant, and useful for students who are placed in developmental mathematics and are either undecided about their majors or whose college majors rely on a statistics-based foundation versus the traditional college algebra/calculus sequence. The results presented in this paper illustrate that both women and men were more likely to pass the treatment class than the original comparison class. This effect did not significantly vary by gender. Finally, the new treatment course is intended to be a high-quality developmental option for all students and address historical racial and financial gaps in college completion. Both White and non-White students were more likely to pass the treatment class than the comparison class. In fact, the data suggests that gaps between racial groups were being lessened and, in some cases, eliminated in the new treatment course.

Removing the Silo Experience – Collaborative Faculty Writing

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Dr. Mukherjee received her Ph.D. from the University of South Florida with an emphasis on Applied Linguistics and Instructional Technology/Instructional Design. She is currently the ESOL and MSID Program Administrator at Saint Leo University, where she teaches courses in Instructional Design and ESOL teacher education. She has extensive experience in developing and teaching e-learning courses and on-ground courses in both US and in international contexts. Her research interests are in online teaching innovations, student engagement in the online classroom, cultural factors that affect online learning, and academic language development for English Learners.

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Abstract

In this session, a panel of participants will discuss the experiences, the lessons learned, and the results from qualitative study from a cross-disciplinary, collaborative faculty writing group. The writing group resulted from a journal club at a small private Catholic university in central Florida. Although faculty were from a variety of disciplines, their collective interests were rooted in research as well as pedagogy. The group's collaborative engagement resulted in several professional development activities that encouraged interactions, assisted in scholarly productivity, and stimulated creativity. A qualitative research study was conducted to explore the collective thoughts and perceptions of the members through electronically blogged entries to share information about their scholarly experiences with specific regards to their professional development.

The Road Less Travelled: Journey from First-Generation College Student to College Professor

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Abstract

Attrition rate of first-generation college students (Woosley & Shepler, 2011; Furquim, Glasener, Oster, McCall, & DesJardins, 2017) and first-generation college professors (King, 2017) as well as retention, post-graduation student debt, and employment outcomes make the FGCS and FGCP experiences different from a second-generation college graduate (Hoffer, Sederstrom, Welch, Hess, Brown, & Guzman-Barron, 2003; Gardner & Holly, 2011; NCES, 2017). The purpose of this study was to explore the transition of college professors that move from a non-degreed family to a degreed individual. This study is unique in that the participants whom hold terminal doctoral degrees within their field of expertise, and overcame the disadvantages and barriers of socioeconomic status, lower educational aspirations, and lack of parental education to

make the transition from first-generation college student to university professor. The experiences of the participants were explored through two face-to-face interviews. Analysis of the interviews suggest that the two experiences are similar in many ways. Using van Manen's (1990) existential framework, themes emerged from the experiences related to academic capital, social and emotional factors, and personal circumstances. Recommendations for higher education institutions and faculty centered on empathy, mentoring and communication.

Key words: first-generation college professor, academic capital, higher education, mentoring

Introduction

Attrition rate of first-generation college students (Shepler & Woosley, 2011; Furquim, et. al, 2017) and first-generation college professors (King, 2017) have similarities related to academic and socioeconomic issues. Additionally, retention, post-graduation student debt, and employment outcomes make the FGCS and FGCP experiences different from that of a second-generation college graduate (Hoffer, Sederstrom, Welch, Hess, Brown, & Guzman-Barron, 2003; Gardner & Holly, 2011; NCES, 2017).

As college professors in a small, upper division university in North Alabama, we realized that many of our colleagues were 1st generation college students. We sought to investigate the personal experiences that contributed to these college professors in not only succeeding as first-generation college students (FGCS), but to complete the journey to become a doctoral recipient as a first-generation college professor (FGCP). Thus, we explored the individual journeys and coping mechanisms of 20 college professors whom began as FGCS.

The purpose of the study was to explore the transitional experience of a person from a non-degreed family to becoming an advance degreed individual. This study examined the lived experiences of first-generation college professors (FGCP) through the theoretical lens of existential themes. Van Manen (1990) explained that the basics of human beings' lived experiences in the world encompass four existential themes. Interpretations of the journey to achieving the terminal degree are filtered through lived experiences subsumed by spatiality, temporality, corporeality, and relationality. Specifically, this study investigated the factors which led to academic persistence and success from the perspective of professors who were the first in their immediate family

to attend college. It is important to understand the challenges of completion and the strategies used to surmount the barriers in obtaining the degree. While the topic of first-generation undergraduates has been investigated, to some degree, there is minimal research related to the subject of first-generation college students who persisted through their graduate studies to obtain a doctoral degree and become college professors (Gardner & Holly, 2011).

Thus, the research questions that guided this inquiry are as follows:

1. What unique struggles did the first-generation undergraduates whom later obtain a terminal degree face in their journey?
2. How did professors who were first-generation college students overcome the challenges of socially and culturally accepted boundaries to change their trajectories?

The fundamental rationale of the study is situated within the idea that a shift occurs from a non-degreed individual to a degreed individual and perhaps is the reason that some continue to pursue and achieve a terminal degree. Understanding the lived experiences that lead to this shift can provide vital insight for high school counselors and teachers, college and university advisors and professors, and first-generation college students and parents in providing an avenue of social mobility not only for FGCS but also FGCP. Higher education institutions will benefit from building a diverse faculty that includes persons from marginalized populations, such as rural, low-income, and students of color. Institutions must provide avenues for these FGCS students to continue in pursuing a terminal degree and support FGCP through empathy, encouragement, practical support, and mentoring.

Background

First-generation college students have a much higher attrition rate than their counterparts who were not the first in their families to attend college (Shepler & Woosley, 2011; Lohfink & Paulson, 2005). In fact, based on a study of 2002 graduates, NCES (2017) found that only 11% of first-generation college students from low-income families will obtain a bachelor's degree within a 6-year time frame and are nearly four times more likely to quit their undergraduate studies during their first year in college.

In addition to the high attrition levels, recruitment of first-generation college students can be problematic. According to Ward, Siegal, and Davenport (2012) affective, academic, and socioeconomic issues are just a few of the barriers that often affect recruitment. Affective issues that may inhibit enrollment in college courses include insecurities, intimidation, and fear of the unknown as well as varying support from family and community members. Academic issues that affect recruitment include insufficient academic backgrounds, academic language barriers, and a lack of

knowledge surrounding how academia works. Finally, but not surprisingly, a low socioeconomic status can often lead to financial hardships which, in turn, adversely affect recruitment.

Once students are recruited, Shepler & Woosley (2011) explain that early integration experiences of FGCS can be problematic for these students. Predictors of success in attaining the first degree include social integration, academic integration, institutional satisfaction, and home-sickness. Important aspects are educational commitment, on-campus environment, and knowledge of academic behaviors for these students. Prior to beginning college, several boundaries exist in terms of family support, lack of knowing the process, college-educated role models, and limited experience with college activities. Academic factors are major roadblocks due to lack of preparation with the presence of sub-standard high school curriculum, low expectations of grades or degree, motivation, and self-efficacy (self-doubt, uncertainty). Social concerns are prevalent in terms of feeling like outsiders, overwhelmed, or cannot relate to the culture of school. Shepler & Woosley (2011) conclude if these students can find others in similar situation that they are more likely to stay. The findings suggest that fostering mentoring relationships with the faculty also can help students be more successful.

Unique challenges often continue for first-generation college students who go on to earn a doctorate. Based on data from National Center for Science and Engineering Statistics (2017), doctorate recipients who were first-generation college students appear to differ from other doctorate recipients with respect to the duration and expense of their doctoral training and, to a lesser degree, their initial postgraduate employment outcomes. From 2010 to 2014, the time frame for first-generation college students to obtain their doctoral degree was longer than their non-FGCS counterparts. Data from 2014 reported first-generation college students who obtained a doctoral degree graduated with more debt as compared to their peers (53% versus 46%).

Hoffer, et. al (2003) explain that one-third of doctoral recipients are 1st generation graduate students and half of those are African-American, Latino, and Native American. Although these 1st generation graduate students are represented in all majors, the humanities are underrepresented and the studies such as education and social work are overrepresented. Attrition rates of 1st generation graduate students is a problem as well. These doctoral students are also less likely to complete their degree as compared to their traditional counterparts (King, 2017).

The authors of this study posit that a shift occurs from a non-degreed individual to a degreed individual and perhaps is the reason that some continue to pursue and achieve a terminal degree. The transition a FGCS goes through is not only related to

social mobility but identity as well. Tensions exist between what is familiar and socially acceptable in one environment (home) and a new environment (college) and must be negotiated by the individual (Lee & Kramer, 2018; Gardner & Holley, 2002; King, 2017; Hurst, 2010). Using Bourdieu & Passeron's (1989) concept of habitus, it would seem that one's dispositions (tastes, mannerisms, attitudes, and priorities) are gained through college experiences. Social mobility and identity are dynamic processes. We would argue the experiences that lead to the doctorate encompass a connection between habitus (one dispositions) and social mobility.

For example, a study conducted by Lee & Kramer (2018), showed how social mobility impacts interactions between FGCS and their families. The study investigated ways in which transition from a non-elite community to an "academic elite" (p. 75) college community impacted students. Cultural understandings are developed through family and class position, thus may differ for the FGCS as they negotiate the college community and cause a rift between the student's life at college and communicating with one's family and home community. This study applied the concept of "cleft habitus" in that FGCS must embrace and implement a dual habitus of dispositions needed to be successful in college and the dispositions needed to interact and communicate with the home community. Once again, one could make the claim that this phenomenon of cleft habitus occurs more intensely for the FGCP.

Two studies illustrate similar themes related to common barriers faced by students continuing onto graduate school and completing a doctorate. Gardner & Holly (2002) found that four themes emerged related to finishing a degree: "breaking the chains, knowing the rules, living in two worlds, and seeking support" (p.82). Similarly, King (2017) found that "three conceptual themes emerged: different worlds, figuring it out, and finding support" (p.3). Both studies illustrate that 1st generation graduate students had to negotiate the conflict that occurred between them and their families and communities, the "cleft habitus" of living in different worlds (Lee & Kramer, 2018). Additionally, actually deciding to pursue and figuring out the machinations of higher education was a difficult experience. Lastly, knowing where to find support and asking for help was a concept that they had to embrace.

Methodology

In order to answer the research questions, IRB approval was obtained for this qualitative, phenomenological study. Qualitative research is a method of inquiry that enables a descriptive study of individual, lived experiences within a specific context and setting. Denzin and Lincoln (2000) explained that a qualitative approach attracts researchers because "they seek strategies of empirical inquiry that will allow them to make connections among lived experiences, larger social and cultural structures, and

the here and now” (p. 367). In order to explore the proposed connections in this study, a qualitative approach lent itself to face-to-face encounters and interactions in which such data could be collected. Because the nature of the study focuses on exploring individual lived experiences, interviewing enabled a descriptive study that stresses the importance of context, setting, and participants’ worldviews (Marshall & Rossman, 2006). The process of interviewing provides a narrative approach to access data through which people describe their world and is not intended to qualify the “external realities” (Silverman, 2000, p. 821) of the participants. This means that the interview can only serve to gain the perspectives of the participants and does not reflect an exact truth about those experiences. This type of interviewing was chosen because it provides structure, as well as flexibility, in collecting the participant’s experiences in their journey from FGCS to FGCP.

The interviews occurred in two phases. Phase One delved into the participants experiences as a first-generation college student. Phase Two explored their experiences in graduate school and obtaining the terminal degree in their field of study as well as reasons to seek employment in a higher education institution.

Twenty professors, with earned doctorates, from a small rural university in northeastern Alabama, self-identified as first-generation college students, volunteered for the study. Approximately 90 professors are employed at the university from which the 20 participants were selected. There were 17 professors whom were primarily classified as traditional age (18-20 years old) at the time of college entrance. The majority of the participants (14) attended a public 4-year university for undergraduate studies. The participants were similar in that they were Caucasian but different by gender, with an equal division of ten female professors and ten male professors. College of Arts and Science Faculty comprised almost half of the subjects. The remaining two departments on campus were almost equally divided with five professors from College of Business Faculty and six professors form College of Education. The majority of the faculty (15) described their background as primarily rural. Likewise, 15 of the interviewed faculty indicated a low socioeconomic status prior to undergraduate studies.

Table I: Demographic Information

Descriptors	Number
Location: Place of Origin	Rural 15 Urban 5
Socio-economic: Place of Origin	Low 15 Middle 5 Upper 0
Age Range at Time of Study	40 to 60: 13 Over 60: 7
Race/Ethnicity	Caucasian 20
Gender	Male 10 Female 10
Education	Community college 5 Public university 14 Private university 1
College Entrance	Traditional 17 Non-traditional 3
Field of study	Education 6 Business 5 Arts and Science 9

Data Analysis

The sociological tradition of collecting and analyzing data “treats text as a window into human experience” (Ryan & Bernard, 2000, p. 769). The transcription of free-flowing text from open-ended interviews provided the content for analysis of words, phrases, and chunks of text. Use of the qualitative software program Nvivo12 (2012) helped organize the data into the conceptual categories of existential themes and classification according to the experience.

Experience is commonly understood as the conscious awareness and understanding of reality and the events of one’s life (van Manen, 1990). Van Manen expanded this concrete definition of experience to explain the “lived experience” as an

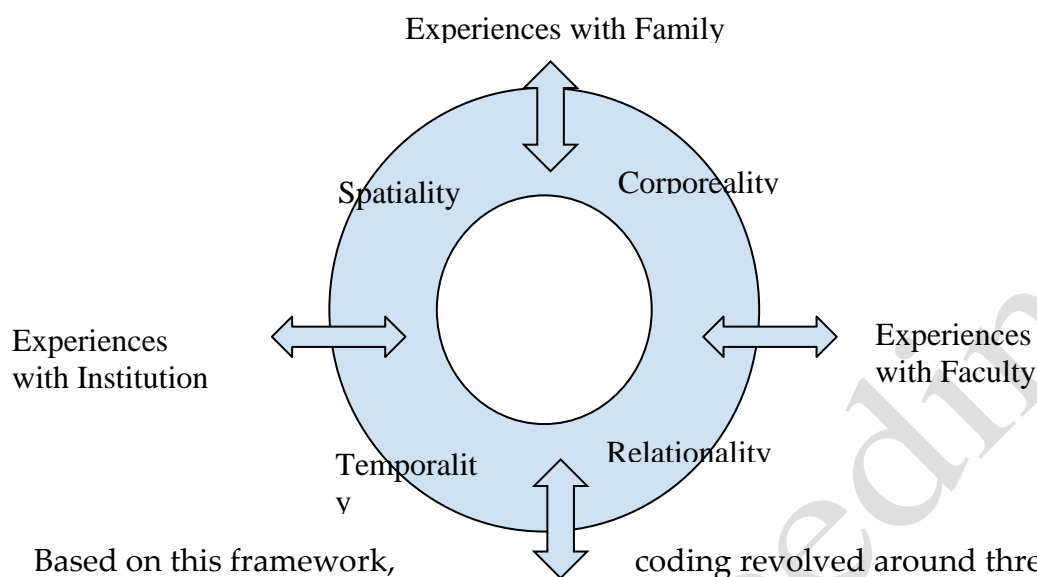
experience that involves the awareness of self in the experience. Interpretation of experiences is viewed through the lens of lived space, time, body, and other.

The lived space (*spatiality*) can be described as how one feels in a physical place as well as metaphorical space such as a family, community, or school institution. Is the space familiar or uncomfortable? For example, the perception of the sheer size of a cathedral evokes emotions of awe. Preferences for or aversions to spaces is another way to structure meaning through spatial interpretations. Does one feel acceptance within a community or institution?

The lived body (*corporeality*) means that we are physically in the world. The experiences students engage are done by and through the body. Merleau-Ponty (1962) explained that it is one's body that is used to take up perspective, and the body situates all other objects in space and time. Corporeal interpretation of place can reveal and conceal things about ourselves. For example, when meeting someone for the first time our discomfort is interpreted through awkwardness or blushing with embarrassment.

Lived time (*temporality*) moves based on feelings or meaning attached to experiences. Examples would be "boring" or "exciting" or "my how time flies when you're having fun." The world moves based on the past, present, and future memories, hopes, and expectations. Positive or negative memories are another example of temporal interpretations of a place. How one carries oneself, whether one is approachable, friendly, or alienated involve temporality. As seen in the examples, lived time is subjective and thus not to be confused with "clock time."

The lived other (*relationality*) encompasses the relationships we maintain with others in the interpersonal space that we share with them. This includes the relationships we have with our families, communities, or institutions.



Based on this framework, coding revolved around three main themes. *Academic* experiences with the institution about the process of graduate school as well as the day-to-day practices were interpreted. The second theme focused on the *social and emotional factors* experienced within existing relationships of the family and community as well as new relationships with the faculty and the university as an institution. Lastly, the impact of *personal circumstances* on the feelings and meaning attributed to pursuing the advanced degree were explored. Thus, an in-depth description of a the FGCP is possible through this multi-dimensional approach to the interview analysis.

Findings

Analysis of the interviews regarding the experiences of college professors told the story of a life-changing process in pursuing a terminal degree. The process at times was arduous and frustrating, yet rewarding in terms of social mobility and identity. The FCGS experience and the FGCP experience were similar in many ways even though personal circumstances did change between the undergraduate degree and the terminal degree. Themes emerged from the experiences related to academic capital, social and emotional factors, and personal circumstances in terms of the struggles and well as overcoming barriers to obtaining the final degree. The experiences as a FGCS and FGCP were not unique to the group as a whole, but rather comparable. Although some of the experiences were distinctive based on their role while in graduate school, many shared the same trials while going to college.

Academic Capital

In most of the interviews, experiences related to “knowing” how academia works were expressed as a struggle. Throughout the study, insufficient academic capital was evident through substandard academic backgrounds, lack of information as to how undergraduate and graduate programs worked, and issues related to academic language.

Mary’s response mirrored a common theme when she stated, *“Many of my peers had gone to more academically-minded high schools than mine, so I had to overcome the gap in prior knowledge. I had to learn how to study.”* This disequilibrium experienced at the onset of college was well articulated by Ivan when he stated, *“At first, the professors’ expectations of independent learning were problematic. I had to figure out how to learn on my own without homework and study guides like I’d had in high school.”* Edward’s statement reflected a common theme when he said, *“I experienced a great deal of cognitive dissonance my first semester of college.”*

A few professors even shared they had actually failed a course their first semester of undergraduate studies due to the fact they had rarely been challenged academically prior to college. One professor admitted he “flunked out” his first semester due to being unprepared for the demands of academia. Another professor shared that she actually failed one class because she had no idea that dropping a course was an option.

The majority of professors noted they had little or no information prior to college as to how to navigate the financial aid application process or how to even apply for scholarships.

Since I was the first in my family to attend college, there was no one that knew how to help with the registration process and how to apply for financial aid. My high school guidance counselor was useless. He didn’t tell me how to apply for scholarships or anything. Money was probably the biggest issue. I had to figure out a way to finance it all. (Mary)

Graduate school experiences continued to be challenging as academic capital was also needed in order to be successful. Attending graduate school had its own share of hurdles. Linda recalled, in amazing detail, her first meeting with her Ph.D. advisor:

I met with a professor at The University of Alabama to “sign up” for my Ph.D. The professor sort of looked at me funny, but he believed I was motivated and could do it. That day, he told me I would need to take the MAT for graduate admission. He said it was being offered in about an hour. I simply walked across the street and took the exam. I didn’t study for it. I didn’t even know I could study for it.

One professor indicated she initially had “little to no knowledge of how to effectively network with professors, staff, and peers.” Basically, she felt too intimidated to approach them after class. *At first, I had no idea you could actually talk to a professor for social support. I had to figure this out by observing my peers interacting with professors. I honestly thought professors were totally off limits.* (Faith)

A lack of academic capital as it related to advising and the dissertation process were brought up by the participants when describing struggles encountered in graduate school. Mainly, negotiating the dissertation process and the political nature of the dissertation committee were additional hurdles.

I didn’t realize it at first how political that was, or that there was a political undercurrent there. But I learned real quick, because I had to change my committee composition a couple times. That certain people didn’t really get along with other people. And so well, it was more it wasn’t something that was directly told to me. (Nolan)

Neal expressed the rigorous nature of achieving a doctorate.

I had no idea the dissertation was so hard for many to finish. And, you know, after I got into the program, I found out you know, well over 50% at least people in our program, were what they called a ABD, they got all the coursework done, never got the dissertation done.

Persistence, self-motivation, discipline, and prior academic success enabled the participants to see growth in the academic capital needed for success in the graduate program. The participants had acquired enough background knowledge in the undergraduate degree to move forward in the graduate degree. This was articulated well by Neal:

All I needed to be successful were a few professors to say, “Good job.” From there, it began to snowball. More success brought more success. As I did well academically, I built up more confidence. It was sort of like when Dorothy looked behind the curtain and saw the wizard pulling all the strings. I realized that there were no big mysteries to academia. I just had to set my mind to being successful.

Doing well academically went a long way in developing confidence. The longer they were in school, the more academic capital they gained. Participants described “handling the coursework” and getting the process “under my belt” as ways in which they began to feel successful.

So, then I take the exam, I sit for the exam, it's a two- day exam. And I take it and then I wait. And in the mail, I got a letter that said you passed all six parts the first time. I thought it was a mistake. Nobody does this, because the teachers kept on us, you know, you had to take some sections more than once. So, you know, just do the best you can. And I remember taking the transcript to work and showing it to my boss and saying, I can't believe this. And that was probably the biggest success that fueled me. So, it kind of validated. Yeah, I might be able to, I might, I might have some skills in this area. (Olivia)

Social and Emotional Factors

Several professors indicated education was not always “highly valued” in the regions where they grew up. Ivan was not alone when he explained that people in his community “just didn’t see the value” in education. “I just had to ignore any negativity and resistance; I simply made the decision to pursue college anyway” to cope with the resistance. This choice to ignore the resistance and negativity from others regarding undergraduate and graduate studies was mentioned by several professors interviewed. The following response is one example:

And I think one of the weird things that made it difficult for my parents to understand what I was doing was that this work was not like the work that they'd ever seen before. Because they worked on farms; they worked in cotton gins. And they didn't understand that somebody was working when they were sitting there with a book reading, or writing a paper. (Aaron)

I'm a first-generation college student, right. So, to go from just having a four-year degree was a big deal and frankly, I had to do it, especially for my dad. But he would ask me, you had enough learning? He's like, when is enough? And I'm like, when I get through this, you can call me doctor. And he's like, I don't know about that. My mom of course, she understood it a lot better. My dad was like, so how much is it going to take? And he said, All right. (Nolan)

The experiences of regional resistance and the coping mechanism of cleft habitus (dual habitus of dispositions) were implied and were similar to the findings of Lee & Kramer (2018). One professor recalled this struggle when she shared, “Going to college

created barriers with my other family members who had not gone to college.” Another professor vividly recalled, “My parents supported me; however, my other family members did not. They resented me for going to college. They thought I was “getting above my raisin,’ that I was trying to be something I wasn’t.” To cope, the professors had to develop academic vocabulary and mannerisms for the collegiate environment and had to remember to use regional vocabulary and dispositions in other situations.

While many faced resistance and ridicule from various people in their region, there was emotional support for attending college from at least one family member in all cases. In fact, many of the professors interviewed shared, through tearful accounts, the unwavering support they received from family members. One professor shared how her father stated, “We will sell the land or whatever we need to do to make sure she can finish college.” Interestingly, the fear of failure and the fear of disappointing family members were also cited as factors which contributed to academic persistence. One professor stated, “I didn’t have a net to catch me if I fell; failure was not an option.” Similarly, the fear of letting their parents or other family members down played a critical role in academic persistence.

Many professors talked about how once they started the process, there was no going back. They were determined to finish in order to start a new career, enable a better way of life, and address the financial commitments to getting a degree.

I would say probably the primary motivator was that I’d chosen higher education as my second career. So, in doing that, I say - you’ve got to do this, for you to go where you want to go and higher ed, where you stay on a teaching track, or you eventually go into administration, which I really want to do. Eventually. I’ve chosen this career field as a result of that choice. I’ve got to do this. There is no there is no if ands or buts, I’ve got to get this finished. (Nolan)

The majority of professors interviewed indicated that developing professional relationships with campus staff, peers, and faculty was paramount to their academic persistence. References to developing relationships with academically successful peers were numerous.

There was my boss at the time the President said you can do this and you should do this. I see this in you. I see that you can do this. You should do it. (Olivia)

One professor stated, “I met and befriended people who were not first-generation; I picked up on their study habits like rewriting notes.” In a reference to the

influence of peers, Faith stated, "You seek out others who are running well in the race and follow them." Another professor shared how social networking was beneficial to his academic success when he shared, "I befriended another student who knew how to study. I asked him questions about study strategies and started implementing these. I learned things like rewriting my notes after class and reading over my notes every day."

Likewise, references to the influence of professors were numerous. Statements such as "professors really helped me throughout my journey" were frequent within this study and reflected the underlying significance of professional relationships to academic persistence. Neal summarized this belief through his advice to FGCS, "Think about enrolling in a small university where you can get to know your professors. Professors, as mentors, can make all the difference." Similarly, another professor provided the following advice to FGCS when he voiced, "Establish a support group. Don't try to do this alone. Develop a support group with family, friends, peers, and even professors. Pick a mentor that will take you under their wing."

The majority of professors interviewed noted they each had at least one professor who took a vested interest in their academic abilities and served as a mentor during their transformative journey from first-generation college student to professor. Thus, developing social capital played a vital role in the transformation from non-degreed to degreed student. Interestingly, the majority interviewed indicated that their undergraduate and graduate professors recognized academic potential in them and actually took the initiative in developing professional relationships.

Linda credited her former professors and administrators for her success: "Along the way, professors and deans befriended me. They took me under their wings and made sure I made it." Another professor reflected on his graduate studies and shared: "A professor made me believe in myself. I will always remember the feedback and influence one professor can make. That one positive professor made all the difference." Chad shared, "Another professor inspired me to pursue a doctoral degree while I was working at a community college." Jennifer's statement was reflective of the majority of the professors interviewed when she stated, "My relationship with one instrumental professor who believed in me was life changing." Katherine summarized this well when she said, "People gave me a hand up." Another professor shared this instrumental role in her story:

While in graduate school, I had an advisor who reached out to me and was instrumental in opening doors for me. One of my graduate professors encouraged me to think about employment in higher education. At first, I was reluctant to pursue this; however, I decided to become a professor based on the encouragement of a former professor and my former advisor who helped open the door for me. (Katherine)

Personal Circumstances

Understandably, the lack of finances was cited as a significant struggle by the majority of professors interviewed. In some cases, the financial challenges were extreme. When discussing financial struggles at the onset of college, three professors noted the lack of books in their childhood homes, one brought up the fact that his family did not have indoor plumbing at the time, and one professor shared that her family did not even have a car. Ivan's comment mirrored many of the professors interviewed when he mentioned that the "biggest barrier was definitely money."

I did not want to continue living in the economic situations like I had been raised. We were extremely poor. In fact, we did not have any books in our home except a copy of the bible and a set of encyclopedias which I loved to read. We did not have a telephone or even a dryer in my home. We had all of our basic needs met, but that was pretty much it. One of my biggest motivations was my daddy. He wanted me to have a different life from the one he and my mother had. He always said, "No one can ever take away your education." I guess I listened to him and kept pursuing an education in spite of the circumstances. (Faith)

While the financial burdens were real, and in some cases, extreme, the professors interviewed chose to perceive the economic burdens as a motivator to seek social mobility. When questioned about the motivation to enroll in college, several professors mentioned wanting "something better" and "a different life." This concept of education being the catalyst to a better life was voiced, in some way, by the majority of the professors interviewed. One professor admitted: "Fear was the motivator in the beginning." Another professor stated, "I knew what an education added and what a lack of education subtracted." Tim described his motivation by stating, "I witnessed firsthand the financial struggles of my dad and my brother. I knew I didn't want to go down that path. So, I thought about either college or the military. I knew education was the way to have a better life." Similarly, another professor shared, "I knew that college was my only ticket out.

The professors interviewed described how they worked through these challenges to make the transformation from non-degreed to degreed self. One consistent theme was the overwhelming desire to create a “better life.” The professors who experienced financial struggles chose to perceive the challenges as motivation to pursue additional degrees. Thus, economics emerged as both a struggle and a motivator. The key characteristic appeared to be their perspective on the difficulties they faced.

In addition to financial challenges, balancing family life, career responsibilities, and graduate school as a non-traditional student was mentioned in several interviews.

It took eight years to finish the PhD partly because I was almost done. I had proposed my dissertation, and which, in most programs is sort of like the comprehensive exam. So, I had proposed and it was accepted. And then I found out I was pregnant. And so, I'm trying to negotiate teaching, being pregnant, and I'm working. School, and the dissertation was a challenge. And so, it just took longer. I had no idea about babies or anything like that. So, it took me a little while to figure out, and how to sort of balance all of that. (Mary)

The biggest struggle that I had was all the other doctoral students had parents who were professionals, and they would come and pick up their children on the weekends, and I didn't have anyone to pick up mine. And I would cry. Yeah, because I was trying to write that dissertation and I was really hard on them. I would lock my bedroom door because I had to. And they would put their little hands under the door and say can I answer just one more quick question and it was just awful. So, that was why I did a lot of studying at night when they were bed and when I tried, you know, it was really, it was a real hair-raising experience. (Linda)

Doris described what life was like, “I would leave my house at seven in the morning, take the boys to school, I would drive to Tennessee, I would teach classes there during the day, I would take my classes at night, and I would get home at about 11:30 at night. I did that four days a week for two years.”

Descriptors that emerged from the interviews when describing the experience of obtaining a terminal degree were challenging, tough, sacrifice, maintaining, and hard. In essence, sacrifices had to be made. Aaron described how the process took a toll on his relationship:

Well, um, graduate school for two people. It's pretty challenging. With two little kids. So, it took a major toll on our relationship. And as I said earlier, you know, we separated as we're finishing up coursework, and then divorced about a year later.

This toll on relationships was reiterated by Jennifer:

I had to sacrifice a lot. I mean, no doubt. I mean, I sacrificed a lot. But they (family) had to sacrifice too, because all of those years, I was going back and forth to Gadsden early on, you know, from my Masters, then they were only school age.

A similar sacrifice was reiterated by Katherine:

Oh, my goodness. I don't know, I work so hard on maintaining my employment. And in some cases, I had some semesters, I had to go to school full time. If we're talking about when I was working on my doctorate, for instance, I had to go an entire year. When I was working full time, I was working on my doctorate at State. So, I was driving back and forth 90 miles one way. It was I couldn't have a family; I couldn't have life really. So, I had to work and go to school and first you know, physically go to school. I had one online course. And that was when one online was just getting started with operations research. (Katherine)

In summary, the professors interviewed described how they worked through myriad challenges to make the transformation from non-degreed to degreed self. One consistent theme was the overwhelming desire to create a "better life." Professors who were first-generation college students overcame challenges such as background knowledge, financial hardship, and personal circumstances with obvious determination, drive, and commitment.

I think that the thing that kept me going didn't really particularly occur in undergrad or grad school, the thing that kept me going probably occurred, right before undergraduate school, when I had that choice, staying at home, working in the factory, or going to the military, those seem to be the tough choices my parents knew about. (Bailey)

In all cases, the professors chose to perceive the challenges as motivation to pursue additional degrees. Thus, the challenges emerged as both struggles and motivators. The key appeared to be their perspective on the difficulties they faced. Thus, the analysis of the interviews revealed the themes that were a struggle for the participants also provided the means for success in their role as doctoral students.

Discussion

One cannot negate the importance of what it took for the participants to obtain a first degree and then regardless of the difficulties, continue to pursue advanced degrees. Being a first-generation college professor is about more than understanding academia and completing coursework. Many details of one's life have to be balanced with the all-consuming goal of achieving a terminal degree. To obtain the goal of a terminal degree, effective coping mechanisms, determination, sacrifice, and positive relationships are crucial to this transformative journey.

The transitional experience focused on the unique struggles and the ways in which the 1st generation college professor overcame the challenges of a background as a 1st generation graduate student. The themes used to analyze the interviews were related to the challenges and solutions of being a FGCS and attending graduate school. The main themes were lack of academic capital needed to move through the college experience, social and emotional factors, and personal circumstances. Negotiating the processes required in institutions of higher education presented many barriers. Positive descriptors about the institutions included helpful, engaging activities and programs, great library, responsive, and professors "took interest". Negative experiences centered around getting good advising, residency, lack of agency, overwhelming, dissertation process, and professors "weeding out students". Social and emotional factors such as regional resistance and a negotiating a dual habitus between home and college were expressed repeatedly. Personal circumstances encompassed financial support, sacrifices made within one's family, changes in self, and overcoming the barriers to persevere to completion.

Multiple ways were found to overcome some of these barriers but the main theme that emerged was the support of professors, family, and colleagues. Professors had a positive and sometimes distressing impact on the participants ability to continue and be successful in the program. During the interviews, many of the professors described how they overcame the challenges by learning how to study, utilizing time management, and remembering their academic success prior to college as strategies for success. Additionally, professors mentioned the significance of a parent, other family member, teacher, professor, and/or other persons who believed in them and believed in the value of a college education.

The emotional capital gained from relationships prior to and during their academic studies appeared to be paramount to academic persistence. When asked about disseminating advice for academic persistence to future first-generation college

students, the majority of the professors interviewed stressed the importance of participating in extracurricular activities, understanding the importance of social capital, associating with peers with good study habits, developing professional relationships with campus staff and faculty, and understanding the importance of community. Persistence, self-motivation, discipline, and remembering prior academic success were also mentioned as common affective strategies for success.

The participants had first-hand knowledge of the challenges and strategies related to transitioning from a member of a non-degreed family to a member of a degreed community in higher education. The recommendations that follow were suggested by these participants. The emphasis is on mentoring the 1st generation college graduate student.

The institution is the first contact that students have with higher education. With this in mind, institutions should seek out 1st generation graduate students and provide different pathways for obtaining the terminal degree. A focus on communication and education about opportunities (scholarships, grants, publishing) would support success in higher education. By hiring diverse faculty and staff in terms of 1st generation college students as well as race, gender, and ethnicity, the institution can expand those who understand the unique path of the non-traditional student. Providing training for professors about advising and mentoring would promote effective and positive student/professor relationships.

Recommendations for higher education faculty and staff suggest the following:

- Respect for the non-traditional graduate student
- Use the graduate student's time wisely.
- Reach out to the working student who lives off-campus.
- Initiate conversations.
- Host seminars or focus groups.
- Encourage and offer advice.
- Encourage professional relationships.
- Be cognizant of challenges.

Many of the suggestions may seem common place, however, the positive impact is two-fold. First, the graduate students did "better their lives" and all agreed that they would go through the same struggles to achieve the goal of a terminal degree and thus benefit from the social mobility that the degree gave them. Secondly, universities need to continue growing their faculty in order to keep up with the changing look and diversity of college campuses. It is in the best interest of the university to pay attention to the experience and contributions that FGCP bring to the university experience of all students.

Conclusion

The experiences and educational outcomes of first-generation college students are common topics in higher education. We would posit that such attention is based on economic concerns from the institutional perspective. However, the participants in our study conveyed an altruistic concern for those students that are attending college for the first time. Our study highlights the empathy for the FGCS that comes from the personal experience of being one. The studies that are most common often focus on attrition and completing the degree in order to gain social mobility. Although this is vital for economic success post-graduation, we would argue that a sense of self contributes to the ability to move between a non-degreed self to a degreed self.

Academic capital greatly influences a graduate student's experience with the university as institution. Common feelings about the processes of college and graduate school include frustration, overwhelmed, confusion, doubt, uncertainty, fear, and lack of agency on one hand. Alternately, a sense of relief, accomplishment, and completion were experienced at completion. Cultural capital increased with the time spent in higher education due to gaining confidence, Career opportunities, and completion of each degree. Family and communities were fairly supportive but did not understand the type of work in academia or the need for multiple degrees.

The relationships with faculty were mixed: 1) harsh, unsupportive, through up roadblocks; 2) invested, interested, caring, guided. The FGCS appears to be an individual that is motivated, determined, and goal-oriented. Persisted despite financial hurdles, family obligations, divorce, single parenting, demands of an existing career, and a steep learning curve about academia.

Ultimately, the transformation from FGCS to FCCP was attributed to social support from professors and immediate family along with specific personal dispositions. Namely, the dispositions of (a) discipline and tenacity in the face of struggle, (b) strong work ethic, (c) cleft habitus with coping mechanisms for myriad environments, and (d) the perception of struggle as a merely a gap instead of a barrier were commonly noted as critical to this journey. In essence, the key was in how they chose to *respond* to the difficulties.

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The Role of Unions in the Future of Higher Education

Pamela A. Schulze
University of Akron

Pamela Schulze is a Professor of Child and Family Development, Director of the Center for Family Studies, and President of the University of Akron Chapter of the American Association of University Professors.

Abstract

Despite decades of attacks, faculty unions have long been a fixture in higher education; collective bargaining has helped to create stronger shared governance as well as improving wages and benefits. Arguably, the most serious threat to faculty unions is a growing and disempowered adjunct faculty that is less likely to be included in faculty bargaining units. The future of the university as we now know it depends on collective action to support the faculty with the least power and prestige in the academy.

Schooling for Democracy

Lynn Swann

Lees-McRae College

Susan Gilbert

Pam Vesely

Nancy Gryder

Dr. Swann is the Lees-McRae College Teacher Education Coordinator. Her expertise is in Special Education and Speech and Language. Dr. Swann teaches in the MAT graduate program, assessment, and other foundational courses. Her research is in the area of teaching and social justice.

Abstract

As teacher educators who support public schools as the fulcrum of a viable and robust democracy, we believe in the purpose and power of a democratic education whose purpose is to instill the values of cooperation, fairness, and justice into the souls and minds of our students. As such, we are concerned when experts (stakeholders) are routinely under consulted in policy decisions that have a direct impact on our student educators and on the teaching profession. Often these federal, state, and locally mandated curricula and assessments contribute unwittingly to inequity in the classroom both at the K-12 and in higher education. From process and programmatic perspectives, we, the educators of educators, continuously find ourselves “pushing back” on these mandates by creating robust curricular opportunities for students to participate in learning experiences, both inside and outside of the classroom and campus community, that reflect the democratic values of education of equity, justice, respect, and trust through self-determination and self-reflection (Poverty Simulation, Citizenship Education, Volunteering at 4-H, Volunteering at Banner Elk Pre-School, Haiti and Jamaica trips).

In the words of John Dewey (1916), “We do not learn from experience, we learn from reflecting on experience” (p.#.) This truth informs the Reflective Practitioner Conceptual Framework of our teacher education program that undergirds all of our teaching which, in turn, informs our programmatic and instructional decisions.

These include:

- 1) cultivating a Community of Practice (CoP);
- 2) contributing to the growth of professional knowledge about students, learning, subject content, teaching, principles of social justice principles and practice, as well as contributing to the knowledge of how to foster socially just relationships with diverse populations;
- 3) developing expertise through our field experience, inquiry, and reflection; and
- 4) promoting a core set of professional and ethical dispositions.

Online Proceedings

Short-Term Fun or Long-Term Outcomes? (The Effects of Planning and Implementing an Equestrian Camp on the Dispositional Development of College Students Learning About the Educational Needs of Children with Disabilities!)

Ruth E. Jefferson

Ball State University

Marie Jones

Southern New Hampshire University

Dr. Jefferson has led many Immersive Learning Projects at her university, including six years of the High Riding Art and Equestrian Camp for campers with disabilities; and a federally-funded (National Institute of Justice) three-year project, TEAM2, aimed at improving literacy in at-risk youth in a juvenile treatment facility. Dr. Jefferson holds many teaching and administrative certifications including the areas of reading, learning disabilities, mild disabilities, elementary education, and special education administration. She has conducted research primarily in the areas of Response to Intervention (RTI), evidence-based practices in reading, and at-risk youth, as well as issues related to sustainability, immersive learning, and higher education/community engagement. She has also taught courses in assessment, autism, educational research, special education law, special education methods, and others.

Marie Jones is a Behavioral Consultant with a mental health provider. She works with children with mild to moderate disabilities, particularly within the educational and community settings. She supports families and teachers as they work to assist children become independent and productive citizens. Her background as a nurse is helpful in this work as well. She is also a graduate student at Southern New Hampshire University. Her areas of interest include school psychology and forensics.

Abstract

Can a science and equestrian camp help develop understanding of individuals with disabilities? Authentic experiences including direct interactions with people with disabilities help facilitate understanding of this group of people. These experiences are relevant for pre-service professionals as they provide opportunities to apply theory to practice. This presentation will extend understanding of the impact of authentic experiences on undergraduate students from teacher education majors. A survey explored five constructs in university students enrolled in a special education course. Three-year follow up data indicated authentic experience influenced participants in positive ways, including career directions that involve working with people with disabilities and constructs related to inclusive teaching practices.

Online Proceedings

Sources of Self-efficacy and Academic Achievement in Online Learning Environments

Jennifer Miller

Tougaloo College

Jillian Skelton

University of Alabama

Jennifer Miller (Ph.D.) is a teacher and a problem-solver. With a decade of experience in higher education, she is currently Assistant Professor of Psychology at Tougaloo College. She is also a Licensed Professional Counselor with seventeen years of clinical experience. She regularly helps others tackle obstacles to their growth and development, which directly informs her research interests. The focus of her research has been addressing the challenges encountered by college students in the online learning environment, specifically investigating how that environment affects the experiences that inform students' sense of efficacy and their academic behaviors.

Jillian Skelton (Ed.D.) is a university professor, lecturer, and active writer. She is a journal editor and enjoys time with family.

Abstract

This correlational study examined the relationships between the four sources of academic self-efficacy in math and academic achievement for 93 undergraduate math education students enrolled exclusively in an online undergraduate degree program. As expected, mastery experiences positively predicted academic achievement. However, contrary to findings for traditional face-to-face environments and the original theory, verbal persuasion negatively predicted academic achievement and neither vicarious experiences nor physiological state were statistically significant predictors for academic achievement for online students.

Successful Advising of the 21st Century Doctoral Student: Understanding Who They Are and Their Unique Needs

Byung-In Seo

Chicago State University

Byung-In Seo became a teacher educator after spending 15 years teaching adolescents English/Language arts and math (6-12). Dr. Seo earned her Ph.D in Curriculum Design from the University of Illinois at Chicago, a traditional R1 doctoral program. Her research interests has focused on bridging the learning divide between ELA and math with secondary students, by focusing on improved linguistic awareness and instructional methods. Since 2013, Dr. Seo graduated 28 doctoral dissertations. As a result of this success, Dr. Seo examined effective instructional methods for students in higher education. She has learned that similar effective teaching methods can be used at both the secondary-level and tertiary-level students.

Abstract

Many of today's doctoral students work full-time during the day and manage a family at home while attending classes and working on their dissertations. However, many of their professors graduated from more traditional doctoral programs. This presentation will first explain the characteristics of these students. Second will be an explanation of how doctoral graduates from traditional doctoral programs are not properly equipped to advised these students. Finally, I will explain what I have learned in order to successfully advise these students to degree conferral.

Throw Me a Life Jacket, I'm Drowning in Student E-mails

Sherry Long

University of Cincinnati-Clermont

Dr. Long holds a doctorate in education with an emphasis in curriculum and instruction; a master's degree in education with an emphasis in gifted education; an educational leadership license; a bachelor's degree in 1-8 education with emphases in mathematics and social studies; and an associate's degree in arts and humanities. She has served the educational field for over 19 years as a gifted classroom teacher and gifted coordinator in the K-12 system and assistant professor at Alice Lloyd College in Kentucky and University of Cincinnati - Clermont. Her research interests include learning and teaching.

Abstract

As an online and face-to-face instructor at a college in Ohio, I found myself spending day and night replying to student e-mails. When discussing this issue with other faculty members, I found I was not alone in trying to keep up with the never ending e-mails. As a result, I decided to implement an action research project focused on the following research question: Will the use of a question and answer subscribed forum on Blackboard reduce the number of student e-mails? Results indicate the use of a subscribed forum in all courses significantly reduces student e-mails.

Tools and Tips for Substantive Interaction in Online Classes

Theresa Moore

Daytona State College

Professor Moore has been teaching at Daytona State College for over 13 years. She teaches Organizational Behavior, Leadership Challenges and Supervision, and Business Law courses in the BAS in Supervision & Management program. She served as the department's Assistant Chairperson for three years and as the College Faculty Senate President for one year. Professor Moore holds a BS degree in Public Management from Indiana University, and a master's degree from Antioch University in Organizational Management with a concentration in Organizational Psychology. She earned her Juris Doctorate at University of the Pacific in Sacramento, CA. She is a licensed attorney in the states of Tennessee and Florida.

Abstract

Distance education courses must meet requirements of regular and substantive interaction on the part of the instructor to qualify for institutional Title IV funds. The presentation will address the learning management system tools of the Brightspace/D2L LMS and two specific methods of regular and substantive interaction: 1) feedback and 2) automation. The concrete examples will supplement and simplify instructor compliance of the “regular and substantive interaction” through use of LMS tools.

The Transformative Power of the Teacher as a Role Model to Affect Student Behaviors and Classroom Culture/Climate

Laura Erhard Fiorenza

West Chester University of Pennsylvania

Dr. Laura Erhard Fiorenza teaches in the Early and Middle Grades Education Department at West Chester University of Pennsylvania. At the university, she teaches child development coursework and supervises pre-service field students. She is a state certified in elementary and secondary school guidance and in elementary education. Her research interests include various forms of school bullying, school climate/culture, and the role of the teacher in the classroom as a mentor/model for social emotional teaching and learning. She has presented her research at regional, national, and international conferences.

Abstract

Teachers' perceptions of their role in the classroom to affect student behaviors and impact the classroom climate/culture will be explored. Teachers can affect the development of positive, prosocial student behaviors by modeling prosocial behaviors and by engaging students with Social Emotional Learning Strategies. An awareness of the interpersonal (self) and the intrapersonal (others) enhances social awareness. Session emphasis is on creating a classroom where students feel valued and part of something beyond themselves.

Virtual Student Teams: Reflections for a Flipped Undergraduate Class

Thomas M. Rogers
Western Carolina University

Dr. Rogers combines almost 30 years of teaching with over 15 years of consulting experience. Leveraging his Project Management Professional (PMP) certification with his Ph.D. in International Business, he brings context and depth to his work. Dr. Rogers currently teaches in the Master in Project Management (MPM) program at Western Carolina University (WCU) which drives his interest in teams and team performance.

Abstract

The “increase in number and importance (Jones and Graham 2015, p. 49) of virtual teams in business leads professors to include “group projects in many courses” (Kruck and Teer 2009, p. 235). This exploratory research found tension between students’ desire for individual assignments and their recognition of the value of virtual teams. These findings are assessed against the existing literature to find developing trends.

What Differentiates a Fluent Reader from a Non-Fluent Reader and How Should We Assess It: Implications for the Classroom” – Looking at 2nd grade, 4th grade, 6th grade and undergraduate college students

Shirley Alt
Chowan University

Shirley J. Alt, Ph.D., is an associate professor of Psychology, at Chowan University, Murfreesboro, NC. She is a first generation, low-income student from southwestern Pennsylvania coal country, she obtained a bachelor’s degree in Psychology (summa cum laude) as well as a doctorate in Learning and Cognition from the University of Minnesota. She has been teaching for ten years in urban and rural settings, undergraduate as well as graduate students, on-line and in face-to-face classrooms ranging in size from three to over one hundred.

Her love of Psychology began when she read Oliver Sacks’ book, “The Man Who Mistook His Wife for a Hat” and was further fueled through her work with Dr. Bill Fox (memory) and Dr. Jay Samuels (reading fluency). She has expanded these phenomena to include metacognitive concepts and applications, expanding the automaticity theory from the unit of a word to the gist of a sentence, and utilizing JOKs as a self-diagnostic tool for teachers.

Abstract

What differentiates skilled reading from non-skilled reading or fluent reading from non-fluent reading? Currently, researchers distinguish between these groups based on three criteria: speed of reading, correct pronunciation of words, and use of expression during reading. Unfortunately, measures of these criteria miss a critical aspect of fluency – the aspect of comprehension. What is more, students are then labeled as being able to read at the 2nd grade, 3rd grade, 4th grade, etc. based on how many words a minute they are able to read with high accuracy and appropriate expression. I argue that students should not be labeled as 2nd grade, 3rd grade or 4th grade level readers based on these criteria but that it would be more accurate and appropriate to use criterion based

on a range of where the unit of recognition/word frequency level crosses the y-axis. Are the students able to comprehend and make inferences about what they've just read? Lumping all students as being in the second grade simply because of age or speed of reading is inaccurate and misleading and will lead to inappropriate interventions and learning objectives. Focusing solely on increasing a student's reading speed misdirects instruction and circumvents the true goal – comprehension of what has been read. It does this in two ways – first, by focusing solely on developing the occipito-temporal region of the brain where the rapid automatic fluent identification of words occurs and not developing the inferior frontal gyrus or the parieto-temporal region where word analysis occurs; and second, by reinforcing the grapheme-phoneme conversion route and bypassing the semantic system and the phonological output lexicon (located in the visual lexicon through semantic route) completely which are critical to comprehension. It is anticipated that by focusing on word frequency levels and comprehension ability as learning goals and assessment objectives, true interventions and learning objectives can be put in place that will increase student achievement and reading fluency. This will occur because it will increase the development of all three areas of the brain (occipito-temporal region, inferior frontal gyrus, and the parieto-temporal region) as well as reinforcing the use of the visual lexicon through semantic route which is necessary for comprehension.

Further, when conducting research in this field – older participants (specifically college age students) are assumed to be fluent readers. Yet, there has been no empirical evidence of this fact. For instance, college age students are not challenged with low frequency words like their younger cohorts. In other words, college students are being evaluated using different criteria than their younger comparison groups. I would therefore suggest that the difference between fluent and non-fluent readers has more to do with the unit of recognition (letter, word, sentence), the speed at which this unit of recognition is processed (efficient use of working memory and the phonological loop) and subsequently connected to the rest of the text in such a way that comprehension of, not only a single word, but a sentence occurs, and that this process is heavily influenced by word frequency level which in turn heavily influences comprehension and the ability to make inferences about a passage of text that was just read.

An empirical test using different word frequency levels is needed to show that even (assumed) fluent readers behave as beginning (struggling) readers do when faced with the same situation (low frequency words).

The research discussed will be focusing using a method that contains a metacognitive - "comprehension" component in addition to speed and accuracy. These methods include the "Lexical Decision Task" and a modified version of the "Reading Fluency Indicator".

This last task will address the question of whether or not the "unit of recognition" for a fluent reader is a sentence - as indicated by whether or not the sentences are being chunked. The "gist" of the sentence in the phonological loop rather than just word meaning.

Online Proceedings

What is the Future of Higher Education Funding

Robert E. Waller

Columbus State University

Pamela Lemoine

Troy University

Robert E. Waller graduated from the University of Georgia with post-graduate Masters, Educational Specialist, and doctorate in Educational Leadership at Georgia Southern University. He has served as teacher, principal, assistant superintendent, superintendent and assistant and associate professor at Georgia Southern University and Argosy University. Academic interests include educational law, school facility planning, school business management, school finance, leadership, communication and the superintendent in public school systems. Dr. Waller has published in his areas of expertise in national and international journals and presented at state and regional conferences on educational law, school finance and school level leadership development.

Pamela A. Lemoine, Ed.D. is an Assistant Professor in the Department of Leadership Development and Professional Studies at Troy University and Director of the Global Leadership doctoral program. She previously held a faculty appointment at Columbus State University. Dr. Lemoine completed a BA in English, an MA in Educational Technology, and was awarded an EdD in Educational Leadership at the University of Louisiana at Lafayette. Her P12 experience includes work in Canada, Japan, and Germany. Before entering higher education, she was a teacher, principal, elementary/middle school district supervisor, and federal programs director. Her research interests include educational leadership preparation, and the impact of digital technology on education.

Abstract

Higher education has become a profitable business framework, an online business model, and a corporate machine of marketable knowledge-based products. However, as public sector funding drops and consumers pay the costs, higher education will increasingly be available only to those who can afford the price. Present funding models

including public sector funding and funding by consumers has created unique challenges for higher education.

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Are Digital Natives Technology Experts? Lessons for Educators

Jane Boyd Thomas
Winthrop University

Cara O. Peters
Winthrop University

Dr. Jane Boyd Thomas is a Marketing Professor at Winthrop University whose research focus is consumer behavior with an emphasis on issues and trends related to textiles, apparel and retailing. She has authored more than 50 scholarly articles and is best known for her work on Black Friday and shopping trends. She is a regular guest on KCBS radio in San Francisco, The Huffington Post and Huffington Post live, and locally on WSOC TV.

Dr. Cara Peters, Professor of Marketing at Winthrop University, holds a BA in Management from Luther College, and an MBA and PhD in Business Administration from the University of Nebraska. She has taught Principles of Marketing, Advertising, E-commerce, Marketing Management, Qualitative Market Research, and Personal Selling. Dr. Peters has published in numerous conference proceedings and peer-reviewed journals, including the Journal of Consumer Psychology, Consumption, Markets, and Culture, and the Journal of the Academy of Marketing Science. She is the Associate Editor for the Journal of Case Studies.

Abstract

Stereotypically, people often think that when they need assistance with some type of technology related task, they can ask a young person, also known as a Digital Native, for help. Mark Prensky identified the term Digital Natives to describe today's younger generations that have been surrounded by technology since birth (Prensky, 2001). According to Prensky (2001), Digital Natives see technology as an integral part of their lives and feel comfortable with its various applications, compared to older generations. Adults over the age of 40 often assume that, because these younger generations have been raised with technology, they are somehow "hard wired" with

technology related knowledge and skills. Research on digital literacy, however, has found that there is a significant gap between self-reported ability and the actual ability of young people to complete basic technology related tasks (Helsper and Enyon, 2010). Simply put, just because Digital Natives have grown up with technology present in their personal lives does not always translate into a high level of digital literacy skills, especially in educational and work contexts.

Digital Divide

In a 2014 study by the ECDL Foundation, 84% of respondents claimed that they had good or very good knowledge of the Internet, yet in practical tests 49% of this group scored “bad” or “very bad” on basic Internet usage skills. The biggest gap between reported knowledge and actual knowledge related to the Internet was found in the 15-29 year old age range (“The Perception and Reality of Digital skills”, 2019). In other words, for Digital Natives, there is a significant digital divide between self-reported knowledge and actual knowledge. Tapscott (2009) states that these findings can be explained by the Dunning-Kruger Effect, which shows that in various contexts the lowest performing participants often overestimate their abilities and report their own skills as above-average. In contrast, the highest performing participants often underestimate their own abilities and report themselves as having lower skills.

Because of this digital divide in perceived versus actual knowledge, some have called for the need to teach young people digital literacy skills. If not examined and addressed, this digital gap could arguably lead to a lack of workplace readiness and a potential loss of job opportunities. This means that, despite what college students may say and believe they know about technology and how to use basic technology tools (such as Microsoft Office, websites, and social media), their skills may actually not be proficient in these areas and they may need formal training. The division between self-reported technology proficiency and tested technology proficiency represents a deep divide, which could lead high school and college students to be unprepared for current and future jobs.

Session Focus

The purpose of this session is to explore examples of the digital divide observed in business classes at a small, Southern university and to examine strategies to help bridge the divide between perceived (i.e., self-reported) digital knowledge and actual knowledge. Using observations from a LinkedIn assignment and two online classrooms, we will present examples of the basic digital skills that are lacking from college students and strategies faculty can use to try and better educate their students about their need to increase their digital skills.

Becoming a Caring and Culturally Competent Teacher for Online Students with Exceptionalities and Other Needs

Dr. York Williams
West Chester University

York Williams, Ph.D., Associate Professor of Special Education at West Chester University, conducts research primarily in gifted and special education and urban school choice reform. Specifically, his work focuses on: (1) recruiting and retaining culturally diverse students in gifted education; (2) multicultural and urban education school choice; (3) minority student achievement and underachievement; and (4) family involvement. He consults with school districts and educational organizations in the areas of gifted education and multicultural/urban education. Additional interests include the intersection of urban school violence and achievement amongst African American males through the lens of social and juvenile justice. Dr. Williams has been a public school teacher for over fifteen years and has worked as an administrator and supervisor over special and gifted education programs. Dr. Williams is the founder of Children's Advocates for Social Justice (CASJ, 2003) and Young Urban Leaders Program (YULP, 2007) Dr. Williams' work has been recognized by various professional organizations: American Education Research Association (AERA); Family Involvement Network of Educators (FINE); Temple Education Research Award (TERA); The Temple University Benjamin Verdile Alumni Association Award; and Whose Who Amongst America's Teachers Recognition Award. As a scholar, Dr. Williams is the author of "Urban Charter Schools: African American Parents' School Choice Reform" (2013) and has written over two dozens of research papers and articles and presented them at numerous conferences and workshops nationwide.

Abstract

Teaching learning-diverse students, English learners (Els), and students with disabilities has become of paramount importance as it relates to each unique student's need, directed by an Individual Education Plan (IEP), 504, English Language Plan, and related services, especially for those students served primarily under the Individual Disabilities

Education Act. The students' unique cultural and familial needs also become important used to promote achievement in both the F2F and online educational setting. inclusive of multiple intelligences (MI), learning styles, and appropriate differentiated instruction.

Online Proceedings

Contextualizing Management Education

Chuanyin Xie
University of Tampa

Chuanyin Xie is currently an associate professor of management at the University of Tampa. His research interests include business strategy, entrepreneurship, and management education. He earned his Ph.D. in Strategy and Entrepreneurship from the University of North Carolina at Chapel Hill.

Abstract

In this study, I attempt to address the relevance issue in management education. I make three arguments. First, it would be better to recognize the differences between academics and practitioners to address the relevance of management education to business. Second, it would be difficult to create academic knowledge directly relevant to practice, but the tension might be resolved through dissemination of the knowledge. Third, the contexts in which business decisions are made might serve as a link between academic knowledge used by academics and practical knowledge used by practitioners.

From Academia to Industry: C-Suite Perspectives on Neurodiversity in the Workplace

Lisa J. Knowles

St. Thomas University

Jason K. Styles

University of the Bahamas

Dr. Knowles is an Associate Professor in the Gus Machado College of Business at St. Thomas University, Miami Gardens, Florida, since 2003. She presently teaches MBA students Organizational Behavior, Organization Design and Theory; and Qualitative Research Methods for doctoral students. She is Advisor for the Caribbean Student Association and participates on various university committees. Her research interests include organizational behavior and human resource issues, the recreation marine industry, women studies, entrepreneurship, and international business. Dr. Knowles earned her Ph.D. in Global Leadership from Lynn University, an MBA from Florida Atlantic University, and M.Ed. and B.A. from Northeastern University.

Jason Styles is enrolled in the Organizational Leadership Ph.D. program with a concentration in Human Resource Development at Regent University. He currently serves an adjunct professor with School of Business at the University of the Bahamas. Additionally, he is an internationally certified Project Manager, an innovative business management strategist who consults with new start-ups and struggling small businesses in restructuring processes to improve productivity. Jason's consulting and research interest's lies in intercultural relations, employee dynamics, business ethics, human resource development, organizational development, and international development.

Abstract

After completing qualitative research seeking HR managers' perceptions of workers with neurodiversity, the results were presented at the BSHRM conference. The research utilizes Boyer's Model of scholarship's third element, application of research findings, sharing directly within a professional association. This qualitative inquiry, utilizing

collaborative social research methodology, generated responses analyzed for this paper. This research furthers research on neuro-diverse workers and HR's responsibility to train, educate, and reasonably accommodate in accordance with HR diversity requirements.

Online Proceedings

From Boarding House to Brothel: Prostitution Exposed

Marie Louden-Hanes

University of Findlay

Through illustrations and paintings by 19th c. American artist, Winslow Homer, Dr. Louden-Hanes offers a fresh reading of Homer's illustrations of the urban environment. She continues to present her findings to global audiences to include Paris, Athens, Montreal and 2019 as the keynote speaker in Copenhagen. In 2015, she presented at the CSI Conference. This year, she returns to the CSI, Charleston, with new evidence and fresh insights. Prof. Louden-Hanes, an art historian at the University of Findlay, OH, is team-teaching an Honors Seminar this spring with a chemist in a cross-disciplinary course: Leonardo: The Interface of Art and Science.

Abstract

Unlike raw, uncensored images of women by his French and English contemporaries, American artist, Winslow Homer (1836-1910) quietly exposed prostitution in urban centers and in boarding house and brothel. From barmaid and milliner to the high-class madam in by-invitation-only houses of prostitution, Homer cleverly slipped his message into the popular press of the day. This research is presented to 21st century readers for inclusion in the on-going dialogue of women's roles in 19th c. history.

How to Write A Collaborative Text Book- From Research, to Writing, to Editing

Rhonda F. Waddell

Saint Leo University

Debra Mims

Saint Leo University

Nancy Wood

Saint Leo University

Courtney Wiest

Saint Leo University

Robert Lucio

Saint Leo University

Jessica Moriera

Saint Leo University

Susan Kinsella

Saint Leo University

Rhonda Waddell is an Associate Dean and Professor in the Social Work Department at Saint Leo University. She has been a faculty member since August 2010. She received the bachelor's degree from the University of Florida in Sociology, the Master's and Doctorate degrees in Social Work from Florida State University. Her research interests include interdisciplinary collaborations on social justice topics to include social entrepreneurship, humane education, and studies of the human-animal bond.

Debra Mims is a retired Mounted Police officer. She has trained, shown and bred both horses and dogs for over forty years. Dr. Mims has extensive training in law enforcement. She is a full-time faculty member and teaches in the Department of Criminal Justice at Saint Leo University. She graduated from Northcentral University with her doctorate in business with a concentration in criminal justice.

Abstract

In this presentation experienced faculty members that recently published an e-textbook will discuss the process that occurs when writing a collaborative book from the research, to writing, through the final editing process. The discussion will include how to structure a book, select the chapters, the steps for completing the writing process in a timely manner, and the the location of a publisher are to be described. It is recognized that faculty members are often required to publish or perish and through the work of these interdisciplinary faculty you can make sure to be around for a long time and actually take charge of your own classes texts, and through your own experience influence your students learning. More importantly you will see how much joy these faculty members have found in working together to share their wealth of talents and get you ready for writing the next great text for generations to come!

Location, Location, Location? The Impact of Site Selection on Global Learning in Short-Term Study Abroad

William A. Young II
Ohio University

Andrew Pueschel
Ohio University

Dr. William A. Young II is Charles G. O'Brien Associate Professor of Business Analytics. Young earned his doctorate degree in Mechanical and Systems Engineering from Ohio University. Young's primary research interests relate to business analytics and operations management. In terms of his research, Young has various peer-reviewed articles related to operation management, healthcare services, and environmental systems. Young has published his articles in journals such as the International Journal of Production Research, Expert Systems with Applications, Neural Computing and Applications, and Computers and Industrial Engineering.

Dr. Andrew Pueschel is an Assistant Professor of Instruction in the Management Department of the College of Business at Ohio University; and director of the Emerging Leaders program in the Robert D. Walter Center for Strategic Leadership. He received his PhD in Instructional Leadership and Management from Robert Morris University and his Masters in Public Policy and Management at the Carnegie Mellon's Heinz School. His research interests include leading for wellness, positivity, leadership, organizational behavior, and culture change.

Abstract

The Global Consulting Program is a transformative learning experience. Studies highlight working within multi-disciplinary teams and thus the utilization of a diversification algorithm should maximize these benefits. But is this needed? Our study measures student learning assessments, global citizenship metrics, and overall satisfaction between students who received their top location preference and those who

did not. Measured immediately after the experience and again 6 months later to uncover any lag effects, we present implications for international program development optimizing student experiences and overall cohort dynamics. Results might provide insights into undergraduate global programming placement, on-site location assignments, and first-job acceptances.

Online Proceedings

Preparing Accounting Graduates for Success in a Big Data World: A Skills-based Approach to Accounting Education

Anamitra Shome
Brock University

Dr. Anamitra Shome is an Associate Professor of Accounting at the Goodman School of Business, Brock University, Canada. He has won several awards for teaching excellence and has co-authored several papers in the areas of audit judgement and decision making, business ethics, online education and behavioral accounting. His research has been published in several refereed journals and has been presented in numerous academic conferences world-wide. His teaching interests revolve around management information systems and management accounting.

Abstract

There is a gap between the accounting skills taught in higher education institutions (HEI's) and those required in today's workplace. There is a need for accountants trained to conduct effective analyses of Big Data in order to derive business insights and inform corporate strategy. I present the ACT framework (Analytical mindset, Communication skills, and Technological agility) as an approach for HEI's to equip accounting graduates with the skills they need to succeed in today's workplace.

School/Community Partnerships to Bring Mindfulness Practices into the Classroom

Sally A. Creasap
Capital University

Dr. Sally A. Creasap is a full professor of early childhood education at Capital University in Columbus, Ohio. Her educational background includes degrees in early business administration, early childhood, education, educational administration, and educational policy and leadership. Her work experience includes teaching and administration in a school-based preschool setting as well as a consultant for the Ohio Department of Education. Dr. Creasap's research interests include dispositions, reflective practice and mindfulness.

Abstract

School-based mindfulness programs for children are becoming more popular and research proving the benefits of mindfulness is only beginning to emerge. This presentation will outline the one year sabbatical project designed to support and validate research that suggests that mindfulness practices can provide children the tools needed to handle the stress associated with 21st century standards-based education. The work of Zen Master Thich Nhat Hanh will guide the mindfulness approaches that will be used.

The Seduction of Study Abroad Experiences: Our Pilgrimage for Personal and Professional Meaning

Jana Sanders

Texas A&M University-Corpus Christi

Phyllis Robertson

Texas A&M University-Corpus Christi

Lynn Hemmer

Texas A&M University-Corpus Christi

Jana Sanders, professor of education, is the program coordinator for Early Childhood Education at Texas A&M University-Corpus Christi. She was the first curriculum director of the Early Childhood Development Center, an on-campus dual language public school housing ages children ages three through fifth grade. In addition, Jana has been awarded the Texas Early Childhood Educator of the Year and was inducted into the Texas A&M University System Chancellor's Academy of Teacher Educators. She taught in public schools for 7 years and this is her 39th year in the teaching profession.

Dr. Robertson is an associate professor at Texas A&M University-Corpus Christi. She has a B.S. in Special Education, a M.Ed. in Educational Administration, and a Ph.D. in Special Education Administration from The University of Texas at Austin. She has experience with obtaining and administering federally-funded grants and providing professional development for local, state, and national organizations. Her passion is preparing teachers to provide culturally and linguistically relevant interventions, collaborate effectively with colleagues and families, and be lifelong advocates. Her research explores structures and strategies for supporting *all* students and the most effective mechanisms for preparing educators to implement them.

Lynn Hemmer is an associate professor of the Texas A&M University-Corpus Christi educational administration program. She has an B.S. in Geology from California Lutheran University, and a M.A. and Ph.D. in Educational Administration from Texas

A&M University. Her areas of specialization are in alternative education, policy implementation, educational equity for special populations and the use of improvement science to enhance program and organizational capacity. Her professional background includes over fifteen years of experience in the K12 public school setting as a teacher, school administrator and district coordinator.

Abstract

Study abroad, a high impact practice in higher-education, purports to tap into experiential learning by preparing students to understand and develop their intercultural sensitivity, cultural responsiveness, and global competence. This paper presents an autoethnographic examination of three university educators' efforts to name, construct, and eventually question the use of study abroad as a tool to cultivate, prepare and socialize pre-service and in-service teachers. We found that the conceptualizations we have about teaching lose specificity when we allow it be untethered from the constraints of who's teaching and who's learning. In our own way, we each reclaimed being a learner. From our experiences, we also found ourselves critiquing more our own practices and systemic issues surrounding study abroad, requiring continued reflection.

Smiles, Giggles & Laughter: Humor as a Teaching Strategy

Ronald Dolon

Ball State University

Ronald Dolon, EdD, LCSW has 45 years of experience as a social worker and educator. Professor Dolon has worked as: caseworker with older adults, adult protective service investigator, and mental health consultant. Research interests: interpersonal violence, human trafficking and humor as stress management. Dr. Dolon has presented at these National Conferences: Educational Leadership Conference of Gerontology in Higher Education, International Conference on Family Violence, Joint Conference on the National Conference on Aging and the American Society on Aging, Annual Adult Protective Services Conference, National Organization of Forensic Social Work, National Organization of Victims Assistance Conference, and American Society of Criminology.

Abstract

Historically, humor had no place in the classroom (Skinner, 2010). The dynamic between professor and student was to be serious; humor was not considered part of the classic educational experience “to entertain was not to educate” (Torok, et. Al. 2004). Attitudes toward humor have changed, humor is found in all academic levels. At the college level, humor is considered an important teaching tool (Bonjour, 2011 & Ivy, 2013). Professors not only must convey knowledge and understand about a specific subject, teaching must be done in a way to engage the students to be effective (Torok, et. Al., 2004).

Tatit cites the book on tertiary teaching by Davis and Arrend, which provides fundamental rules for successful teaching. “Rule 1: Whatever it takes to get their attention.” Horng et. Al. (2005) cited a sense of humor is an essential personality trait for a creative teacher. One way to infuse humor into the classroom is to utilize humorous activities as teaching strategies. Change from the traditional lecture method where students are passive learners to more interactive activities. Active learning helps students to learn new knowledge and skills in a way that is both challenging and

enjoyable. Today's technology provides professors with a variety of activities such as graphics, animation, jokes, videos, internet websites for cartoons and quotations. The following six effective humor techniques were listed by Berk, 2014: Anecdotes, multiple-device format, top 10 lists, visual markers, music sound effects and videos.

This interactive workshop will share teaching strategies to integrate humor into the undergraduate social work classroom. Participants will have the opportunity complete a humor analysis that identifies their sense of humor. The session will also describe reasons for activities for use of humor in the classroom. The interactive workshop will discuss different strategies for developing humor in the classroom. Examples of humor strategies to be used to enhance course content are wordplay related to course materials, anecdotes form case studies, top ten lists, and comic strips, games such as humor bingo, human treasure hunt, and visual images from U-Tube, and Pinterest, which relate to course content.

Student Consumerism: The Era of Entitlement to Bullying Faculty

David B. Ross

Nova Southeastern University

David B. Ross, a Professor at Nova Southeastern University teaches doctoral-level courses in educational, organizational, and higher educational leadership. He earned his Doctorate in Educational Leadership, a Master in Justice Policy Management and Public Management at Florida Atlantic University, and his Bachelor of Science in Computer Science at Northern Illinois University. He is well published in leadership, power, narcissism, organizational stress, academic integrity, plagiarism and fraud, entitlement, mobbing/bullying, Gerontechnology, policy development, professional development, and areas of homeland security. Dr. Ross is also co-editor of a book entitled Higher Education Challenges for Migrant and Refugee Students in a Global World.

Abstract

There is a culture in higher education that has emerged regarding the crisis of academic entitlement. This presentation is to explore the current crisis of “student consumerism” in higher education, which could lead to bullying faculty into issuing students unearned grades. The presenter will indicate the various causes of this phenomenon: millennials and the customer business model, institutional climate, and grade inflation. Participants are invited to examine the issues and then contribute to the conversation.

Student Perceptions of Traditional Versus Online Undergraduate Courses

Cherie Rains

Lander University

Before joining Lander University, Dr. Rains spent several years working in business and non-profit organizations. After receiving her Ph.D. from Purdue University, she spent several years teaching and consulting throughout Europe. Her focus has been on bringing the Voice of the Customer into organizations through actionable consumer behavior insights, both quantitatively and qualitatively. She also advises organizations on ensuring their focus remains on the human element of their customers, not just their digital personas.

Abstract

The recent shift to promote more diverse educational opportunities leads to the question of student satisfaction. This research considered student perceptions of both traditional and online courses to directly identify their viewpoint. Attendance policies, student/teacher relationships, and overall class workloads were found to heavily influence satisfaction of course format. Students valued the freedom to make their own decisions regarding their education as being the overall deciding factor in satisfaction with their learning environment.

Understanding the Dimensions of Culturally Inclusive Family and School Collaboration Across Diverse Communities

York Williams

West Chester University

York Williams, Ph.D., Associate Professor of Special Education at West Chester University, conducts research primarily in gifted and special education and urban school choice reform. Specifically, his work focuses on: (1) recruiting and retaining culturally diverse students in gifted education; (2) multicultural and urban education school choice; (3) minority student achievement and underachievement; and (4) family involvement. He consults with school districts and educational organizations in the areas of gifted education and multicultural/urban education. Additional interests include the intersection of urban school violence and achievement amongst African American males through the lens of social and juvenile justice. Dr. Williams has been a public school teacher for over fifteen years and has worked as an administrator and supervisor over special and gifted education programs. Dr. Williams is the founder of Children's Advocates for Social Justice (CASJ, 2003) and Young Urban Leaders Program (YULP, 2007) Dr. Williams' work has been recognized by various professional organizations: American Education Research Association (AERA); Family Involvement Network of Educators (FINE); Temple Education Research Award (TERA); The Temple University Benjamin Verdile Alumni Association Award; and Whose Who Amongst America's Teachers Recognition Award. As a scholar, Dr. Williams is the author of "Urban Charter Schools: African American Parents' School Choice Reform" (2013) and has written over two dozens of research papers and articles and presented them at numerous conferences and workshops nationwide.

Abstract

This research presentation explores the importance of school-based culturally responsive and inclusive family collaboration with diverse families who have children with learning disabilities. The article constructs meaning through reciprocal dialogue and culturally inclusive partnerships built upon trust. Several case studies examine how schools can work collaboratively with parents of students with special needs in order to

promote achievement. The presentation also examines barriers to implementation of best and promising practices and offers a revision to the assumptions that schools often make about families and students who come from culturally and linguistically diverse (“CLD”) backgrounds.

Online Proceedings

Wonder, Curiosity and Knowledge Construction While Planting a Garden

Gilbert Duenas

Auburn University at Montgomery

Laura Wildman

Auburn University at Montgomery

Dr. Gilbert Duenas is a professor in the College of Education. He teaches undergraduate and graduate courses and supervises teacher candidates during their field experiences practicum and internship. Research interests include gaining an insider's perspective of Mexican parents' lived experiences as well as influence on their own children's out of school literacy and math learning. Prior to his current assignment as university professor, he served a 30-year career in the United States Air Force and worked 7.5 years as a classroom teacher at a K-3 public school in central Alabama.

Mrs. Wildman graduated from Auburn University in 2007 with a Bachelor's Degree in Early Childhood Special Education and again in 2008 with a Master's Degree in Special Education. She taught preschool special education in Auburn City Schools for 9 years and then in 2016 she began her current job of Curriculum Coordinator and Director of Auburn University at Montgomery Early Learning Center. She is a member of the National Association for the Education of Young Children; she is actively engaged in a research study, named 'Brain Pump' with the goal of finding the correlation between neuromotor exercises and early childhood development.

Abstract

An eight-week project that rallied a classroom community to construct and nurture a garden with cucumber, eggplant, okra, squash and tomato became the centerpiece for a classroom community to embrace math, science and literacy content. What followed in the successive weeks offered evidence of how young minds and hearts naturally gave of their energy and time to monitor the sprout of vegetables and ways to safeguard the garden from birds and other animals.