"Living and Learning Together"

Florida Atlantic University

College of Education

Student Advisory Council's

7th Annual Research Symposium

April 4, 2008

8:30-4:00

Student Union Conference Center and Student Union

Boca Raton, Florida

College of Education
Student Advisory Council
Research Symposium VII
Living and Learning Together

The College of Education's, Student Advisory Council (SAC), is pleased to celebrate this "Lucky Seven" Annual Research Symposium. We are proud to be a part of the College's week-long celebration, "Living and Learning Together." This overarching theme embodies the idea that FAU faculty, students, graduates, and community represent a teaching and learning partnership contextualized within and framed by our nation and world. Together, we stand to gain much from each other's diverse backgrounds and experiences.

The College of Education together with the Pine Jog Environmental Education Center, A.D. Henderson University School, and the Karen Slattery Center work collaboratively to make significant and positive contributions to our K-20 educational system and, in turn, the state, the nation, and the world.

On Friday, April 4, 2008, faculty and students are coming together to share their scholarly work. The topics of this symposium represent the multi-faceted work of all the departments within the College:
* Communication Sciences and Disorders
* Counselor Education
* Curriculum, Culture, and Educational Inquiry
* Educational Leadership
* Exceptional Student Education
* Exercise Science and Health Promotion
* Instructional Technology and Research
* Teaching and Learning

Today's Planned Schedule

Sago Palm

8:30 – 9:00   Registration, Breakfast, and Poster Presentations

Majestic Palm
Poster Previews   Francine Taromina
Ancient healing tradition meets modern medicine

Kristin Roseo and Milana Miller
What can we learn from the countries with the highest reading proficiency levels and what factors contribute to their achievement?

9:00 – 9:30   Introduction by Dr. Marta Cruz-Janzen, SAC Advisor
Student Advisory Council Officers
Student Presenters and Faculty Sponsors Introduced
Welcome by Dean Gregory Aloia

9:30 – 10:15   Dr. Howard P. Hanson, Division of Sponsored Research
Dr. Nancy A. Jones, Institutional Review Board
Dr. Barry T. Rosson, Dean, Graduate College
Dr. Evelyn Torrey, Coordinator, Education/Training Programs

10:15 – 10:30   Q & A Panel

10:30 – 10:45   **Break**

10:45 – 11:15   College of Education Department – A Brief Overview

11:15 – 11:30   Dr. Deborah Duay and Dr. Valerie Bryan
A funny thing happened on the way to the doctorate: The products, the pacing, and the process

Palmetto Palm
11:40 – 11:55   Shoba Thachil
The role models and influences on the career choices of women in science and technology

11:55 – 12:15   Mary Cassell
Learning Virtually: Online Professional Development for Tight Budgets and Full Schedules

Sugar Palm
11:40 - 11:55   Rebecca Hamilton

	Mentoring new teachers as a means of retaining quality teachers
11:55 – 12:15	Jean Gordon-Gates **An evaluation of the accelerated program**
12:15 – 1:00	**Lunch**

Palmetto Palm

1:00 – 1:15	Melody Wright Left **Algebra Instruction for Students with ADHD: An Increase in Skill Through the Use of Dry-Erase Markers**
1:20 – 1:35	Allison Bolah **Avenues for exploring the construction of black female identity in the high school American literature curriculum: *Janie and Sula***
1:40 – 1:55	Catherine Bishop-Temple **The effects of interactive read-alouds on the reading achievement of middle grade reading students in a core remedial program**
2:00 – 2:15	Stephanie Svoboda **Injured athletes and mental health counseling: A review**
2:20 – 2:35	Judy Somers **Exploring the use of concept mapping with elementary preservice teachers' perceptions of science content knowledge and pedagogy**
2:35-2:45	**Break**
2:50 – 3:05	Laura Heath **Community college and university experiences of high school dual enrollment students**
3:10 – 3:25	Pauline McLean **Social responsiveness towards sustainable development: A literature review**
3:30 - 3:45	Rachayita Shah **Does Secularism Ensure Unity in Diversity?: A Comparative Analysis of Policies on Diversity in India and Malaysia**
3:50 – 4:00	**Reconvene in Majestic Palm Room for Conclusion (Certificates, Thank You, Next SAC Meeting Announcement)**

Please be sure to return your name badge holder, fill out an evaluation sheet, and that you've registered your attendance today. Have a nice weekend.

Abstracts of Presentations

Poster Session

Francine Taromina (Faculty Sponsor: Dr. Dilys Schoorman)
Ancient healing tradition meets modern medicine
Traditionally, the study of medical science is limited to the modern practice of medicine without recognition of ancient forms of medical science, their legitimacy as a science, and their significant role in modern medicine. This presentation is a comparative analysis of three culture-based approaches to healing. The origin, principles and medicinal practices of the Native Americans, Chinese and Indians will be explained, followed by a discussion of the role of these knowledge systems in contemporary western culture. The use of medicinal plants is the foundation of these ancient healing practices. Plans continue to be a major source of medicines, as they have been throughout history. They provide the basis for about forty percent of today's conventional pharmaceutical drugs. The importance of traditional herbal healers is being rediscovered by the West and has contributed to the field of ethnobotony – the study of how people of a particular culture and region make use of indigenous plants.

Kristine Roseo, Milana Miller (Faculty Sponsor: Dr. Philomena Marinaccio Eckel)
What can we learn from the countries with the highest reading proficiency levels and what factors contribute to their achievement?
Classrooms in the United States are becoming more diverse and we want to research new strategies to meet the needs of each of our students and improve their reading abilities. The U.S. average scores on the Progress in International Reading test, given to fourth-graders, are the same as they were in 2001, despite an increased emphasis on reading under the No Child Left Behind law. "On the latest international exam, U.S. students posted a lower average score than students in Russia, Hong Kong, Singapore, Luxembourg, Hungary, Italy, and Sweden, along with the Canadian provinces of Alberta, British Columbia and Ontario" (Zuckerbrod, 2007). The research in this assignment compares the scores of the United States (ranked #14) to Hong Kong, Russia, Sweden and some of the Canadian provinces. The strategies that are used in those countries may be the contributing factors to their high success rate. Our research also shows teachers how they can incorporate new and successful techniques into their own classroom.

Oral Sessions

Allison Bolah (Faculty Sponsor: Dr. Marta Cruz-Janzen)
Avenues for exploring the construction of black female identity in the high school american literature curriculum: *Janie and Sula*
The topic seeks to examine in general the portrayal of African American women in required American literature texts and to probe in detail the effect of two specific portrayals of African American women as a way to encourage students to challenge the meanings ascribed to Black female identity. Taught in conjunction, Zora Neale Hurston's

Their Eyes Were Watching God and Toni Morrison's Sula provide canonized, alternate, and diverse portrayals of African American women giving all students the opportunity to view people in general and African American women specifically in ways that counter stereotypical gender constructions. Within the scope of the proposed research is analysis of current local and national curricular trends, direct assessment of student needs and perspectives, and the development of appropriate goals and expected outcomes of any adjustments to the current curriculum or the implementation of new curricular practices. The ultimate goal of this research is to forward development of a curriculum that effectively addresses issues of race and gender.

Catherine Bishop-Temple (Faculty Sponsor: Dr. Sharon Crawley)
The effects of interactive read-alouds on the reading achievement of middle grade reading students in a core remedial program
The purpose of this study was to examine an effect of read-alouds on the reading achievement of middle grade students in a core intensive reading program in the School District of Palm Beach County, the fourth largest school district in Florida. This was accomplished conducting literature studies through read-alouds and sustained silent reading with 6th, 7th, and 8th grade intensive reading students as a supplement to the READ XL® remedial program. Specifically, this study investigated the difference on the achievement scores on the Florida State Fluency Probes (FORF), the Florida Comprehensive Achievement Test in Reading (FCAT), the Florida Comprehensive Norm Reference Test Scale Scores (FCAT/NRT), the Scholastic Reading Inventory Lexile Levels (SRI), and the teacher created tests on the literature during the period 2006-2007. The study further examined the interaction of both grade level and gender with the read-aloud strategy and sustained silent reading. A Factorial ANOVA (analysis of variance) was used to test the effect of each of the treatments, read-alouds and sustained silent reading, on the dependent variables, FORF, the FCAT, the FCAT/NRT, the Scholastic Reading Inventory Lexile Levels, and the teacher created tests and the interactions with grade level and gender. Results indicated a greater increase in fluency, as measured by the Florida State Fluency Probes, from 2006 to 2007, for students in the read-aloud group (test) as compared with students in the sustained silent reading group (control group), and for students in grades 6 and 7 as compared with students in grade 8. Overall there was no difference in fluency as moderated by gender.
 The results of this study also found that read-alouds promoted increased performance of female students on the teacher-created tests. This suggests that read-alouds may play a role in increasing the performance of middle school at-risk female readers on similar instruments.

Deborah Duay, Ph.D. and Dr. Valerie Bryan, Ed.D.
Funny thing happened on the way to the doctorate: The products, the pacing, and the process
Many doctoral students are so overwhelmed during the doctoral process that they fail to stop and smell the roses along the way. The process is arduous and does require both purpose and pacing. According to the Chronicle of Higher Education, despite a dearth of comprehensive national statistics, several studies have indicated that the attrition rate in doctoral programs could be as high as 50 percent (Smallwood, 2004). In particular, according to a recent report by the Council of Graduate Schools, time-to- degree has been rising nationally, with the median placed at 7.6 years (Lage-Otero, 2006, p.1). The ultimate purpose of this doctoral process is to create new knowledge supported through

research that can impact the communities we serve. The pacing to get to this end goal varies with the individual and the means they use to get to that end. This presentation will address a way to accomplish your ultimate purpose in a pace that both sustains and energizes you along your journey. It will also indicate how you can use a multiplier effect by creating a host of products along the way that will add to the body of refereed publications and presentations and serve the body of research. Presentation will also highlight that you are not alone in this journey. A case study (n=1) will highlight the pace and process of how one student used a benchmarked approach to unpack her work on the way to dissertation and beyond.

Jean Gordon-Gates (Faculty Sponsor: Dr. Philomena Marinaccio Eckel)
An evaluation of the accelerated program
This paper was done to evaluate the Accelerated Program (AR), a computerized information system designed to motivate students, increase literature-based reading practice, and provide teachers with detailed and objective instructional data. AR facilitates reading across the curriculum by helping teachers find books on the topics currently being studied so they can provide additional reading practice that's pertinent to the curriculum. The articles evaluated consists of experimental and quasi-experimental research studies-generally considered by both the no Child Left Behind Act and the research community to provide the strongest evidence of effectiveness and to be consistent with the definition of scientifically based research, and includes articles published in peer-reviewed journals. Other data came from three scientifically research agencies that gave the program favorably reviews. These agencies recognized the strong research supporting the efficacy of the AR Program in improving student reading achievement. Professors of Education wrote most of the articles.

Judy Somers (Faculty Sponsor: Dr. H. James McLaughlin)
Exploring the use of concept mapping with elementary preservice teachers' perceptions of science content knowledge and pedagogy

Prospective teachers, as they prepare to enter the field, face a great deal of expectations in their capabilities. Teacher education programs, intended to prepare them for those expectations, must provide a solid foundation for these preservice teachers. Strategies which reinforce preservice teachers' knowledge of the skills of teaching and strategies for deeper understanding of content should be important elements to include in teacher education programs. Concept mapping is a strategy intended to reinforce understandings of concepts and their relationships in a graphic, visual manner. This researcher examined preservice teachers' perceptions of their pedagogy and science content understanding and how the strategy of concept mapping fits into those perceptions. The purpose of this study is to examine possible connections between the use of the metacognitive strategy of concept mapping and preservice elementary teachers' perceptions of their science content knowledge and their pedagogy. The research questions were: What is the connection between the metacognitive strategy of concept mapping and elementary preservice teachers' self assessment of science content knowledge? and 2) What is the connection between concept mapping and elementary preservice science teachers' understanding of their teaching practice (pedagogy)? This was a qualitative case study aimed at exploring preservice teachers' perceptions of themselves with regard to their understanding of specific content and teaching practice. This study looked at these perceptions through the use of a concept mapping strategy. Triangulated data collection methods of observations,

interviews, document analysis and member checking were employed to strengthen validity. Teacher perceptions about teaching as they enter the field are significant factors determining the effectiveness of the educational experiences they will have (Fajet, et. al, 2005; Minor, et al.2002). Beginning teachers in elementary school often lack confidence in their science content knowledge, yet there is a growing body of research indicating that teacher confidence and perceptions of teaching ability enhance student learning (Appleton, 2003; Waters-Adams, 2006). The researcher concluded that the use of concept maps enhanced the participant understanding of the content of the lesson. The participants did not acknowledge any connection of the concept mapping strategy with their pedagogical skills. The participants recognized several important benefits of using concept maps that could be helpful to them in their teaching practice. They referred to the positive organization perspective of concept mapping both for themselves as teachers and for their students. The participants did acknowledge the benefits of becoming more aware of their own thinking processes and of sharing that awareness as well as other ideas with colleagues; they lamented the lack of opportunities to do much reflecting and sharing. That feeling is shared by many in the teaching profession. (Traianou, 2006)

Laura A. Heath (Faculty Sponsor: Dr. Deborah L. Floyd)
Community college and university experiences of high school dual enrollment students
Dual enrollment programs are encouraged with the aim of providing the students with a greater chance of bachelor's degree attainment (Adelman, 2006). However, there are also concerns about quality of dual enrollment courses and the maturity of dual enrollment students. The purpose of this study was to examine academic and social experiences of students who participated in a two-year intensive dual enrollment program housed on a community college campus. The academic experiences were examined through an analysis of community college and university data for 275 dually enrolled students and a comparison group of 258 traditional community college transfer students. The findings were significant and found that dually enrolled students had higher community college GPAs, higher associate's and bachelor's degree completion rates, and shorter time periods to associate's degree completion. The social experiences were examined through the use of a survey from 93 students who participated in the intensive dual enrollment program. The analysis revealed that the dually enrolled students had significantly higher ratings of overall satisfaction with the dual enrollment program and better quality ratings for relationships with students, faculty, and administration while participating in the dual enrollment program, compared to their experiences while at the high school and university. Qualitative analysis of open-ended survey questions revealed that the dually enrolled students typically missed their friends and extracurricular activities of their regular high school, but many positive aspects of the dual enrollment experience made up for "missing out" on a traditional high school experience. Initially, students opted to participate in dual enrollment in order to get a free head start on college. Many survey respondents indicated that the small size of the program was crucial to their success by providing a close-knit family environment.

Mary Cassell (Faculty Sponsor: Dr. Valerie C. Bryan)
Learning Virtually: Online Professional Development for Tight Budgets and Full Schedules

The article expands on an IRB-approved Web 2.0 online ten question survey that was administered prior to Broward County Library System adult service librarians were invited to voluntarily participate in a modified version of The Learning Challenge 2.0 (a.k.a.), an online self-directed learning program that encourages the exploration of Web 2.0 tools and new technologies. This module, jointly implemented by Nova University Alvin Sherman Library and Broward County Libraries, addressed Twenty-three Things, i.e., new web-based technologies. Specifically, the survey addressed the learning preferences and training needs of ninety-one adult service librarians who volunteered their participation. Most were over the age of fifty-five who wanted to be shown the applications in face-to-face small classes. The article concludes with a non-IRB approved post survey, conducted with completers and non-completers of the training module.

Melody Wright Left (Faculty Sponsor: Dr. Michael Brady)
Algebra instruction for students with ADHD: An increase in skill through the use of dry-erase markers
Algebra requires a sequence of steps that students with Attention Deficit Hyperactive Disorder (ADHD) have difficulty following. These students typically have a limited repertoire of strategies, immature metacognitive abilities, low motivation, and generally fail to monitor their academic performance by spontaneously detecting and correcting errors. The students have some skills, but become frustrated with the sequencing of having to rewrite after each error. The question is how do we effectively address these critical needs of students in the context of mathematics instruction? Students need to pass Algebra 1 in order to graduate with a standard diploma, yet students with ADHD frequently fail to gain the required skills in Math to graduate. Would students with ADHD increase their completion ratio and percent of problems correct if equations could be solved using dry-erase markers to work out the problems? My proposed study would take baseline data, on students identified with ADHD, of percentage of correct steps solved in Algebra problems. After baseline is established, dry-erase markers would be given to the students, with instruction on working problems out by erasing just the steps performed incorrectly. Data would again be collected. If I collect data as proposed, I will be able to determine the increase or decrease in attempts to solve math equations, as well as the increase or decrease in percentage correct. If this method works, it would be a solution that is simple to bring into a general education classroom, and one that all students can use, regardless of disability.

Pauline McLean (Faculty Sponsor: Dr. Michele Acker-Hocevar)
Social Responsiveness Towards Sustainable Development: A Literature Review
Educators and learners need to engage with others and to critically examine the interactions that continually occur within the social, economic and environmental sectors. This literature review on sustainable development describes the synergistic interactions between economic, environmental and social sustainability. The presenter shares an understanding of sustainability, which is not limited solely to climate change or global warming but is rather about the practice of five shared principles (UK Guiding Strategies, 1994):
1.   Living within environmental limits
2.   Achieving a sustainable economy
3.   Ensuring a strong, healthy and just society
4.   Promoting good governance
5.   Using sound science responsibly.

As a consequence, our social and economic dependence on the natural resources and our trading patterns will influence how we approach the reduction of carbon-dioxide emissions or become more energy efficient (IESD, 2007; OECD, 2002; UN 2005, 2006: UNDP, 1997; UNEP 2003, 2006; UNESCO 2002, 2006). Since the launching of the Decade of Education for Sustainable Development (DESD, 2005-2014), people everywhere are challenged to make conscious efforts to reform and reconfigure ideas that match domestic needs and concerns, and shape sustainable communities. Currently, education for sustainable development (ESD) is understood from four perspectives: 1) Education that provides for the systematic, long-term use of natural resources so that they are available for future generations. 2) Education supporting a mode of development that enables countries to progress economically and socially without destroying their resources. 3) Education in support of development that is socially just, ethically acceptable, morally fair and economically sound. 4) Education leading to a type of development where environmental indicators are as important as economic indicators (Zandvliet & Fisher, 2007). But ministries of education across the globe have been in a quandary over how to begin creating and implementing programs that integrate elements of sustainability because ESD should "always be implemented in a locally relevant and culturally appropriate fashion" (Hopkins, 2003, p.1). The United Nations have made resources available through several programs, in particular, The United Nations Environmental program (UNEP) for forging relationships among developed and developing nations to work out concrete policy implications that are relevant to differing ecological conditions, because it is not considered useful to overwhelm people with generic information that is not relevant to their context.

Rachayita Shah (Faculty Sponsor: Dr. Dilys Schoorman
Does Secularism Ensure Unity in Diversity?: A Comparative Analysis of Policies on Diversity in India and Malaysia

It is generally perceived that democracy and secularism are the cornerstones of peace and harmony in a nation. This also implies that countries like India and Malaysia, which are multiracial/ethnic and multireligious, would be successful in establishing a harmonious society by following the principles of democracy. Both countries have experienced the bitterness of colonialism which has made them realize the value of independence and freedom. After independence, the aim of both countries has been to set themselves as examples of unity in diversity but have adopted different approaches in order to achieve their goal. This comparative analysis will explore the countries' political approach to diversity, the impact of diversity on youth, and, the implementation of the laws to reveal the potential role of secularism in establishing and maintaining racial and religious harmony. This paper will also raise questions and alternative explanations for why India, a secular and a democratic country whose constitution underscores equal respect to all religions, experiences more cultural and communal conflicts. This paper is an attempt to see the difference in two political models that India and Malaysia represent, to understand how they address the issue of diversity, and to find out how successful they are in ensuring peace, prosperity, and unity to their follow citizens. The analysis is instructive of all who engage in efforts towards enhancing harmony in the context of diversity at the local, national, and global levels.

Rebecca A. Hamilton (Faculty Sponsor: Dr. Gail Burnaford)
Mentoring new teachers as a means of retaining quality teachers

A major problem in education today is teacher attrition. This problem affects not only the new teacher who has to find another career, but it affects the school district who has to find more teachers, the principals who have to fill the gaps left in their schools by teachers who leave, veteran teachers who have to help new teachers year after year, and ultimately the students who are stuck with the teachers who don't know, or end up disliking, what they're doing. This problem is significant in the amount of money and man hours spent as a result of it each year. Time and money that is spent trying to find and "lure" new teachers to a school district could be put to better use. Along with district time is individual teacher time put into teaching new teachers "the ropes." The questions that need answering include: 1. What can be done to keep teachers from leaving the profession?; 2. What are the roles of the district, school administration, and veteran teachers?; 3. What is in place now and how effective is it?; and 4. What can be done to help veteran teachers become more effective mentors for new teachers? This research has found that the rate of teacher attrition has risen over time, even though there are two programs in place in the Palm Beach County School district at this time. The conclusion is that the programs are not effective as a means to retain teachers. The time and money spent on finding new teachers needs to be put to use supplementing veteran teachers who can support new teachers in such a way as to encourage them to stay in the profession.

Shoba Anne Thachil (Faculty Sponsor: Dr. Marta Cruz-Janzen)
The role models and influences on the career choices of women in science and technology

The fields of science and technology are still considered male domains. Women still choose these professions in fewer numbers, than men. The purpose of this project was to identify the role models and influences on women who opt for careers in these fields. Are women adequately guided and encouraged in choosing these fields? Or do they face discouragement, indifference or a lack of support in this regard? To find out the answers to these questions, peer-referenced articles were reviewed and three women in these fields were interviewed. The interview participants and the literature revealed that women in science and technology are encouraged by a guide of one type or another (mentor, sponsor or role model) (Downing, Crosby, & Blake-Beard, 2005). Most women in these fields were helped more often by a female guide, rather than a male guide. However, male guides were found to be more influential. Fathers were also found to be more influential on women, in these areas than mothers (Scott & Mallinckrodt, 2005). There is also a huge under representation of famous, historical females in these areas, with the exception of Marie Curie (Kohlstedt, 2004). Other factors, like the support of spouses and friends were also looked into. It is recommended that women are provided with empathetic and inspiring mentors, sponsors and role models of both sexes. There are many other prolific female scientists, besides Marie Curie whose work must be emphasized in the curricula. Professional counseling, workshops, mentoring networks and guest lectures by female professors could also provide the guidance and resources needed to encourage women to enroll in these areas.

Stephanie Svoboda (Faculty Sponsor: Dr. Sue Graves)
Injured Athletes and Mental Health Counseling: A Review
Athletes expose themselves to injuries on a daily basis (Caine, Caine, & Linder, 1996). Injured athletes do not only suffer physically but also emotionally (Leddy, Lambert, & Ogles, 1994; Linder & Phelps, 1995; Petitpas, Brewer & Petrie, 1995; Smith, Stuart, Wiese-Gjornstal, Milliner, O'Fallon, & Crowson, 1993; Van Paalte, Sklar, & Ditmar, 1995). The purpose of the research was two-fold: to determine how an athlete is affected by an injury and the best way to rehabilitate the athlete to return to competition. Four points arose from the research; first, many factors such as: general emotional distress, including: fear, anxiety, perceived hopelessness, and catastrophic thoughts, the body part injured, the amount of pain the athlete feels, the unexpectedness of the event, and the time of year the injury occurred (Heil, 1993), and identifying oneself as an athlete (Brewer, Van Raalte, & Linder, 1993), affect how an athlete feels about his or her injury. Loss of identity, decreases in self-esteem, decrease in self-efficacy, decreases in confidence, and guilt are additional feelings an athlete may experience after an injury (Brewer, Van Raalte, & Linder, 1993). Secondly, emotions change throughout the rehabilitation period (McDonald & Hardy, 1990). Next, the way the athlete perceives the rehabilitation intervention will affect how well the rehabilitation benefits the athlete (Brewer, Jeffers, Petitpas, & Van Raalte, 1994; Myers, Peyton, & Jensen). Finally, a form of mental health counseling should be added to injury rehabilitation to help maintain an athlete's mood (Anderson, 2004; Rock & Jones, 2002). It can be concluded that overall using mental health counseling along with physical rehabilitation will help the athlete maintain a positive mood during recovery and therefore return to sport faster.

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