

## Schedule of Presentations

4:00- 4:15	Registration and Poster Presentations
4:15-4:20	Introduction by COE SAC President, Stephanie Svoboda
4:20-4:30	Welcome by COE Interim Dean, Dr. Valerie Bristor
4:30-5:00	Dr. Steven M. Urdegar, 2009 COE Outstanding Dissertation Award Recipient <b>Beyond Fidelity: Relating Educational Practices and Their Determinants to Student Learning Gains</b>
<b>5:00-5:15</b>	<b>Break</b>

### *Palmetto Palm Room: Educational Leadership* *Moderator: Dr. Valerie Bryan*

5:15-5:30	Jo Ann Bamdas <b>Emerging Narrative Themes of Native American, Asian American, and Black/African American Women with Education Doctorate Degrees</b>
5:30-5:45	John Hardman <b>Regenerative Leadership for Sustainability in Business, Education, and Community</b>
5:45-6:00	Keara Sodano <b>The Interconnectedness of Self-Directed Learning and Social Action: An Historical Inquiry into the Work of Myles Horton of the Highlander Folk School</b>
6:00-6:15	Q&A

### *Royal Palm Room: Teaching and Learning* *Moderator: Dr. Maria D. Vasquez-Colina*

5:15-5:30	Silvina Storfer <b>The Impact of Bilingual Literacy Instruction on Low Achievement English Language Learners</b>
-----------	---

5:30-5:45 Allison Bolah  
**Exploring the Diversification of the High School American Literature Curriculum**

5:45-6:00 Shoba Anne Thachil  
**Asian American Interracial Marriage: From the Fringes to the Forefront**

6:00-6:15 Q&A

**6:15-6:30 Break**

***Palmetto Palm Room: Exercise Science and Health Promotion***  
***Moderator: Dr. Sue Graves***

6:30-6:45 Erica Goldstein  
**Caffeine Supplementation Increases Upper Extremity Strength in Resistance-Trained Women**

6:45-7:00 Peter Hellberg  
**The Effects of External Load on Vertical Jump Performance**

7:00-7:15 Korey Kilsdonk  
**Back Flexibility Through Yoga, Weight Training and a Health and Wellness Lecture Class**

7:15-7:30 Jamie Malta  
**Are Dietary Protein Supplements Really Necessary to Promote Muscle Gains in Conjunction with Resistance Exercise?**

7:30-7:45 Stephanie Svoboda  
**An Examination of the Scientific Justification for the Formulation of a Popular Weight- Loss Product: Hydroxycut**

7:45-8:00 Q&A

***Royal Palm Room: Curriculum, Culture, and Educational Inquiry***

***Moderator: Dr. Marta Cruz-Janzen***

- |           |   |
|-----------|---|
| 6:30-6:45 | Debbie Beaudry<br><b>Confessions of a Technology Coach</b>  |
| 6:45-7:00 | Rachayita Shah<br><b>Acculturation among Second Generation South Asian Immigrants – Literature Review</b> |
| 7:00-7:15 | Elena Webb<br><b>International Adoptees in ESL Settings</b>   |
| 7:15-7:30 | Q&A   |

***Poster Presentations***

John Hughes  
**Glycine-Propionyl-L-Carnitine's Effect on Anaerobic Ergometer Sprints in Resistance Trained Males**

Jaclyn Donahue  
**The Critical Role of Guided Oral Reading in English Language Learners**

## **Presentation Abstracts**

**Jo Ann Bamdas, Educational Leadership**

**Faculty Sponsor: Dr. Valerie C. Bryan**

**Emerging Narratives of Native American, Asian American, and Black/African American Women in Middle Adulthood with an Education Doctorate Degree**

Despite the fact that women are entering college campuses in record numbers, graduate education is out of the question for most Native American, Asian American, and Black/African American women. According to the Survey of Earned Doctorates (2005) 139 Native Americans, 1,493 Asian Americans, and 1,688 Black Americans earned doctorates. In addition to these underrepresented groups earning doctorates, little is known about education of women. Therefore, the purpose of this dissertation research was to discover the motivation, barriers, enhancers, application, and meaning of the pursuit and completion of the doctorate from 14 women in these racial groups.

### **Methodology**

A qualitative, narrative research was designed to elicit complete education and learning life-stories through interviews, document analysis, and two reflective narrative guides. All data collected was coded with Atlas-ti 5.0 software, placed in thematic matrices and concept maps, and researchers' journals and memos were written then data analyzed.

### **Conclusions, Recommendations**

Themes of motivation included placement in the family, strong family and community background foundation, strengths and weaknesses, perceived differences, and knowledge of desire to attain doctorate degree, and several related subthemes. Barriers included racism, gender discrimination, numerous institutional problems, and juggling numerous schedules. However, family, community, friends, funding, and others enhanced these women's journeys. Each applied their doctorate by giving back culturally through scholarship and leadership activities such as advocating for those without a voice, role modeling, and mentoring to name a few. Ultimately, the meaning of the doctorate varied for each woman, but the degree was "just a step" in the process. Without utilizing the degree to help others, the degree had no value other than it was an achievement and gave credibility to those in society who need such. Recommendations included creating resources in graduate education on these groups of women and for further research particularly on Asian American and Native American women.

**Debbie Beaudry, Curriculum, Culture, and Educational Inquiry**

**Faculty Sponsor: Dr. Gail Burnaford**

**Confessions of a Technology Coach**

A 12-week action research study investigated if a technology coach could increase teachers' use of technology in the classroom. The researcher, who was also the change agent, engaged with 12 volunteer classroom teachers in a number of ways, including one-on-one tutoring sessions and small group working sessions. At the end of the study, eleven of the twelve teachers reported an increase in their use of technology in their classroom. The research process enabled the investigator to test ways of working with classroom teachers as a coach, suggesting future research potential.

**Allison Bolah, Teaching and Learning**

**Faculty Sponsor: Dr. Marta Cruz-Janzen**

**Exploring the Diversification of the American Literature Curriculum: A Framework**

Effective diversification of the high school American literature curriculum must include clear philosophical and educational goals, a recursive process of curriculum development, a dynamic theoretical framework, and targeted in-class strategies for instruction. Research into the viability of addressing diversity through Zora Neale Hurston's *Their Eyes Were Watching God* and Toni Morrison's *Sula* resulted in questions concerning the aims, development, theory, strategies, and processes currently in place for the development of the School Board of Broward County (SBBC) high school American literature curriculum.

Within the scope of the proposed research is analysis of current local curricular trends and the development of an appropriate framework for the continued development of the School Board of Broward County (SBBC) high school American literature curriculum. The ultimate goal of this research is to forward development of a curriculum that effectively addresses issues of diversity.

**Research Questions**

1. What are the current goals and objectives of the School Board of Broward County (SBBC) high school American Literature curriculum?
2. What process is currently in place for the development of the SBBC high school American Literature curriculum?
3. What, if any, theoretical frameworks guide the SBBC high school American Literature curriculum?
4. What, if any, specific instructional strategies are used to implement the SBBC high school American Literature curriculum?

**Jaclyn Donahue, Teaching and Learning**

**Faculty Sponsor: Dr. Philomena S. Marinaccio Eckel**

**The Critical Role of Guided Oral Reading in English Language Learners**

This case study examined the effects of guided reading using a grade-level basal as an intervention in English Language Learners to increase oral reading comprehension. The participants of this study are Haitian and Hispanic second grade students from an urban Title I school in a South Florida school district. English is the second language spoken at home. These students were targeted by the school's administration for at-risk and possible grade retentions. Pre and post Reading Strategies Self-Assessment Rating Scale and biweekly video recorded sessions using Scholastic Checklist of Before, During, and After Reading Strategies and Reading Comprehension Story Elements Rubrics were used to examine and measure the effects of the intervention on the participants' oral reading comprehension. Qualitative data including the researcher and participants' reflective journal triangulated these findings. Authentic assessments were selected to meet the needs of the different cultures. While two of the participants in this study are still considered at-risk in the area of reading comprehension, results indicated that the subjects made significant gains after guided reading was implemented as an intervention. Students at different levels of the English language proficiency progress at their own rate and learn strategies that help them comprehend text and relate information to the world around them.

The findings of this study and other research articles related to guided-reading have an impact on English Language Learners instruction and its effectiveness.

**Erica Goldstein, Exercise Science and Health Promotion**

**Faculty Sponsor: Dr. Patrick Jacobs**

### **Caffeine Supplementation Increases Upper Extremity Strength in Resistance-Trained Women**

The role of caffeine supplementation in strength and power performance is progressively emerging, but with varied results. Moreover, research that has specifically examined the effects of caffeine in strength and women is limited.

#### **Purpose**

To determine the acute effects of caffeine supplementation on strength and muscular endurance in resistance-trained women. **METHODS:** In a randomized, double-blind crossover design, fifteen women (mean  $\pm$  SD age =  $25 \pm 7$  yrs; body mass =  $64 \pm 8$  kg; height =  $166 \pm 9$  cm) consumed caffeine (6 mg/kg) or placebo (PL) in randomized order, seven days apart. Sixty min following supplementation, participants performed a one-repetition maximum (1RM) barbell bench press test and repetitions to failure at 60% of 1RM. Heart rate, blood pressure (systolic and diastolic), and rating of perceived exertion were assessed at rest, 60 minutes post-consumption, and immediately following completion of repetitions to failure. A one-way ANOVA for repeated measures was used to analyze potential differences between caffeine and placebo conditions.

#### **Results**

Analysis indicated a significantly greater bench press maximum with caffeine ( $p \leq 0.05$ ) ( $52.9 \pm 11.1$  kg vs.  $52.1 \pm 11.7$  kg) with no significant differences between conditions in 60% 1RM repetitions ( $p = 0.81$ ). The only statistically significant differences between conditions in physiological measures was a greater systolic blood pressure immediately following exercise, with caffeine ( $p < 0.05$ ) ( $116.8 \pm 5.3$  mmHg vs.  $112.9 \pm 4.9$  mmHg).

#### **Conclusions**

Our findings indicate that caffeine appears to be effective for improving upper extremity strength in resistance-trained women.

#### **Practical Applications**

A moderate dose of caffeine may be sufficient for enhancing strength performance in resistance-trained women.

**Guillermo J. Hardman, Educational Leadership**

**Faculty Sponsor: Dr. John R. Pisapia**

### **Regenerative Leadership: An Integral Theory for Transforming People and Organizations for Sustainability in Business, Education, and Community**

This study examined and compared the developmental experiences of leaders who have successfully developed their capacities to engage in and maintain a vision and practice for sustainability over time in themselves and others in business, education and community. Through the application of grounded theory as a systematic comparative method for the analysis of qualitative data, the study generated a substantive theory of leadership called regenerative leadership. This leadership approach is especially relevant at a time when humankind is faced

with accelerating change and increasing evidence that numerous natural and social systems at the global level have reached or are rapidly approaching points of overshoot and collapse.

Among the major findings, the study revealed that the more evolved sustainability leaders are becoming increasingly dissatisfied with the construct of sustainability, and indicate the need for a profound cultural shift towards regenerative human systems. In this framework, regenerative organizations are driven by a higher purpose, and leadership is exercised heterarchically. Leaders and followers engage in generative conversations to create desirable futures which are then backcasted to eliminate unanticipated consequences. Throughout, participants emphasized the critical importance of engaging in personal and collective consciousness development or “inner work” in fostering regenerative practices.

**P.A. Hellberg, M.J. Hartman, and J.B. Winchester; Exercise Science & Health Promotion  
Faculty Sponsor: Dr. Michael Hartman  
The Effects of External Load on Vertical Jump Performance**

The ability to utilize the stretch shortening cycle (SSC) efficiently is a critical factor for success in many sports that involve sprinting, jumping, and production of maximal muscular power. Given the advances of sports equipment, many athletes are now wearing protective clothing or equipment while participating in competitive or recreational sports. It is not known to what extent the use of protective equipment, or application of the equipment as an external load, may have on the SSC or sports performance.

**Purpose**

The purpose of this research was to examine the influence of external loading on vertical jump and SSC performance in recreationally active college-aged adults.

**Methods**

Twenty-four subjects (12 male, 12 female) who routinely participate in recreational sports or exercise volunteered for this study. Vertical jump height was determined using a static jump (SJ) and counter movement jump (CMJ) using a contact-mat under normal and loaded conditions. An external load equal to 5% of the subject’s body mass was applied via a weighted vest. Following a standardized warm-up, subjects were allowed one practice jump at each condition. Subjects maintained a hands-on-hip position in order to concentrate on hip-leg power and minimize jumping technique differences resulting from arm swing. Three trials were given for each condition, with instruction to obtain maximal height on each jump. Peak power was estimated from vertical jumps using the equation developed by Sayers et al. [ $PP (W) = (60.7) \times \text{jump height (cm)} + 45.3 \times \text{body mass (kg)} - 2055$ ]. The reliance of SSC was determined using the eccentric utilization ratio (EUR), which is derived from the difference between SJ and CMJ and was determined under both conditions. A repeated measures ANOVA was used to determine group differences and differences between jumps and loading conditions.

**Results**

There were significant differences in jump performance ( $p < 0.05$ ) between males and females as such all results are analyzed by gender. Comparisons of jumps under different loading conditions determined that the application of external load significantly reduced jump height ( $p < 0.05$ ) in SJ and CMJ for both groups, whereas peak power was only significantly reduced ( $p < 0.05$ ) for CMJ in the male group. When subjects were tested for SSC utilization, the external load had a significant effect on EUR power in only the male group ( $1.3 \pm 1.7\%$ ;  $p = 0.02$ ).

### **Conclusion**

Data from this investigation suggests that an external load, such as protective athletic equipment, may have an influence on vertical jump and SSC performance in recreational athletes. In males, an applied external load decreases CMJ power output and influences the ability to maximize the use of SSC. Further investigation is needed to determine if the results from this study are consistent when testing highly trained athletes.

### **John Hughes, Exercise Science and Health Promotion**

**Faculty Sponsor: Dr. Patrick Jacobs**

### **Glycine-Propionyl-L-Carnitine's Effect on Anaerobic Ergometer Sprints in Resistance Trained Males**

Nitric Oxide is produced from vascular endothelial cells and has a short half-life. However, Glycine-Propionyl-L-Carnitine (GPLC) has been shown to increase resting and exercising NO levels (Bloomer et al.). Currently little research exists on this supplement and performance effects. The purpose of this study was to examine the effects of GPLC on resistance trained males when performing lower body ergometry sprints.

### **Methods**

In a double-blind, placebo-controlled, cross-over design, twenty-four resistance trained male subjects (25.2  $\pm$  3.6 years) participated. The subjects participated in two sessions of ergometer sprints. Between the two testing sessions, one clearance week was given. The subjects ingested either 4.5g of cellulose or 4.5g of GPLC in randomized order, then 90 minutes later the participants began testing. One minute active rest was given between the five 10-second maximal effort cycling sprints. External resistance was 7.5% of the subjects mass. Peak power (PP), mean power (MP) and power decrement (DEC) was measured as well as heart rate and blood lactate. Before, during, and after exercise bouts blood lactate and heart rate was determined.

### **Results**

PP and MP both decreased less across the sets of sprints than placebo, however, DEC increased from the 3rd to the 5th set. This resulted in PP and MP having a statistically significant ( $p < .05$ ) effect with the GPLC. Blood Lactate was 15.6% lower at the fourth minute after and 16.2% lower 14-minutes after exercise ( $p < .05$ ). GPLC also produced a 5% increase in thigh girth.

### **Conclusions**

GPLC can decrease blood lactate accumulation, increase peak power and mean power. There is a possibility GPLC exerts a vasodilatory effect produced by the elevated NO levels.

### **Korey Kilsdonk, Exercise Science and Health Promotion**

**Faculty Sponsor: Dr. Patrick Jacobs**

### **Back Flexibility through Yoga, Weight Training and a Health and Wellness Lecture Class**

The focus of this research was to see if back flexibility increased through yoga, weight training, or a health and wellness lecture class. There have been few studies done on yoga and flexibility, which showed why this research was needed. Being in a country where yoga is still a new concept, it has not taken a firm hold with many Americans yet. This study tried to show how back flexibility can change depending on what activities a person is involved.



The subjects for this study were recruited from Tennessee State University and the Downtown YMCA. All subjects were between the ages of 18- 29. All subjects took the pre-test and then continued on with their regular daily activities for a four week period. At the end of the fourth week all subjects were then given a post-test.

The testing instrument for this study was the sit-and-reach test. This assessment is used for testing back and hamstring flexibility. Each subject was to do the sit-and-reach three times and then an average was used to have a better judge of flexibility. The data was recorded and analyzed using Statistical Package for the Social Sciences (SPSS) software.

### **Findings**

1. On the sit-and-reach pre and post-test freshman had the most flexibility.
2. On the sit-and-reach pre- and posttests there was a significant difference in those who did yoga vs. the other two groups.
3. On the sit-and-reach there was no significant difference if the person was an athlete or if they played sports.
4. On the sit-and-reach age and classification did not show a significant difference but the younger subjects had better test results on the pre- and posttests.
5. On the sit-and-reach gender and race did not make a significant difference in the results.

**Jamie Malta, Exercise Science and Health Promotion**

**Faculty Sponsor: Dr. Sue Graves**

### **Are Dietary Protein Supplements Really Necessary to Promote Muscle Gains in Conjunction with Resistance Exercise?**

It is a well-recognized fact that resistance exercise has beneficial effects on one's health. In recent years nutritional supplementation has risen in popularity, resulting in a billion-dollar industry. Both athletes and novice exercisers are interested in nutritional manipulations that may enhance fat-free tissue gains stimulated by resistance training. Several research articles have begun to establish that protein supplementation is not beneficial in terms of lean mass gain or strength increases. The reasons for this are not made explicit in the Meta analysis or empirical studies. Lawrence and Kirby (2002) evaluate the necessity of protein supplementation and conclude that protein requirements of athletes are met by a well-balanced diet (Lawrence & Kirby 2002). They continue to explain by exposing that most supplements fall extremely short of the protein contained in food such as 3.5 ounces of chicken (30.9 grams of protein) or 3 ounces of light tuna (25.1 grams of protein (2002)). Most protein supplements do not offer this amount of protein. Lawrence and Kirby (2002) contend that most athletes ingest sufficient amounts of protein in their habitual diet. Finally, Lawrence and Kirby present an empirical study by Rasch and Pierson to exemplify the lack of scientific evidence that increasing protein intake will improve metabolic efficiency and increase muscle mass. In this reviewed empirical study both the placebo and treatment group showed gains in strength; no significant difference between these two groups was noted (2002). The literature reviewed presents an unbiased, unequivocal view of supplementation as most likely unnecessary and still unproven.

**Rachayita Shah, Curriculum, Culture, and Educational Inquiry****Faculty Sponsor: Dr. Dilys Schoorman****Acculturation among Second Generation South Asian Immigrants – A Literature Review**

This presentation focuses on the findings from the literature review of my study of South Asian American immigrant students' experiences in the USA. Drawing on the notions of "additive acculturation" identified among SA immigrant groups, and the discussions of inter-generational acculturation patterns among Asian immigrants, this presentation will provide an overview of the "Push – Pull" factors of South Asian immigration, followed by the discussion of how first and second generation immigrants differ in their acculturation patterns ranging from dissonant, consonant, additive, to selective acculturation and the role of family values, gender, and education in SA immigrants' identification and their impact on intergenerational patterns of acculturation and inter-generational conflicts.

This literature review will provide some valuable information on the acculturation among SA immigrant group. Today, there is a significant presence of SA students in U.S. schools. Hence, it will be beneficial for teachers to know which cultural backgrounds their students come from. Ignorance about any culture leads to biases and stereotypes; in this case, it is the model minority stereotype. If teachers are aware of their students' cultural background, they can become aware of SA students' educational needs. Further, they can create a co-operative and safe environment in which students can assert their identities without any pressure.

**Keara Sodano, Educational Leadership****Faculty Sponsor: Dr. Lucy Guglielmino****The Interconnectedness of Self-Directed Learning and Social Action: An Historical Inquiry into the Work of Myles Horton of the Highlander Folk School**

This research explores the use of the self-directed learning of Myles Horton, an historical key figure in American social justice movements and co-founder of the Highlander Folk School. Of special interest is examination of his self-directed learning traits and how these influenced his actions towards social justice. Few studies have explored the collective nature of self-directed learning and thus the theory has been attacked for its individualism. This study is significant because the historical and social impact that Horton's participation had on society is enormous; his learning and teaching offer examples of how self-directed learning can lead to the advancement of society, which contributes to the body of knowledge that negates the pure individualism often associated with self-directed learning. Using Horton's autobiographical work, *The Long Haul*, a qualitative analysis of the text was conducted to explore the self-directed learning of Horton and then to focus on issues of participation and influence. The elements of highly self-directed learners according to Guglielmino (1977/78), Confessore (1991), Carr (1999), Ponton (1999), Derrick (2001), and Meyer (2001) were represented as subthemes throughout *The Long Haul*. The categories of initiative and persistence in learning, responsibility for learning, self-discipline, curiosity, ability to learn independently, love of learning, goal orientation, viewing problems as challenges rather than obstacles, cross-cultural awareness, self efficacy, social action, reflection, flexibility, passion, creativity, sharing, desire, and resourcefulness were compared with incidents from Horton's life to emphasize the importance of action as a social outcome of self-directed learning. What we learn from the influences of self-directed learning on the life of Horton is that the "self" in self-directed learning is not in isolation when its actions serve a social purpose.

**Silvina Storfer, Teaching and Learning****Faculty Sponsor: Dr. Maria D. Vasquez-Colina****The Impact of Bilingual Literacy Instruction on Low Achievement English Language Learners**

Literacy instruction plays an important role in students at the elementary level. It is proven that students should learn to read and write independently by third grade. Nevertheless, this is not the case for English language learners (ELLs) in many parts of the United States. Some empirical research in the field (Ochoa & Caldeiro, 2004) shows that performance in reading in this population can be improved by teaching them to read in two languages, their native language (L1), Spanish in this case, and English (L2), (Cummins, 2000).

The proposed study will examine the impact of bilingual literacy instruction on low achievement English language learners through a causal- comparative approach. The research hypothesis will be that students enrolled in bilingual literacy instruction have a better performance in reading than those who attend English only classes with proper modifications. The causal-comparative design will include two groups with a different independent variable and the same dependent variable. The sample for this study will be selected from a pool of English language learners (ELLs) in Palm Beach County, enrolled in third grade. The first group will be students who attend the dual language program, where the students learn in Spanish and English, and the second group will be students who attend English only classes with the proper modifications. Quantitative data will be collected through the Scholastic reading inventory (SRI). A t-test will be used to look for differences between means. Implications of the study will include recommendations for ELL teachers and administrators as well as improvements needed in the programs.

**Stephanie Svoboda, Exercise Science & Health Promotion****Faculty Sponsor: Dr. Patrick Jacobs****An examination of the scientific justification for the formulation of a popular weight- loss product: Hydroxycut**

In 2002, 64.5% of Americans were classified as either overweight or obese by having a body mass index of 25-29 kg.m<sup>2</sup> or above 30 kg.m<sup>2</sup>, respectively. Due to the high incidence of obesity, in the same year Americans spent \$35 billion dollars on weight loss products, including weight loss supplements as a solution to their weight problems. The weight loss product, Hydroxycut, makes claims on their website, [www.hydroxycut.com](http://www.hydroxycut.com), that their product has been the best selling weight loss supplement for the past ten years. In addition to sales claims, the website also makes three efficacy claims related to the product: 1) "Lose more weight, faster!", 2) "Keep appetite in check to make eating better a lot easier.", and 3) "Burn more calories to look leaner and more muscular than ever before."

**Purpose**

It was the purpose of this literature review to determine if the above three claims have any scientific merit and if they are in fact true.

**Methodology**

A search was performed using PubMed with the key term, "Hydroxycut." Also, the product's website was reviewed. It was found that ten peer reviewed scientific articles were indexed in PubMed, nine of which were case studies reporting negative adverse effects of the

product. The website referenced four peer reviewed scientific articles, which did not examine the product itself, but rather several individual ingredients, including: (-)-hydroxycitric acid, Niacin-bound chromium, Gymnema Sylvestra Extract, Caffeine, and Epigallocatechin Gallate.

### **Findings and Conclusions**

These four studies provided evidence of the effects of the five different individual compounds and are the basis for the claims made for Hydroxycut. However, due to the fact that there were no studies on the mixture of ingredients in the product, and quantifying the exact amount of each ingredient in the product was not possible, the positive data on the ingredients cannot be extrapolated to the product, therefore no conclusions can be drawn on the efficacy of Hydroxycut.

### **Shoba Thachil, Teaching and Learning**

**Faculty Sponsor: Dr. Marta Cruz-Janzen**

### **Asian American Interracial Marriage: From the Fringes to the Forefront**

Interracial marriage has become more prevalent after the 1967 Supreme Court ruling in the Loving vs. Virginia case which over-turned the anti-miscegenation laws present in 38 states (Lubin, 2004). The period after the Vietnam and Korean wars, in the 1950s and 1970s in particular, saw an increase in the marriages between USA Americans and Asians, as soldiers and GIs brought their war brides home (Saenz, Hwang, & Aguirre, 1994). Since then, marriages between Asians and non-Asians in the USA have increased dramatically. Today, Asian Americans have “the highest outmarriage rates among all racial and ethnic groups in the country” (Xie & Goyette, 1997). Thus it is very important that the dynamics of these interracial unions and the racial kinship of their children be studied from the intercultural lens.

### **Purpose and Significance**

The purpose of this research study is to identify the unique issues, problems, predicaments, and benefits that ensue from interracial marriages between Asians in the USA and people of other backgrounds. This research area and topic are significant because, intermarriage between Asians and non-Asians is becoming increasingly more common and, with it, a host of new, incidental, and complex concerns to such unions arise.

### **Method**

The research paper is presented in the form of a literature review. Literature on the topic is synthesized and used to answer the research questions stated below. Recommendations and suggestions for future research are made and the importance of additional research on the topic is stressed. The research questions for this paper are identified as follows:

1. How common or prevalent is Asian-American interracial marriage?
2. Are these marriages approved of by the couples’ parents, friends, societies, and communities?
3. Are these marriages harder to work at than marriages within the same race, ethnicity, or nationality?
4. What problems and pressures if any do couples in interracial marriages tend to face?
5. What benefits if any result from interracial marriage?
6. Are the children from interracial unions or marriages brought up to identify with races the majority race, or the minority race? Do they have any problems with identity, or fitting in with one race or the other?

### **Conclusions and Implications**

An obvious, disappointing, and surprising lack of information and research was found on the nature and dynamics of interracial relationships. This paper is very broad in its context and, therefore, more detailed research needs to be conducted on this topic. The actual success rates, profits, and challenges of these Asian American intermarriages must be probed and studied in more depth by scholars. A follow-up study with a qualitative and narrative approach to the stories and experiences of these relationships would provide more substantive information on this subject. The outlook for interracial relationships and marriages seems optimistic. Several scholars examining the nature and experiences of interracial unions agree that, although our society seems to be hesitant, and sometimes fearful of interracial relationships, these feelings have proven to be short term effects, mostly counteracted by the strong emotional ties and desire to succeed of the couples involved.

This has propelled Asian Americans, their partners, and offspring bound together in an interracial union from the fringes to the forefront.

**Steven M. Urdeggar, Ph.D., Educational Leadership**

**Faculty Sponsor: Dr. John R. Pisapia**

**Beyond Fidelity: Relating Educational Practices and their Determinants to Student Learning Gains**

This study explored how contextual factors influenced the effect of educational practices on student reading achievement and describes an alternative means of assessing educational programs under conditions of multiple-treatment interference and innovation diffusion. Over 1,500 reading teachers at 69 elementary schools within a large diverse district completed surveys regarding multiple aspects of the reading program, actions of their reading leaders, and instructional program coherence at their schools. Nearly 13,000 students in grades 2 through 5 were assigned to those teachers. Factor analyses were used to separately identify patterns within survey items that measured educational practices, leadership actions, and instructional program coherence. Then, the students' achievement gains were adjusted for the effects of fixed demographic and organizational variables through hierarchical linear modeling. Finally, classroom level relationships between the adjusted achievement gains, and subscales computed from the factors that were identified, were examined through a path analysis.

### **Findings**

Educational practices were found to align to six factors labeled Technology, Training Utility, Advanced Skills, Basic Skills, Grouping, and Assessment. Leadership actions were found to align to two factors labeled Relationship and Task. Fixed effects at the student, classroom, and school levels were found to have an impact on both the initial status and growth components of student achievement. In the path model, Task was found to have a significant direct effect on Advanced Skills, while the effect of Relationship on educational practices was partially mediated by Instructional Program Coherence. Both Advanced and Basic skills were found to have positive effects on Adjusted Gain when taught at the appropriate level, and negative effects, when taught at the inappropriate level. Technology was found to facilitate Basic Skills instruction overall, with greater benefits seen at the upper grades.

### **Conclusion**

It was concluded the rates of use seen for Advanced and Basic skills instruction were similar at the three types of schools examined because of poor differentiation due to innovation

diffusion. Teachers who perceived their leaders as supportive, tended to rate their schools as more coherent and training requirements as more appropriate, and used technology and assessment more often, leading to gains in student achievement.

**Elena Webb, Curriculum, Culture, and Educational Inquiry**  
**Faculty Sponsor: Dr. James McLaughlin**  
**International Adoptees in ESOL Settings**

International adoption gives disadvantaged orphans around the world a second chance in life. However, during their first months in the United States, adoptees tend to experience academic and language difficulties, as well as trouble adjusting to their new home environment. One of the problems faced by educators is the lack of understanding of the complex dynamics specific to the lives of children adopted internationally. The purpose of this presentation is two-fold: first, its goal is to identify the issues that educators are likely to encounter when working with international adoptees; second, it aims to provide teachers with solutions for creating a positive classroom environment and parental involvement opportunities. Using the format of a literature review, the presentation examines vital facts about this student population as it draws information from the US Census data, trends studies available from the US Department of State, and numerous books and studies devoted to the dynamics of cross-cultural, international and nontraditional adoption (Alperson, 1997; Bowie, 2004; Fong, 2004; Linzer, Schwartz, & Kaslow, 2003; Schooler, 2000). The focal points of the presentation are provided below.

One of the challenges in educating international adoptees is their minimal knowledge of English. It is important to realize that the native tongue, whether it is Russian, Korean, Chinese or any other language, is relevant to children's learning. This presentation outlines some effects of the native language and primary literacy on second language acquisition. In addition, the paper discusses some causes of student stress and misbehavior. Whether adoptees are educated in ESL or mainstream classes, the dynamics of American classrooms can be confusing. In an environment of orphanages, friendships may substitute family ties, whereas in American classrooms peer relationships are more transient. Confusions are multiplied at home, because adoptees have to adjust not only to the new physical environment but also to their new families. Of special consideration is researchers' recommendation to use culturally appropriate materials and to affirm the identities of English language learners. While generally this advice has a lot of validity, it may become a sensitive issue with adoptive parents, if adopted children feel ambivalent or negative about their home country. In summation, issues specific to international adoptees pose unique challenges for ESL and general education teachers.

This presentation attempts to offer possible solutions for educators working with this one-of-a-kind student category.

The Student Advisory Council would like to extend their thanks to all our presenters and to the following people without whom the 8<sup>th</sup> Annual College of Education Research Symposium would not have been possible.

Jenny Baez  
Ashleigh Barnett  
Dr. Valerie Bristor, Interim COE Dean  
Dr. Michael Brady (Exceptional Student Education)  
Dr. Valerie C. Bryan  
Katie Burke  
Dr. Gail Burnaford  
Chartwell's  
Council of Student Organizations (COSO)  
Dr. Marta Cruz-Janzen  
Elisa Gaucher  
Gregory Gayle and the Graduate College  
Graduate Student Association  
Graduate Student Association Advisory Board  
Dr. Sue Graves (Exercise Science and Health Promotion)  
Dr. Lucy Guglielmino  
Dr. Michael Hartman  
Dr. Patrick Jacobs  
Joshua at the Toshiba Center  
Dr. Irene Johnson (Counselor Education)  
Andres Leon  
Jose Lezama  
Dr. Philomena S. Marinaccio-Eckel  
Dr. H. James McLaughlin (Curriculum, Culture, and Educational Inquiry)  
Dr. John R. Pisapia  
Dr. Barbara Ridener (Teaching and Learning)  
Dr. Robert Shockley (Educational Leadership)  
Dr. Dilys Schoorman  
Jackie Simpson  
Chantal Sinady  
Student Government  
Toshiba Copy Center  
Dr. Maria D. Vasquez-Colina  
Dr. Deena Wener (Communication Sciences and Disorders)

Thank you from your Student Advisory Council Officers and Members and Advisor, 2009:  
Stephanie Svoboda, President; Lori Mandel, Vice President; Bairbre Flood, Secretary; Rachayita Shah, Chair, Advertising; Jo Ann Bamdas, Chair, Distinguished Teacher of the Year Award; Shoba Thachil; Lacey Chimienti; Mya Eaton; Dr. Marta Cruz-Janzen, Advisor