

ἡ θά φέρει ~Σωκράτης

Florida Atlantic University

College of Education
Student Advisory Council

Research Symposium II

*Credo ego
vos, iudices,
mirari quid
sit quod, cum
tot summi
oratores
hominesque
nobilis*

*docendo discimus
scientia est
potentia*

Conference Proceedings

March 28, 2003

Seek Knowledge to
Empower Others

LETTER FROM THE DEAN

March 25, 2003

Welcome to the Student Research Symposium:

The College of Education in conjunction with the Student Advisory Council is proud to sponsor the 2nd Annual Research Symposium. This symposium is both a celebration of the research accomplishments of our students, as well as a reaffirmation of the importance of scholarship in the learning process. The scholarship displayed by the undergraduate and graduate students is a result of collaborative efforts with their faculty mentors in the pursuit of new knowledge and insights into questions germane to their respective disciplines. The faculty and their students are to be commended for demonstrating an ideal blend of teaching merged with research and displayed through service to the mission of the College of Education. When faculty work with their students to undertake and display their ideas and research, it represents the best of what the Academy has to offer.

The commitment to the Student Research Symposium addresses one of the fundamental questions facing institutions of higher learning today; that is: What is a scholar? In his book The idea of the University: A Reexamination, Dr. Jaroslav Pelikan posits that the definition of a scholar should be based upon the philosophical cornerstone of the Latin maxim, “*contemplate aliis tradere*” (i.e., to communicate with others the fruits of one’s contemplation). Pelikan continues by quoting a scholar from the 13th century, stating, “*As it is better to enlighten than to merely shine, so too it is better to give to others the fruits of one’s contemplation than merely to contemplate.*” Pelikan urges that this sharing should occur in several arenas. The first is within the classroom with our students, and second is with our peers through the appropriate vehicles within the disciplines, and the third is to the general public beyond the confines of the Academy.

The principle embedded in “*contemplata aliis tradere*” is clearly demonstrated today in the efforts of our students and their faculty. Together they have clearly shared the fruits of their mutual contemplation for the benefit of each of us. Enjoy the celebration!

Sincerely,

Gregory F. Aloia, Ph.D.
Dean and Professor
College of Education

COLLEGE OF EDUCATION -- STUDENT ADVISORY COUNCIL

The College of Education Student Advisory Council (SAC) is a student organization that acts as a liaison between students, faculty, and administration in the College of Education at Florida Atlantic University. Members include undergraduate and graduate students from each of the campuses, representing the various departments in our college.

SAC 's Purpose and Mission

Our overall purpose is to represent students, assist in addressing student concerns, and provide requested information. Our more specific purposes include:

- To aid in the selection of the representative of the College of Education for Distinguished Teacher of the Year award.
- To develop and aid in the performance of projects determined to be beneficial to the college and university.
- To act as a liaison among students, faculty, and administration.
- To participate in establishing rules, regulations, and policies of the College of Education.
- To represent the College of Education on the University Student Advisory Council.

What Does the Student Advisory Council Do?

- Conducts activities designed to aid the students in the College of Education;
- Selects Distinguished Teacher of the Year for the College of Education, who is then considered for Distinguished Teacher of the Year for the entire university;
- Provides guest speakers and programs per student or faculty request;
- Provides a direct, confidential source for students to express concerns, and give suggestions regarding regulations, policies, classes, faculty and/or administration through direct telephone contact, e-mail contact, and FAU's website;
- Conducts periodic surveys regarding student needs, satisfaction, and dissemination of results to faculty and Administration; and,
- Suggests beneficial physical additions and modifications to the education building for the benefit of students.

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Kristine Malegni	Vice President
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Technology Support Team at the COE in the Boca Campus

We owe our gratitude to Dr. Gregory Aloia, Dean of the College of Education, Dr. Larry Lemanski – Vice President of Research - FAU, Dr. Miranda-Faculty Advisor, the Dean's Office support staff and those of all the Departments in the College of Education

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Oral Presentations

Applying And Teaching EQ Skills In A Science Classroom

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To have a successful emotional intelligence program at a school, it is recommended that it be integrated into all aspects of the schools curriculum. This report examines how teachers can integrate lessons on emotional intelligence into an elementary and middle school science curriculum.

St. Joseph's Episcopal School in Boynton Beach, Florida has incorporated an Emotional Intelligence program throughout the school. The elementary school science teacher and the middle school science teacher were interviewed to find out how they taught EQ skills to the students as part of their science lessons. The interview focused on three aspects: a) the lesson plans, b) the classroom set up, and c) the teacher behavior.

The elementary school teacher teaches children from the ages of Kindergarten through 6th grade. She has approximately 7 classes of 20 students, twice a week each class. The middle school teacher has three classes of 15 students in a class, five times a week each class. The student lessons come from the Houghton Mifflin Discovery Work series, and follow the Sunshine State Standards.

It was found that the teachers incorporated EQ skills into the science curriculum in the following ways: promoting working in teams, the use of animals in the classroom, frequent discussion of moral implications of science advancements, use of projects that promote consequential thinking, expectations of student behavior, and modeling good EQ behavior.

The Planetarium As A Research Environment

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The Planetarium, a unique immersive environment, offers a passive or an active learning experience. Educational objectives of a presentation are both affective and cognitive. Many different audiences utilize the facility, including college-level classes, K-12 classes, and the public. It is a potential location for a wide-range of educational research projects to investigate the effectiveness of learning and teaching. Possible topics could include analysis of effective presentation methods, study of effective integration of an informal educational experience into a curriculum, and testing of stages of child development and learning.

Many concepts in science education require uncommon perspectives. In astronomy, many concepts are 3-Dimensional, such as movements within the Solar System or the Earth-Moon System. The Planetarium can portray events such as an eclipse from multiple viewpoints. One potential topic might be studying the effectiveness of this visual portrayal to instruct in 3-Dimensional concepts.

Another potential research topic is determining how this experience is best integrated into a designed curriculum unit. The Planetarium visit is utilized in many fashions by the classroom teacher. As a springboard, it can introduce concepts and vocabulary in an exciting, engaging manner. As a culminating activity, it is a means of review and reinforcement. It would be useful to determine the effectiveness of these two approaches.

With its ability to present material in a controlled environment, studies in child development could be conducted. These could explore whether presenting information here assists in transitions between stages of development (i.e. Piaget's levels), or the appropriate conceptual content for varied ages or development. In addition, studies could determine how factors of presentation impact learning (ex. use of humor, visual density, etc.).

Chinese Character Writing For Elementary School Children

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This paper is a description of how an art teacher in the public school system was able to implement principles of globalization in a classroom project. The project's purposes were to sensitize students to their immediate surroundings while locating themselves in a global context, and to jumpstart further study of Chinese culture and history through a process of learning grounded in holistic, culture-specific approaches. This paper will focus on two facets of the project: its theoretical underpinnings and its results in terms of students' learning outcomes.

The project was grounded in a counter-hegemonic perspective of globalization (Schoorman 2000) in terms of its rationale, content and instructional process and exemplify Hanvey's (1975) dimensions of perspective consciousness, state of the planet awareness, and cross cultural awareness. This project was also the outgrowth of the teacher's own detailed study of Chinese history and culture through its art which affected her own learning process as she sought to reflect an authentic Chinese approach to teaching the special course.

The project was implemented over a 20 week period for 5th grade students. Pre- and post-tests pertaining to students' knowledge of and attitudes to Chinese culture were administered, and observations of the learning process were recorded by the teacher in journals.

The learning outcomes included: 1) cultural awareness – recognizing the cultural roots in the origin of form of Chinese characters 2) Chinese aesthetics and techniques – the dependency of the visual over auditory in the written form; the balance of negative/positive space in the characters; appropriate care and handling of the writing tools of the oriental brush and grinding ink stick 3) kinesthetics of the body wherein correct posture and breathing were taught 4) relating China to everyday life of the young students by having them decode a common Chinese restaurant menu. It is the intention of the teacher to encourage other teachers to learn for themselves while teaching cultural horizon broadening.

Standardization: Its History and Place in Contemporary American Society

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Throughout the progression of the American school system, it has substantially deflected from the principles it originally prided itself on. The premiere vision on which the public school was founded consisted of a rich environment where every child, regardless of racial, religious, or socio-economic status affiliations would be receive a rich learning experience. Academic institutions would represent enriching sanctuaries where these students would be provided a free, equitable, and thorough educational experience, inclusive of boundless opportunities for advancement. Strong prejudicial attitudes combined with the rapid emergence of popular intelligence testing, however, permanently altered this fundamental proposal. Standardized intelligence, achievement, and aptitude tests would eventually transpire to become the leading determinants of the quality of education that all American schoolchildren would receive. Furthermore, these tests would serve as the key designated indicators of which students would progress academically beyond high school completion.

This article examines the context in which standardized multiple choice tests were initiated—and remain in constant execution—as justified gauges of the full scope of mental and academic potential of students. In addition to questioning the reliability of such approaches to individual assessment, an argument is offered—and evidence is provided—which illustrates how these forms of evaluation are inherently discriminatory, despite the fact that they claim objectivity. Furthermore, this article investigates the status of this long-standing test taking tradition within the context of the modern-day gear toward a learner-centered approach to learning. Along with this is supplied some suggestions for enforcing a more progressive assessment for twenty-first century students.

Using Student Construction And Manipulation Of Three-Dimensional Models To Remediate Science Achievement Deficiencies Of Low SES Minority Students In Grade 3: A Preliminary Study

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The role of three-dimensional models used to enhance student learning has been the topic of many research studies in education. Most studies reveal that the models clear up many misconceptions that the students might have. One scientific concept that seems to be replete with students' alternative conceptions is the sun-earth-moon system. The purpose of this study is to investigate the effectiveness of integrating three-dimensional, kinetic representations to enhance students' conceptualization of the sun-earth-moon system. The hypothesis in the study suggests that if students make and manipulate three-dimensional, kinetic models of the sun, earth, and moon, then the students will be able to more accurately visualize the science concepts involving these spheres. Third grade students were each given a researcher-created pretest. Students scoring 50 percent or lower on the test received a 90-minute intervention involving manipulation of the models. The results indicated that there was a significant difference in pretest scores for the control and intervention groups, but not in the posttest scores. The posttest adjusted mean scores for the control group dropped slightly, and the intervention scores increased greatly. This preliminary study indicates that the construction and manipulation of three-dimensional, kinetic models does enhance the conceptualization of the sun-earth-moon system.

Score Changes And Effect Sizes From 4th To 8th Grade By State: NAEP Mathematics (1992-1996) And Reading (1994-1998) Scores Compared To State Median Household Income

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The National Assessment of Educational Progress (NAEP) has been used as a means of assessing student achievement since 1969. However, it has gained increased prominence since the No Child Left Behind Act (2001) has required states to participate in this biennial assessment in order to receive the federal funds associated with Title I grants. This change from a former voluntary participation is intended to create a more comprehensive perspective of student achievement to be reflected in the Nation's Report Card.

The purpose of this study is to compare state average score changes from 1992 to 1996 in Mathematics and from 1994 to 1998 in Reading with average state median household incomes during those time periods. This is done to determine the types of relationships that exist between these variables. The relationships to be considered are the correlation between the median household income and the effect size changes in each of NAEP Mathematics and Reading scores. The relationships between the median household income and the raw score changes of each of NAEP Mathematics and Reading are also ascertained.

For both Math and Reading, the data suggested that states with higher and lower median household incomes each tended to have very similar mean score growth. This implies that if the relationships are statistically significant then state NAEP scores should be compared within like-income groups instead of among all participating states. When the data was disaggregated in this manner there were higher correlations between effect size changes and median household income than when using raw score changes. State patterns also changed in relation to percentile ranks when using both methods. Such changes illustrate the need to use a common metric, in this case effect size, to attain a more accurate picture of state comparisons. Further, this research indicates that the accepted view that higher incomes tend to yield higher test scores and, hence, percentile ranks is not always confirmed. Additional research with similar results may have policymaking implications.

Does Music Count? The Effects Of Music Instruction On The Academic Achievement Of Secondary School Students In Palm Beach County

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This is a descriptive study that uses quantitative data to investigate the degree to which the inclusion of music classes explained variance in a random middle school in Palm Beach County, Florida. For this study, achievement was measured using the grade point averages (GPA) of math and computer science students in the seventh and eighth grades of a Boynton Beach middle school. Participants included the entire classes of one teacher without regard to gender, socio-economic status or race/ethnicity. Students taking music classes in the study performed significantly better (87.4% GPA vs. 78.2% GPA) than students who did not.

Of the 154 students surveyed, 22 were singled out for their participation in a music class. The music classes range from General Music Theory and History of Music to Beginners, Intermediate and Advanced levels of Band and Chorus. The researcher explored student interest in music from their schedule of classes and was able to speak with each student independently to determine his/her qualification for inclusion in the survey.

Results of the survey included the grade point averages of all 154 students from the beginning of the current semester until the date of the survey six weeks later, both separately and combined, graphed and charted. The identity of the students is protected through the use of a coding system as required by the Research and Evaluation Department of the School District of Palm Beach County. By separating and analyzing the data, tentative conclusions were drawn and an evaluation of the data suggests further implication for classroom practice and curriculum emphasis.

The Relationship Between Learning Preference And Coefficient Of Variation In Isokinetic Knee Flexion/Extension

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Visual, auditory and kinesthetic modalities have been identified as preferences by which adults learn. However, it has not been investigated if disparate learning modality preferences (LMP) affect variability in acquiring the skill of reproducing maximal effort as measured by torque production. While isokinetic testing protocols address each of these learning LMP, reproducibility of torque curves as measured by coefficient of variation (COV) suggests that subsequent training sessions are necessary for the learning affect to occur. Therefore, the purpose of this study was to determine if learner preference affects coefficient of variation in isokinetic knee flexion/extension exercise.

Nineteen novice subjects (5 males, 14 females, age 41.8 ± 13.0 yrs, ht 172.8 ± 42.7 cm, wt 64.9 ± 18.1 kg) were instructed to use an isokinetic dynamometer using a multimodal learning strategy. Subjects performed a 5 minute systemic warm-up on a cycle ergometer followed by 5 maximal repetitions of dominant knee extension/flexion at $180^\circ/\text{sec}$.

Paired t-tests revealed that no significant ($p < 0.05$) differences existed in COV between LMP. However, COV extension was significantly ($p < 0.05$) correlated to kinesthetic preference score using regression analysis. Thus, practitioners involved in isokinetic instruction should consider accommodating LMP with multimodal learning strategies.

Intravenous Drug Users Adoption and Adherence to Needle Sterilization for the Purpose of Decreasing Incidence of HIV/AIDS

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HIV/AIDS poses a significant threat to the health of Americans today. With no vaccine, no foreseeable cure, and limited success rates with existing experimental treatment regimens, the role of prevention is becoming increasingly more important. Intravenous drug users (IDUs) account for 25% of the estimated new HIV infections in the United States every year. In terms of HIV prevention with the IDU population, the idea of harm reduction is considered a viable option. Harm reduction strategies focus on reducing the negative consequences of drug use rather than limiting drug use and emphasize urgent concerns, such as minimizing the risk of HIV transmission rather than abstinence of the drug use. In terms of harm reduction dealing with the drug use itself would be the long-term goal while the threat of disease transmission via contaminated needles is the immediate health threat. One method of harm reduction in terms of HIV infection and IDUs is needle sterilization.

In the field of health promotion, there are numerous psychology based models used to facilitate the process of behavior change. Prochaska and DiClemente developed the Transtheoretical Model (TTM) in 1983. This model is based on the idea that people go through stages and processes of change. Prochaska and DiClemente developed the stages parallel to the natural steps that a person appears to go through during any behavior change. The five stages included in the TTM are as follows: precontemplation, contemplation, preparation, action and maintenance. Application of the TTM to IDUs adoption and adherence to needle sterilization provides a clear and concise strategy for purposes of reducing the incidence of HIV infection. Research shows that with proper training and sufficient access to needle sterilization materials, IDUs will utilize the bleaching technique. With injection drug use accounting for nearly a quarter of the 40,000 new cases of HIV every year, any and all means of prevention are imperative.

Violence In Women And Children

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Domestic violence is all about control over another person. Abuse takes many forms, including physical abuse, emotional abuse, sexual abuse and psychological abuse. This violence against women has taken place mainly because society has permitted it. Laws have given men total control over their wives and only in recent years has domestic violence been spoken about for the crime that it is.

Men who abuse women come from every social, economic, ethnic, professional, education and religious group. There are three types of batterers. They are the typical batterer, the socio-pathic batterer and the anti-social batterer. Violence usually follows a pattern and can be illustrated in the following phases: the tension building phase, the acute battering phase, and the honeymoon phase.

In recent years, many agencies have become involved in domestic abuse. Law enforcement officials and the judicial system are now highly involved in domestic abuse cases. The medical field and social service agencies are working with women and children to give them the counseling and therapy they need to get past the violence that they lived through. With these systems working together, perhaps we could put a stop to this tragedy that has plagued our country for centuries.

A Study Of Selected Programs In Educational Technology For Their Institutional Inclusivity

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During the 1990's critical research within the field of educational technology has led to findings that indicate that the field is unrepresentative of minorities, women, and the k-12 teacher base that it is primarily intended to serve (Zuga, Bromely). Additionally recent research indicates that the journals, scholarship and research in the field are invariably unrepresentative of a broad multifaceted dialogue. Such findings broadly indicate that, research in the field has traditionally focused on quantitative over qualitative methodologies (Petrina) and is characteristically driven by technology determinism ("the notion that technology is an autonomous, external force, inexorably driving society along some path we cannot alter") and technology neutralism ("the notion that technology is a "neutral tool" that may be freely applied toward whatever ends we choose") (Bromley).

Our purpose in this institutional analysis is to examine the extent to which some major technology education programs have begun to become more inclusive in their representation of educational technology. This investigation is taking place in the context that technology is inherently "globalizing" in its nature and that the field of educational technology is naturally progressive in its representation particularly as it relates to issues of gender, broad audience and critical discourse. The problem of inclusivity in the field is an important one. For some researchers in fact the field of educational technology is dying (SITE). For others many "technology educational technology" programs are merely vocational technology programs to which the new "instructional technology" label has been added (Zuga). In this context we need to understand the extent to which programs in educational technology are changing in the context of current discussions about the field and its place in contemporary times.

The problem questions that inform this investigation are centered in the framework of prior research and discourses (Petrina; Zuga; Bromely). The major question is to what extent is the field educational technology is advancing along inclusive lines as represented in major academic programs in the field? Is the field in its select programs of study (as indicated by the practitioners and theorists in the field) accommodating of critical theory, critical thinking, multiculturalism, gender equity and globalism? Are the fundamental tenets of the field and its over arching philosophies positioned to shape learning, instruction and research in

education toward a modern broad-based multi-faceted, multi-age and multi ethnic learner base? Or is it designed to focus narrowly on the vocational skills associated with technology training and consumer appreciation of techno-commodities?

These problem questions will be used to develop an instrument that will be used to test whether ten select technology education programs are inclusive of these fundamental issues. These questions are centered in the discourse about technology education as they represent the fundamental premises of technology adoption in the wider society. The Carnegie commission (1972) described instructional technology as a "Fourth Revolution" which is to "ensure equitable, universal access". Consequently they are centered in and heavily influenced by what other researchers in the field have asked about how, when, why, for whom and at what cost is technology integration (Bromely).

Race and Gender in the U.S. Media

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Racism and sexism remain common, entrenched, practices in the U.S. media. Minorities, particularly Blacks, have been most impacted by racism in the media and females in the film industry. Research has confirmed these theories. A cause for alarm is that the cases are rapidly growing in the twenty-first century.

Historically, society has perpetuated the practice of treating others differently based on color, race, gender, religion, and other forms of human diversity. Today, the United States of America (in particular) has instituted ideologies and practices based on racism and sexism that continuously subject numerous American citizens and non-citizens to dehumanization and marginalization. This has significantly affected millions of Americans of this country. The purpose of this paper is to examine various cases, incidents, and situations where sexism and racism have been and remain the "primary" factors in the decision making by those who consider themselves superior or of the White/Anglo race. The cases explore and illustrate the effect of portrayal of minorities in film and music. Additionally, the paper explores events of sexism in the media as well as in the film and music industry.

**Studies of FAU's Lifelong Learning Society:
Branching Out From the Classroom
To The International Platform**

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The purpose of this presentation is to show how a course assignment can metamorphasize into national and international presentations, and electronic and print publications. To date, this body of work has yielded five distinct investigations of lifelong learning.

Initially, a class project explored the history and purpose of FAU's Lifelong Learning Society (LLS) through Bolman and Deal's structural, human resources, political, and symbolic frames.

The next phase explored the theoretical underpinnings of older adults' participation in lifelong learning. Baltes' work in life span development and behavior, Magnusson's work on the effects of participants' social systems, and Knowles' work in andragogy enabled a triangulation of the individual, systemic and classroom components of older adults' learning experiences. A survey of 445 participants revealed that their primary reasons for participation were "liking the instructors" and the belief that "use it or lose it" also applies to the brain. The respondents revealed that they are accustomed to pursuing and investing in educational activities. They reported that the LLS fosters a social environment for satisfying intellectual curiosity by encouraging people to engage in learning together.

The third phase, the ERIC publication, introduced two new areas that warranted further investigation. The first of these was the meaning of the anomalous survey response to the question on ethnic self-identity. The second was the process model depicting the five constituencies that guide decision-making at the Lifelong Learning Society.

The fourth and fifth phases emanated from the new items in the ERIC publication. Specifically, the ethnic question is addressed in a paper, Ethnic Issues in Lifelong Learning that will be presented at the University of Wales in July. The process model and its implications for policy-making and communication among the constituent groups that comprise the LLS are being addressed in a paper for a referred journal publication.

The Effects of Specific Cognitive Operations on Thinking Processes: An Fmri Study

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The study will examine the brain activity when questions are asked using specific cognitive operational words vs. ambiguous cognitive operational words and to determine if activations exist for differently worded questions/statements. The intent of the investigation is to determine if stating specific cognitive operations produce (1) fewer areas of brain activations than seen using ambiguous cognitive operations, (2) if these activations indicate a direction for the students' retrieval of information for answering questions, and (3) implications for what occurs in extraneous areas of the brain where activations are seen for ambiguous cognitive operation.

Subjects will be Florida Atlantic University students (both graduate and undergraduate) volunteering for psychology, complex systems, and education experiments being conducted at the University.

Data to be collected will include age, year in school, major, g.p.a.; height, weight, and medical background (last three needed for fMRI information sheet but are not relevant to the proposed study). fMRI will be used to take virtual slices of the subjects' brain. The subject will be presented with a stimulus, then a resting period, then the stimulus, etc. Virtual images of the subjects' brain will be collected during the stimulus presentation. The virtual images of subjects during the specific cognitive operations and the ambiguous cognitive operations will be analyzed using MATLAB and fMRI analysis software to see what areas of the brain are active for each variable. Also collected after the subject leaves the scanner is the answers to the questions projected (stimulus) during scanning.

The purpose of the study is not to conclude performance of students when using specific cognitive operations vs. ambiguous cognitive operations; however, the investigator will collect answers to the questions for subjects for prompting of further research in performance. The investigation attempts to determine the effectiveness of specific cognitive operations in the thinking process as they related to brain activations and knowledge transport. The study intends to show that specific cognitive operations guide students to retrieve information more accurately therefore improving efficiency and relieving the time spent in cognitive dissonance.

Web-Assisted Instruction In Physics: An Enhancement To Block Scheduling

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Introduction: There was a dramatic decrease in honors physics final exam scores when a local high school switched from the seven-period day to the “4 by 4” block schedule. The students seemed to have a problem with long-term retention of subject matter in this compressed format. A physics website was constructed to try to remedy this situation. The site was utilized to deliver weekly lecture notes, plans, and assignments while also containing links to physics sites. More time in class was now available for demonstrations, lab work, and multimedia presentations. Changes in website content are made on a weekly basis. An email link is also provided for two-way communication. The address of the physics website is www/lnk2lrn.com/.

Objective: The purpose of this research is to report and describe the impact of Web-Assisted Instruction (WAI) as an educational technology enhancement to traditional instruction in a high school physics class for students on the “4 by 4” block-schedule. The data analysis was reported and published to share information with secondary and postsecondary educators.

Procedure: The research involved comparing the final exam scores in honors physics during three consecutive four-year periods from 1991-2002. The three four-year periods were (i) seven-period day without WAI, (ii) block scheduling without WAI, and (iii) block scheduling with WAI. Class means (M), standard deviations (SD), effect sizes, and factor analyses are computed and used in the comparison.

Results: After the WAI, there was a noticeable improvement in final exam scores. Empirical data is provided in the report to document this conclusion. The formal report was submitted to the journal American Secondary Education and was published in the Summer, 2002 issue.

**Education, Ethnic Conflict, And The Creation Of South African Nationalism
Before, During, And After Apartheid: A Case Study Of Multicultural Educational Reform**

Alison Dobrick

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South Africa, an extreme case in which ethnic conflict has shaped the very nature of the nation, provides an excellent case study of ethnic conflict, its effects on society, and its expression in educational settings. South Africa's efforts to reform their educational system so that it reflects the needs of the nation's entire population echo the efforts of other nations, like the United States, as they seek to create a sense of nationalism that is multicultural. In South Africa, several ethnic groups maintain historically based claims to their rights, yet representatives of most of these groups have joined together under a constitution promising equality under the law. As South Africans strive to create a new kind of nationalism based on the ideal of equality for all citizens, their social and political leaders and institutions face unprecedented challenges.

Educational systems are among the most influential political and social institutions in any nation. Social roles of education are problematic, as marginalized groups are discriminated against in state-run schools, through expenditure related, curricular, and other aspects of the educational program. In South Africa, the Afrikaner government used education to perpetuate the strength of apartheid (apartness) by teaching Africans to accept inferior economic and social roles and by presenting history through a White supremacist lens. Today, leaders are attempting to promote participation in a pluralistic nationalism through education. South Africa's struggles should inform all educational reformers who strive toward creating public schools that help students from all ethnic groups to realistically understand their past and present. If education does not shed its often mono-ethnic past in favor of addressing the varied needs and histories of a nation's ethnic groups, marginalized groups will continue to agitate for their place in this important social institution (Banks, 1997). For education is not only South Africa's, but America's and, indeed, the world's greatest tool to help groups attain a true understanding of events and the means to negotiate for a more equitable future.

Factors That Impact The Haitian Immigrants

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The Haitian students in Palm Beach County represent the nation with the highest representation in the school system. However, they also are one of the most under-represented groups in multicultural education literature in Teacher Education and Counselor Education. This paper will highlight specific issues pertaining to the acculturation of Haitian immigrants and will discuss how these issues have been, or should be addressed by diverse members of the educational community. Central to this paper is the work of the "CASAS" project (undertaken by the Multicultural Office of the Palm Beach County School System.)

Acculturation and cross-cultural adaptation are frequently viewed as the immigrant's 'responsibility', and their social integration is assumed to be an inevitable result of such efforts. This paper underscores the need for this process to be a two way exchange characterized by the adaptation of the community to its new arrivals, as well as the acculturation of the newcomer. The CASAS project exemplified such a community response. Its purpose was to bridge the cultural gap between the school system and immigrants' families by providing community-based services that would better facilitate the acculturation of Haitian and other immigrant groups.

The data presented in this paper will be drawn from observations, reports and community interactions conducted by the presenter as a member of the CASAS team, and from a focus group interview with parents conducted for a class project. This data will highlight difficulties that Haitian families experience in adapting to education in the USA. These include differences in classroom interaction patterns, role expectations, lack of understanding of educational policy and practices, and inter-generational conflict typically caused by the 'Americanization' of children. It is intended that the information presented will help both teachers and counselors to better understand and adapt to the needs of Haitian students in the community.

A Comparison Of Public Higher Education Institutions In Florida: The Relationship Between Faculty And Administrator University Mission Importance And Faculty Productivity

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This study focuses on the institutional missions and the congruence of importance faculty and administrators place on the missions of public universities in Florida. The central concepts framing this study are Institutional Mission, Faculty "Performance" of Mission, Faculty "Importance" of Mission, Administrator "Importance" of Mission, Goal Congruence, Faculty "Performance" and "Importance" Mission Congruence, Faculty and Administrator "Importance" Mission Congruence, Faculty Job Satisfaction and Faculty Productivity. This study will examine how faculty and administrators perceive the institutional missions in the institutions of higher education, and how perceptions of importance affect faculty productivity and faculty job satisfaction. The purpose of this study is to determine whether, and to what extent, goal congruence affects faculty productivity. More specifically, this study will (a) examine and assess goal congruence among faculty and administrators, (b) examine and assess any relationships between goal congruence and faculty productivity, and (c) determine how goal congruence affects faculty job satisfaction.

The population selected for this study will be the faculty, and college and departmental administrators in four of the ten public universities in Florida (USF, FAU, UCF, and FIU). A stratified random sample including college deans, associate deans, chairpersons, program directors and tenured or tenure track faculty members from six disciplines (Business Administration, Electrical Engineering, English, Mathematics, Physics and Teacher Education) from each of the universities will be used. The major research instrument that will be used for this study will be a research-based faculty/administrator survey designed by the researcher. The instrument will be pilot-tested in the Department of Psychology in the Charles E. Schmidt College of Science at Florida Atlantic University.

Finally, this study assumes that administrators and faculty members with greater mission congruence are better suited to create an organization with a higher level of faculty productivity. It also assumes that: (a) faculty and administrators agree on institutional mission importance, (b) there is a relationship between mission congruence and faculty productivity, (c) mission congruence will positively affect faculty productivity, and (d) institutions with greater mission congruence will have faculty with high degrees of faculty job satisfaction.

Poster Presentations

Using The Transtheoretical Model To Change Physician's Gender Bias Behaviors In The Treatment Of Chest Pain In The Emergency Department

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Cardiovascular disease (CVD) is the leading cause of death, disability and reduced quality of life of men and women in the United States. An alarming increase in the occurrence of heart disease death from CVD has been noted among females. Today, women with coronary heart disease and related complications far outnumber that of men. It appears women who present to the hospital with similar chest pain symptoms do not get treated equally as men. Substantial data supports the less frequent use of invasive and non-invasive diagnostic and therapeutic interventions in women than in men despite symptoms are comparable. The benefits of rapid identification and treatment of heart attacks are clear. Potentially, a gender bias may exist in the diagnosis and treatment of women with chest pain in the emergency department.

The TTM has been tested in numerous empirical studies with the objective to establish the efficacy of various treatment interventions based on a person's readiness to change. The Transtheoretical model can be applied to potentially help physicians become aware and change their gender bias behaviors through progression through the models different stages. Previous research suggests it will be successful to develop and offer theory-based education programs which may be useful in changing attitudes and beliefs and may be used to change the potential gender bias in physicians treating and diagnosing men and women with chest pain.

Reframing The College Of Education

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The project analyzed the Florida Atlantic University College of Education (COE) by conducting a phenomenological study. The perspective used was Bolman & Deal's four frames of organizational reference: the Structural Frame, the Human Resource Frame, the Political Frame and the Symbolic Frame.

The research group established an Interview Guide and conducted personal interviews with the dean, five associate deans, five department chairs and three faculty members. Among the interview questions were: how would you describe the current organizational structure of the COE, would you describe the College as a learning organization, under what pressures is the College under in terms of moving towards becoming a part of a Research 1 institution, and describe the status of the COE within the academic community.

These interviews followed a similar format: each participant was asked the same questions, the researchers took notes and then transcribed the interviews. The group then analyzed all of the responses from using the four frames. A matrix was established for each frame and responses were listed in bulleted format. Similar responses were grouped and summarized. The researchers also looked at the colleges' and various departments' web sites, the draft strategic plan for the COE and used personal observation to triangulate the data. The researchers then analyzed the responses for commonalities and differences. This information was then synthesized into conclusions regarding the status of the College of Education as an organization.

My Friend Doc: The Pitfalls of Peer Pressure

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Friends who drop out of college because they drank too much. Brothers who fall into drugs. Sisters who are bulimic or anorexic. Most of us have had experience with evil temptations and how they destroy our loved ones. Peer pressure, the process by which we are influenced by others, is often a major factor in people making poor decisions. In adolescents, especially, peer pressure can mean everything to a teenager. My Friend Doc: The Pitfalls of Peer Pressure is the story of two friends who grow up together but take two distinct paths. The tandem, based on real people I grew up with, makes choices along the way at home, in school, on the weekends, because of pressure from friends. For one of the friends -- Doc -- these choices bring him down. Will goes to college while Doc falls into drugs and winds up in jail for murdering a drug dealer. Alcoholism, drug addiction, violence, and relationships are all big components of the novel. Why do people choose to make drugs their priority? How does someone think it's okay to shoot a person? What is it about pressure from others that makes someone commit a crime? Why risk your life for what other people think? Is it one major decision that affects the rest of our lives and sends us into a downward spiral? Why are our friends more important than learning in school?

These are the questions that My Friend Doc: The Pitfalls of Peer Pressure attempts to answer. We see Doc grow from a creative, intelligent young man into a murderer. Shoplifting, stealing car stereos, and bringing a gun to school are all explored as the ways in which Doc's descent into drugs is documented. The allure of money, glory of owning a gun, and dangers of sex are all part of the story, as well as touching glimpses into the lives of troubled youth. A parking lot shooting, first time doing drugs, and school bullies are some of the instances documented. The character Doc is actually a compilation of people I have known all my life. All my friends and acquaintances who didn't turn out good make up Doc's character. We see how Doc influences his best friend, Will. Will succumbs to some of Doc's peer pressure persona, but in the end Will decides to go his own way because he learns from Doc's mistakes. And in the end, Will even realizes that he could have easily turned into Doc, had Doc, the more impulsive of the two, not forged ahead into the world of temptation. It is my hope that those who read this book can learn to think for themselves and do what is right, and not fall into the pitfalls of peer pressure.

Prone Vs Seated Knee Flexion /Extension Acceleration Performance Differences

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An isokinetic repetition is characterized by three distinct ranges of motion (ROM) phases: acceleration (ACCROM), load range (LR), and deceleration (DC). The LR phase is the essence of isokinetics, as it describes muscular activity under constant velocity. LR is solely dependant on ACCROM, given that DC is dynamometer-induced. Therefore, it would be advantageous to establish if manipulating subject position could decrease ACCROM, thereby increasing LR. To date, it is undetermined whether ACCROM is position-dependant during knee flexion/extension (F/E) exercise. Consequently, the purpose of this investigation was to find if differences in ACCROM between the prone and seated positions exist in knee F/E exercise.

Ten subjects (4 males and 6 females, age 30.5 ± 6.8 yrs, ht 164.8 ± 10.2 cm, wt 62.6 ± 13.6 kg) volunteered to participate and performed 5 maximal reciprocal repetitions of knee F/E on a Biodex System 2 isokinetic dynamometer randomly at 60, 120, 180, 240, 360 and 450 d/s in the prone and seated positions. The middle three repetitions were collected and the mean ACCROM was recorded.

Paired t-tests revealed no significant ($p < 0.05$) differences in extension at any velocity. However, significantly shorter ACCROM periods existed in seated flexion at 360 (15.1 ± 4.1 degrees) and 450 d/s (65.2 ± 22.1 degrees) when compared to prone (20.5 ± 8.5 and 84.0 ± 12.7 degrees respectively). Within the limitations of this study, these results indicate that although knee extension ACCROM is not dependent on subject position, knee flexion ACC can be decreased by positioning the subject seated, rather than prone.

The Effects Of Joint Book Reading Emphasizing A Print Focus On Print Awareness In Children With Down Syndrome

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The purpose of this study is to investigate the effectiveness of a specific early intervention technique to facilitate the development of emergent literacy skills in children with Down syndrome. Emergent literacy is the precursory phase of reading development. This early phase of reading encompasses the development of several essential components for the facilitation of successful reading. These components include phonological awareness, phonemic awareness, print awareness, alphabet knowledge, and the comprehension of literacy terms.

Children with Down syndrome are generally born with a multitude of immediate needs, therapeutic and sometimes medical. These elements have had a direct negative impact on the effort made to expose children with disabilities to literacy and provide opportunities and literacy materials to explore and play with. The result is the lack of specific early literacy skills and reduced literacy development later in school.

In this study parents will be trained to engage in joint book reading with their children with an emphasis on print. This style of interactive book reading incorporates the components of emergent literacy so important to successful reading. The parents will be video taped in their homes reading to their children, using the trained print referencing behaviors, on a weekly basis. The children will be pre tested with the PALS-PreK: Phonological Awareness Literacy Screening. After an eight week intervention period the children will be post tested with the same instrument. The results of the post test will be analyzed for increases in rhyme awareness, beginning sound awareness, alphabet knowledge, letter sound knowledge, and concepts of print.

Adapting The Health Belief Model And The Transtheoretical Model To The Air Force Fitness And Weight Management Program

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Overweight and obesity are found worldwide and the incidence of these conditions in the United States is steadily increasing. Being overweight can seriously affect health and longevity. Although the Air Force emphasizes total fitness and recognizes excess body fat as a factor that reduces performance, only 93% of the overall force meets the Air Force fitness standards while 22% of the personnel are on a weight management program.

There are two health models that can be adapted to the Air Force weight management program, the Transtheoretical (TTM) and the Health Belief (HBM) model. The TTM utilizes a series of six stages of change to integrate processes and principles of change from across major theories of intervention. The HBM is useful in explaining change and maintenance of health-related behaviors.

The main goal of the Air Force fitness program is to motivate all members to participate in a physical conditioning program. The achievement and maintenance of a physically active lifestyle is the individual Air Force member's responsibility. To help the individuals move through the stages of change and promote motivation to exercise, the use of the TTM as an assessment tool along with the use of the HBM to design programs would provide the Air Force with physically fit members.

Fitness and weight management programs developed for military members would possibly be more beneficial and successful if they were used in combination with the Transtheoretical Model (TTM) and the Health Belief Model (HBM) conceptual framework.

**The Transtheoretical Model and Strength Training:
A solution for sarcopenia in women aged 65 and older**

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Inactivity in older women appears to contribute to sarcopenia, the loss of muscle mass. Sarcopenia can be associated with an increased risk of limited activities of daily living (ADL). Basic activities of daily living (BADL) include self-care activities such as bathing, dressing, eating, toileting, and locomotion. Instrumental activities of daily living (IADL) include interacting with the environments such as cooking, cleaning, transport, and self-administering medications. Research on strength training in older adults demonstrates a correlation of improved strength at any age.

Improved strength can lead to greater independence and functional mobility of ADL throughout the years. Many adult women do not participate in resistance training activities. The Transtheoretical Model (TTM), otherwise known as the Stages of Change Model, can be used to promote adherence of strength training for older women at individual levels. The TTM developed by Prochaska and DiClemente focuses on matching intervention strategies with the individual's stage of change.

In conclusion, the Transtheoretical Model is an ideal method to teach the importance of strength training to older women. The goal to maintain physical activity through out the lifetime can be intimidating. This model's components are in five easily understood objectives. Each stage allows for individual success. This method can increase feelings of self-efficacy leading to greater overall behavioral success.

Designing Effective Websites For The 60+ Population

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The fastest growing segment of online users today is those over 60 years. It is expected that many older adults will turn to distance education and online classes as an alternative to attending mainstream classrooms. Educational institutions must be able to provide these non-traditional students with online media that is accessible and user-friendly.

This study examined the validity of some basic assumptions regarding website design for the 60+ population. Participants comprised 27 adults (male = 9, female = 18) enrolled in a computer course for beginners. Ages ranged from 60-84 years. None of the participants had significant vision problems. Each participant was asked to rate the usability of a simulated website using a five-point Likert-type rating scale relating to three levels of each of the following attributes: background color, font color, font size, font face and column width. A score of "1" indicated text was "Not clear at all/Very hard to read", while a score of "5" indicated text was "Very Clear/Very easy to read".

Results were analyzed using a series of One Way Repeated Measures Analysis of Variance. A significant effect was found for font color, column width, font size and font face. Black text, 14-point font, 300 pixel width columns and sans serif fonts such as Verdana, all appear to increase the legibility of text on the screen. There was no significant effect for background color even though a light colored background appears more favorable to a dark one. Text that was lighter in hue (such as blue or gray), 12-point font, narrow newspaper-like column widths and serif fonts such as Times New Roman were consistently rated as "Not clear at all/Very hard to read".

Based on these results this poster outlines several basic design guidelines that will help increase usability of educational websites for older adults.

**“I Said That!”
How To Improve Your Instructional Behavior Through Self Evaluation**

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Many educators do not have a systematic way of improving their practice. If a lesson doesn't go as planned, teachers may think about it, but continue to teach in the same ineffective manner. A technique that can break this futile process is self-evaluation. Self-evaluation is one method for increasing the use of effective teaching practices (Bullard, 1998). It allows teachers to govern their own development and practice since the improvement of instruction is in their hands. Teacher self evaluation is not new, checklists and self rating forms have been used to help teachers improve their practice for many years. The problem with these methods is that the information comes from the teachers point of view and is often not reliable (Engelmann, 1988). Teachers need to use a systematic technique to help them improve their practice. One way this can be done is by listening to audiotapes of their instruction and collecting objective data to make decisions. Audio taped reflection allows the teacher to take control of his or her learning by playing the role of the subject, observer, and the goal setter. Teachers, whether beginning or experienced, need to develop a sense of ownership and autonomy for their personal and professional development. The self evaluation technique in this session asks teachers to use databased decision making in order to improve instruction. This form of reflection allows educators to improve their instructional practice by becoming more thoughtful and proficient in their decision making; which will help them to meet the needs of all their learners; especially those from diverse populations. This session will provide a systematic technique to help foster reflective teaching and improve instructional practices for teachers.

Effective Learning Outcomes Of ESL Elementary And Secondary School Students Utilizing Educational Technology Infused With Constructivist Pedagogy

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This paper examines how ESL (English as a Second Language) elementary and secondary school students achieve effective learning outcomes through the use of technology infused with constructivist pedagogy. It examines the experiences of two ESL teachers utilizing computer-assisted language learning, telecommunications, and multimedia (Meskill et al., 1999)

The researchers' (Meskill et al., 1999) investigation, conducted in three phases, took a period of two years to complete. They selected two teachers to participate in the study, and the criteria for their selection are as follows: the exit rates of ESL students in the district, the length of time the technology has been in place, and the teachers' training and expertise in educational technology and the ESL profession. They observed various software such as authoring software and simulations in use. The researchers conducted open-ended interviews with students, teachers, and administrators and observe the ESL classrooms to see whether the use of technology can assist in literacy development and second language acquisition.

Although much research has proven that technology can assist all students effectively in academic achievement (Adkins-Bowling et al., 2001, Clovis, 1997, Lunenberg, 1998, & Winn, 2002), the above research illustrates a scenario that is not very common in public schools. The classrooms and instructors observed in the study were exemplary, but the fact is that most teachers are not equipped to function in a technologically rich classroom (Adkins-Bowling et al., 2001). Because of the lack of training, they do not act as efficient facilitators. If the teachers are trained to employ constructivist pedagogy with the infusion of technology in the ESL classrooms, the students achieve learning outcomes effectively. Computers allow the combination of collaborative groups and autonomy possible while the teacher acts as a facilitator (Meskill et al., 1999). Therefore, students see their cohorts as resources—not competitors (Lunenberg, 1998). They also allow students to think, create, and visually demonstrate their work. It synthesizes a learning environment where it is conducive to second language acquisition, acquisition of academic literacy skills, and acquisition of technology skills (Meskill et al., 1999).

The Perceptions Of Full-Time Practitioners In Master And Doctoral Program Towards Their Distance-Learning Classes At The College Of Education, Florida Atlantic University

Steve McVeyn, Marie Beth Decker, Muzz Yasin, and Hanadi K. Saleh
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A qualitative study is being conducted to reveal the perceptions that full time practitioner in master and doctoral programs have regarding distance-learning classes at Florida Atlantic University's College of Education. The sampling will target individuals who are full-time practitioners as well as master and doctoral candidates in the 2002 academic year. The number of students to be involved in the study is approximately 12 people.

The data will be collected through four different methods: (1) interview, (2) background survey, (3) document analysis, and (4) observation. The interviews will be the primary source for data in this research. A background survey will be utilized to collect personal data about the graduate student such as: major, gender, age, career position, year of entering the program, expected graduation date, and the campus most frequently used by the student.

The documents that will be analyzed in this study will include printed materials from FAU as well as information found on the University web site. The documents will be used to provide additional information, as well as clarify questions and issues that could not be answered by the interviewees. Additionally, observations will be conducted in distance-learning classes in the Spring Semester 2003.

Faculty Technology Needs

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Information technology (IT) continues to revolutionize the way we live, the way we think, and the way we communicate and interact. The past decades have witnessed major developments in this field. The breakthroughs in this arena have drastically enhanced individuals' ability to access and process information. New learning tools and professional training have been made available to wider sections of the population and computers have become one of the key instructional technologies used in education (LAES, 2002).

In the College of Education (COE) at Florida Atlantic University (FAU), little research has been conducted in the past five years to determine the technology needs of faculty (Knee, 2002). There is a lack of information about the kind and type of training that faculty need in order to cope with the technological demands of the 21st century.

The purpose of this research is to identify the technology needs of faculty at the COE for all FAU campuses. The researcher has designed a Technology Needs Assessment survey (TNA) to be used to provide the College of Education with an overview about faculty members' technology needs.

A total of 110 copies of the Technology Needs Assessment instrument (TNA) were distributed. After the raw data were collected, they were analyzed using SPSS (Statistical Package for Social Sciences). Details and results will be presented at the Research Symposium.

SACS Accreditation School Improvement Plan Part 4: Analyzing Instructional And Organizational Effectiveness

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Part 4 of the school improvement plan involves the examination, analysis, and assessment of a school's instructional and organizational effectiveness, specifically as they relate to student learning, by comparing a school's current practices with the NSSE research-based indicators of quality performing systems. The information should be carefully examined with specific focus being placed on ways to further enhance the school's strengths, while simultaneously addressing the limitations identified in the school's instructional and organizational effectiveness. In so doing, schools are thereby able to develop an action plan from which to operate in the future.

This report examines the parameters outlined in Part 4 of the school improvement plan that affected instructional and organizational effectiveness in one particular private school for the purpose of accreditation renewal with the Southern Association of Colleges and Schools. The entire process took approximately 24 months to complete, and consisted of a committee of 30 people, including teachers, administrators, and students. Before the Part 4 committee could begin its work, the previous committee had to complete its research which focused on the desired results for student learning and the identification shortcomings, if any, that existed.

Some of the tasks associated with this research involved (1) the examination of existing instructional and organizational practices, (2) comparison with the NSSE indicators of high performing teaching and learning systems, (3) acquisition assessment of student performance information on desired results for student learning, (4) determine current alignment of instructional and organizational practices with the desired results for student learning, (5) summarize strengths and limitations, (6) determine which limitations should be targeted as areas needing improvement, and (7) make specific recommendations to the action plan committee. A summary of the strengths and limitations, together with evidence for each, is included herein.

Health Motivation And The Use Of Prochaska's Transtheoretical Model

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Being motivated to live and maintain a healthy lifestyle is not common among most Americans.

Encouraging individuals to improve their health status is a goal of many health educators. People are not motivated to live a healthy lifestyle for many reasons. Often, people take their health for granted and never strive to obtain better health than what they already have. Others lack the knowledge and understanding of the benefits of living a health lifestyle. It takes motivation and desire to accomplish and maintain a state of well-being. When one improves physical and mental well being an improved quality of life usually ensues. However, in order to be motivated, self esteem and self efficacy needs to be established.

Prochaska's Transtheoretical Model (TM) is a behavior change model frequently used when looking at someone's health status. The TM has six different stages; precontemplation, contemplation, preparation, action, maintenance, and termination. Interventions created using this model are tailored according to the stage an individual is in.

The Transtheoretical Model can be integrated with interventions needed for health motivation. Although health motivation is a positive behavior, sedentary lifestyles along with uneducated dietary choices are negative behaviors. The TM can be used to intervene in the cessation of these negative behaviors. This model's cyclical character will allow for health motivation behavior change to take place with intervention adapted to the stage an individual is in.

Healthy People 2010 is a foundation for the government and health promotion specialists to build public awareness to health maintenance and prevention. As Americans are ready to be encouraged towards a healthy lifestyle, the different ways health motivation can be achieved needs to be studied and applied. This paper will attempt to show ways in which health motivation can be realized and then maintained using the Transtheoretical Model of behavior change.

Theory Of Planned Behavior: Behavior Modification And Fibromyalgia

Jill Vinci
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Fibromyalgia (FM) is a complex, multifactorial form of soft-tissue rheumatism that affects nearly 3-6 million Americans, 80% whom are females between the ages of 20 and 60. The purpose of this project is to analyze the various symptoms of FM and treatment protocols in relationship to the Theory of Planned Behavior (TPB) in a review of literature. TPB is based on behavioral intention and perceived behavioral control. TPB expounds that motivation is greater if the perception of control is high. Factors such as intention, perception and volitional control have a direct effect on health behavior motivation. FM creates a perception of lack of control over psychophysiological factors; behavior that creates self-efficacy, self-induced relief and control can assist in treatment adherence. Treatment programs for those who suffer from FM that include behavior modification, stress reduction, exercise, and pharmacological therapies are used to assess motivation in relationship to TPB. Research in relapse prevention and behavior modification motivation is necessary although treatment response is effective in short-term programs. Understanding behavior and health beliefs in FM patients may provide clues for effective long-term management of fibromyalgia.

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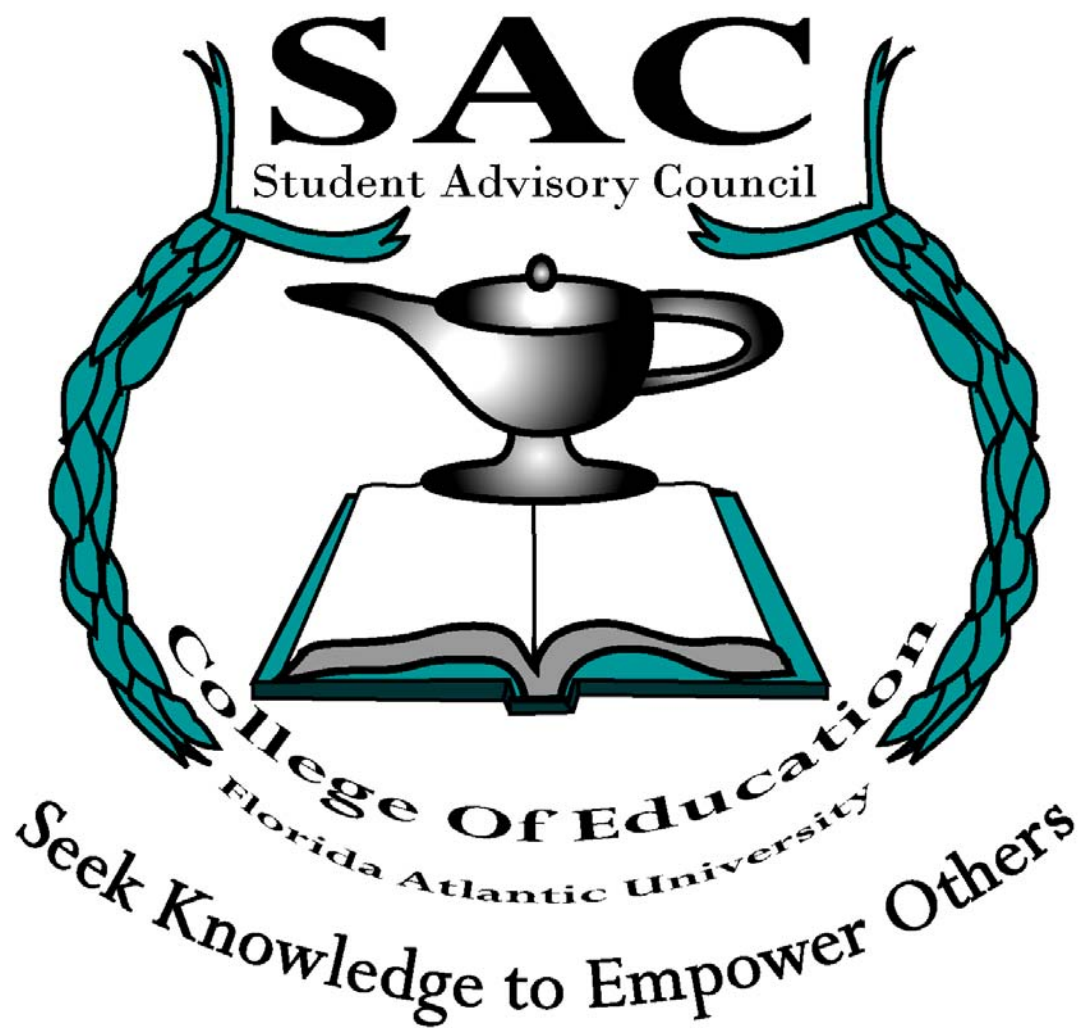
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