

==Mid-Western Educational Researcher==

• Official Publication of the Mid-Western Educational Research Association Volume 20, No. 3 – Summer 2007



George Mason University

www.mwera.org

Summer Preview of the 2007 Annual Meeting

October 24–27, 2007

The Sheraton Westport Chalet Hotel, St. Louis, Missouri

On the Cover

George Mason University (GMU), located in the heart of Northern Virginia's technology corridor near Washington, DC, is an innovative, entrepreneurial institution with national distinction in a range of academic fields. With strong undergraduate and graduate degree programs in engineering, information technology, biotechnology and health care, Mason prepares its alumni to succeed in the workforce and meet the needs of the region and the world.

The University's College of Education and Human Development (CEHD) is comprised of the Graduate School of Education; the School of Recreation, Health and Tourism; and the Division of Undergraduate Studies in Education. GMU's Graduate School of Education (GSE) is committed to excellence, innovation and collaboration in research and in the preparation of professionals for the highest levels of practice and service in diverse schools, organizations, and communities. GSE provides leadership in the transformation of schools, organizations, communities and public policy through teaching, research and collaboration. GSE faculty prepares scholars and practitioners through multidisciplinary programs of study that facilitate the understanding, integration, and application of knowledge. Through research activities, faculty and students expand and refine the knowledge base for teaching and learning response to the richness and complexity of a pluralistic society, GSE infuses diversity into its academic programs and research.

All of GMU's education programs are approved by the Virginia Department of Education for state licensure of teachers, specialists, supervisors, and principals, and are fully accredited by NCATE. GSE has 70 full-time faculty and up to 100 part-time—including many skilled practitioners employed as instructors and trained teacher mentors. They serve a student body of approximately 2,000 full-time and part-time students in degree programs, as well as thousands of professionals each year through contract courses offered in cooperation with local school divisions. The diversity of GSE faculty and students increasingly reflects the demographics of Northern Virginia, where minorities make up almost a third of the school population.

An outstanding feature of GSE programs is true collaboration with school divisions and the business community to improve educational practice in the public schools, as well as the university. These partnerships usually involve joint funding, governance, and faculty appointments. Successful examples of such collaboration include the Professional Development Schools, an alliance with schools in Fairfax and Prince William for school-based teacher education through paid internships under the mentorship of trained teacher mentors, and the Language Minority Teacher Induction Program, a partnership with Arlington and Fairfax to enable university instructors, teacher mentors, and teaching interns to work effectively with language minority students.

For more information about the College of Education and Human Development at George Mason University, please visit <http://cehd.gmu.edu/>

Call for Manuscripts

The *Mid-Western Educational Researcher* is a scholarly journal that publishes research-based articles addressing a full range of educational issues. The journal also publishes literature reviews, theoretical and methodological discussions that make an original contribution to the research literature, and feature columns. There are four issues of the journal published annually.

Beginning 01 November 2007, the journal is accepting manuscripts for review and possible publication. Manuscripts are submitted to blind reviews by three researchers with knowledge of the literature in the appropriate area. The editors will review the manuscript and make the final decision. The review process requires approximately four months.

Manuscripts are accepted from faculty, students, and professionals working in educational or non-educational settings. Membership in the MWERA is not required in order to submit a manuscript for review. The editors encourage the submission of revised papers that have been presented at the annual meetings of the MWERA, AERA, and other professional organizations.

The editors of the *Mid-Western Educational Researcher* support the mission of the **Mid-Western Educational Research Association** by specifically encouraging graduate student submissions for publication in the journal. The journal has a devoted section, "Graduate Student Research", in which we will publish one or two papers authored by graduate students (as either sole or first author). This does not preclude manuscripts authored by graduate students from appearing in the main section of the journal; rather, this ensures quality graduate student work is published in every issue.

The submission, review, and publication of manuscripts in this section conform to the descriptions and standards of the journal as outlined below. Manuscripts should be submitted to the Submissions Co-Editor, Julia Matuga, electronically at mer@bgsu.edu with *MWER Student Manuscript* as the subject line. It is essential you identify yourself as a graduate student when submitting your manuscript so that it is considered for the Graduate Student Section specifically. Verification of graduate student status will be required if the manuscript is accepted for publication in *MWER*.

Non-student manuscripts may only be submitted for review electronically. Submit the manuscript to Dr. Julia Matuga, Submissions Co-Editor, at mer@bgsu.edu as an email attachment. Indicate in the subject line that this is a MWER manuscript. Manuscripts should be formatted as an MS Word document using 12 point Times New Roman font. Manuscripts should conform to the style and format described in the *Publication Manual of the American Psychological Association, 5th edition*. All manuscripts should be typed, double-spaced, with 1½ inch margins on all sides, and include page numbers. An abstract of less than 100 words should accompany the manuscript. The author's name, contact information, and affiliation should appear on the title page only. Submissions typically are less than 20 pages in length, including references, title page, and abstract.

All manuscripts will be acknowledged electronically upon receipt. Please note that authors are responsible to submit manuscripts that are free of grammatical and mechanical errors. Manuscripts will be initially screened for format and fit for the journal by the editors. Appropriate manuscripts will be submitted to blind review. The editors reserve the right to make minor modifications in order to produce a more concise and clear article. Contributors acknowledge by virtue of their submission to the journal that they will consent to have their work available internationally through the EBSCO portal, as per agreement with the MWERA.

Questions regarding the journal should be directed to the Submissions Co-Editor:

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The *Mid-Western Educational Researcher* (ISSN 1056-3997) is published quarterly by the MidWestern Educational Research Association through The Ohio State University. The Summer issue serves as the annual meeting program. Non-profit postage paid at Columbus, Ohio, with permission of David Andrews, Dean, College of Education and Human Ecology, The Ohio State University.

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MID-WESTERN EDUCATIONAL RESEARCHER

Volume 20, Number 3 · Summer 2007

ISSN 1056-3997

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MWER Publication Address

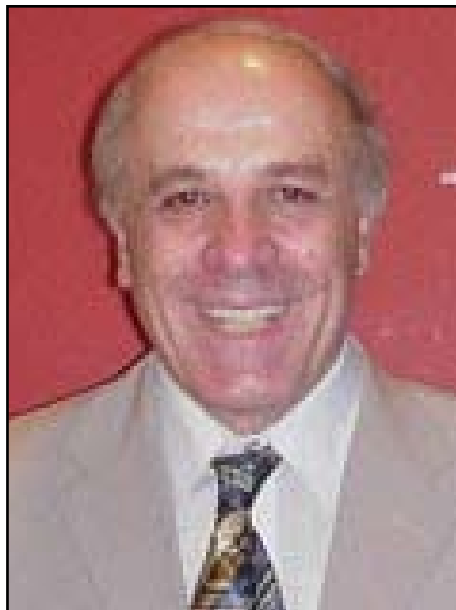
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Welcome to MWERA 2007!

Standards in Conducting and Publishing Research In Education



Dimiter M. Dimitrov
MWERA Vice-President

On behalf of the Board of Directors, Officers, and the 2007 Program Committee, I would like to welcome you to the 2007 Annual Meeting of the Mid-Western Educational Research Association. The program is comprised of keynote addresses; papers, workshops, roundtables, posters, and symposia all of which have undergone a rigorous peer-review process; invited addresses and panel presentations. I would like to thank all of the individuals who contributed to putting together this exciting program!

Our meeting begins on Wednesday, October 24, with three workshops (along with three more on Thursday and Friday). Later that evening, we will have the honor to host **Dr. Patricia Elmore**, Professor of Education and Dean of the College of Education and Human Services at Southern Illinois University at Carbondale, for an informal conversation at our traditional Fireside Chat. Dr. Elmore's Keynote Address, **The Road to Getting Published**, will be delivered on Thursday, October 25, at 9:30 a.m. in the Versailles Ballroom I. The Luncheon Keynote Address on Friday, October 26, will feature **Dr. Bruce Thompson**, a Distinguished Professor and

College Distinguished Research Fellow of Educational Psychology, Distinguished Professor of Library Sciences, Texas A&M University, and Adjunct Professor of Family and Community Medicine, Baylor College of Medicine (Houston). Dr. Thompson's address will focus on the theme of the 2007 MWERA meeting, "Standards in Conducting and Publishing Research in Education," in light of recent AERA publications on this topic. On Saturday, October 27, we will welcome the current **President of MWERA, Sharon Valente**. Dr. Valente, Associate Professor of Finance and Research Methods and the Coordinator of Assessment at Ashland University, will deliver the Presidential Address on Saturday at 9:30 a.m. in the Geneva Room. Her talk is titled *The Heart of the Scholarship of Teaching and Learning (SoTL) – Lifelong Mentoring*. Dr. Valente will address how mentoring is an integral part of SoTL.

In addition to these three special addresses, we will be hosting invited addresses at division meetings as well as a Best Practices Symposium co-sponsored by Divisions K and H.

We have a very exciting program this year that should be of interest to everyone who may have personal and professional interests in *conducting and publishing research in education*. I would like to thank those individuals who worked diligently to bring this program together including the Division Chairs, Co-Chairs, the Board of Directors, the Association Council, session presenters, reviewers, discussants, and chairs. ***This program truly would not have been possible without their efforts.***

General Information

The 2007 Annual Meeting of the Mid-Western Educational Research Association will be held from **Wednesday, October 24 through Saturday, October 27**, at the Sheraton Westport Chalet Hotel St. Louis. Registration and pre-conference workshops will begin Wednesday afternoon, with the **Fire-side Chat** starting the formal program at 8:00 p.m. Thursday, Friday, and Saturday will consist of research papers presented in a variety of different formats, workshops, invited speakers, meetings, and social events. The conference will conclude following the final sessions at noon on Saturday.

Meeting Registration is expected of everyone participating in or attending the 2007 Annual Meeting of the Mid-Western Educational Research Association. Registrants are provided a MWERA-07 Name Tag, which must be worn at all times while at the conference. Those planning to attend MWERA-07 are strongly encouraged to pre-register for the conference and workshops, and to make hotel reservations as soon as possible. Pre-registration and hotel reservations must be received by **September 24, 2007**. Registrations mailed after this date may not be received in time for processing, and on-site payment in the form of cash or personal check will be expected. If double-payment is later determined, a refund will be issued. On-site registration and packet pick-up will be available at the registration desk in the Lobby of the Sheraton Westport Chalet Hotel St. Louis at these times:

Wednesday, October 24, 1:00 p.m.–6:00 p.m.

Thursday, October 25, 8:00 a.m.–5:00 p.m.

Friday, October 26, 8:00 a.m.–5:00 p.m.

Saturday, October 27, 8:00 a.m.–10:00 a.m.

Membership in the Mid-Western Educational Research Association provides reduced conference registration fees and a subscription to the *Mid-Western Educational Researcher*, the official MWERA publication. Attendees are encouraged to join. **Conference presenters must be paid members for 2007.**

MWERA Publications are available through pre-registration. These include the *Directory of MWERA Members* for \$8 and the *MWERA 2007 Program Abstracts* for \$8. These items may not be available at the conference unless ordered through pre-registration. If additional items are available they will be offered for sale at the registration table by cash or check only.

This year's **Exhibit Hall** will feature publishers and others providing materials and services to educators on Friday from 9:00 a.m. to 4:30 p.m.

Session Formats

Paper Presentation

Paper sessions allow presenters the opportunity to make short, relatively formal presentations in which they overview their papers to an audience. Three to four individual papers

dealing with related topics are grouped into a single session lasting no longer than one hour and twenty minutes. The presenter(s) of each paper is (are) allowed approximately 10–15 minutes to present the highlights of the paper. Sessions will have a Session Discussant who will, following all papers, provide comments and a critical review. A Session Chair moderates the entire session. Presenters are expected to provide complete copies of their papers to all interested audience members.

Roundtable Discussion/Poster

Roundtable Discussion/Poster sessions provide opportunities for interested individuals to participate in a dialogue with other interested individuals and the presenter(s) of the paper. Presenters are provided a small table around which interested individuals can meet to discuss the paper. Presenters may elect to provide small, tabletop poster-type displays, ancillary handouts, or other tabletop A/V materials to augment their discussions. Interested individuals are free to move into and out of these discussions/posters as they wish. Presenters are expected to make available complete copies of the complete paper to all attendees. Multiple roundtable discussion/poster sessions are simultaneously scheduled in a common session slot lasting one hour and twenty minutes.

Symposium

A symposium provides an opportunity for examination of specific problems or topics from a variety of perspectives. Symposium organizers have identified the topic or issue along with individual speakers who will participate in the session. Participants may be provided with papers or other handouts relevant to, reflective of, or drawn from the symposium, and may be encouraged to participate in discussions and/or focused exercises as a part of the symposium's activities. Symposia are typically scheduled for one hour and twenty minutes.

Workshop

Workshops provide an extended period of time during which the workshop leader(s) helps participants develop or improve their ability to perform some process (e.g., writing grant proposals, using the latest features of the Internet, conducting an advanced statistical analysis). Workshops have been scheduled throughout the conference, allowing attendees the opportunity to attend several workshops of their choosing. All workshops involve pre-registration, although same day registration will be considered on a space-available basis.

Alternative Session

Only the imagination and creativity of the session organizer limit the form, topics, format and length of time of alternative sessions. The presenter(s) of alternative sessions recruit the major participants or speakers and develop and provide necessary materials. They will conduct or mediate the session as detailed in the program description.

Conference Events and Highlights

Dr. Patricia Elmore will open the 2007 Annual Meeting of MWERA with an informal Fireside Chat Wednesday evening at 8:00 p.m. in the *Matterhorn*. Refreshments will be provided. On Thursday at 9:30 a.m., Dr. Elmore will present her Keynote Address, *The Road to Getting Published*, in the *Versailles Ballroom I*. Dr. Elmore's presentation will focus on her experiences editing two journals, *Measurement and Evaluation in Counseling and Development* and *Educational Researcher*. Topics will include strategies for getting published. Dr. Elmore will be available for further discussion and questions following the Keynote in the *St. Moritz*.

Division Meetings have been scheduled throughout the conference. Several of the division meetings have invited speakers! Participation in a division is an important part of MWERA membership. Get to know some of your colleagues in a division and become active, including helping to recruit new members and plan next year's conference.

New Members are encouraged to attend a new member welcome session Thursday morning at 8:00 a.m. in the *Matterhorn*. Come meet other MWERA members—both new and old—and find out why we are proud of our research efforts, collegiality, support, and friendships. **Student Members** are encouraged to attend the student member welcome session at 10:30 a.m. in the *Matterhorn*. Come and get acquainted with your fellow students and the benefits of MWERA membership.

The **MWERA Association Council** will hold its annual meeting over lunch on Thursday, beginning at Noon in the *Versailles Ballroom I*. All Association Council members are expected to attend, including newly elected Council members.

Two **Roundtable Discussion Sessions** have been scheduled at 3:10 p.m. on Thursday and Friday, respectively. A variety of interesting presentations on a variety of topics will provide an opportunity for informal discussion of particular research topics.

The **Cracker Barrel Social** will be held from 6:00 to 7:30 p.m. in the *Matterhorn* on Thursday. This informal event offers a chance to relax and enjoy the company of your MWERA colleagues and friends. A cash bar and *hors d'oeuvres* will be provided. Division Chairs and Co-Chairs are invited to attend the Division Chair Co-Chair meeting on Friday at 8:00 a.m. in the *Lugano*.

Everyone is encouraged to attend the annual **Business Meeting**, scheduled on Friday from 9:30 to 10:20 a.m. in the *Versailles Ballroom II*. Sharon A. Valente, the MWERA President, will preside over an agenda of issues critically important to the Association. Your input is both needed and welcome!

At the Friday Luncheon Keynote Address, we are honored to have **Dr. Bruce Thompson** as our speaker. The title of Dr. Thompson's address is *Standards in Conducting and Publishing Research in Education*, where he will discuss this topic in light of its recent discussion at the 2007 Annual Meeting of the AERA and related publications. Immediately following the luncheon, Dr. Thompson will be available for questions in the *Interlaken* beginning at 1:40 p.m.

Remember, you must pre-register for the conference in order to be guaranteed a seat at the luncheon!

To mark the 30th anniversary of our annual meeting, we will be hosting a panel discussion, titled, *Messages from the Past, Hopes for the Future*, at 3:10 on Friday in Davos. Come hear the tales from the past, and celebrate the next 30 years!

All newly elected Association Council Members and Officers should attend the **MWERA Association Council and Officers' Orientation** Friday at 4:40 p.m. in the *Matterhorn*. All members holding elected positions within the Association are requested to attend this session.

The highlight of Friday evening will be the **President's Reception**, scheduled from 6:00 to 8:00 p.m. in the *Matterhorn*. Your host for the evening will be Sharon Valente, the current President of MWERA. This reception is a great way to relax and catch up with your colleagues!

The **Editorial Board** of the *Mid-Western Educational Researcher* will meet on Saturday morning at 8:00 a.m. in the *Skylight Tower*. All members of the Editorial Board should attend.

Sharon A. Valente, Associate Professor, University Coordinator of Assessment at Ashland University, Ohio, and President of MWERA, will deliver the Presidential Address on Saturday at 9:30 a.m. in the *Geneva Room*. In her talk, titled *The Heart of the Scholarship of Teaching and Learning (SoTL) – Lifelong Mentoring*, Dr. Valente will address how mentoring is an integral part of SoTL.

Dimitar M. Dimitrov, the 2007 Program Chair, and **Doug Feldmann**, the 2008 Program Chair, will be available to listen to your comments about the 2007 Annual Meeting at the **Conference Feedback** session Saturday morning starting at 10:30 a.m. in the *Skylight Tower*. Planning for the 2008 conference begins at this session so be sure your comments are heard.

Don't miss two exciting tours of St. Louis:

Tour #1: Rivertown St. Louis! Wednesday, October 24, 2007, 12:30 p.m. to 4:30 p.m.

Tour #2: Blues on Broadway! Saturday, October 27, 2007, 7:00 p.m. to 11:00 p.m.

More information on these tours is provided with the directions to Sheraton Westport Plaza Hotel in this issue.

Professional Development: Workshops

Multilevel Modeling

Wednesday, 1:00 p.m. – 3:00 p.m., Alpine I

Fee: None

PRESENTERS: Rafa M. Kasim, *Kent State University*; Sema A. Kalaian, *Eastern Michigan University*

This two-hour workshop covers the basics and applications of multilevel modeling via Hierarchical Linear Modeling (HLM) software. Participants will learn (1) how to conceptualize the basic two-level structured multilevel data, (2) how to analyze multilevel data using the HLM6 software, and (3) how to interpret the HLM6 analysis results. Participants are expected to have a working knowledge of multiple regression using available statistical software (e.g., SPSS, SAS, or Minitab). The instruction for this workshop will consist of lectures and hands-on HLM6 computer experience.

The workshop covers the following topics:

- The Basics of multilevel modeling
- Examples of two-level models
- Other multilevel modeling applications using HLM6.

Preparing Grant Proposals for the Institute of Education Sciences

Wednesday, 3:00 p.m. – 6:00 p.m., Alpine II

Fee: None

PRESENTER: Elizabeth R. Albro, *Institute of Education Sciences*

This workshop will provide attendees with an opportunity to learn about available funding opportunities through the National Center for Education Research within the Institute of Education Science. The Center seeks research applications designed to examine ways to improve student learning through curriculum and instruction, through improving teacher quality, and by understanding how the education system influences student achievement. The presenter is a current program officer for the National Center for Education Research and will be able to provide detailed insights into the grant preparation, submission, and review process.

How to Write a Review

Wednesday, 4:00 p.m. – 6:00 p.m., Alpine I

Fee: None

PRESENTERS: Adrian Rodgers, *The Ohio State University at Newark*; Deborah Bainer-Jenkins, *The University of West Georgia*; Mark Earley, *Bowling Green State University*; Timothy Murnen, *Bowling Green State University*; Julia Matuga, *Bowling Green State University*; Sylvia Banister, *Bowling Green State University*

This workshop provides direction on how to write several types of reviews. Differences between reviewing quantitative vs. qualitative manuscripts will be addressed, as well as general concepts of what to look for in a manuscript, standards for quality, and how to provide appropriate written comments. Information will also be presented on how to write a book review. The focus of the workshop will be providing reviews for the *Mid-Western*

Educational Researcher, with input from the current and next editorial teams.

An Introduction to Q Methodology: Determining Perspectives Using a Mixed Methodology

Thursday, 8:00 a.m. – 9:20 a.m., Geneva

Fee: None

PRESENTER: Susan E. Ramlo, *The University of Akron*; Joe Jurczyk, *The University of Akron*

This workshop will introduce qualitative and quantitative educational researchers to Q methodology, a method to determine perspectives and consensus more typically used in disciplines such as political science, journalism, and marketing. The session will include both theoretical background and an interactive demonstration of the entire Q Methodology process. Attendees will perform a q-sort at the beginning of the session. After an overview is presented, the data collected from the q-sorts will then be analyzed (using PQMethod) to determine the views that exist among the session participants.

Power and Sample Size Simplified

Thursday, 3:10 to 6 p.m., Zurich

Fee: None

PRESENTERS: Robert Barcikowski, *Ohio University*; Gordon P. Brooks, *Ohio University*

One of the standards in conducting and publishing quantitative research in education is that the researcher must have a large enough sample size to have a high probability of detecting one or more treatment effects of interest. The objective of this three-hour workshop is to train researchers in how to arrive at this large enough sample size both for traditional (e.g., t-tests, analysis of variance, regression) and more advanced analyses (e.g., multivariate analysis of variance, hierarchical linear models). We plan to accomplish this objective by providing participants with hands on experiences with power and sample size selection using both free (e.g., G*Power 3 and Optimal Design) and commercial (e.g., SPSS and SAS) software.

English Language Learners: Coming to a School Near You

Friday, 1:40 p.m. – 3:00 p.m., Basel

Fee: None

PRESENTER: Audrey T. Edwards, *Eastern Illinois University*

This workshop will discuss programs and services for English Language Learners in relation to the resources and needs of particular schools. Programs range from transitional bilingual education to total immersion in English. Teachers can use strategies such as cooperative learning, peer translation, peer mentoring, computer-aided instruction, and translation software. Schools should demonstrate respect for student's primary culture, promote an additive/maintenance model of language learning, review their assessment strategies for linguistic/cultural bias, offer a curriculum that reflects other cultures, and offer extra support services to ELLs and their parents.

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Kathleen Sullivan-Brown, *University of Missouri, St. Louis*

Please join us in congratulating our newly-elected officers:

Gordon Brooks, Vice-President-Elect-Elect;

Kelly Bradley, Member-at-Large

and the new members of the

Association Council.

Welcome!

Proposal Reviewers

The 2007 Program Committee wishes to express our appreciation to the following individuals who donated their time to assist in the process of reviewing more than 200 proposals.

- | | |
|---|--|
| Kenneth Adderley, <i>Upper Iowa University</i> | Cosette Grant, <i>Duquesne University</i> |
| Tasha Almond-Reiser, <i>University of South Dakota</i> | Barry Gray, <i>University of Kentucky</i> |
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| Danita M. Brown, <i>Ohio University</i> | Sema Kalaian, <i>Eastern Michigan University</i> |
| Heather Caldwell, <i>Texas A&M University</i> | Gibbs Kanyongo, <i>Duquesne University</i> |
| Jennifer Castillo, <i>Sam Houston State University</i> | Kathie Kapustka, <i>DePaul University</i> |
| Thomas J. Cody, <i>Western Illinois University</i> | Rafa Kasim, <i>Kent State University</i> |
| Valerie Martin Conley, <i>Ohio University</i> | Tara Kidwell Clark, <i>University of Kentucky</i> |
| Edward L. Corley, <i>Heidelberg College</i> | Hoe K. Kim, <i>Cleveland State University</i> |
| James R. Couch, <i>University of Kentucky</i> | Beverly Klecker, <i>Morehead State University</i> |
| Jessica C. Cunningham, <i>University of Kentucky</i> | Theodore Kowalski, <i>University of Dayton</i> |
| Erin Curran, <i>Bowling Green University</i> | Joyce Laben, <i>Northern Illinois University</i> |
| Marc Cutright, <i>University of North Texas</i> | Monica Lamar, <i>Duquesne University</i> |
| Matthew Davis, <i>University of Missouri-St. Louis</i> | Jane M. Leatherman, <i>Indiana-Purdue University Fort Wayne</i> |
| Gary Daytner, <i>Western Illinois University</i> | Xin Liang, <i>University of Akron</i> |
| Katrina M. Daytner, <i>Western Illinois University</i> | Jill L. Lindsey, <i>Wright State University</i> |
| Dustin Derby, <i>Northwestern University</i> | Robert H. Lombard, <i>Western Illinois University</i> |
| Frank DiSilvestro, <i>Indiana University</i> | Brenda Lee Love, <i>Northern Illinois University</i> |
| Vicki Dominick, <i>Beloit College</i> | Mark Magnuson, <i>Ivy Tech Community College</i> |
| Austin Dopp, <i>University of Northern Iowa</i> | Eric A. Mansfield, <i>Western Illinois University</i> |
| Beverly J. Dretzke, <i>University of Minnesota</i> | Heath Marrs, <i>Fort Hays State University</i> |
| Tim Duggan, <i>The University of South Dakota</i> | Judy May, <i>Bowling Green State University</i> |
| Mark Earley, <i>Bowling Green University</i> | James McCluskey, <i>Howard Payne University</i> |
| Carla Edlefsen, <i>Ashland University</i> | Sharon McNeely, <i>Northeastern Illinois University</i> |
| Julie Edmister, <i>Bowling Green State University</i> | Craig Mertler, <i>Bowling Green State University</i> |
| Doug Feldmann, <i>Northern Kentucky University</i> | Glenda Moss, <i>Indiana University-Purdue University Fort Wayne</i> |
| Lynda Fereday, <i>University of Kentucky</i> | Nathan R. Myers, <i>Ashland University</i> |
| Douglas Franklin, <i>Ohio University</i> | Carole Newman, <i>University of Akron</i> |
| Susan Gapp, <i>The University of South Dakota</i> | C. Richele O'Connor, <i>Wright State University</i> |
| Masoud Ghaffari, <i>East Tennessee State University</i> | Ann Ogletree, <i>University of Cincinnati</i> |
| Carmen R. Giebelhaus, <i>Rhode Island College</i> | Seth Olson, <i>The University of South Dakota Sevinc Ongel-Erdal</i> |

Joycelyn G. Parish, *Kansas State Department of Education*

Thomas S. Parish, *Upper Iowa University*

Ann Phillips, *Rowan University*

Jonnie Jill Phipps, *The University of Akron*

Jay R. Price, *University of Wisconsin-Stevens Point*

Dan Raisch, *University of Dayton*

Carolyn Ridenour, *University of Dayton*

Jamie Roig, *University of Kentucky*

Bruce Rogers, *University of Northern Iowa*

Chris Roseman, *The University of South Dakota*

Ann Marie Ryan, *Loyola University Chicago*

Marlene Schommer-Aikins, *Wichita State University*

Michael J. Siegel, *Suffolk University*

Ellen A. Sigler, *Indiana University Kokomo*

Christopher Simpson, *Ohio University*

Ruslan Slutsky, *University of Toledo*

Penny Soboleski, *Bowling Green State University*

Kristine Lynn Still, *Cleveland State University*

William M. Stone, *Saint Xavier University-Chicago*

Angeline Stuckey, *Northern Illinois University*

Bridget D. Stuckey-Danner, *Olive Harvey College*

Tracey Stuckey-Mickell, *Northern Illinois University*

Sharon A. Valente, *Ashland University*

Patrick Wachira, *Cleveland State University*

David Walker, *Northern Illinois University*

Deidre Walker-Berry, *Chicago Public Schools*

Stephen Wallace, *Northern Illinois University*

Jennifer Weber, *University of Kentucky*

Deborah Webster, *Cleveland State University*

Lauren Wellen, *Concordia University Chicago*

Paul Wendell, *Kent State University*

Ted A. Zigler, *Ohio Dominican University*

Judith Zimmerman, *Bowling Green State University*

Tribute to Jean Pierce

As you may be aware, this is our last annual meeting with Jean Pierce as our Executive Officer. Jean was one of the founders of Mid-Western Educational Research Association. In her reflections on our 30th Anniversary, she refers to "...the warm and caring nature of the people at the heart of the organization."

Well Jean, it takes one to know one. You are one of the first board members that a new, shy, scared graduate student sees. You are the one who maintains detailed records with such precision. You are the one who is always ready to help.

"...One of the most important contributions that I [Jean] could make would be to promote communication and collaboration among people who can make profound differences in education."

Jean, you did promote communication and collaboration. The entire membership of Mid-Western Educational Research Association extends our gratitude for the profound difference you made in education, in research, and in all of us.

The Members and Board of MWERA

Three Step Registration Process

Attending MWERA begins with an easy three step registration process:

1. Registering on-line for the hotel. This process and directions to the hotel are described on pages 9-10.
2. Registering on-line for the St. Louis Tours. This is an option for those interested in touring St. Louis, and is described on p. 11.
3. Mail in or on-site MWERA Conference registration. This is described on p. 12.

1. Registration: Hotel Reservations

To make hotel reservations, visit our Starwood dedicated web site:

<http://www.starwoodmeeting.com/Book/mwesteducate>

Please support the conference by reserving your room at the Sheraton Westport Chalet Hotel. MWERA reserves a block of discounted rooms for attendees. If these rooms are not booked, the conference must pay a sizeable penalty. Please help us keep our costs low so that we can continue to provide a high quality conference.

Our group rate is \$129, guaranteed through September 24, 2007. Hotel space could be tight, if not completely unavailable, to those who do not have confirmed reservations.

Student Room Reservations

A limited number of rooms are available on a first-come first-served basis at the special student rate of \$109 plus taxes. Student rooms have a capacity of up to four students per room. To be eligible, make your reservations through the Starwood web site shown above, then email your name, institutional affiliation, reservation number and the names of those students sharing a room with you to Rodney Greer at RJ-Greer@wiu.edu. A confirmation message will be sent to you upon receipt of your email. Once these rooms have been filled, a notice will be placed on both the MWERA home page and the Starwood web site.

Hotel Facilities and Services

The upscale full-service Sheraton Westport Chalet is surrounded by a 42-acre business and entertainment complex featuring 18 restaurants and a comedy club. An outdoor pool and fitness center are conveniently located at the hotel along with complimentary passes and transportation to Bally's Total Fitness. Complimentary parking and airport shuttle are also provided.

Overhead projectors and screens will be provided by MWERA. **However as was stated clearly in our call, presenters needing additional A/V equipment, such as laptops and LCD projectors, are responsible for providing their own equipment or for arranging to rent from the hotel at the presenter's own expense.** The hotel has a wide variety of audio-visual equipment for rent. Contact the hotel well before the meeting for your needs, hotel pricing and availability, and payment (314) 212-2100.

1. Registration: Hotel Reservations—(*continued*)

Hotel Directions



The Sheraton Westport Chalet 191 Westport Plaza St. Louis, MO 63146

(314) 434- 5010

FAX: 314-434-0140

From Highway 64/40 East: From 64/40 East drive to Highway 270 North. Take 270 N to Dorsett, turn right on Dorsett – get in the right far right lane. Drive 1 block to Progress Parkway and turn right, continue driving on Progress Parkway until you get to Westport Plaza Drive. Drive straight- after the stoplight at Progress Parkway and Westport Plaza Drive and the hotel is on the right.

From Highway 64/40 West: From 64/40 West drive to Highway 270 North. Take 270 N to Dorsett, turn right on Dorsett – get in the right far right lane. Drive 1 block to Progress Parkway and turn right, continue driving on Progress Parkway until you get to Westport Plaza Drive. Drive straight- after the stoplight at Progress Parkway and Westport Plaza Drive and the hotel is on the right.

From Highway 55 North/ From the South: From 55 North drive to Highway 270 North. Take 270 N to Dorsett, turn right on Dorsett – get in the right far right lane. Drive 1 block to Progress Parkway and turn right, continue driving on Progress Parkway until you get to Westport Plaza Drive. Drive straight- after the stoplight at Progress Parkway and Westport Plaza Drive and the hotel is on the right.

From Highway 70 East: From 70 East drive to Highway 270 South. Take 270 S to Dorsett, turn left on Dorsett – get in the right far right lane. Drive 1 block to Progress Parkway and turn right, continue driving on Progress Parkway until you get to Westport Plaza Drive. Drive straight- after the stoplight at Progress Parkway and Westport Plaza Drive and the hotel is on the right.

From Highway 70 West/Airport (From Chicago Area): From 70 West drive to Highway 270 South. Take 270 S to Dorsett, turn right on Dorsett – get in the right far right lane. Drive 1 block to Progress Parkway and turn right, continue driving on Progress Parkway until you get to Westport Plaza Drive. Drive straight- after the stoplight at Progress Parkway and Westport Plaza Drive and the hotel is on the right.

The **Sheraton Westport Chalet** provides complimentary parking and airport shuttle.

2. Registration: Destination St. Louis Tours

Exclusive for the 2007 MWERA Annual Meeting

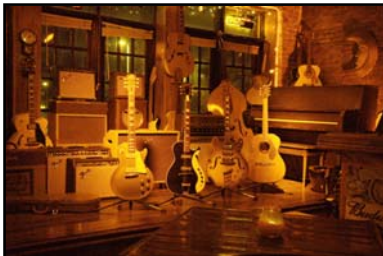
Tour #1: Rivertown St. Louis! Wednesday, October 24, 2007, 12:30 to 4:30 PM



Your Destination St. Louis tour guide traces the history of St. Louis beginning with the city's original settlement, Laclede's Landing. It is now a nine block historic district filled with renovated turn-of-the-century buildings housing shops, eateries and offices. Next, visit the famous Gateway Arch, the Nation's tallest monument, commemorating the gateway to the west for thousands of 19th century pioneers. Here you may take a tram ride to the top of this 630' stainless steel architectural wonder. Those not wanting to ride the tram may enjoy *Monument to the Dream*, the film documenting the construction of the Arch. You may also visit the free Museum of Westward Expansion located beneath the Arch. Experience the "Mighty" Mississippi first-hand during a Gateway Riverboat cruise. You will board an authentic paddlewheeler for a 1-hour sightseeing cruise where you can take in the views of the dramatic St. Louis skyline.

Cost: \$55.00 per person. Register at <http://www.destinationstlouis.com/mwera.htm>

Tour #2: Blues on Broadway: Saturday, October 27, 2007, 7:00 to 11:00 PM



St. Louis sings the blues! Tonight you will take part in an authentic blues experience. The journey begins as you make your way to St. Louis' historic "blues corridor". Here you will enjoy three of the city's best blues clubs: Beale on Broadway, Broadway Oyster Bar, and BB's Jazz, Blues, and Soups. One of the "top ten" blues clubs in America, Broadway Oyster Bar is known for its authentic Creole atmosphere. Whereas Beale on Broadway and BB's Jazz, Blues, and Soups showcase some of St. Louis' most well know blues groups. Each venue features live music and all are within walking distance of each other. Because the cover charges will be prepaid, you may come and go as you please, stay at one, or visit all three.

Cost: \$58.00 per person. Register at <http://www.destinationstlouis.com/mwera.htm>.

3. Registration: Conference Registration

Pre-Conference Registration vs. On-Site

MWERA allows both pre-registration and on-site registration; however, pre-registration is strongly encouraged. Pre-registrants have first opportunity to enroll in Workshops, to purchase Materials, and to attend the catered Luncheon on Friday. Pre-registration is also less expensive! To pre-register for the 2007 Annual Meeting, complete the form on the following page and return it, with your check or money order for payment in full, to Jean W. Pierce, MWERA's Executive Director.

Pre-registrations must be received by September 24, 2007, to qualify for the reduced rates! On-site registration will be available at the registration desk in the lobby of the Sheraton Westport Chalet Hotel St. Louis beginning at 1:00 p.m. on Wednesday, October 24, and continuing through 10:00 a.m. on Saturday, October 27.

MWERA 2007 Conference Registration Form

Sheraton Westport Chalet Hotel St. Louis

October 24-27, 2007

Your Name: _____
(First Name) (Middle Initial) (Last Name)

How your name should appear on your nametag: _____

Affiliation: _____

Mailing Address: _____
(City) (State) (Zip Code)

Home Phone: (____) _____ Office Phone: (____) _____

FAX: (____) _____ E-mail: _____

Highest Degree: _____ MWERA Division Preference: _____

Is this your first MWERA conference? Yes No If YES, who told you about MWERA? _____

Meeting Registration

Workshop Registration

Advanced registration for workshops is strongly recommended. All workshops are subject to cancellation for insufficient registration, and are open to on-site and same-day registration on a space available basis.

<u>Session</u>	<u>Topic</u>
<input type="checkbox"/> W.0100.AL1	<i>Multilevel Modeling</i>
<input type="checkbox"/> W.0300.AL2	<i>Preparing Grant Proposals for IES</i>
<input type="checkbox"/> W.0400.AL1	<i>Writing Reviews</i>
<input type="checkbox"/> T.0800.GN	<i>Q-Methodology</i>
<input type="checkbox"/> T.0310.ZR	<i>Power and Sample Size Simplified</i>
<input type="checkbox"/> F.0140.TC	<i>English Language Learners: Coming to a school year you</i>

	<u>By</u>	<u>After</u>
	<u>9/24/07</u>	<u>9/24/07</u>
<input type="checkbox"/> MWERA Member	\$75.00	\$85.00
<input type="checkbox"/> Non-Member	\$85.00	\$95.00
<input type="checkbox"/> Student Member (see note below)	\$40.00	\$45.00
<input type="checkbox"/> One day registration (includes Friday Luncheon)	\$50.00	\$60.00
<input type="checkbox"/> Attending Luncheon Only	\$35.00	\$38.00

TOTAL Registration Fee Enclosed \$ _____

Membership Dues

	<u>Regular</u>	<u>Student</u>
<input type="checkbox"/> 2007-2008 Membership	\$45.00	\$25.00
<input type="checkbox"/> Lifetime Membership	\$450.00	\$450.00

TOTAL Membership Dues Enclosed \$ _____

MWERA-2007 Conference Materials

	<u>Cost per</u>	<u>Qty.</u>	<u>Total</u>
<input type="checkbox"/> MWERA Membership Directory	\$8.00	_____	_____
<input type="checkbox"/> MWERA2007 Program Abstracts	\$8.00	_____	_____
<input type="checkbox"/> MWERA Lanyard	\$2.00	_____	_____

TOTAL Materials Costs Enclosed \$ _____

TOTAL AMOUNT ENCLOSED \$ _____

The Friday Luncheon is included in the Registration Fee. Please help us plan for the correct number of attendees!

Will you be attending the Friday Luncheon? Yes No Will you require a special menu? Yes No

If YES, please describe: _____

Will you be staying at the Sheraton Westport Hotel? Yes No If YES, circle all that apply: Tue Wed Thu Fri Sat

Make your check or money order payable to "MWERA". **Register before September 24, 2007**, to receive the lowest conference rates! Persons applying for Student Membership must provide proof of student status (copy of a current student ID or registration, or letter from advisor). All presenters must register for the meeting and be a current (2007-2008) member of the Association. New presenters may join using this registration. Mail completed form and payment to:

Dr. Jean Pierce
Northern Illinois University
LEPF Department, DeKalb, Illinois 60115

Call for
Historian/Archivist for the
Mid-Western Educational Research Association

Candidates are currently being sought for the MWERA position of Historian/Archivist. The Historian/Archivist serves a three-year term of office as a Board-appointed, non-voting member of the Board of Directors. This position carries professional responsibility, but no honorarium.

Primary responsibilities include maintaining the archival collection of historic documents and other materials of the Association, preparing Association-related articles and studies about the Association for dissemination through print, electronic, and/or other media, as appropriate, and providing informational support to MWERA officers and other officials. Specific duties include enabling the preparation of historical studies through the acquisition, classification, documentation, and preservation of the archival collection of historic documents and other materials. The Historian/Archivist maintains a listing of MWERA Notables and their institutional affiliations to include members who served on the Board of Directors, Councilors, and ex officio members of the Board, as well as MWERA Life Members. The Historian/Archivist also maintains records regarding MWERA Annual Conferences to include general information about the conferences, as well as person- and topic-specific information about the presenters of invited addresses and professional development workshops.

The appointment of the next Historian/Archivist will be from October 2007 through October 2010, with official duties commencing at the close of the Annual Meeting in October 2007. The appointed Historian/Archivist will be expected to work with the outgoing Historian/Archivist at the time of appointment to receive all current Association records and artifacts.

Individuals interested in the position for a three-year period should prepare a letter of interest to include **at a minimum** the following:

- Name, institutional affiliation, address, telephone and fax numbers, and e-mail address;
- A clearly written explanation of the expertise and qualifications of the candidate that are likely to encourage the continued improvement and development of the organization.

Questions may be directed to Craig Mertler at the address below. Letters of interest should be submitted no later than October 24, 2007 to:

Craig A. Mertler, Ph.D.
Division of EDFI
Room 550 Education
Bowling Green State University
Bowling Green, OH 43403
tel: 419-372-9357
e-mail: mertler@bgsu.edu



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The Roles and Responsibilities of MWERA Participants: An Update to the Conversation

Katrina M. Daytner
Western Illinois University

Abstract

This article is an update of the Daytner (2006) article, The roles and responsibilities of MWERA participants: Building a scholarly community by presenting, responding, and attending. In 2006, Daytner reviewed Barton's (2005) discussion of the responsibilities of discussants, session chairs, and audience members at AERA's annual meeting, applied Barton's information to MWERA's Annual Meeting, and described the responsibilities of conference presenters. This article includes much of the 2006 material as well as an additional section on three principles related to presenter responsibilities: the appropriate use of visual materials, using technology, and bringing hard copies of papers to the conference.

Regardless of our role, the quality of public conversations depends on our commitment to the greater good of the academic community (Barton, 2005, p. 27).

A short time after attending the 2005 Mid-Western Educational Research Association (MWERA) conference, I received the December issue of the *Educational Researcher*. In this issue, there was an article by Keith C. Barton about the roles of discussants, session chairs, and audience members at the AERA Conference. After reading the article, I decided an article for MWERA members might be a valuable tool for discussing the responsibilities related to the various roles of participants at MWERA conferences. Therefore, in sharing my perspective, I hope to elicit a conversation that will advance the organization.

There are many reasons why researchers and practitioners attend regional conferences. For some, it fulfills the requirements needed for tenure and promotion. It also provides an opportunity to share one's ideas and research with others and receive feedback regarding those ideas. Practitioners can learn new methods for their teaching or create networks with others for collaboration. Still others view regional conferences as a way for young scholars, including graduate students, to "get their feet wet" in the profession. No matter what the reason for attending a regional conference, I would argue we all play vital roles and have certain responsibilities as participants. In this essay I will share my views of these roles and responsibilities by expanding upon some of the ideas expressed by Barton (2005).

Barton's View of Roles

Barton (2005) does not specifically explain why he decided to write the article, but he does state that he has "become frustrated because we share too few expectations for the contributions of participants who are not delivering the papers" (p. 24). He feels that more meaningful dialogue could come from conferences if discussants, session chairs, and audience members, adhered to certain principles. For

each of these groups he listed three principles that he believes would help to enhance the dialogue of educational research. In the sections below, I will discuss these groups and describe how the principles he recommends are related to MWERA. I will also share some principles that I feel may be missing or may be unique to MWERA. I conclude with a discussion of the responsibilities of presenters, a group excluded by Barton, since they are an essential part of the Association.

The Responsibilities of Discussants

Barton (2005) identified three rules that he believed discussants should follow in order to promote a scholarly exchange of ideas. These are: (1) discuss the papers; (2) balance synthesis and individual attention; and (3) balance praise and criticism. Barton argues that the main responsibility of discussants is the thoughtful discussion of the papers presented in the session. He states that audience members look to a discussant to provide some analysis and synthesis of the papers and therefore often feel shortchanged when a discussant defers to the question-and-answer period rather than providing any unique insights. Further, frustration occurs when discussants describe their own work extensively or choose to use their time to argue some cause they feel strongly about. In fact, Barton recommends that individuals only take the role of discussant if they are "willing to do the hard work of reading, reflecting, writing, and practicing" (p. 24).

The other two rules that Barton (2005) identifies for discussants provide specific information about how the discussion of the papers should proceed in order to remain appropriately balanced. First, Barton argues that discussants should be sure to comment on each individual paper to provide the presenters feedback on their work. However, he also states that it is equally important for discussants to provide a meaningful synthesis of the work so that, "... conference attendees come away with a better understanding of the significance of individual papers" (p. 25). Furthermore, he argues that discussants have the responsibility to provide a balanced evaluation of the individual work, one that addresses both the strengths and limitations.

As someone who has served as a discussant, I found the advice from Barton to be especially beneficial in my own thinking about the role of a discussant. In fact, his discussion regarding a balanced review has led me to think about how valuable it would be if discussants provided each presenter with a brief outline of the main evaluation points. Then, if a discussant is limited on time, the presenters still receive balanced feedback for their work. Presenters can use this information to improve their work for publication. Discussants might see outlines as a way to share their expertise in a personally meaningful way and outlines might serve as a useful artifact for tenure. Therefore, I challenge all discussants, including myself, to think about providing written feedback to each presenter when they serve as discussants in the future.

The Responsibilities of Session Chairs

According to Barton (2005), the three main responsibilities of session chairs are to: (1) take charge, (2) introduce the session and speakers, and (3) provide context and structure. In taking charge, Barton believes session chairs should make sure that presenters get their papers to discussants well in advance of the conference; he recommends a minimum of 4 weeks. He believes it is the session chair's responsibility, not the discussant's responsibility, to take care of this organizational matter. Furthermore, he argues that taking charge also involves keeping a strict time line for presentations to ensure that all of the session's components (presentations, discussant comments, and question-answer portions) receive adequate time. I would add that taking charge also means that session chairs should contact all of the participants in their session(s) to ensure that the participants understand what their responsibilities entail. This is especially important for young scholars who may be presenting at a conference for the very first time. Young scholars may receive advice from their mentors regarding presentations, but each conference is unique and presenters need to know their specific responsibilities for the MWERA conference. Another aspect of taking charge that is unique to the MWERA conference is the session evaluation form. Session chairs have a responsibility to ensure that each audience member and presenter receives an evaluation form at the beginning of the session to be completed at the end of the session. Once the evaluations have been completed, the session chair should collect the evaluations and deposit them at the registration desk. These evaluations are important because they provide the MWERA Association Council information about the conference that can be used to help make improvements for future conferences. These evaluations are analyzed every year by the Member-at-large and presented to the Council.

Principle 2, introducing the session and speakers, involves the responsibilities of welcoming the audience, introducing the session (including the sponsoring division), and introducing the speakers and discussant. Barton (2005)

argues that these components are important for setting the tone for the session. Principle 3, providing context and structure, builds upon the second principle. After the introductions, Barton states that the session chair has a responsibility to provide a brief explanation of "the substantive content of the session" (p. 26) to provide audience members with a context for the information. I would add that to provide this context it is important that the session chairs read all of the papers prior to the conference. As recommended by MWERA, I encourage all presenters to send their papers to the chair as well as the discussant so that the chair can thoughtfully present the context. Finally, Barton argues session chairs should also provide structure for the session by taking control of the question-and-answer portion so that no one person asks all of the questions or makes all of the comments and that multiple presenters have the opportunity to respond to the questions posed.

The Responsibilities of Audience Members

The final group of participants that Barton (2005) discussed was audience members. According to Barton, audience members should adhere to three rules of participation. First, he argues that audience members should show respect for the presenters by remembering the rules of etiquette for active listening from things like not talking to one's neighbor to not passing notes to shutting off cell phones prior to the start of a session. Second, Barton argues that audience members should become engaged in the session by asking specific questions directed toward the presentations; often these questions can result in meaningful dialogue. I would add that I believe audience members should not be afraid to ask questions that might provide some critique of the work. If framed constructively, presenters might discover some valuable insights about their work. Finally, Barton argues that audience members need to focus on the presenters. That is, audience members should not use the question-and-answer time to share their own views, experiences, and research. The emphasis should be on the presenters' work.

One responsibility I would add for the audience members of MWERA is the responsibility to complete the evaluation forms that are provided at the beginning of the session. The evaluation provides the MWERA Association Council valuable information about the different sessions that may be used to make improvements in the future. Depending upon the data collected, I would argue that the evaluation has the potential to also provide the presenters valuable information. Currently, the Member-at-large tabulates the evaluation scores and shares this information with the Council. It would be a real benefit to MWERA presenters if they were provided a brief summary of the relevant information and feedback that they received for their individual sessions, based upon the evaluation summary that is currently done for the Council. This feedback could assist presenters in their future presentations.

The Responsibilities of Presenters

As mentioned previously, Barton (2005) excludes from his article a discussion of the responsibilities of presenters. I am not certain why he chose to exclude this group; however, I believe that the inclusion of this group in the conversation is important. Presenters are no less important than any other group that is part of a conference. In fact, many conference presenters are looking for advice regarding their responsibilities. In this section, I will describe four principles that I believe frame the expectations of presenters.

1. *Register for and attend the conference.* This responsibility probably seems obvious to most people, but, unfortunately, as a previous division chair, I know that it does not always happen. If someone takes the time and effort to submit a proposal, the presenter has a professional obligation to register for the conference, attend, and present the paper. Much time and effort goes into reviewing proposals, organizing sessions, organizing the conference, and then printing materials for the conference. The registration fee helps to offset the costs incurred by the organization in holding the conference. In addition, part of the success of a conference is in the papers presented during sessions. These papers are carefully organized into meaningful groupings so that, as a collective body of work, the papers can further develop scholarly dialogue. I understand that some extreme and unanticipated circumstances may result in an author not being able to present a paper. When this happens the presenter should contact the session chair as soon as possible so that adjustments can be made. If the presenter has already completed the paper, I recommend either having another person present the paper or sending copies of the paper to the session chair for distribution.

2. *Write and present a paper.* In recent years, it seems that some presenters have drifted from the time-honored tradition of writing a paper to present. It is becoming more common for individuals to create a PowerPoint presentation rather than an actual paper. I think PowerPoint is a valuable tool for presenting one's work. However, I also feel that scholarship is more than the verbal presentation of a bulleted list of ideas. Scholarship involves the creation of a written manuscript that is available for public consumption by both conference attendees and those who are unable to attend the conference. As scholars we have a personal responsibility to ensure that our work is available in written form. Furthermore, one purpose of conferences is to get feedback on papers that one hopes to eventually submit for publication. A full paper lends itself more to this type of feedback.

As I argue that it is important to write a manuscript for a paper presentation, I find myself faced with a contradiction. This contradiction involves whether copies of the paper should be brought to the conference or sent upon request after the conference. While I feel that it is important to have

papers available to those who are interested, I also find myself concerned about the potential amount of wasted paper. I have found myself frustrated when I made copies of a paper only to find out that the audience size was smaller than I had anticipated or that some people were not interested in having a copy of the paper. Therefore, in terms of conservation of resources, I think it is appropriate to bring a few copies of the paper along with a brief synopsis (an outline or a page of slides from one's presentation) to hand out to all members of the audience. As part of the synopsis, the presenter should include contact information so that a copy of the paper can be sent to those people who would like a copy for their reference.

3. *Send your paper to the session chair and discussant in a timely fashion.* As stated by Barton (2005), tradition holds that papers should be submitted to session chairs and discussants at least 4 weeks prior to the conference. This time frame will allow the session chair to create a brief overview of the session and it will give the discussant adequate time to read and analyze the papers as well as create a synthesis. Presenters unable to meet this deadline should contact both the chair and discussant by e-mail and get the paper submitted at least 2 weeks prior to the conference. When a paper is not submitted to the discussant in a reasonable timeframe this detracts from the important synthesis that could have been offered.

4. *Be aware of the importance of time.* Time is one of the most important ingredients in any conference session. As a presenter it is very important to arrive at the session early, no matter what time of day the presentation occurs. The time before the session gives the session chair one last opportunity to ensure that everyone understands the session schedule. It is also important for presenters to make sure that their presentations stay within the assigned time limit. In general if there are four papers, the time limit for each presentation is 12 minutes and if there are three papers, the time limit for each presentation is 15 minutes. These time limits ensure that there is time for the introduction, presentation, discussant commentary, and question-and-answer portions. Presenters should practice their presentations ahead of time to make sure they fit within the time limit. Also, most session chairs provide some indication when time is running out, such as a hand signal or a card with numbers. Presenters should acknowledge this information and respect other presenters by wrapping up their comments.

Additional Presenter Responsibilities

After receiving feedback on the 2006 article and attending various sessions at last year's Annual Meeting, three additional principles emerged as important for discussion. These principles deal with the appropriate use of visual materials, using technology, and bringing hard copies of papers to the Annual Meeting.

1. *Use visual presentation materials appropriately.* Presenting a paper in a limited time frame is no easy task. In the past, presentations often involved simply reading the paper. This style of presentation should no longer be used. Instead presenters are expected to present a summary of their papers in a way that catches the audience's attention. Many presenters accomplish this task by using visual aids.

At the MWERA Annual Meeting, each meeting room contains a screen and an overhead projector. Presenters are encouraged to use these resources for their presentations. The effective use of an overhead is no small matter. When creating overheads, I have a few recommendations to keep in mind. First, make sure that the print you use is large enough for the entire audience to read. Generally, 20 point font is large enough; if not, adjust the machine (including where it is located in the room relative to the screen) to ensure the text is readable. PowerPoint is often used to make slides that are converted to overheads. The font and style of PowerPoint make for a professional look, but be careful that the slides fit on the overhead so that the entire slide can be read. Also, be discriminate as to what you include on an overhead. The overhead should highlight the main points only and not include paragraphs of text. Paragraphs are too difficult and time consuming for people to read. Third, I encourage everyone to bring an electronic copy of their presentation with them to the conference in case an error is found on an overhead or an overhead is misplaced. Presenters should plan to be at their sessions early to ensure their overheads are readable.

2. *Use technology responsibly.* As mentioned in the previous section, MWERA provides only a screen and an overhead projector. Presenters who wish to use other types of technology (such as a computers, projectors, and DVD players) must either reserve (and pay for) this technology in advance or bring their own technology to the conference. In either case, presenters should be familiar with the technology they will be using since they will be responsible for its set up and use and may need to coordinate technology with other presenters in the session. Presenters who will be using technology for their presentations should plan to be at their session early so that the session will be able to start on time. Often there is limited time between sessions, so I recommend setting up the technology outside of the room and then moving it into the room when it is available. This will help to identify problems well in advance so that they can be taken care of prior to the presentation. As with the overheads, it is important that presenters limit the amount of information included on any one page. Also, I strongly encourage presenters who plan to use technology during their presentations to have a set of overheads as a back up in case they encounter a problem they are unable to fix.

3. *Bring a hard copy of your paper to the conference.* In the article I wrote last year (see *The Responsibilities of Present-*

ers, Principle 2), I talked about the obligation of presenters to write a paper, not just present a series of bulleted points. I want to reiterate this point here. Presenters are expected to write a manuscript that is available for public consumption. It is the expectation of the professional organization.

In addition, presenters are expected to bring copies of that manuscript to the conference to disseminate to conference attendees. Previously (see *The Responsibilities of Presenters*, Principle 2), I discussed a personal dilemma I felt regarding the bringing of papers to the conference. After attending last year's conference, it became clear to me that as professionals, we have an obligation to write, present (not read), and distribute our papers to our audiences. It is not enough to bring the presentation only. People need to have access to our work as we are presenting it so that they can follow along and develop useful and relevant questions. I recommend that each presenter bring 10 to 15 copies of their paper to the conference. If there are more audience members than papers, presenters can ask people to share during the presentation and then send copies after the conference to those who did not receive one.

Final Comments

People participating in the MWERA conference have a personal responsibility to make the conference a meaningful experience. Each group plays an important role in ensuring that the greatest potential for each session is reached. All participants have the potential to make important contributions to the field through their active engagement at the conference. I encourage all of us to think about our roles and responsibilities and to work toward making improvements in these areas. In closing, I challenge the members of MWERA to reflect upon my comments and to maintain the conversation about these issues. Let's keep the conversation going...

Acknowledgement

The author would like to thank Gary Daytner, Tom Cody, and Rodney Greer for their valuable feedback on the original manuscript and Gary Daytner for his valuable feedback on the updated material.

References

- Barton, K. C. (2005). Advancing the conversation: The roles of discussants, session chairs, and audience members at AERA's annual meeting. *Educational Researcher*, 34(9), 24-28.
- Daytner, K. M. (2006). The roles and responsibilities of MWERA participants: Building a scholarly community by presenting, responding, and attending. *Mid-Western Educational Researcher*, 19(3), 13-16.

Chronological Listing of Sessions

Wednesday, October 24, 2007

W.0100.AL1 Multilevel Modeling

D: Measurement and Research Methodology — Workshop

Wednesday, 1:00 PM to 3:00 PM — Alpine I

PRESENTERS Rafa M. Kasim, *Kent State University*; Sema A. Kalaian, *Eastern Michigan University*

ABSTRACT

This workshop covers the basics and applications of multilevel modeling via Hierarchical Linear Modeling (HLM) software. Participants will learn (1) how to conceptualize the basic two-level structured multilevel data, (2) how to analyze multilevel data using the HLM6 software, and (3) how to interpret the HLM6 analysis results. Participants are expected to have a working knowledge of multiple regression using available statistical software (e.g., SPSS, SAS, or Minitab). The instruction for this workshop will consist of lectures and hands-on HLM6 computer experience. The workshop covers the following topics: 1. The Basics of multilevel modeling; 2. Examples of two-level models; and 3. Other multilevel modeling applications using HLM6.

W.0300.AL2 Preparing Grant Proposals for the Institute of Education Sciences

C: Learning and Instruction — Workshop

Wednesday, 3:00 PM to 6:00 PM — Alpine II

PRESENTER Elizabeth R. Albro, *Institute of Education Sciences*

ABSTRACT

This workshop will provide attendees with an opportunity to learn about available funding opportunities through the National Center for Education Research within the Institute of Education Science. The Center seeks research applications designed to examine ways to improve student learning through curriculum and instruction, through improving teacher quality, and by understanding how the education system influences student achievement. The presenter is a current program officer for the National Center for Education Research and will be able to provide detailed insights into the grant preparation, submission, and review process.

W.0400.AL1 How to Write a Review

MWERA — Workshop

Wednesday, 4:00 PM to 6:00 PM — Alpine I

PRESENTERS Adrian Rodgers, *The Ohio State University at Newark*; Deborah Bainer-Jenkins, *The University of West Georgia*; Mark Earley, *Bowling Green State University*; Timothy Murnen, *Bowling Green State University*; Julia Matuga, *Bowling Green State University*; Sylvia Banister, *Bowling Green State University*

ABSTRACT

This workshop provides direction on how to write several types of reviews. Differences between reviewing quantitative vs. qualitative manuscripts will be addressed, as well as general concepts of what to look for in a manuscript, standards for quality, and how to provide appropriate written comments. Information will also be presented on how to write a book review. The focus of the workshop will be providing reviews for the Mid-Western Educational Researcher, with input from the current and next editorial teams.

W.0800.MH Fireside Chat and Social with Dr. Patricia Elmore

MWERA — Alternative Session

Wednesday, 8:00 to 9:30 PM — Matterhorn

CHAIR Dimiter M. Dimitrov, *George Mason University*

NOTES *Please join Dr. Elmore for an informal discussion of tomorrow's Keynote Address.*

Thursday, October 25, 2007

T.0800.BS Legislation and the Courts in Educational Policy

L: Educational Policy and Politics — Paper Presentation

Thursday, 8:00 AM to 9:20 AM —Basel

CHAIR Mary Lavin-Crerand, *Ashland University*

DISCUSSANT Rich Hoffman, *Miami University*

PRESENTATIONS

- A Historical Review of Indiana School Laws and Implications for School Leadership. *Jeff H. Abbott, Indiana University-Purdue University Fort Wayne*
- Garcetti v. Ceballos, Academic Freedom, and Shared Governance in Higher Education: All in a Day's Work? *Patrick D. Pauken, Bowling Green State University*
- Implications of the Missouri School Funding Lawsuit on District Resource Allocation and Student Achievement. *Aaron R. Butler, University of Missouri-St. Louis, Kathleen Sullivan Brown, University of Missouri-St. Louis*

T.0800.DV Enhancing Education through Policy, Partnership, and Programs

K: Teaching and Teacher Education — Paper Presentation

Thursday, 8:00 AM to 9:20 AM —Davos

CHAIR William M. Stone, *Saint Xavier University*

DISCUSSANT Francine Falk-Ross, *Northern Illinois University*

PRESENTATIONS

- The Ohio Teacher Quality Partnership: Year 4. *William E Loadman, The Ohio State University; Kevin Kula, The Ohio State University; Raeal Moore, The Ohio State University; Jianfang Liu, The Ohio State University*
- Are Teacher Education Program Offerings Meeting the Needs of U.S. Classrooms? *Jessica D Cunningham, University of Kentucky; Kelly D Bradley, University of Kentucky*
- Developing Meaningful Product Assessments for Doctoral Students Entering into the Professoriate as Teacher Educators. *Robert R. Hite, The Ohio State University; Edward Fletcher, The Ohio State University*

T.0800.GN An Introduction to Q Methodology: Determining Perspectives Using a Mixed Methodology

H: School Evaluation and Program Development — Workshop

Thursday, 8:00 AM to 9:20 AM — Geneva

PRESENTERS Susan E. Ramlo, *The University of Akron*; Joe Jurczyk, *The University of Akron*

ABSTRACT

This workshop will introduce qualitative and quantitative educational researchers to Q methodology, a method to determine perspectives and consensus more typically used in disciplines such as political science, journalism, and marketing. The session will include both theoretical background and an interactive demonstration of the entire Q Methodology process.

T.0800.IL Insights Regarding Interpersonal Interactions Within the Classroom and Beyond

G: Social Context of Education — Paper Presentation
Thursday, 8:00 AM to 9:20 AM — Interlaken

CHAIR Austin Dopp, *University of Northern Iowa*

DISCUSSANT Thomas S. Parish, *Upper Iowa University*

PRESENTATIONS

- Aggression Control and College Grades. *Roger M. Webb, Southern Illinois University Carbondale*
- The Conditions of Schools: What Teacher Candidates Must Know. *Edward C. Fletcher, The Ohio State University*
- Bouncing Back After Bullying: The Resiliency of Female Victims of Relational Aggression. *Laura Hammel, Cleveland State University*

T.0800.LG Statistics and Data Analysis

D: Measurement and Research Methodology — Paper Presentation
Thursday, 8:00 AM to 9:20 AM — Lugano

CHAIR Joshua Bagakas, *Cleveland State University*

DISCUSSANT Mark Earley, *Bowling Green State University*

PRESENTATIONS

- “Robust” Tests for ANOVA: Type I Error Problems at Very Small Sample Sizes. *Gordon P Brooks, Ohio University*
- All Possible Kappa Coefficient Values and Cell Distributions in a 2 x 2 Matrix for Small Samples. *David Walker, Northern Illinois University*
- A System of Power Method Distributions Based on the Logistic, Normal, and Uniform Distributions. *Flaviu A. Hodis, Southern Illinois University-Carbondale, Todd Christopher Headrick, Southern Illinois University-Carbondale*
- Checkerboard Graphical Displays for Longitudinal, Multivariate Data. *William J Trapp, Northern Illinois University, Janet K. Holt, Northern Illinois University, Pamela A. Hadley, Northern Illinois University, Matthew Rispoli, Northern Illinois University.*

T.0800.MH New Member Welcome

MWERA — Alternative Session
Thursday 8:00 AM to 9:20 AM — Matterhorn

CHAIR Dimiter M. Dimitrov, *George Mason University*

NOTES ***All new and existing MWERA members are invited to attend this session to welcome new members! Come meet each other and find out what MWERA collegiality is all about!***

T.0800.ZM So, You Want to Write a Book. . .

MWERA — Alternative Session
Thursday, 8:00 AM to 9:20 AM — Zermatt

CHAIR Deborah Bainer Jenkins, *University of West Georgia*

PRESENTATIONS

- So You Want to Write a Book. *Deborah Bainer Jenkins, University of West Georgia; Adrian Rodgers, The Ohio State University at Newark; Kim Metcalf, University of West Georgia; Sharon McNeely, Northeastern University; Craig Mertler, Bowling Green State University; Doug Feldmann, Northern Kentucky University*

T.0800.ZR Mathematics and Science Education: Technology, Anxiety, SES and Student Misconceptions

C: Learning and Instruction — Paper Presentation

Thursday, 8:00 AM to 9:20 AM —Zurich

CHAIR Beverly J. Dretzke, *University of Minnesota*

DISCUSSANT Ellen A. Sigler, *Indiana University Kokomo*

PRESENTATIONS

- Mathematics Anxiety and Socio-Economic Status: Are They Related? *Linda J Schoenstedt, College of Mount St. Joseph; Tsila Evers, College of Mount St. Joseph; David Vanderpool, College of Mount St. Joseph*
- Enhancing Mathematics Learning Through Technology: A Study of K-8 Students' Experiences. *Xin Liang, The University of Akron; Qiong Zhou, The University of Akron*
- Preservice Elementary Science Students' Misconceptions About Plant Growth. *Lloyd H Barrow, University of Missouri-St. Louis*
- Effects of Teachers' Assessment Practices on Ninth Grade Students' Perceptions of Classroom Assessment Environment and Achievement Goal Orientations in Muscat Science Classrooms in the Sultanate of Oman. *Hussain A. Alkharusi, Kent State University; Rafa M. Kasim, Kent State University*

T.0930.VB1 Keynote Address

MWERA — Alternative Session

Thursday, 9:30 AM to 10:20 AM — Versailles Ballroom I

CHAIR Dimiter M. Dimitrov, *George Mason University*

PRESENTATION

Patricia B. Elmore

*Southern Illinois University
at Carbondale*

The Road to Getting Published

Patricia B. Elmore, Ph.D. is Interim Dean and Professor in the Department of Educational Psychology and Special Education in the College of Education and Human Services at Southern Illinois University Carbondale (SIUC). Professor Elmore has over 35 years of experience in higher education.

She is immediate past editor of *Measurement and Evaluation in Counseling and Development (MECD)* and editor of *Educational Researcher (ER)*. Professional service includes the Association for Assessment in Counseling and Education (AACE) Treasurer, President, and Representative to the American Counseling Association (ACA) Governing Council; chair of AACE Committees on Bias in Measurement, Position Statements and Standards, Nominations and Elections, Handbook, Student Research Award, and ASCA-AACE Task Force on Standards for School Counselor Competence in Assessment; American Counseling Association (ACA) chair of Council of Journal Editors and Committee on Testing and member of the Publications and Professional Development Committees, Committee on Women, and Policy and Procedures Task Force; American Educational Research Association (AERA) Professional Development and Training Committee chair, Nominating Committee chair, and Affirmative Action Council member; AERA SIG Professors of Educational Research Chair and Newsletter Editor; AERA SIG Multiple Linear Regression—The General Linear Model Chair; and appointments to editorial boards of *American Educational Research Journal*, *Applied Measurement in Education*, *Journal of Educational Psychology*, *Educational and Psychological Measurement*, *Research in the Schools*, American Psychological Association (APA) Division 5 newsletter *The Score*, and National Council on Measurement in Education (NCME) *NCME Quarterly Newsletter*.



T.1030.IL Follow-up Discussion from the Keynote Address

MWERA — Alternative Session
Thursday, 10:30 AM to 11:50 AM — Interlaken

CHAIR Dimiter M. Dimitrov, *George Mason University*

NOTES *This is a follow-up session to Dr. Elmore's address. There will be opportunities to pose questions of and interact with Dr. Elmore.*

T.1030.BS Faculty Careers and Teaching Effectiveness

J: Postsecondary Education — Paper Presentation
Thursday, 10:30 AM to 11:50 AM — Basel

CHAIR Dustin Derby, *Northwestern University*

DISCUSSANT Eric A. Mansfield, *Western Illinois University*

PRESENTATIONS

- I Can Do This Job: Why Do I Need a Degree? An Interactive Discussion on Technology and the Falsification of Postsecondary Degree Credentials. *Tracey A Stuckey-Mickell, Northern Illinois University; Willie R Mickell, Jr., Northern Illinois University*
- Conveying the Nature of Science in a Virtual World. *Bridget D Stuckey-Danner, Olive-Harvey College, City Colleges of Chicago; Tracey A Stuckey-Mickell, Northern Illinois University*
- Profiles of Postsecondary Institutions with High Faculty Departure for Reasons Other than Retirement: Using the 2004 National Study of Postsecondary Faculty (NSOPF- 04). *Daniel S Alemu, Illinois State University*

T.1030.DV Reflection, Perceptions, and Efficacy: Approaches for Developing Quality Educators

K: Teaching and Teacher Education — Paper Presentation
Thursday, 10:30 AM to 11:50 AM — Davos

CHAIR Robert H. Lombard, *Western Illinois University*

DISCUSSANT C. Richele O'Connor, *Wright State University*

PRESENTATIONS

- Pre-service Teachers' Reflections on Digital Video Recordings as a Form of Feedback. *Mark G. Urtel, Indiana University-Purdue University Indianapolis*
- Influencing the Perceptions of Pre-service Teachers Toward Urban Schools. *Karyn E Schweiker-Marra, Frostburg State University; Stephanie Pack, Frostburg State University; Minerva De La Paz, Frostburg State University*
- Teachers' Sense of Efficacy: Scale Construction and the Relationship of Efficacy Beliefs with Perceived Support. *Raeal J. Moore, The Ohio State University; William E. Loadman, The Ohio State University*
- Engaging Student Voice and Fulfilling Curriculum Goals with Digital Stories. *Therese M. Kulla-Abbott, University of Missouri-St. Louis, Joseph L. Polman, University of Missouri-St. Louis*

T.1030.GN Online Learning Environments and Technology

C: Learning and Instruction — Paper Presentation
Thursday, 10:30 AM to 11:50 AM — Geneva

CHAIR Edward L. Corley, *Heidelberg College*

DISCUSSANT Greg Montalvo, *Western Illinois University*

PRESENTATIONS

- Enhancing Learning through an Online Collaborative Testing Environment. *Daniel H. Robinson, University of Texas; Michael Sweet, University of Texas*
- Factors that Relate to Students' Perceptions of Blackboard. *Melissa A. Askren Edgehouse, Bowling Green State University; Judith A. Zimmerman, Bowling Green State University*
- Creating Culturally Relevant Technological Operas in an Urban School. *Dianna Isaac-Johnson, University of Missouri-St. Louis*

- Modified Nominal Group Technique in an Online Environment. *Ximena C. Recalde, Northern Illinois University; Marcella M. Reca, Northern Illinois University; Brent E. Wholeben, Northern Illinois University*

T.1030.LG Psychosocial Context of Development and Perceptions of Self

E: Counseling and Development — Paper Presentation

Thursday, 10:30 AM to 11:50 AM — Lugano

CHAIR Jamie Roig, *University of Kentucky*

DISCUSSANT William Harris, *University of Kentucky*

PRESENTATIONS

- Gifted High School Students' Perspectives on the Development of Perfectionism. *Kristen K. Williams, Ball State University; Kristie L. Speirs Neumeister, Ball State University*
- Psychosocial Differences Between Left-Handed Children and Right-Handed Children. *Jennifer R. Fisher, Wichita State University; Linda Bakken, Wichita State University; Bonnie Tandoc; Wichita Clinic*
- Peer Bullies' and Victims' Perception of Autonomy and Parental Control over the Personal. *Yuki Hasebe, Western Illinois University*
- Texting is Changing the Social Landscape for Female Adolescents. *Tasha M. Almond-Reiser, University of South Dakota; Valerie Stokes, University of South Dakota*

T.1030.ZM Administrative Careers and Succession

A: Administration Organization and Leadership — Paper Presentation

Thursday, 10:30 AM to 11:50 AM — Zermatt

CHAIR Paul Johnson, *Bowling Green State University*

DISCUSSANT Glenda Moss, *Indiana University-Purdue University Fort Wayne*

PRESENTATIONS

- Meta-Analysis of Research on Novice District and School Administration. *Theodore J. Kowalski, University of Dayton; Sarah Woodruff, University of Dayton; Michael Moore, University of Dayton; Jill Beiser, University of Dayton*
- Principal Burnout: Causes and Preventive Strategies. *Randall L. Turk, Wichita State University; Andrew Albright, Canton-Galva High School; Raquel Charbonneau, Mulvane Elementary School; Brian Deterding, Canton-Galva High School; John Heise, Kapaun-Mt. Carmel Catholic High School, Tracey File, Hutchinson Middle School, Eric Winters, St. Johns Military School*
- School Leader Succession: A Description of Transitional Experiences. *Judith A. Zimmerman, Bowling Green State University*

T.1030.ZR Teaching Statistics and Research Methods

D: Measurement and Research Methodology — Paper Presentation

Thursday, 10:30 AM to 11:50 AM — Zurich

CHAIR Doris Bergen, *Miami University*

DISCUSSANT Rafa Kasim, *Kent State University*

PRESENTATIONS

- A Delphi Study on Learning Outcomes for Research Methods Courses. *Mark A. Earley, Bowling Green State University*
- Barriers to Statistics Achievement: Who is Helping to Build the Wall? *Susan E. Cashin, University of Wisconsin-Milwaukee*
- Learning How to Communicate Statistical Information: A Requirement of the Advanced Placement Statistics Course. *Beverly J Dretzke, University of Minnesota*
- The Effectiveness of Technology Use in Statistics Instruction in Higher Education: A Meta-analysis Using Hierarchical Linear Modeling. *Jason D. Schenker, Kent State University; Shawn M. Fitzgerald, Kent State University*

T.1200.VB1 **MWERA Association Council Meeting**
MWERA — Meeting
Thursday, 12:00 PM to 1:30 PM — Versailles Ballroom I
CHAIR Sharon A. Valente, *Ashland University*
DISCUSSANT Craig Mertler, *Bowling Green State University*
NOTES *All MWERA Association Council members and MWERA officers should attend. Lunch will be served.*

T.0140.BS **Division D Meeting and Invited Address**
D: Measurement and Research Methodology — Meeting
Thursday, 1:40 PM to 3:00 PM — Basel
CHAIR Gibbs Kanyongo, *Duquesne University*
DISCUSSANT Mark A. Earley, *Bowling Green State University*
NOTES *All conference participants interested in Division D - Measurement and Research Methodology - are encouraged to participate in this session.*

Invited Address:

NCLB Assessment Component and Learning

James Schreiber

Duquesne University

T.0140.GN **Division K Meeting and Invited Address**
K: Teaching and Teacher Education — Meeting
Thursday, 1:40 PM to 3:00 PM — Geneva
CHAIR Tracey Stuckey-Mickell, *Northern Illinois University*
DISCUSSANT C. Richele O'Connor, *Wright State University*
NOTES *All conference participants interested in Division K - Teaching and Teacher Education - are encouraged to participate in this session.*

Invited Address:

Becoming a Critical Educator: Exploring the Wisdom of Practice

Rebecca Rogers

University of Missouri St. Louis

T.0140.LG **Special Education and Inclusion, Behavioral Management, Student Development and Teacher Happiness**
C: Learning and Instruction — Paper Presentation
Thursday, 1:40 PM to 3:00 PM — Lugano
CHAIR Edward L. Corley, *Heidelberg College*
DISCUSSANT Greg Montalvo, *Western Illinois University*
PRESENTATIONS

- A Comparison of Methods for Establishing and Maintaining Appropriate School Behavior. *Cheryl A. Sandford, George Mason University*
- An Examination of Teacher Knowledge and Attitudes Concerning the Special Education Process and Inclusion of Students with Disabilities within the Classroom. *Ellen A. Sigler, Indiana University Kokomo; Michael W. Smith, Indiana University Kokomo*
- Developing Volleyball Talent: A Qualitative Investigation of Volleyball Stars. *Dharma Jairam, University of Nebraska-Lincoln; Sharon Zumbrun, University of Nebraska-Lincoln; Ken Kiewra, University of Nebraska-Lincoln*

T.0140.ZM Leadership in the Field

A: Administration Organization and Leadership — Paper Presentation
Thursday, 1:40 PM to 3:00 PM — Zermatt

CHAIR Tim Ilg, *University of Dayton*

DISCUSSANT Judy Jackson May, *Bowling Green State University*

PRESENTATIONS

- Scholar-Practitioner Dialogue: A Model for Transforming Education. *Stella C. Batagiannis, Indiana University-Purdue University Fort Wayne; Ingrid E. Laidroo, Fort Wayne Community Schools*
- Rounding Bases and Riding Rapids: New Metaphors for Educational Leadership. *Penny K. Soboleski, Bowling Green State University; Judith Zimmerman, Bowling Green State University*
- Teacher Perceptions of Principal's Transformational and Transactional Leader Attributes. *Kevin R. Condon, Northeastern Illinois University; Ana Gil-Garcia, Northeastern Illinois University; Elizabeth R. Ball, Northeastern Illinois University*

T.0140.ZR Survey Research

D: Measurement and Research Methodology — Paper Presentation
Thursday, 1:40 PM to 3:00 PM — Zurich

CHAIR Dustin Derby, *Northwestern University*

DISCUSSANT Bruce Rogers, *Northern Iowa University*

PRESENTATIONS

- Effects of Demographic Item Placement on the Psychometric Qualities of a Web Survey. *Craig A Mertler, Bowling Green State University*
- Examination of the Construct Validity of Survey Items Related to Counselor Self-Care. *Lynda Fereday, University of Kentucky, Jennifer Weber, University of Kentucky*
- Improving Response Rates to Mail Surveys. *Chia-Chien Hsu, The Ohio State University, Larry E. Miller, The Ohio State University*
- The IER School Climate Survey: An Initial Analysis of Reliability and Validity. *Rebecca C Rumsey, John Carroll University*

T.0310.BS Division J Meeting

J: Postsecondary Education — Meeting
Thursday, 3:10 PM to 4:30 PM—Basel

CHAIR Mark Magnuson, *Ivy Tech Community College*

DISCUSSANT Marc Cutright, *University of North Texas*

NOTES ***All conference participants interested in Division J - Postsecondary Education - are encouraged to participate in this session.***

T.0310.DV Professional Development for Administrators

A: Administration Organization and Leadership — Paper Presentation
Thursday, 3:10 PM to 4:30 PM—Davos

CHAIR Melissa Askren-Edgehouse, *Bowling Green State University*

DISCUSSANT Ted A. Zigler, *Ohio Dominican University*

PRESENTATIONS

- Assistant Principals: Professional Development Supporting Leadership Growth. *Ann L. Ogletree, University of Cincinnati; Antonio Bias, Cincinnati Public Schools*
- Changing Student Learning with Laptop Computers. *Randall L. Turk, Wichita State University*
- Equity, Collaboration and Implementation of a Study Group with a Good Book. *Ann L. Ogletree, University of Cincinnati; Elaine Montgomery Wilson, University of Cincinnati*

T.0310.GN Intersections of Policy and Culture in the History of American Education

F: History and Historiography — Paper Presentation

Thursday, 3:10 PM to 4:30 PM— Geneva

CHAIR Howard D. Walters, *Ashland University*

DISCUSSANT Lauren Wellen, *Concordia University*

PRESENTATIONS

- Equality of Educational Opportunity and Human Resources: From the Cold War to No Child Left Behind. *Erwin V. Johanningsmeier, University of South Florida*
- Faith, Conservatism and Education: A History of the Christian Right and Educational Policy from Reagan to George W. Bush. *Nathan R. Myers, Ashland University*
- Genesis of Catholic Schools in Cincinnati, Ohio. *Thomas A. Kessinger, Xavier University*
- Shaping the Next Generation: Philanthropy and the Culture of Youth in the 1960s and 1970s. *Theresa M. Richardson, Ball State University*

T.0310.IL Relationships Between Mentors and Preservice/New Teachers

K: Teaching and Teacher Education — Paper Presentation

Thursday, 3:10 PM to 4:30 PM— Interlaken

CHAIR Audrey T. Edwards, *Eastern Illinois University*

DISCUSSANT Francine Falk-Ross, *Northern Illinois University*

PRESENTATIONS

- Collaborative Pre-Service/Mentor Research Teams: A Collaborative Model. *Ronald S. Beebe, Cleveland State University; Diane Corrigan, Cleveland State University*
- Walking the Tight Rope. *Karen A. Dowling, Ball State University; Barbara Boznak, Ball State University; Barbara Graham, Ball State University*
- Mentor or Tormentor: Induction in a Profession in Critical Need. *Adria Karle, Coral Springs Charter School; Morgan A. Weiss, Florida Atlantic University*

T.0310.LG Academy Learning Exchange at MWERA

H: School Evaluation and Program Development— Alternative Session

Thursday 3:10 PM to 4:30 PM— Lugano

CHAIR Sharon A. Valente, *Ashland University*

PRESENTATIONS

- Academy Learning Exchange at MWERA. *Sharon A Valente, Ashland University; Jennifer Gruening, Saint Xavier University; Jonathan Keiser, Higher Learning Commission; Lynn Priddy, Higher Learning Commission*

T.0310.VB1 Roundtables

G: Social Context of Education — Roundtable Discussion/Poster Session

Thursday, 3:10 PM to 4:30 PM— Versailles Ballroom I

PRESENTATIONS

- TABLE 1 Women in Higher Education: An Investigation into the Under-Representation of Women as Faculty and Administrations in Selected Public Universities in Ghana. *Augustina Adusah-Karikari, Ohio University; Francis E. Godwyll, Ohio University*
- TABLE 2 An Evaluation of College Students' Influences of Organic Foods Perceptions and Implications for the Classroom. *Amy Beaudreault, The Ohio State University; Larry Miller, The Ohio State University*
- TABLE 3 Unfamiliar Perspectives: Students of Color Author Their Lives through Critical Pedagogy. *Horace R. Hall, DePaul University*
- TABLE 4 Social Justice and Accountability under No Child Left Behind. *Jill D. Lammert-Posadas, George Mason University*

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- TABLE 5 Exploring the Predictors of Academic Success for African American Upward Bound Students. *Bernadine Pearson, George Mason University*
- TABLE 6 Crisis in Education in Jordan and Egypt. *Judith A. Cochran, University of Missouri St. Louis; Sinaria Jabbar, University of Missouri St. Louis*
- TABLE 7 Relating Group Orientation and Independence Self-Perception to Importance between Chinese and U.S. Students as Measured by the CPA Self-Perception Scale. *Aaron F. Hamlin, Miami University; Aimin Wang, Miami University; Mingzhu Xia, Miami University; Jinyu Xia, Miami University*
- TABLE 8 Self-Concept and Self-Esteem in the Schools: A 30-Year Retrospective. *Richard P. Lipka, Pittsburg State University; Thomas M. Brinthaupt, Middle Tennessee State University*
- TABLE 9 A Study of the Formal Audit in Qualitative Research. *Rose M. Moroz, Southern Illinois University Carbondale; Melanye Merryll; Southern Illinois University Carbondale*

T.0310.ZM Cross-Cultural Issues in Classrooms and Curriculum

B: Curriculum Studies — Paper Presentation

Thursday, 3:10 PM to 4:30 PM— Zermatt

CHAIR Jill Phipps, *The University of Akron*

DISCUSSANT Doug Feldmann, *Northern Kentucky University*

PRESENTATIONS

- Incorporating Writing into the World Language Classroom. *Michele Bollman, New Haven High School; Glenda Moss, Indiana University Purdue University Fort Wayne*
- Religion in History Textbooks in Faith-based Schools in India. *Jessica Levknecht, The George Washington University; Hema Ramanathan, University of West Georgia*
- The Cross-Cultural Literary Canon: Gender Roles in the Curriculum of India and Canada. *Abby Parker, The Ohio State University; Hema Ramanathan, University of West Georgia*

T.0310.ZR Power and Sample Size Simplified

D: Measurement and Research Methodology - Workshop

Thursday, 3:10 PM to 6:00 PM — Zurich

PRESENTERS Robert Barcikowski, *Ohio University*; Gordon P. Brooks, *Ohio University*

ABSTRACT

The objective of this workshop is to train researchers in how to arrive at this large enough sample size both for traditional (e.g., t-tests, analysis of variance, regression) and more advanced analyses (e.g., multivariate analysis of variance, hierarchical linear models). Note the time of this session.

T.0440.BS Division L Meeting and Invited Address

L: Educational Policy and Politics — Meeting

Thursday, 4:40 PM to 6:00PM — Basel

CHAIR Kathleen Sullivan Brown, *University of Missouri St. Louis*

DISCUSSANT James E. Murray, *University of Missouri St. Louis*

NOTES *All conference participants interested in Division L - Educational Policy and Politics - are encouraged to participate in this session.*

Invited Address:

State and Local Education Policy in Turmoil
A Panel Discussion by St. Louis School Leaders
about the State Take-Over of the St. Louis Public Schools

T.0440.DV Qualitative and Evaluation Insights on Current Practice

I: Education in the Professions — Paper Presentation

Thursday, 4:40 PM to 6:00 PM —Davos

CHAIR Frank DiSilvestro, *Indiana University*

DISCUSSANT Patricia Boyer, *University of Missouri St. Louis*

PRESENTATIONS

- Qualitative Educational Research: What's in it for the Participants? *Masoud Ghaffari, East Tennessee State University*
- The Impact of Teaching Experience and Building Level on Professional Commitment and Professional Relations and Interactions. *Caroline C. Chemosit, Illinois State University; John K. Rugutt, Illinois State University; Laura K. Stubblefield, Southern University*
- Unoriginal Material in Graduate Social Work Assignments: An Evaluation of Turnitin. *Laura Dreuth Zeman, Southern Illinois University Carbondale; Julie Steen, Southern Illinois University Carbondale; Natalie Metz, University of Missouri St. Louis*
- Validating the Rating Scale Used in the Communication Skills OSCE. *Cherdsak Iramaneerat, University of Illinois at Chicago; Rachel Yudkowsky, University of Illinois at Chicago*

T.0440.GN Division G Meeting

G: Social Context of Education — Meeting

Thursday, 4:40 PM to 6:00 PM — Geneva

CHAIR Thomas Parish, *Upper Iowa University*

DISCUSSANT Thomas Parish, *Upper Iowa University*

NOTES

All conference participants interested in Division G - Social Context of Education - are encouraged to participate in this session.

T.0440.IL Collaboration and Research: Encouraging In-Service Teacher Contributions to the Education Profession

K: Teaching and Teacher Education — Paper Presentation

Thursday, 4:40 PM to 6:00 PM — Interlaken

CHAIR Kathie Kapustka, *DePaul University*

DISCUSSANT Kathryn Wiggins, *DePaul University*

PRESENTATIONS

- The Supervisory Effectiveness Continuum: Measuring Cooperating Teachers' Level of Effectiveness. *Joyce Killian, Southern Illinois University Carbondale; Elizabeth Wilkins, Northern Illinois University*
- Professional Development from Beginning to End: An Analysis of Teachers' Lessons and Student Work Samples. *C. Richele O'Connor, Wright State University; Connie Bowman, University of Dayton; Eileen Carr, University of Toledo; Linda Tallman, Striving Readers*
- Collaboration: Research to Practice as Demonstrated in the Elementary School and Communicated in College Coursework. *Jane M Leatherman, Indiana-University Purdue University Fort Wayne; Carol Sebastian, Churubusco Elementary School; Kevin Kempton, Churubusco Elementary School; Judy Platt, Churubusco Elementary School; Amy Pettigrew, Churubusco Elementary School*

T.0440.LG Evaluating a Variety of Educational Programs in Professional Development

H: School Evaluation and Program Development — Paper Presentation

Thursday, 4:40 PM to 6:00 PM —Lugano

CHAIR Carmen Giebelhaus, *Rhode Island College*

DISCUSSANT Lara, M. Luetkehans, *Northern Illinois University*

PRESENTATIONS

- A Three-Year Evaluation of a Professional Development School Intervention. *David A. Walker, Northern Illinois University*

- Action Research for High-Quality Professional Development: A Pilot M.Ed. *Jill L. Lindsey, Wright State University; Tim Rafferty, Wright State University*
- Evaluation and Parent Involvement in Education: Theoretical Approaches to Evaluating Parent Involvement Programs in the Schools. *Angeline Stuckey, Northern Illinois University*

T.0440.ZM Curriculum Issues for Administrators

A: Administration Organization and Leadership — Paper Presentation

Thursday, 4:40 PM to 6:00 PM —Zermatt

CHAIR Julie Edmister, *Bowling Green State University*

DISCUSSANT Paul Johnson, *Bowling Green State University*

PRESENTATIONS

- Reading Readiness: A Collaborative/Participatory Action Approach to Increase Student Achievement. *Randall L. Turk, Wichita State University; Allen Jantz, Bethel College; Mike Berblinger, Buhler USD 313; Diane Nickelson, Clearwater USD 264*
- Engaging Curriculum, Engaging Learning: Building Learning Communities in Practice. *Laura Huffman, Whitley County Consolidated Schools; Glenda Moss, Indiana University Purdue University Fort Wayne*
- Institute for Educational Renewal Great Schools Framework. *Deborah G. Zawislan, John Carroll University*

T.0600.MH Cracker Barrel Social

MWERA — Alternative Session

Thursday, 6:00 PM to 7:30 PM — Matterhorn

NOTES *Join us for some fun and fellowship! Hors d'oeuvres and cash bar will be available.*

PLEASE JOIN US AT THE

CRACKER BARREL SOCIAL

COME JOIN THE FUN!

MEET WITH LONG-TIME COLLEAGUES
AND MAKE NEW ACQUAINTANCES!!

6:00 PM–7:30 PM IN THE

MATTERHORN

Friday, October 26, 2007

F.0800.BS Testing and Measurement Issues

D: Measurement and Research Methodology — Paper Presentation

Friday, 8:00 AM to 9:20 AM— Zurich

CHAIR Bruce Rogers, *University of Northern Iowa*

DISCUSSANT Larry Miller, *Ohio State University*

PRESENTATIONS

- The Effects of Computerized Adaptive Testing on Anxiety Levels in Test-Takers: An Examination of Gender Differences. *Barbara E Fritts, University of Missouri Kansas City, Jacob M. Marszalek, University of Missouri-Kansas City*
- The Impact of Examinees' Pre-Knowledge of Test Items on Item Fit Statistics. *Cherdsak Iramaneerat, University of Illinois at Chicago*
- The Impact of Rater Disagreement on Chance-Corrected Inter-Rater Agreement Indices with Equal and Unequal Marginal Proportions. *David Walker, Northern Illinois University*
- Analyzing TIMSS Math Achievement Data using DIF and Equating Methods. *Phoebe Fui-Yee Chin, Southern Illinois University Carbondale*

F.0800.DV Factors that Could Affect Students' Classroom Performance

G: Social Context of Education — Paper Presentation

Friday, 8:00 AM to 9:20 AM — Davos

CHAIR Joycelyn Gay Parish, *Kansas State Department of Education*

DISCUSSANT Thomas Parish, *Upper Iowa University*

PRESENTATIONS

- Gender and Race Differences in Middle School Students' Perceptions of Caring Teacher Behaviors. *Brandelyn L. Tosolt, Oakland University*
- The Effects of Storybook Reading Take-home Activity on Pre-Kindergarten Children's Vocabulary Acquisition. *Hwakyoung J. Lee, Southern Illinois University*
- The Effect of High School Size on Performance of Students in Three Different Freshmen Mathematics Courses. *C. Van Nelson, Ball State University; Krystina K. Leganza, University of Indianapolis*

F.0800.GN Teacher Development, School Reform, and the Professional Development School

K: Teaching and Teacher Education — Paper Presentation

Friday, 8:00 AM to 9:20 AM — Geneva

CHAIR Kristine Lynn Still, *Cleveland State University*

DISCUSSANT Glenda Moss, *Indiana University Purdue University Fort Wayne*

PRESENTATIONS

- Enhancing Preservice Teachers' Self-efficacy through Professional Development Schools (PDSs). *Ilknur Eginli, George Mason University*
- What's More Important than Impacts in Systemic School Reform? Considering Change Processes in an Urban PDS Partnership. *Sharon J. Damore, DePaul University; Katherine M. Kapustka, DePaul University*
- PDS Student Teacher Expectations: An Analysis from Within. *Tiffany X. Benson, DePaul University; Cristina H. Marshall, DePaul University; Maureen Leonard, DePaul University*

F.0800.IL Licensure for Educational Leaders in Ohio: A Discussion of Traditional Licensure and Alternative Licensure

A: Administration Organization and Leadership — Symposium
Friday, 8:00 AM to 9:20 AM — Interlaken

CHAIR Ted A. Zigler, *Ohio Dominican University*

DISCUSSANT Judith A. Zimmerman, *Bowling Green State University*

PRESENTATIONS

- Licensure for Educational Leaders in Ohio: A Discussion of Traditional Licensure and Alternative Licensure. *Ted A. Zigler, Ohio Dominican University; Theodore J. Kowalski, University of Dayton; Julie Edmister, Bowling Green State University; Paul Johnson, Bowling Green State University; Barbara Hammel, University of Cincinnati; Melissa Akren Edgehouse, Bowling Green State University*

F.0800.LG Division Chairs and Co-Chairs

MWERA — Meeting
Friday, 8:00 AM to 9:20 AM — Lugano

CHAIR Craig A. Mertler, *Bowling Green State University*

DISCUSSANT Dimitar M. Dimitrov, *George Mason University*

NOTES *All 2007 Division Chairs and Co-chairs are encouraged to attend.*

F.0800.MH Applications of Quantitative Methods

D: Measurement and Research Methodology — Paper Presentation
Friday, 8:00 AM to 9:20 AM — Matterhorn

CHAIR Ken Adderley, *Upper Iowa University*

DISCUSSANT Gordon Brooks, *Ohio University*

PRESENTATIONS

- A Quantitative Analysis of Reading Skills that have Developed from the Striving to Achieve Reading and Re-Entry Program for Ohio Incarcerated Youth. *Joy L. Edington, The Ohio State University; William Loadman, The Ohio State University; Joe Iddings, The Ohio State University*
- Fixed-Effects vs. Mixed-Effects Approaches to Meta Analysis. *Sema A. Kalaian, Eastern Michigan University; Rafa M. Kasim, Kent State University*
- Gender Differences in School-aged Chinese Students' Math Self-Perception. *Jinyu Xia, Miami University*

F.0800.ZM Self-Regulation, Constructivism and Teacher Preparation

C: Learning and Instruction — Paper Presentation
Friday, 8:00 AM to 9:20 AM — Zermatt

CHAIR Eric Mansfield, *Western Illinois University*

DISCUSSANT Marlene Schommer-Aikins, *Wichita State University*

PRESENTATIONS

- The Relationship Between Self-efficacy, Learning Goals, Self-regulation, Learning Strategy, and Academic Outcomes. *John L Rausch, John Carroll University*
- The Nature of Visitor-Posed Questions at a Large, Urban Zoo and Aquarium Facility: Textual Analysis of Constructivism, Environmental Stewardship, and Scientific Content. *Howard D Walters, Ashland University*
- Teacher Preparation in Assessment: A Call to Revise and Resubmit. *Cynthia Campbell, Northern Illinois University; Vicki L. Collins, Northern Illinois University*

F.0930.VB2 **MWERA Business Meeting**
MWERA — Meeting
Friday, 9:30 AM to 10:20 AM — Versailles Ballroom II
CHAIR Sharon A. Valente, *Ashland University*
DISCUSSANT Craig Mertler, *Bowling Green State University*
NOTES *Nominations for next year's officers and other general business matters will be addressed.*

F.1030.BS **Division B Meeting and Invited Address**
B: Curriculum Studies — Meeting
Friday, 10:30 AM to 11:50 AM — Basel
CHAIR Tasha Almond-Reiser, *University of South Dakota*
DISCUSSANT Jill Phipps, *The University of Akron*
NOTES *All conference participants interested in Division B - Curriculum Studies - are encouraged to participate in this session.*

Invited Address:

Gifted Education and Creativity in the Classroom

Tasha Almond-Reiser

University of South Dakota

F.1030.DV **Practice Issues: Parent Involvement, Funding, and Discipline**
A: Administration Organization and Leadership — Paper Presentation
Friday, 10:30 AM to 11:50 AM — Davos
CHAIR Penny Soboleski, *Bowling Green State University*
DISCUSSANT Judith A. Zimmerman, *Bowling Green State University*
PRESENTATIONS

- The Ethic of Care and Justice in School Disciplinary Practices. *Suzanna Leone, Bowling Green State University*
- Try, Try Again. *Paul A. Johnson, Bowling Green State University*
- What Will Teachers Do to Involve Parents in Education? A Pilot Application of a Theory of Reasoned Action. *Brandt W. Pryor, Pryors Education Services; Caroline R. Pryor, Southern Illinois University*

F.1030.GN **Tips for Successful Scholarly Writing**
MWERA — Alternative Session
Friday, 10:30 AM to 11:50 AM — Geneva
CHAIR Deborah Bainer Jenkins, *University of West Georgia*
DISCUSSANT Adrian Rodgers, *The Ohio State University at Newark*
PRESENTERS Deborah Bainer Jenkins, *University of West Georgia*; Thomas Parish, *Upper Iowa University*; David Walker, *Northern Illinois University*; Craig Mertler, *Bowling Green State University*; Adrian Rodgers, *The Ohio State University at Newark*; Mark Earley, *Bowling Green State University*

F.1030.LG **Developing Qualified Math and Science Educators: Studies of Teacher Knowledge, Efficacy, and Affect**
K: Teaching and Teacher Education — Paper Presentation
Friday, 10:30 AM to 11:50 AM — Lugano
CHAIR Bridget D. Stuckey-Danner, *Olive Harvey College, City Colleges of Chicago*
DISCUSSANT Jessica D. Cunningham, *University of Kentucky*
PRESENTATIONS

- Pre-Service Middle School Students Mathematical Misconceptions Evidenced Through the Use of Manipulatives. *Lynne M. Pachnowski, University of Akron; Linda Marie Saliga, University of Akron*

- Using a Constructivist Approach to Alleviate Mathematics Anxiety. *Deborah L. Kuchey, Xavier University*
- Mathematics Teacher Education: Exploring the Importance of Perceptions of Preparation, Mathematics Orientation, Mathematics Teaching Activities, and Mathematics Content Knowledge of Student Teachers and First Year Teachers in Ohio. *Raeal J. Moore, The Ohio State University; Kevin Kula, The Ohio State University; William Loadman, The Ohio State University*

F.1030.MH Student Member Meeting

MWERA — Meeting

Friday 10:30 AM to 11:50 AM — Matterhorn

CHAIR Sharon A. Valente, *Ashland University*

NOTES ***All new and existing MWERA student members are invited to this session. Meet your fellow students and learn how to make the most out of your MWERA membership!***

F.1030.ZM Foreign Language Learning

C: Learning and Instruction — Paper Presentation

Friday, 10:30 AM to 11:50 AM — Zermatt

CHAIR Mark Magnuson, *Ivy Tech Community College*

DISCUSSANT Ronald Beebe, *Cleveland State University*

PRESENTATIONS

- The Comparison of Two Models for Second/Foreign Language Assessment. *Yun-chi Chen, Penn State University-University Park; Ya-lun Tsao, Penn State University-University Park*
- Current Trends in Foreign Language Instruction in U. S. Elementary Schools. *William M. Stone, Saint Xavier University*
- Extensive Reading in English: A Survey of Taiwanese Freshmen's Reading Habits and Attitudes and Their Willingness of Reading English Picture Books. *Chia-Ho Sun, Indiana University*

F.1030.ZR Applications of Growth, Mixed, Multilevel and Structural Equation Models

D: Measurement and Research Methodology — Paper Presentation

Friday, 10:30 AM to 11:50 AM — Zurich

CHAIR Xin Liang, *University of Akron*

DISCUSSANT Beverly J. Dretzke, *University of Minnesota*

PRESENTATIONS

- Growth Mixture Modeling (GMM) of Reading Achievement in a Large Scale Assessment. *Mustafa K Bilir, Florida State University, Salih Binici, Florida State University*
- Informing Early Childhood Interventions from Growth Models. *Janet K Holt, Northern Illinois University, Pamela A. Hadley, Northern Illinois University*
- Multilevel Model for Meta-Analytic Data with Categorical Outcomes. *Sema A Kalaian, Eastern Michigan University, Rafa M. Kasim, Kent State University*
- The Impact of Student-Faculty Interaction, Self-efficacy, Self-directed Learning, and Student Motivation on Higher Order Thinking Skills: A Structural Equation Modeling Approach. *John K. Rugutt, Illinois State University, Lucille L. T. Eckrich, Illinois State University, Caroline C. Chemosit, Illinois State University*

F.1200.VB2 Luncheon Keynote Address
MWERA — Alternative Session
Friday, 12:00 PM to 1:30 PM — Versailles Ballroom II
CHAIR Sharon A. Valente, *Ashland University*
PRESENTATION

Bruce Thompson
Texas A&M University
***Standards in Conducting and Publishing
Research in Education***

Bruce Thompson is Distinguished Professor and College Distinguished Research Fellow of Educational Psychology, and Distinguished Professor of Library Sciences, Texas A&M University, and Adjunct Professor of Family and Community Medicine, Baylor College of Medicine (Houston). He is co-editor of the teaching, learning, and human development section of the American Educational Research Journal (*AERJ:TLHD*), and past editor of *Educational and Psychological Measurement*, the series *Advances in Social Science Methodology*, and two other journals. He is the author/editor of nearly 200 articles, and several books, including the recently published *Foundations of Behavioral Statistics* and *Exploratory and Confirmatory Factor Analysis*. His contributions have been especially influential in moving the field forward with regard to greater emphasis on effect size reporting and interpretation, and promoting improved understanding of score reliability.



F.0140.II Follow-up Discussion from the Luncheon Keynote Address
MWERA — Alternative Session
Friday, 1:40 PM to 3:00 PM — Interlaken
CHAIR Dimitar M. Dimitrov, *George Mason University*
NOTES ***This is a follow-up session to Dr. Thompson's address. There will be opportunities to pose questions of and interact with Dr. Thompson.***

F.0140.BS English Language Learners: Coming to a School Near You
K: Teaching and Teacher Education — Workshop
Friday, 1:40 PM to 3:00 PM — Basel
PRESENTER Audrey T. Edwards, *Eastern Illinois University*; Rose Gong, *Eastern Illinois University*
ABSTRACT

This workshop will discuss programs and services for English Language Learners in relation to the resources and needs of particular schools. Programs range from transitional bilingual education to total immersion in English. Teachers can use strategies such as cooperative learning, peer translation, peer mentoring, computer-aided instruction, and translation software.

F.0140.DV Factors Affecting College Student Success
J: Postsecondary Education — Paper Presentation
Friday 1:40 PM to 3:00 PM — Davos
CHAIR Eric Mansfield, *Western Illinois University*
DISCUSSANT Jessica D. Cunningham, *University of Kentucky*
PRESENTATIONS

- Personal and Social Consequences: The Factorial Structure of a Behavioral Consequences Scale. *Dustin C. Derby, Palmer College of Chiropractic; Thomas Smith, Northern Illinois University*

- The Impact of Generational Group Differences and Financial Aid on Academic Achievement. *Luria S. Stubblefield, Southern University and A&M College; John K. Rugutt, Illinois State University; Caroline S. Chemosit, Illinois State University*
- The Centrality of the Literature to STEM Evaluations: A Retrospective of the Problems and Issues Encountered with the Ohio Science and Engineering Alliance. *Jeffry L. White, Ashland University*
- Examining Direct and Indirect Factors Affecting First-Time Full-Time Student Retention in College. *Wei Pan, University of Cincinnati; Haiyan Bai, University of Central Florida*

F.0140.LG Evaluation and Assessment in Content Areas and Curriculum Development

H: School Evaluation and Program Development — Paper Presentation

Friday, 1:40 PM to 3:00 PM —Lugano

CHAIR Jill L. Lindsey, *Wright State University*

DISCUSSANT David Walker, *Northern Illinois University*

PRESENTATIONS

- Beating the Odds: School Comparisons Based on Actual and Predicted 3rd Grade Achievement. *Gregory J. Marchant, Ball State University; Oscar Ordonez Morales, Ball State University; Sharon E. Paulson, Ball State University*
- Evaluating the Role of Non-Formal Experiences in Science Education. *Kim K Metcalf, University of West Georgia; Abbot Packard, University of West Georgia*
- Using Evaluation to Inform Curriculum Development: A Dynamic Process. *Isadore Newman, University of Akron; Carole Newman, University of Akron; David Newman, Cleveland State University; Matt Newman, Evaluation & Research Associates, Inc.*

F.0140.MH Student Motivation and Study Methods

C: Learning and Instruction — Paper Presentation

Friday, 1:40 PM to 3:00 PM - Matterhorn

CHAIR Scott B. Wegner, *Missouri State University*

DISCUSSANT Ellen A. Sigler, *Indiana University Kokomo*

PRESENTATIONS

- What Motivates College Students to Engage in Reflective Judgment? *Yooyeun Hwang, Hope College*
- The Impact of Tailoring on Student Motivation and Cognitive Performance, *Jennifer R. Banas, Northern Illinois University*
- An Investigation of the SOAR Study Method. *Dharma Jairam, University of Nebraska; Kenneth A. Kiewra, University of Nebraska*

F.0140.ZM Division F Meeting

F: History and Historiography — Meeting

Friday, 1:40 PM to 3:00 PM — Zermatt

CHAIR *Nathan R. Myers, Ashland University*

DISCUSSANTS *Ken Addereley, Upper Iowa University; Anne Phillips, Rowan University*

NOTES *All conference participants interested in Division F - History and Historiography - are encouraged to participate in this session*

F.0140.ZR Test Development and Statistical Applications

D: Measurement and Research Methodology — Paper Presentation

Friday, 1:40 PM to 3:00 PM -- Zurich

CHAIR Robert S. Barcikowski, *Ohio University*

DISCUSSANT Xin Liang, *University of Akron*

PRESENTATIONS

- The Accuracy of Equating in Test Adaptations. *Grace Gao, West Virginia University; Kristen Wilkerson; West Virginia University, David Senteney; Ohio University*
- The Development of a Scale for Resiliency. *Danyelee Shelton, University of Missouri Kansas City; Brandy Peoples, University of Missouri Kansas City; Jacob Marszalek, University of Missouri Kansas City*
- Statistical Concepts Web. *Connie Moss, Duquesne University; Gibbs Kanyongo; Duquesne University*

F.0310.BS Collaborative Ventures in Higher Education

J: Postsecondary Education — Alternative Session

Friday, 3:10 PM to 4:30 PM- Basel

CHAIR Mark Magnuson, *Ivy Tech Community College*

DISCUSSANT Marc Cutright, *University of North Texas*

PRESENTATIONS

- Sources of State Department Guidance on the Topic of Data Driven Decision Making. *William J. Trapp, Northern Illinois University*
- A Study of Tertiary School Websites in Taiwan: Autonomous Foreign Language Learning Projects. *Hui-Chun Hsieh, Indiana University*
- Success and Challenge in a Town-Gown Relationship: The Columbus Public Schools' Higher Education Partnership. *Mary E. Lavin-Crerand, Ashland University; Nancy Nestor-Baker, The Ohio State University; Bonnie Beach, Ohio Dominican University; Patricia A. Cramer, Capital University; Marlene Deringer, Otterbein University; Katina Fullen, Project Grad Columbus; Diane Ging, Columbus Public Schools*

F.0310.DV Past Presidents Forum: Messages from the Past, Hopes for the Future

MWERA – Alternative Session

Friday, 3:10 PM to 4:30 PM– Davos

CHAIR Sharon A. Valente, *Ashland University*

NOTES ***Thirty years with MWERA and a view of the future: MWERA's past presidents will share their memories and hopes in this celebration of the organization's past and future***

F.0310.GN Evaluation and Assessment

D: Measurement and Research Methodology — Paper Presentation

Friday, 3:10 PM to 4:30 PM— Geneva

CHAIR Beverly Klecker, *Morehead State University*

DISCUSSANT Ken Adderley, *Upper Iowa University*

PRESENTATIONS

- Assessing Education Reform Initiatives. *Karen C Foster, University of Dayton*
- Comparison of the Retrospective and Actual Pretest Designs for Assessing Cognitive Change. *Charles L. Thomas, George Mason University*
- Managing Subjectivity in an Assessment of Musical Performances. *Lennise J. Baptiste, Kent State University*

F.0310.IL **Division H Meeting and Invited Address**
H: School Evaluation and Program Development — Meeting
Friday, 3:10 PM to 4:30 PM— Interlaken
CHAIR Angeline Stuckey, *Northern Illinois University*
DISCUSSANT Jill Lindsey, *Wright State University*
NOTES *All conference participants interested in Division H - School Evaluation and Program Development - are encouraged to participate in this session.*

Invited Address:

The Development and Evaluation of Online Courses

Clark J. Hickman

University of Missouri-St. Louis

F.0310.LG **Unique Teaching Strategies in Civics, Character Education, and Literacy**
B: Curriculum Studies – Paper Presentation
Friday, 3:10 PM to 4:30 PM— Lugano
CHAIR Tasha Almond-Reiser, *The University of South Dakota*
DISCUSSANT Jill Phipps, *The University of Akron*
PRESENTATIONS

- The Process of Coalition-Building in a Statewide Civics Education Program. *Doug Feldmann, Northern Kentucky University*
- Investigating the Responsiveness-to-Intervention of Urban Elementary-aged Learners. *Lefki Kourea, The Ohio State University*
- Character in the Curriculum: Teachers' Perspectives on Integrating Character Traits into Their Teaching. *Nathan R. Myers, Ashland University*

F.0310.MH **Roundtables**
MWERA – Roundtable Discussion/Poster Session
Friday, 3:10 PM to 4:30 PM—Matterhorn
PRESENTATIONS

TABLE 1 The Interview: Where the Rubber Really Meets the Road. *Thomas S. Parish, Upper Iowa University; James J. McCluskey, Howard Payne University*

TABLE 2 Preparing and Presenting Your Research Findings. *Nithya Iyer, SUNY Oneonta; Suzanne Wegener Soled, Northern Kentucky University*

TABLE 3 A Process Model to Enhance Professional Growth.....7-Circle. *Rose G. Baublitz, Ashland University*

TABLE 4 Family Medicine Residency Satisfaction. *Christopher Simpson, Ohio University; Marc Cutright, University of North Texas*

TABLE 5 Why Teachers Go Back to Academia: Narratives about Theory and Practice. *Kyoung-Ae Kim, Northern Illinois University*

F.0310.ZM **Language Learning in College Settings**
C: Learning and Instruction — Paper Presentation
Friday, 3:10 PM to 4:30 PM- Zermatt
CHAIR Selma Vonderwell, *Cleveland State University*
DISCUSSANT Marlene Schommer-Aikins, *Wichita State University*
PRESENTATIONS

- University Students' Spelling Proficiency and Implicit Learning of Words Encountered During Text Reading. *Patricia A. Wade, The University of Iowa*
- Technology and Content-based Instruction: How Compatible Could They Be? *Yun-chi Chen, Penn State University-University Park; Yin-che Chen, Penn State University-University Park*
- Teacher Expectations toward LEP Students in U.S. Higher Education. *Yu Zhao, Eastern Michigan University; Pat Pokay, Eastern Michigan University*

F.0310.ZR Technology in Teaching and Learning Processes

K: Teaching and Teacher Education — Paper Presentation

Friday, 3:10 PM to 4:30 PM —Zurich

CHAIR Edward L. Corley, *Heidelberg College*

DISCUSSANT Tracey A. Stuckey-Mickell, *Northern Illinois University*

PRESENTATIONS

- Technology Integration in Teacher Education. *Patricia A. Suess, University of Missouri St. Louis*
- How Can We Use Questions on Online Discussion Boards? *Hema Ramanathan, University of West Georgia; Elizabeth Bennett, University of West Georgia*
- Training Teachers to Use Technology to Assist Literacy Learning of Children with Special Needs. *Gary T. Daytner, Western Illinois University; Katrina Daytner, Western Illinois University; Linda Robinson, Western Illinois University; Carol Bell, Western Illinois University*

F.0440.BS Evaluation of History and Science

H: School Evaluation and Program Development — Paper Presentation

Friday, 4:40 PM to 6:00 PM — Basel

CHAIR William M. Stone, *Saint Xavier University*

DISCUSSANT David Walker, *Northern Illinois University*

PRESENTATIONS

- Year Two of a Mixed-Methods Evaluation of a Federally Funded Teaching American History Grant. *Carole Newman, University of Akron; Sharon Hays, University of Akron; Greg Wilson, University of Akron; Adam Motter, Akron Public Schools; David Newman, Cleveland State University; Isadore Newman, University of Akron*
- Applying the Rasch Model to Evaluate a High School Science Implementation of the Kentucky Electronics Education Project (KEEP). *Weijia Ren, University of Kentucky; Kelly D. Bradley, University of Kentucky; Janet K. Lumppp, University of Kentucky*
- Impact of a Summer Engineering Research Experience Program on Self-Efficacy and Attitudes Toward Research of Secondary Mathematics and Science Teachers. *Patricia D. McNerney, University of Cincinnati; Bettie Hall, University of Cincinnati; Anant Kurkreti, University of Cincinnati; Suzanne Soled, Northern Kentucky University*

F.0440.DV The Multiple Contexts of Higher Education Policy

L: Educational Policy and Politics — Paper Presentation

Friday, 4:40 PM to 6:00 PM —Davos

CHAIR Julie Edmister, *Bowling Green State University*

DISCUSSANT Patricia Boyer, *University of Missouri St. Louis*

PRESENTATIONS

- A Formative Evaluation of the Indiana University-Community College Baccalaureate Degree Completion Program. *Frank DiSilvestro, Indiana University*
- An Ethical Portrait of Language Negotiation, Spin, and the College Presidency. *Karen D. Smith, Bowling Green State University*
- In-State Tuition Mediates SAT Scores In Predicting Graduation Rate. *Song Gao, Southern Illinois University Carbondale, Cassandra Meyers-Tate, Southern Illinois University Carbondale; David Gregory, Southern Illinois University Carbondale*
- The Challenge of Higher Education Finance: An Alternative Approach to Financing Tertiary Education Institutions in Ghana. *Francis Atuahene, Western Illinois University; Marc Cutright, University of North Texas*

F.0440.GN **Division C Meeting**
C: Learning and Instruction — Meeting
Friday, 4:40 PM to 6:00 PM — Geneva
CHAIR Selma Vonderwell, *Cleveland State University*
DISCUSSANT Ellen Sigler, *Indiana University Kokomo*
NOTES *All conference participants interested in Division C - Learning and Instruction - are encouraged to participate in this session.*

F.0440.IL **Division E Meeting and Invited Address**
E: Counseling and Human Development — Meeting
Friday, 4:40 PM to 6:00 PM — Interlaken
CHAIRS Jennifer Weber, *University of Kentucky*
DISCUSSANT Jennifer Weber, *University of Kentucky*
NOTES *All conference participants interested in Division E - Counseling and Human Development - are encouraged to participate in this session.*

Invited Address:

Risk and/or Resiliency

John L. Rausch

John Carroll University

F.0440.LG **Educational Insights from an International Perspective**
G: Social Context of Education — Paper Presentation
Friday, 4:40 PM to 6:00 PM — Lugano
CHAIR James J. McCluskey, *Howard Payne University*
DISCUSSANT Kenneth Adderley, *Upper Iowa University*
PRESENTATIONS

- The Perceptions of Purposes of School: Comparisons Between Chinese Elementary and Secondary School Students' Perspectives and their Parents' Perspectives. *Mingzhu Xia, Miami University; Aimin Wang, Miami University; Jinyu Xia, Miami University*
- Comparisons of the Perceptions of Purposes of School between Chinese and American Elementary and Secondary School Students. *Mingzhu Xia, Miami University; Aimin Wang, Miami University; Aaron Hamlin, Miami University*
- Street Children: Experiences from the Streets of Accra. *Agya Boakye-Boaten, Columbus State Community College*

F.0440.MH **MWERA Association Councilor and Officer Orientation**
MWERA — Meeting
Friday, 4:40 PM to 6:00 PM — Matterhorn
CHAIR Sharon A. Valente, *Ashland University*
DISCUSSANT Craig A. Mertler, *Bowling Green State University*
NOTES *This session will provide an orientation for newly-elected Association Council members and MWERA officers. An overview will be given of our by-laws, policies and procedures, history, and issues that all elected officials should be familiar with as they begin serving MWERA. All members holding elected positions within the Association are requested to attend this session.*

F.0440.ZR School-University Partnerships at Northern Illinois University: Promising Practices from Three Unique Collaborations

H: School Evaluation and Program Development – Alternative Session

K: Teaching and Teacher Education

Friday, 4:40 PM to 6:00 PM —Zurich

CHAIR Lara M. Luetkehans, *Northern Illinois University*

PRESENTATIONS

- School-University Partnerships at Northern Illinois University: Promising Practices from Three Unique Collaborations. *Lara M. Luetkehans, Northern Illinois University; Sharon Smalindo, Northern Illinois University*

F.0600.MH President's Reception

MWERA — Alternative Session

Friday, 6:00 PM to 8:00 PM — Matterhorn

NOTES *President Valente requests your presence! Come join us!*

Please join us at the

President's Reception

Unwind to the music of the
University of Missouri – St. Louis
Student Jazz Combo

Refreshments provided!

Friday, 6:00 pm – 8:00 pm in the Matterhorn

The Sheraton Westport Chalet Hotel
St. Louis, Missouri

Saturday, October 27, 2007

S.0800.BS Encouraging and Guiding Practice-Based Research in Educational Administration Programs

A: Administration Organization and Leadership — Symposium
Saturday, 8:00 AM to 9:20 AM — Basel

CHAIR Theodore J. Kowalski, *Bowling Green State University*

PRESENTATIONS

- Value and Potential of Practice-Based Research in school Administration Programs. *Theodore J. Kowalski, University of Dayton*
- Identifying, Avoiding, and Managing Problems Related to Practice-Based Research. *Ted Zigler, Ohio Dominican University*
- Promises and Potential Pitfalls of Quantitative Methods in Practice-Based Research. *Will Place, University of Dayton*
- Promises and Potential Pitfalls of Qualitative Methods in Practice-Based Research. *Julie Edmister, Bowling Green State University*

S.0800.DV Reading Instruction

MWERA - Paper Presentation
Saturday, 8:00 AM to 9:20 AM — Davos

CHAIR Jean Pierce, *Northern Illinois University*

DISCUSSANT Selma Vonderwell, *Cleveland State University*

PRESENTATIONS

- Pre-K Emergent Literacy Summer School Program for Children and Parents. *Joyce Laben, Northern Illinois University*
- Moving from Wen to When: A Study of an Attempt to Move Students From Invented to Normal Spelling. *Elsie H. Garbe, Northern Illinois University*
- Using Case Study Methodology to Evaluate Reading Instruction for Students with Learning Disabilities. *Michelle K. Wruble, Indiana University South Bend*

S.0800.GN Social Studies and Social Education of Preservice Teachers

K: Teaching and Teacher Education — Paper Presentation
Saturday, 8:00 AM to 9:20 AM – Geneva

CHAIR Kathie Kapustka, *DePaul University*

DISCUSSANT Jessica D. Cunningham, *University of Kentucky*

PRESENTATIONS

- Teaching for Social Justice: Infusing Assets-Based Service Learning as a Component of a Cultural Diversity Course. *Winston E. Vaughan, Xavier University*
- The Impact of a Global Education Course on Teacher Efficacy. *Robert H. Lombard, Western Illinois University; Amanda Chenoweth, Western Illinois University*
- Modeling: A Strategy for Integration in Science and Social Studies Methods. *Julie A. Saam, Indiana University Kokomo; Margo Sorgman, Indiana University Kokomo*

S.0800.IL **English Language Learners**
MWERA- Paper Presentation
Saturday, 8:00 AM to 9:20 AM — Interlaken
CHAIR Rodney J. Greer, *Western Illinois University*
DISCUSSANT Ellen A. Sigler, *Indiana University Kokomo*
PRESENTATIONS

- The Relationship Between Primary Language Fluency and the Future School Success of Hispanic English Language Learners. *Jeffrey B. Kritzer, University of Nebraska, Kearney*
- Pre-school Children's Performance on the Screening Tool the DIAL 3 with a Focus on Home- Literacy Skills and Spanish Speaking Children and Parents. *Luilia E. Palermo, Northern Illinois University*
- Achieving Lifetime Success for English Language Learners: Self-Regulation and Multiple Intelligences. *Ilknur Eginli, George Mason University*

S.0800.LG **No Policy Left Behind: The Lingering Effects of NCLB**
L: Educational Policy and Politics — Paper Presentation
Saturday, 8:00 AM to 9:20 AM — Lugano
CHAIR James Murray, *University of Missouri St. Louis*
DISCUSSANT Ann Hassenpflug, *University of Akron*
PRESENTATIONS

- Moving to a New Requirement: How are Career and Technical Education Teachers Perceiving New Policies? *Patrice C. Boyles, Chicago State University*
- No Child Left Behind: Determining the Impact of Policy on Music Education. *Kevin W. Gerrity, Ball State University*
- Ohio's Community Schools: Repositories Providing Under-Funded and Poor Education for Hungry Students of Color. *Rich Hoffman, Miami University*
- Ohio's "Big 8" Revisited: The Reauthorization of No Child Left Behind and the Impact of School Choice Options on Urban Schools. *Judy Jackson May, Bowling Green State University; Jennifer E. May, Bowling Green State University*

S.0800.ZM **Pre-Service and Professional Development: Resources for Improvement and Attitudes Regarding Implementation**
B: Curriculum Studies— Paper Presentation
Saturday, 8:00 AM to 9:20 AM — Zermatt
CHAIR Tasha Almond-Reiser, *University of South Dakota*
DISCUSSANT Carole Newman, *University of Akron*
PRESENTATIONS

- Mind Maps: Tools to Document Meaningful Learning in Pre-Service Education. *Barbara M. Graham, Ball State University*
- Defining Profiles for Effective Models of Electronic Professional Development. *Kristine L. Still, Cleveland State University; Jaclyn Prizant Gordon, University of Akron*
- Students' Attitudes Toward Participation in Professional Development in the Midwest. *Yin-Che Chen, Pennsylvania State University-University Park; Ya-Lun Tsao, Pennsylvania State University - University Park*

S.0800.SL **Mid-Western Educational Researcher Editorial Board Meeting**
MWERA — Meeting
Saturday, 8:00 AM to 9:20 AM — Skylight Tower
CO-EDITORS Deborah Bainer Jenkins, *State University of West Georgia*
 Adrian Rodgers, *The Ohio State University*
NOTES *All MWER Editorial Advisory Board members are encouraged to attend this discussion about the focus and business of The Researcher. The editors, Deborah Bainer Jenkins and Adrian Rodgers, as well as the new editors of the MWER, will be present to answer your questions.*

S.0930.GN Presidential Address
MWERA — Alternative Session
Saturday, 9:30 AM to 10:20 AM — Geneva

PRESENTATION

Sharon A. Valente
Ashland University

The Heart of the Scholarship of Teaching and Learning – Lifelong Mentoring

McKinney (2007) acknowledges that there are diverse definitions of the Scholarship of Teaching and Learning (SoTL). However, her conceptualization of SoTL is comprised of three paradigms. The first is good teaching. Good teaching is defined as not merely the achievement of student learning outcomes, but the successful attainment of those outcomes as demonstrated by external criteria (Bloom, 1956). The second paradigm is scholarly teaching. Scholarly teaching is closely allied with action research, “that which is done to improve conditions within a particular setting, without concern for applying the findings elsewhere” (Mertler and Charles, 2008). Yet applying the findings elsewhere is the key distinction to the SoTL and the third paradigm, research which emphasizes external evaluation and application.

All three paradigms intrinsically involve mentoring. The first glimpse of good teaching is usually seen by a student. That initial spark can and should influence the novice educator to explore the educator’s own classroom, and to answer the question of how to help students achieve and master the material, thus engaging scholarly teaching. Gardiner, Enomoto, and Grogan (2000) refer to mentors who “freely share knowledge and information that would benefit protégés.” In other words, their model enhances and encourages scholarship through openness and outreach. Such leadership inherently leads to the building of life-altering relationships. It is the premise of this address that it is those relationships that are central to advancing the SoTL to the next stage of public disseminated research.



S.1030.BS Division A Meeting and Invited Address

A: Administration — Meeting
Saturday, 10:30 AM to 11:50 AM — Basel

CHAIR

Ted Zigler, *Ohio Dominican University*

DISCUSSANT

Judith A. Zimmerman, *Bowling Green State University*

NOTES

All conference participants interested in Division A - Administration - are encouraged to participate in this session.

Invited Address:

Ohio’s Crosswalk: Developing an Alignment Tool for New State Standards with NCATE, ISLLC, and ELCC Standards.

A Working Model for States Developing Their Own Teacher and Principal Standards, While Still Faced with Outside Accreditation

Carol Engler, Ashland University, Julie Edmister, Bowling Green State University, Anita Varrati, Kent State University, Robert Beebe, Youngstown State University, Karen Herrington, The University of Akron, Ted Zigler, Ohio Dominican University

S.1030.DV Utilizing Auxiliary Technology to Enhance Online Instruction

C: Learning and Instruction — Alternative Session

Saturday 10:30 AM to 11:50 AM — Davos

PRESENTERS *Scott B. Wegner, Missouri State University; Sandra Wegner, Missouri State University*

ABSTRACT

On-line instruction, true to the predictions, has become a major force in the delivery of graduate-level courses. Convenience, economics and other factors have created a demand for on-line instruction at unprecedented levels. Meeting this demand has generally fallen on the reliance of a single course delivery system. These delivery systems, while very useful in organizing instruction, often fall short in providing the instructional opportunities that standards expect. To overcome this problem more and more online instructors have begun to add auxiliary technologies to enhance the online delivery of courses. Whether it is weblogging, Podcasting or utilizing a WIKI, auxiliary technologies have proven useful in adding new dimensions to online courses and to facilitating student learning and skill development.

S.1030.GN Preservice Teachers' Intentions and Effectiveness

K: Teaching and Teacher Education — Paper Presentation

Saturday, 10:30 AM to 11:50 AM - Geneva

CHAIR *Bridget D. Stuckey-Danner, Olive Harvey College/City Colleges of Chicago*DISCUSSANT *C. Richele O'Connor, Wright State University*

PRESENTATIONS

- A Study on Early Careers and Life Experiences in Shaping Preservice Teacher Identities. *Zeynep Z. Isik Ercan, The Ohio State University*
- An Inquiry into the Intentions and Desires of Student Teachers as Compared with Assessment Scores and Gender. *Robert R. Hite, The Ohio State University; Anthony Durr, The Ohio State University*
- The Teacher Work Sample: Stakeholder Perceptions of a Performance-based Assessment Connecting Candidate Teaching with Student Learning. *Maureen V. Spelman, Saint Xavier University; David Bell, Saint Xavier University*

S.1030.IL A Consideration of Ethics, Methods and Theory: Is There Consensus on what Constitutes Good Education Research?

D: Measurement and Research Methodology — Symposium

Saturday 10:30 AM to 11:50 AM — Interlaken

CHAIR *Kelly D Bradley, University of Kentucky*

PRESENTATION

- A Consideration of Ethics, Methods and Theory: Is There Consensus on What Constitutes Good Education Research? *Kelly D Bradley, University of Kentucky; Kenneth D. Royal, University of Kentucky; Jessica D. Cunningham, University of Kentucky; Jennifer A. Eli, University of Kentucky; Jennifer Weber, University of Kentucky; Eleanora Byrd, University of Kentucky; Weijia Ren, University of Kentucky; William E. Harris, Jr., University of Kentucky*

S.1030.LG Issues in Educational and Counseling Psychology

E: Counseling and Development — Paper Presentation

Saturday, 10:30 AM to 11:50 AM — Lugano

CHAIR *Jamie L. Roig, University of Kentucky*DISCUSSANT *Doris Bergen, Miami University*

PRESENTATIONS

- Parent-Peer Social Ecologies as Predictors of Adolescent Individuation. *Tasha M. Almond-Reiser, University of South Dakota; Harry Freeman, University of South Dakota*
- The Effect of Emotional Intelligence on Social Competence with First Grade Children. *Judy Ricke, Wichita State University; Linda Bakken Wichita State University*

- A Multidisciplinary Review of Methodological Strengths and Weaknesses Involving Research on Self-care. *Lynda Fereday, University of Kentucky; Jennifer Weber, University of Kentucky*
- The Relationship Between Occupational Interests and Values. *Thomas J. Smith, Northern Illinois University; Cynthia Campbell, Northern Illinois University*

S.1030.ZM

Division I Meeting

I: Education in the Professions — Meeting
Saturday, 10:30 AM to 11:50 AM— Zermatt

CHAIR

Frank DiSilvestro, *Indiana University*

DISCUSSANT

Masoud Ghaffari, *East Tennessee State University*

NOTES

All conference participants interested in Division I - Education in the Professions - are encouraged to participate in this session.

S.1030.SL

MWERA 2007 Conference Feedback and 2008 Conference Planning

MWERA — Meeting
Saturday, 10:30 AM to 11:50 AM — Skylight Tower

CHAIR

Dimiter M. Dimitrov, *George Mason University*

DISCUSSANT

Doug Feldmann, *Northern Kentucky University*

NOTES

All Division Chairs for both the 2007 and 2008 conferences should attend this session. Feedback from this session will be integrated into the conference planning that will begin at this afternoon's Board of Directors meeting.

S.1200.ZM

MWERA Board of Directors Meeting

MWERA — Meeting
Saturday, 12:00 PM to 5:00 PM — Zermatt

CHAIR

Sharon A. Valente, *Ashland University*

DISCUSSANT

Craig A. Mertler, *Bowling Green State University*

NOTES

Lunch will be served PROMPTLY AT NOON, with the meeting starting promptly at 12:30. All members of the Board are expected to attend the entire meeting.

MWERA is on the Move!

The schedule for the next five years is:

2008 – Columbus

2009 – St. Louis

2010 – Columbus

2011 – St. Louis

2012 – Columbus

While in Columbus, we will continue to hold our meetings at the Westin Great Southern Hotel.

In St. Louis, we will be meeting at the Sheraton Westport Chalet.

Some of the Westport Chalet features include:

- Newly renovated with 509 guest rooms and 2 full service restaurants
- Located in a lake resort area, which includes 18 restaurants, bars and clubs
- Indoor fitness center and pool
- Only 7 miles from the airport; free shuttle service; free parking

For more information and photos, please visit the Westport Chalet's web site at:

<http://www.sheratonwestport.com>

For more information about the Westport Plaza area, please visit:

<http://sheratonwestport.com/westport.html>

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F.0800.IL Licensure for Educational Leaders in Ohio: A Discussion of Traditional Licensure and Alternative Licensure
F.1030.DV Practice Issues: Parent Involvement, Funding, and Discipline
S.0800.BS Encouraging and Guiding Practice-Based Research in Educational Administration Programs
S.1030.BS Division A Meeting and Invited Address

B: Curriculum Studies

- T.0310.ZM Cross-Cultural Issues in Classrooms and Curriculum
F.1030.BS Division B Meeting and Invited Address
F.0310.LG Unique Teaching Strategies in Civics, Character Education, and Literacy
S.0800.ZM Pre-Service and Professional Development: Resources for Improvement and Attitudes Regarding Implementation

C: Learning and Instruction

- W.0300.AL2 Preparing Grant Proposals for the Institute of Education Sciences
T.0800.ZR Mathematics and Science Education: Technology, Anxiety, SES and Student Misconceptions
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F.0800.ZM Self-regulation, Constructivism and Teacher Preparation
F.1030.ZM Foreign Language Learning
F.0140.MH Student Motivation and Study Methods
F.0310.ZM Language Learning in College Settings
F.0440.GN Division C Meeting
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F.0140.ZR Test Development and Statistical Applications
F.0310.GN Evaluation and Assessment
S.1030.IL A Consideration of Ethics, Methods and Theory: Is There Consensus on What Constitutes Good Education Research?

E: Counseling and Human Development

- T.1030.LG Psychosocial Context of Development and Perceptions of Self
F.0440.IL Division E Meeting and Invited Address
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- T.0310.GN Intersections of Policy and Culture in the History of American Education
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H: School Evaluation and Program Development

- T.0800.GN An Introduction to Q Methodology: Determining Perspectives Using a Mixed Methodology
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I: Education in the Professions

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- F.0140.BS English Language Learners: Coming to a School Near You
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- T.0800.BS Legislation and the Courts in Educational Policy
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- F.0440.DV The Multiple Contexts of Higher Education Policy
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MWERA

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- S.0930.GN Presidential Address
- S.1030.SL MWERA 2007 Conference Feedback and 2008 Conference Planning
- S.1200.ZM MWERA Board of Directors Meeting

Call for Reviewers for the Mid-Western Educational Researcher

The *Mid-Western Educational Researcher* is a scholarly journal that publishes research-based articles addressing a full range of educational issues. The journal also publishes literature reviews, theoretical and methodological discussions that make an original contribution to the research literature, and feature columns. It is the official journal of the Mid-Western Educational Research Association (MWERA), a regional affiliate of the American Educational Research Association (AERA). Four issues of the journal are published annually.

The editors seek professionals, faculty members at all ranks, and graduate students to add to its growing list of reviewers. Reviewers are electronically sent an abstract of a manuscript in their field of expertise and asked if they can provide a review within four weeks. If they can, a blind copy of the manuscript and a review form are sent. While we prefer electronic reviews and transmission, hard copy is also an option.

Please provide your review information to Mark A. Earley, Reviews Co-Editor, at mer@bgsu.edu. Please send: name, mailing address, email address, telephone number, institutional affiliation, academic rank, and areas of interest or expertise.

REGISTERING IS AS EASY AS 1, 2, 3 . . .

- 1. Register on line for a hotel room.**
- 2. Register on line for optional St. Louis tours.**
- 3. Register by mail in or on site for the MWERA conference.**

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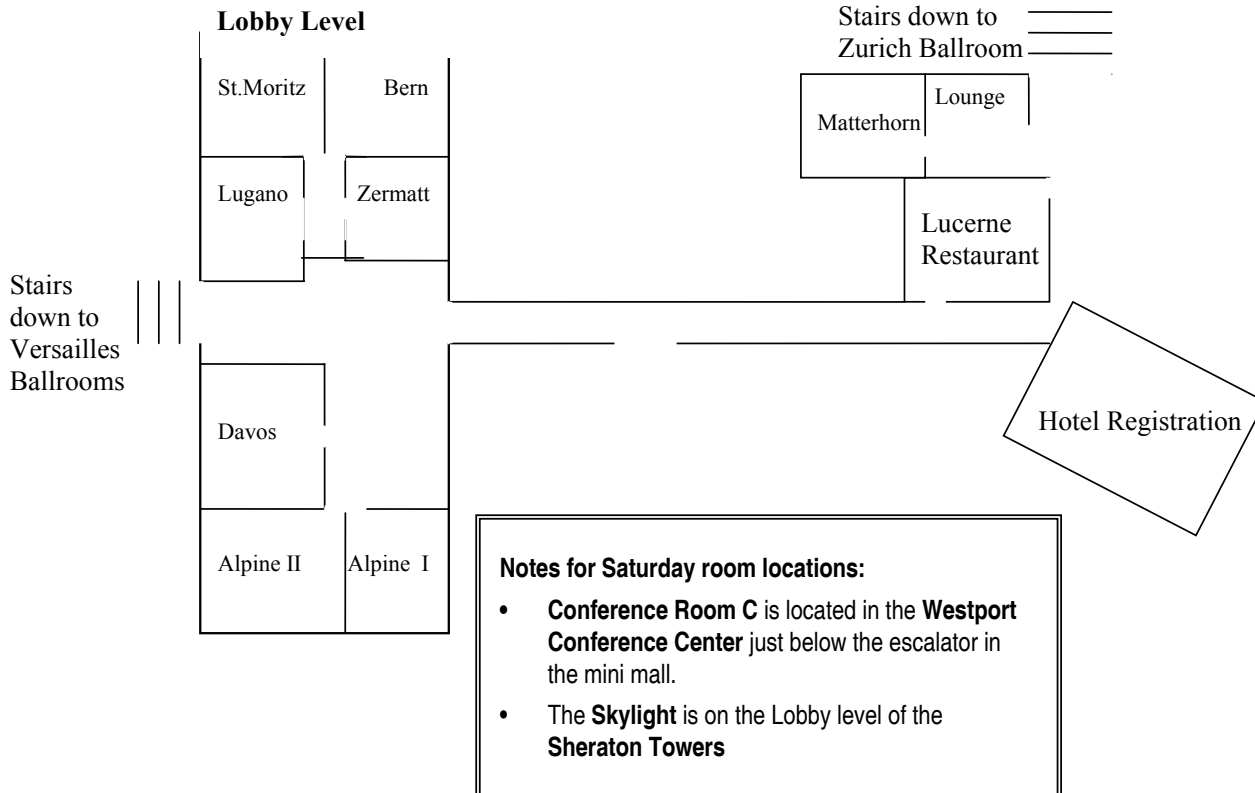
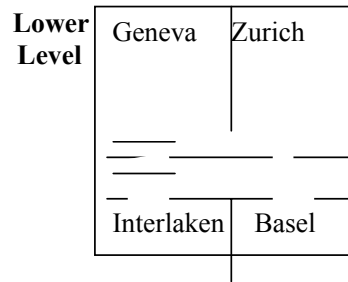
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MWER—2007 Hotel Maps



MWERA—2007 Conference At-A-Glance

Time	MWERA Registration Desk	Alpine I (AL1)	Alpine II (AL2)	Basel (BS)	Davos (DV)	Geneva (GN)	Interlaken (IL)	Lugano (LG)	Matterhorn (MH)	Versailles Ballroom I (VB1)	Versailles Ballroom II (VB2)	Zermatt (ZM)	Zurich (ZR)	Skylight Tower (SL)
Wednesday, October 24, 2007														
1:00	1 - 6:00 PM	1 - 3 PM: Multilevel Modeling Workshop												
3:00		3 - 6 PM: Grant Workshop												
4:00		4 - 6 PM: Write a Review												
6:00														
8:00									8 - 9:30 PM: Fireside Chat with Dr. Elmore					
Thursday, October 25, 2007														
8:00	8 - 5:00 PM			Division L	Division K	Division H: Q Methodology Workshop	Division G	Division D	New Member Welcome			MWERA So You Want to Write a Book	Division C	
9:30										Elmore Keynote Address				
10:30				Division J	Division K	Division C	Keynote Follow Up	Division E				Division A	Division D	
12:00										Association Council Luncheon				
1:40				Division D Meeting Invited Address		Division K Meeting Invited Address		Division C				Division A	Division D	
3:10				Division J Meeting	Division A	Division F	Division K	Academy Learning Exchange				Division B	Division D	
4:40				Division L Meeting Invited Address	Division I	Division G Meeting	Division K	Division H				Division A	Division D	
6:00									Cracker Barrel					

MWERA—2007 Conference At-A-Glance

Time	MWERA Registration Desk	Alpine I (AL1)	Alpine II (AL2)	Basel (BS)	Davos (DV)	Geneva (GN)	Interlaken (IL)	Lugano (LG)	Matterhorn (MH)	Versailles Ballroom I (VB1)	Versailles Ballroom II (VB2)	Zermatt (ZM)	Zurich (ZR)	Skylight Tower (SL)
Friday, October 26, 2007														
8:00	8 - 5:00 PM			Division D: Power and Sample Size Workshop	Division G	Division K	Division A: Symposium on Licensure in Ohio	Division Chair Meeting			Division C			
9:30											MWERA Business Meeting			
10:30				Division B Meeting Invited Address	Division A	Divisions K & E: Tips for Scholarly Writing		Division K	Student Member Meeting		Division C	Division D		
12:00											Thompson Luncheon Keynote			
1:40				Division K: English Language Learners Workshop	Division J		Keynote Follow-up	Division H	Division C			Division F Meeting	Division D	
3:10				Division J Past Presidents Forum	Division D	Division D	Division H Meeting Invited Address	Division B	Roundtables			Division C	Division K	
4:40				Division H	Division L	Division C Meeting	Division E Meeting Invited Address	Division G	Association Council Orientation				Divisions H & K: School-University Partnerships	
6:00									President's Reception					
Saturday, October 14, 2007														
8:00	8 - 10:00 AM			Division A	Multi-Division	Division K	Multi-Division	Division L				Division B		MWERJ Editorial Board Meeting
9:30						Valente Presidential Address								
10:30				Division A Meeting Invited Address	Division C: Utilizing Auxiliary Technology	Division K	Division D: Symposium on Good Education Research	Division E				Division I Meeting		Conference Feedback

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