

MID-WESTERN EDUCATIONAL RESEARCHER

Official Publication of the Mid-Western Educational Research Association

Volume 21, No. 3—Summer 2008



2008 Conference Program
October 15–18, 2008
Westin Great Southern Hotel
Columbus, Ohio



www.mwera.org

On The Cover

Northern Kentucky University

Located seven miles from downtown Cincinnati, Ohio, Northern Kentucky University has positioned itself as a regional leader in higher education and economic growth. Fully accredited by the Southern Association of Colleges and Schools, NKU has a student enrollment of 15,000 which is comprised of learners from 47 states and 53 countries. With a strong student-faculty ratio of 14:1, NKU is able to offer an education which is described on campus as “up close and personal.” The university offers degree programs in 73 baccalaureate, 7 associate, and 19 graduate areas. The NKU Norse athletic program competes at the Division II level in the Great Lakes Valley Conference, housed in part within a new \$68 million basketball arena (opened in 2008) that also serves as a regional hub for commencements, concerts, civic events, and other activities.

The College of Education and Human Services at NKU is fully accredited by the National Council for the Accreditation of Teacher Education (NCATE), and subscribes to the vision “to prepare exemplary helping professionals who demonstrate the personal and professional knowledge, skills, and dispositions necessary to provide for the learning, growth, and developmental needs of individuals in an increasingly diverse, complex, and technological society.”

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.

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.

In addition, the editors encourage quality graduate student submissions through a devoted section, “Graduate Student Research,” for 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. The submission, review, and publication of manuscripts in this section conform to the descriptions and standards of the journal outlined below. Manuscripts should be submitted electronically with *MWER Graduate Student Manuscript* as the subject line. It is essential to identify yourself as a graduate student to be considered for the Graduate Student Section. Verification of graduate student status will be required if the manuscript is accepted for publication in *MWER*.

All manuscripts must be submitted electronically for review 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 fewer 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 fewer 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 screened initially 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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Welcome to MWERA 2008!

The Globalization of the Teacher Experience



Doug Feldmann
MWERA Vice-President
& 2008 Program Chair

On behalf of the board of directors, officers, and program committee, I am pleased to welcome you to the 2008 annual meeting of the Mid-Western Educational Research Association. We have a very exciting program this year, with a wide array of choices for all conference participants. The program is comprised of keynote addresses, papers, workshops, roundtables, poster sessions, invited addresses, panel presentations, and symposia, all of which have undergone a rigorous peer-review process. I wish to offer my sincere thanks for all who worked towards putting this program together.

The conference begins on Wednesday, October 15 with three afternoon workshops (along with several more on Friday and Saturday). On Wednesday night, we are privileged to host **Dr. David Flinders**, Professor of Curriculum Studies at Indiana University-Bloomington, for an informal conversation at our traditional **Fireside Chat**. Dr. Flinders' keynote address, *Globalization and Teacher Education*, will be delivered on **Thursday, October 16**, at 9:30 a.m. in the Grand Ballroom. Dr. Flinders will discuss three common perspectives on globalization as related to teacher preparation, including global citizenship, global development, and global sustainability. Dr. Flinders will suggest that teachers need to understand the challenges, opportunities, and liabilities of each perspective.

The **Luncheon Keynote Address** on **Friday, October 17**, will feature **Dr. Elaine Jarchow**, Dean of the College of Education and Human Services at Northern Kentucky University. Dr. Jarchow's address, *The Global Teacher Educator: A Peripatetic with Purpose*, will highlight the extensive research and experience she has accumulated in this area.

On **Saturday, October 18**, we will welcome the current president of MWERA, **Dr. Craig A. Mertler**. Dr. Mertler is professor of Educational Assessment and Research Methodologies at Bowling Green State University, as well as the director of the School of Educational Leadership and Policy Studies at BGSU. His talk is entitled *A Systematic Approach to Transforming the Art of Teaching into the Science of Teaching: Developing a D-DIDM Mindset*.

I invite you to enjoy the next several days, as you renew and establish friendships as well as enrich your professional knowledge. Please visit with me during the conference if there is anything I can do to enhance your experience.

Cordially,

Doug Feldmann

MWERA Vice President and 2008 Program Chair

General Information

The 2008 annual meeting of the Mid-Western Educational Research Association will be held from **Wednesday, October 15 to Saturday, October 18** at the Westin Great Southern Hotel in Columbus, Ohio. Registration and pre-conference workshops will begin on Wednesday afternoon, with the **Fireside Chat** launching the formal program at 8:00 p.m. Thursday, Friday, and Saturday will consist of research papers presented in a variety of formats, as well as other 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 attending or participating in the 2008 annual meeting of the Mid-Western Educational Research Association. Advance payment for full registration for the meeting (as well as current MWERA membership dues) is expected of everyone. Registrants are provided a MWERA-08 name tag, which must be worn at all times during the conference. Those planning to attend MWERA-08 are strongly encouraged to pre-register for the conference and workshops, and make hotel reservations as soon as possible. Pre-registrations and hotel reservations must be received by **September 22, 2008**. Registrations received after this date may not be received in time for processing, and on-site payment in the form of cash or a 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 Westin Great Southern Hotel at the following times:

Wednesday, October 15	3:00 p.m.-8:00 p.m.
Thursday, October 16	7:00 a.m.-6:00 p.m.
Friday, October 17	7:00 a.m.-12:00 p.m. and 1:40p.m.-4:40 p.m.
Saturday, October 18	7:00 a.m.-10:30 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 2008.**

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. The Exhibit Hall will be located in the Foyer on the second floor.

Session Formats

Paper Presentation

Paper sessions are intended to allow presenters the opportunity to make short, relatively formal presentations in which they overview their papers to an audience. Three to five individual papers dealing with related topics are grouped into a single session running one hour and twenty minutes. The presenter(s) of each paper is (are) allowed approximately 15 minutes to present the highlights of the paper. A single Session Discussant is allowed approximately 15 minutes, following all papers, for comments and critical review. A Session Chair moderates the entire session. Presenters are expected to provide complete copies of their papers to all interested audience members.

*Every presenter is expected to provide a copy of his/her complete paper to the session discussant by **September 15**. Discussants who do not receive papers on time may elect to not include that paper in the discussion.*

Roundtable Discussion/Poster

Roundtable Discussion/Poster sessions are intended to 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, table-top poster-type displays, ancillary handouts, or other table-top 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 paper on which the roundtable discussion/poster was focused.

Symposium

A symposium is intended to provide an opportunity for examination of specific problems or topics from a variety of perspectives. Symposium organizers are expected to identify the topic or issue, identify and ensure the participation of individual speakers who will participate in the session, prepare any necessary materials for the symposium, and Chair the session. It is suggested, though not required, that the speakers or symposium organizer will provide interested individuals with one (or more) papers relevant to, reflective of, or drawn from the symposium.

Workshop

Workshops are intended to provide an extended period of time during which the workshop leader helps participants develop or improve their ability to perform some process (e.g., how to provide clinical supervision, using the latest features of the Internet, or conduct an advanced statistical analysis). Organizers may request from 1.5 to 3 hours, and are responsible for providing all necessary materials for participants. Many workshops are scheduled for Wednesday afternoon, although others may be scheduled throughout the conference. Organizers may, if they wish, receive an honorarium based upon the number of paid participants in their workshop and the fee schedule.

Alternative Session

The form, topics, and format of alternative sessions are limited only by the imagination and creativity of the organizer. These options are intended to afford the most effective method or approach to disseminating scholarly work of a variety of types. Proposals for alternative sessions will be evaluated on their appropriateness to the topic and audience, their suitability to meet the limitations of time, space, and expense for MWERA, and the basic quality or value of the topic. The organizer of alternative sessions is responsible for all major participants or speakers, developing and providing any necessary materials, and conducting or mediating the session. Because a variety of approaches may be proposed within this category, alternative session proposals should include a brief rationale for the alternative being proposed.

Best Practices Forum

The "Best Practices" sessions are intended to provide opportunities for individuals or groups to present "best" or "promising" practices impacting both K-12 and higher education. These sessions highlight unique and innovative programs that have demonstrated promise for improving and enhancing educational practice. Presenters will be grouped by similar topics to facilitate discussion between and among the groups and audience. Presenters are expected to make available complete copies of the paper on which the "Best Practices" session focused.

Conference Events and Highlights

Dr. David Flinders will open the 2008 Annual Meeting of MWERA with an informal Fireside Chat Wednesday evening at 8:00 p.m. in the Great Southern Gallery (coffee and tea will be provided). On Thursday at 9:30 a.m., Dr. Flinders will present his Keynote Address, ***Globalization and Teacher Education***, in the Grand Ballroom. Dr. Flinders will be available for further discussion and questions following the Keynote in the Chittenden Parlor.

The **Editorial Board** of the *Mid-Western Educational Researcher* will meet on Wednesday from 4:00 p.m. to 6:00 p.m. in the Vendome Board Room. All members of the Editorial Board should attend.

Division Meetings have been scheduled throughout the day on **Thursday** and **Friday**. Several of the division meetings will 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 10:30 a.m. in the Great Southern Gallery. 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 our student member welcome session at 4:40 p.m. on Thursday in the Great Southern Gallery. 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 Grand Ballroom. All Association Council members are expected to attend.

To enhance the experience of our **Roundtable Discussions** and **Poster Presentations**, this session has a new time slot at the 2008 MWERA conference—during our **Cracker Barrel** social on Thursday evening from 6:00 p.m. to 7:30 p.m. in the Grand Ballroom. This will provide the chance to enjoy some food and drink while learning of the research of the participants; 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 Hartman Parlor.

Everyone available is encouraged to attend the annual **MWERA General Business Meeting**, scheduled on Friday from 9:30 a.m. to 10:20 a.m. in the Grand Ballroom. President Craig Mertler 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. Elaine Jarchow** as our speaker. Dr. Jarchow's address is entitled ***The Global Teacher Educator: A Peripatetic with Purpose***, where she will describe one peripatetic international teacher educator's global journey through such countries as Saudi Arabia, the U.A.E., Ghana, South Africa, and New Zealand. **Remember, you must pre-register for the conference in order to be guaranteed a seat at the luncheon!** Immediately following the luncheon, Dr. Jarchow will be available for questions in the Chittenden Parlor beginning at 1:40 p.m.

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 Great Southern Gallery. 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 p.m. to 8:00 p.m. in the Foyer. Your host for the evening will be the current president of MWERA, **Dr. Craig Mertler**, professor of Educational Assessment and Research Methodologies and director of the School of Educational Leadership and Policy Studies at Bowling Green State University. The reception is a great way to unwind and catch up with your colleagues!

Dr. Mertler will deliver the **Presidential Address** on Saturday at 9:30 a.m. in the Grand Ballroom, entitled ***A Systematic Approach to Transforming the Art of Teaching into the Science of Teaching: Developing a D-DIDM Mindset***.

Dr. Doug Feldmann, the 2008 Program Chair, and **Dr. Gordon Brooks**, the 2009 Program Chair, will be available to listen to your comments about the 2008 Annual Meeting at the **Conference Feedback** session Saturday morning starting at 10:30 a.m. in the Great Southern Gallery. Planning for the 2009 conference begins at this session.

Professional Development: Workshops

Collective Bargaining and Public School Administration: A Legal Perspective

Wednesday, 4:00 PM to 6:00 PM—Seneca Parlor

Bernadette Marczely, *Cleveland State University*

This workshop will present the basic principles of public sector collective bargaining, and how these principles affect actual public school administration. Administrator/Teacher interactions before, during, and after negotiations will be presented through a series of CD scenarios. Participants in this workshop will be asked to predict how each scenario will be resolved, and their responses will be evaluated in light of the prescriptions of Ohio's Public Sector Collective Bargaining Law. This workshop will provide new and prospective administrators with an understanding of how collective bargaining works, and will be a refresher course for those who teach or may be engaged in collective bargaining in the near future.

Focus Group Interview Moderator Training

Wednesday, 4:00 PM to 6:00 PM—Park Parlor

Thomas Archer, *Ohio State University*

The basic idea of an FGI project is simple: Small groups are guided through a pre-thought line of questioning for 1-2 hours by a trained Moderator. The Moderator focuses the discussion on issues of research interest. The goal is to give the participants the opportunity to express their ideas/ thoughts/ views. The interaction and stimulation among the people in the group is one of the biggest advantages. Analysis of gathered information attempts to discern patterns and trends that develop among participants and across Focus Groups. This can be a very robust qualitative data collection method if there is a skilled FGI Moderator. A good FGI Moderator possesses skills that are markedly different from other group facilitation. This workshop will highlight the process of FGI research. Detailed skills of high quality FGI Moderators will be discussed/ demonstrated. Guidelines and tips will be shared for completing FGI projects on shoestring budgets.

How Hierarchical Linear Modeling (HLM) Can Be Conceptualized within General Linear Regression (GLM): The Utility of Person Vectors

Wednesday, 4:00 PM to 6:00 PM—Neil House Parlor

Keith McNeil, *New Mexico State University*

HLM has many applications in educational research wherein one level of data (students, for example) is nested within another level (teacher) and those levels are nested within another level (schools). Researchers and statisticians can conceptualize HLM within the more familiar GLM by including person vectors in GLM. How person vectors can be used to analyze repeated measures data will be discussed first. The notions will then be expanded into HLM. Participants will be provided an overview of the two statistical procedures, introduced to person vectors, and then analyze nested data with both HLM and GLM. Participants will discover for themselves that when person vectors are used, GLM produces the same result as does HLM.

Activities in Racial Identity Development for Pre-Service Teachers

Friday, 8:00 AM to 9:20 AM—Deshler Parlor

Nicole Williams, *Ohio State University*

Activities in Racial Identity Development for Pre-Service Teachers will provide an opportunity for teacher educators to

participate, discuss and question various activities that focus on creating a classroom discourse around race. Possible activities include a Power Walk, the Blue Eyed/Brown Eyed experiment (Elliot), White Privilege: Understanding the Invisible Knapsack (McIntosh), A Framework for Understanding Poverty (Payne), Identity Collages (McIntyre), Identity Attitude Surveys (Helms) and more. Although brief descriptions of each activity will be presented, this workshop will center on an open forum for dialogue on the introduction, development and improvement of activities in the racial identity development of pre-service teachers.

On Being an Effective Journal Reviewer

Friday, 8:00 AM to 9:20 AM—Park Parlor

Julia Matuga, Savilla Banister, Mark A. Earley, Tim Murnen, *Bowling Green State University*

Have you thought about being a journal reviewer, but weren't sure where to begin? This workshop provides direction on how to write several types of reviews. Discussion and activities will address the differences between qualitative and quantitative manuscripts, standards of quality, and how to provide appropriate and effective written comments for authors and editors. The focus of the workshop will be providing reviews for the Mid-Western Educational Researcher, with input from the editors. We welcome new members and graduate students.

Using rGrade Assessment System to Develop Standards- Based Assessment Solutions for Program Improvement and Accreditation Reporting

Friday, 1:40 PM to 3:00 PM—Thurber Conference Suite

Susan McKelvey, *Virginia Commonwealth University*

In this tutorial, we will use rGrade to implement performance-based assessment solutions for academic and professional programs in higher education. This will include creating standards-based, interactive rubrics, critical assignments, and decision point plans that programs can use for program improvement and accreditation as part of a Unit Assessment System (UAS). The tutorial is intended for university and college CIOs, deans, technology directors, directors of assessment, and faculty involved with assessment.

Utilizing the 4L Approach to Prevent Violence and Suicide

Saturday, 8:00 AM to 9:20 AM—Neil House Parlor

Lee Kern, *Murray State University*

Violence and Suicide continue to increase in schools. Stress and depression are often the precursors on the downward path toward these destructive acts against self and others. This workshop will provide a systematic structured approach for identifying the signs of stress, depression, violence, and potential suicide. The 4L Approach provides a framework for learning what to look for and then what to say and do at the stress and depression levels to create a roadblock on this downward path toward violence or suicide. Participants will learn what to look for and how to use the 4L approach (look, listen, learn, and live) to provide early roadblocks at the stress and depression levels. Participants will also learn about situational, behavioral, and verbal clues of the individual considering violence or suicide and how to ask questions and seek help to offer hope.

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Co-Editors, *Mid-Western Educational Researcher*

(ex-officio board) Tim Murnen, Julia Matuga,
Savilla Banister, Mark Earley, Bowling Green State
University

Please join us in congratulating our
newly-elected officers:

Cynthia Campbell, Vice-President-Elect-Elect;
Aimin Wang, Secretary
and the new members of the
Association Council.

Welcome!

Proposal Reviewers

The 2008 Program Committee wishes to express our appreciation to the following individuals who donated their time to assist in the process of reviewing more than 275 proposals.

A

Allen, Amy, *University of Toledo*
Allen, Jennifer, *University of Kentucky*
Almond, Tasha Marie, *University of South Dakota*
Archer, Thomas M., *Ohio State University*
Azhar, Talat, *Pennsylvania State University*

B

Bailey, Luralyn, *University of South Dakota*
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C

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Cook, Larry David, *Ashland University*

D

Dadashova, Afet, *Indiana University*
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Derby, Dustin C., *Palmer College of Chiropractic*
Dominick, Vicki, *Beloit College*
Dowling, Karen A, *Ball State University*
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E

Estudillo, Antonio, *Indiana University*

F

Falk-Ross, Francine C., *Northern Illinois University*
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Gerrity, Kevin W., *Ball State University*
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Ilg, Timothy John, *University of Dayton*

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Jairam, Dharma, *University of Nebraska*
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Kalaian, Sema, *Eastern Michigan University*
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Liang, Xin, *University of Akron*
Lindsey, Jill, *Wright State University*
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Mudrey-Camino, Renee, *University of Akron*
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P

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Phillips, Ann, *Rowan University*

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Richardson, Teresa M., *Ball State University*
Royal, Kenneth, *University of Kentucky*
Rugutt, John, *Illinois State University*
Ryan, Charles W., *Wright State University*

S

Saam, Julie, *Indiana University-Kokomo*
Salem, Joe, *Kent State University*
Schommer-Aikins, Marleen, *Wichita State*
Schriever, Stacy, *Wright State University*
Sigler, Ellen Ava, *Indiana University-Kokomo*
Smith, Thomas J, *Northern Illinois University*
Solomou, Maria, *Indiana University*
Stevens, Sharon R, *Western Illinois University*
Stuckey-Mickell, Tracey A, *Northern Illinois
University*

T

Tosolt, Brandelyn, *Northern Kentucky University*
Tseng, Hsiayen, *Pennsylvania State University*

U

Urtel, Mark G., *Indiana University Purdue University
Indianapolis*

V

Vonderwell, Selma, *Cleveland State University*

W

Walker, David A, *Northern Illinois University*
Wallace, Litesa, *Northern Illinois University*
Wallace, Stephen R., *Northern Illinois University*
Wang, Aimin, *Miami University*
Watras, Joseph, *University of Dayton*
Weber, Jennifer, *University of Kentucky*
Wellen, Lauren, *Concordia University*
Wendel, Paul Joseph, *Mansfield University*
Williams, Nicole, *Ohio State University*

X

Xia, Mingzhu, *University of Tennessee*

Z

Zawislan, Deborah Gries, *John Carroll University*
Zhang, Dake, *Purdue University*
Zhang, Lina, *Miami University*
Zigler, Ted, *Ohio Dominican University*
Zimmerman, Judith A., *Bowling Green State
University*

Conference Registration and Hotel Reservations

Attending MWERA begins with registering for the conference and reserving a room at the Westin. These two steps require the completion of two different forms, mailed to two different locations, with different information needed and deposits.

DO NOT SEND YOUR CONFERENCE REGISTRATION TO THE HOTEL, OR SEND YOUR HOTEL RESERVATION IN WITH YOUR CONFERENCE REGISTRATION! This can delay your registration/reservation, or result in your not being registered for the conference and/or not having a place to stay in Columbus.

Pre-Registration vs. On-Site Registration

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 2008 Annual Meeting, complete the form on the following page and return it, with your check or money order for payment in full to MWERA Executive Officer Sharon McNeely.

Pre-registrations must be postmarked by September 22, 2008, to qualify for the reduced rates! On-site registration will be available at the registration desk in the lobby of the Westin Great Southern Hotel beginning at 12:00 pm on Wednesday, October 15, and continuing through 10:00 a.m. on Saturday, October 18. October 15-18, 2008 is an unusually-busy time in Columbus. Hotel space could be tight, *if not completely unavailable*, to those who do not have confirmed reservations. Our conference hotel, the Westin Great Southern, is holding a block of rooms for MWERA attendees; however, they will only hold these rooms until September 22! To ensure that you have a place to stay please make your reservations with the hotel early, the hotel must receive your reservations by September 22, 2008. **Participants in the conference are strongly urged to register at the Westin Great Southern, since that directly affects the amount which MWERA will owe the hotel.** Please help us keep our costs low so that we can continue to provide a high-quality conference.

The recently-renovated 196 luxurious guestrooms at the Westin Great Southern boast the Westin Hotels' famous Heavenly Bed™ and the Heavenly Bath™, coffee makers, irons and ironing boards, hair dryers, refreshment centers and 27" televisions that are equipped with Nintendo®, Pay-Per-View movies and Web access. Wireless Internet access is available for a fee. Each phone includes data ports and personalized voicemail, and for extra security, an in-room safe is offered. A new fitness room is conveniently located in the lower level of the hotel, and the city has many walking/jogging paths close to the hotel. LCD projectors and screens will be provided by MWERA (**traditional overhead projectors will NOT be provided**). However, as was stated clearly in our call, **presenters needing additional A/V equipment, such as a laptop computer, 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 directly well before the meeting for your needs, hotel pricing and availability, and payment, (614) 228-3800.



Exterior of the Westin Great Southern

MWERA 2008 Conference Registration Form

Westin Great Southern Hotel, Columbus, OH
October 15-18, 2008

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? _____

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.

- W.0400.SE N/C
- W.0400.PA N/C
- W.0400.NF N/C
- F.0800.DP N/C
- F.0800.PA N/C
- F.0140.TC N/C
- S.0800.NH N/C

Conference Registration

	By 9/24/08	After 9/24/08
<input type="checkbox"/> MWERA Member	\$90.00	\$115.00
<input type="checkbox"/> Non-Member	\$115.00	\$140.00
<input type="checkbox"/> Student Member (see note below)	\$50.00	\$60.00
<input type="checkbox"/> Lunch Only	\$40.00	\$45.00
TOTAL Registration Fee Enclosed:	\$ _____	

(NOTE: A ONE-DAY, ON-SITE REGISTRATION OPTION WILL BE AVAILABLE FOR NON-MEMBERS; SEE REGISTRATION DESK FOR AMOUNT.)

Membership Dues

	Regular	Student+
2008 – 2009 Membership	\$45.00	\$25.00
Lifetime	\$450.00	\$450.00
TOTAL Membership Dues Enclosed:	\$ _____	

(+ send copy of verification of current student status)

MWERA 2008 Conference Materials

	Cost per	Qty	Total
MWERA '08 Program Abstracts	\$8.00	_____	_____
MWERA Lanyard	\$2.00	_____	_____
TOTAL Materials Costs Enclosed:	\$ _____		
TOTAL AMOUNT ENCLOSED:	\$ _____		

Make your check or money order payable to "MWERA." **Register before September 22, 2008** 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 (2008-2009) member of the Association. New presenters may join using this registration form.

Mail completed form and payment to:

MWERA
Sharon McNeely
PO BOX 34421
Chicago, IL 60634

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 ----- If YES, will you require a vegetarian menu? Yes No

* Will you be staying at the Great Southern Hotel? Yes No ----- If YES, circle all that apply: Tue Wed Thu Fri Sat

* Would you like your name/e-mail added to a room-sharing list? (You will be e-mailed a list of people wishing to room-share) Yes No

* Pre-Registered Students: Are you interested in being a conference volunteer, for reimbursement of one-half registration fee? Yes No
(Send an e-mail to mwera_ed@yahoo.com for more information)

The Westin Great Southern Hotel Reservation Form

Mid-Western Educational Research Association Meeting

October 15-18, 2008

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

Affiliation: _____

Mailing Address: _____

Day Telephone: (_____) _____ E-mail: _____

Accommodations Requested

Arrival Date: ____ / ____ / 2008 Departure Date: ____ / ____ / 2008

Bed Type: ____ Single ____ Double (2 Doubles)

\$143—Run of the House (Standard single conference rate) \$118—Student Rate

\$176—Double Rate (two double beds) \$176—King Suites

Name(s) of Roommate(s) (if any): _____

Special Needs: _____

To confirm your reservation, the hotel requires a first night's deposit or a credit card guarantee.

Method of Payment Credit Card Number: _____

Check or Money Order Name on Credit Card: _____

Credit Card (*Circle to indicate card*): Expiration Date: _____

MasterCard Visa American Express Signature: _____

Discover Diners Club

You must cancel this reservation 72 hours prior to your expected date of arrival and receive a cancellation number to avoid billing on your credit card for the first night's room and tax or the loss of your deposit. The above rates do not include state and local taxes. Automobile parking (valet or self-parking) is available at the hotel for an additional \$20 per day (plus taxes) for registered hotel guests. Check in time is 3:00 pm; check out time is 1:00 pm. On site luggage storage is available for early arrival and late check out. **The above group rates are only guaranteed UNTIL SEPTEMBER 19, 2008.**

Phone or send completed form and deposit by mail or fax to:

**The Westin Great Southern Hotel
310 South High Street
Columbus, OH 43215
(614) 228-3800**

**Reservations only: (800) 228-3000
Fax: 614-228-7666**

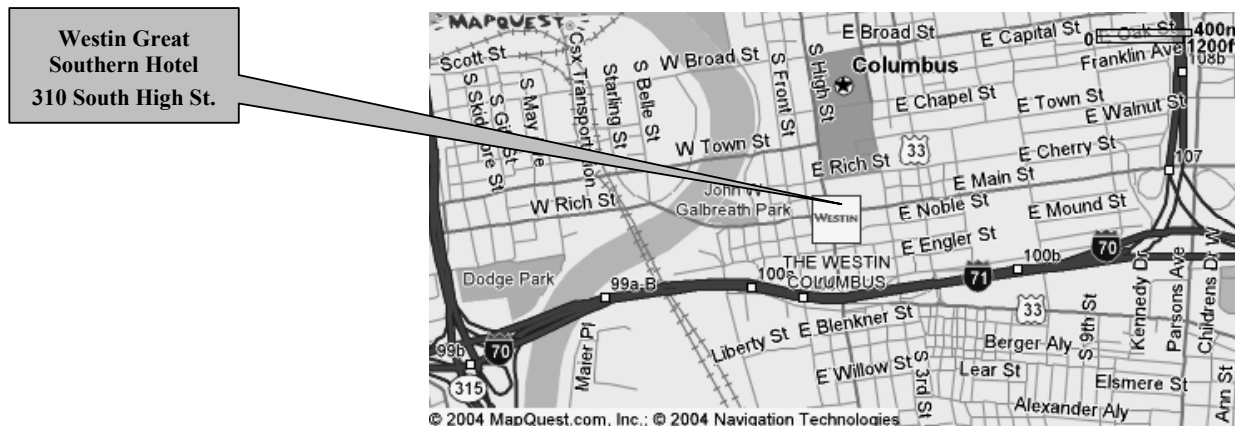
**Be sure to mention "MWERA"
when making your reservation!**

**Please support the conference by reserving your room at the Westin.
MWERA reserves a block of discounted rooms for attendees.
If these rooms are not booked, the conference must pay a sizeable penalty.**

Directions to the Westin Great Southern

**310 South High Street
Columbus, OH 43215
(614) 228-3800
FAX: (614) 228-7666**

For personalized directions, go to <http://Westin.com/Columbus>.



From Cleveland

Take I-71 South to I-670 West. Take the Third Street exit and go approximately 11 blocks to Mound Street and turn right. Go one block to High Street and turn right. The hotel is on the corner of High and Main Streets. Valet parking is available in front of the Hotel on High Street.

From Cincinnati

Take I-71 North. Just before reaching the downtown area, exit onto I-70 East. Take the first exit, which is Front/High Street exit. Go straight to High Street and turn left. Approximately 3 blocks you will see the Hotel on your right. Valet parking is available in front of Hotel on High Street.

From Dayton and Indianapolis

Take I-70 east to the Front/High Street exit. Go straight off the exit to High Street and turn left. Approximately 3 blocks you will see the Hotel on your right. Valet parking is available in front of Hotel on High Street.

From Pennsylvania and West Virginia

Take I-70 west to the Fourth Street exit. Stay in the middle lane. Proceed straight through the first light. Approximately 3 blocks turn right on to High Street. The hotel is on the corner of High and Main Streets. Valet parking is available in front of Hotel on High Street.

From the Airport

By car: Take the International Gateway (the main airport road) and follow it to I-670 west. This will take you to downtown. Once you are downtown, take the Third Street exit and go approximately 11 blocks to Mound Street and turn right. Go one block to High Street and turn right. We are on the corner of High and Main Streets. Valet parking is available in front of Hotel on High Street.

By Bus: There is a bus that can take you from the airport to downtown.

**The Westin parking lot is located on Main Street behind the hotel.
Self-parking is available adjacent to the Southern Theatre.**

The Roles and Responsibilities of MWERA Participants: A Personal Perspective

Katrina M. Daytner
Western Illinois University

Abstract

Academic conferences provide their participants a valuable opportunity for scholarly discussions. Whether a conference is a meaningful experience is dependent, in part, on the roles and responsibilities of the various participants. Barton (2005) contributed to the conversation about these various roles and responsibilities in an article he wrote for Educational Researcher. In this article, he described the responsibilities of discussants, session chairs, and audience members at AERA's annual meeting. This paper reviews this article and applies the information to MWERA's annual meeting. In addition, the author describes the responsibilities of presenters at a 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 Article

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. In my opinion, 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, I believe that 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.

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.

Acknowledgement

The author would like to thank Gary Daytner, Tom Cody, and Rodney Greer for their valuable feedback on this manuscript.

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.



Kick-Off to MWERA—2008!

Fireside Chat & Social

with Dr. David Flinders

**Wednesday, 8:00 p.m. – 9:30 p.m.
in the Great Southern Gallery**

Chronological Listing of Sessions

Wednesday, October 15, 2008

W.0400.SE **Collective Bargaining and Public School Administration: A Legal Perspective**
L - Educational Policy and Politics—Workshop
Wednesday, 4:00 PM to 6:00 PM—Seneca Parlor

PRESENTER Bernadette Marczely, *Cleveland State University*

ABSTRACT

This workshop will present the basic principles of public sector collective bargaining, and how these principles affect actual public school administration. Administrator/Teacher interactions before, during, and after negotiations will be presented through a series of CD scenarios. Participants in this workshop will be asked to predict how each scenario will be resolved, and their responses will be evaluated in light of the prescriptions of Ohio's Public Sector Collective Bargaining Law. This workshop will provide new and prospective administrators with an understanding of how collective bargaining works, and will be a refresher course for those who teach or may be engaged in collective bargaining in the near future.

W.0400.PA **Focus Group Interview Moderator Training**
D - Measurement and Research Methodology—Workshop
Wednesday, 4:00 PM to 6:00 PM—Park Parlor

PRESENTER Thomas Archer, *Ohio State University*

ABSTRACT

The basic idea of an FGI project is simple: Small groups are guided through a pre-thought line of questioning for 1-2 hours by a trained Moderator. The Moderator focuses the discussion on issues of research interest. The goal is to give the participants the opportunity to express their ideas/ thoughts/ views. The interaction and stimulation among the people in the group is one of the biggest advantages. Analysis of gathered information attempts to discern patterns and trends that develop among participants and across Focus Groups. This can be a very robust qualitative data collection method if there is a skilled FGI Moderator. A good FGI Moderator possesses skills that are markedly different from other group facilitation. This workshop will highlight the process of FGI research. Detailed skills of high quality FGI Moderators will be discussed/ demonstrated. Guidelines and tips will be shared for completing FGI projects on shoestring budgets.

W.0400.NE **How Hierarchical Linear Modeling (HLM) Can Be Conceptualized within General Linear Regression (GLM): The Utility of Person Vectors**
D - Measurement and Research Methodology—Workshop
Wednesday, 4:00 PM to 6:00 PM—Neil House Parlor

ORGANIZER Keith McNeil, *New Mexico State University*

ABSTRACT

HLM has many applications in educational research wherein one level of data (students, for example) is nested within another level (teacher) and those levels are nested within another level (schools). Researchers and statisticians can conceptualize HLM within the more familiar GLM by including person vectors in GLM. How person vectors can be used to analyze repeated measures data will be discussed first. The notions will then be expanded into HLM. Participants will be provided an overview of the two statistical procedures, introduced to person vectors, and then analyze nested data with both HLM and GLM. Participants will discover for themselves that when person vectors are used, GLM produces the same result as does HLM.

W.0400.VE **Mid-Western Educational Researcher Journal, Editorial Board Meeting**
MWERA Annual Meeting—Business Meeting
Wednesday, 4:00 PM to 6:00 PM—Vendome Board Room
CHAIRS Timothy J. Murnen, Julia Matuga, Savilla Banister, Mark A. Earley, *Bowling Green State University*
ABSTRACT

*All MWER Editorial Advisory Board members are encouraged to attend this discussion about the focus and business of the **Researcher**. The editors will be there to answer your questions.*

W.0800.GR **Fireside Chat and Social with Dr. David Flinders**
MWERA Annual Meeting—Alternative Session
Wednesday, 8:00 PM to 9:30 PM—Great Southern Gallery
CHAIR Doug Feldmann, *Northern Kentucky University*

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, e-mail address, telephone number, institutional affiliation, academic rank, and areas of interest or expertise.

Thursday, October 16, 2008

T.0800.DE Administration and Leadership
A - Administration and Leadership—Paper Session
Thursday, 8:00 AM to 9:20 AM—Deshler Parlor

CHAIR Larry David Cook, *Ashland University*
DISCUSSANT Glenda Moss, *Indiana University*; *Purdue University Fort Wayne*
PRESENTATIONS

- Teacher and Principal Trust *Randall Lee Turk*, Wichita State University; *Andy Albright*, St. Mary's Junior Senior High School; *Tracey File*, Fairfield High School; *Jennifer Forker*, Yoder Charter School; *Stacy Helten*, Mt Hope Elementary; *Kelley Nelson*, Chisolm Trail Elementary; *Sherrill Sanders*, Brooks Magnet Middle School
- Quality Leaders and Effective Leadership for Beginning Teachers' Development *Belinda Gimbert*, Ohio State University
- Strategies Associated with Successful Referenda Campaigns in Ohio *Paul Andrew Johnson*, *William Kyle Ingle*, Bowling Green State University
- Transformative Leadership in Culturally Responsive Schools in an Urban Setting *Mohamed A. Nur-Awaleh*, Illinois State University

T.0800.SE Enhancing Teaching and Learning: Exploring the Roles of Technology, Culture, Gender, and Critical Thinking
I - Education in the Professions—Paper Session
Thursday, 8:00 AM to 9:20 AM—Seneca Parlor

CHAIR Masoud Ghaffari, *East Tennessee State University*
DISCUSSANT Susan N. Kushner Benson, *University of Akron*
PRESENTATIONS

- Should I Stay or Should I Go? Evaluating Undergraduate Engineering Majors Perceptions About Studying Abroad *Marlona Katherine Ice-Wedding*, University of Kentucky
- Teachers' Critical Thinking Skills and Classroom Activities *Ximena Recalde*, Northern Illinois University
- Using Technology to Enhance Student Acquisition of Social Work Practice Skills *Laura Dreuth Zeman*, Southern Illinois University
- Women and Minorities in Engineering: A Review of the Literature *Kenneth Royal*, *Natasha Mamaril*, University of Kentucky

T.0800.HA Ideology and Education
F - History and Philosophy—Paper Session
Thursday, 8:00 AM to 9:20 AM—Hartman Parlor

CHAIR Nathan R. Myers, *Ashland University*
DISCUSSANT Joseph Watras, *University of Dayton*
PRESENTATIONS

- Genesis of Catholic Schools in Southwestern Ohio *Thomas A. Kessinger*, Xavier University
- Object-Based Epistemology at a Creationist Museum *Paul Joseph Wendel*, Mansfield University
- William F. Buckley, Jr. on Education for Liberty *James Green*, College of Mount St. Joseph

T.0800.CH Political and Legal Issues in School Policy
L - Educational Policy and Politics—Paper Session
Thursday, 8:00 AM to 9:20 AM—Chittenden Parlor

CHAIR Kathleen S. Brown, *University of Missouri-St. Louis*
DISCUSSANT Beverly M. Klecker, *Morehead State University*
PRESENTATIONS

- A Framework for Teaching Political Analysis *Carla Edlefson*, Ashland University
- A Study of Environmental Education and Early Experiences: Can We Legislate Caring Concern and Understanding of the Natural World? *Linda Ramey*, Wright State University
- Music, Art, and Culture: A Discussion and Analysis at the Intersection of Legal Compliance, Curriculum Standards, and the Education of Young People for Life in a Diverse World *Patrick Pauken*, *Joan Simonis*, Bowling Green State University
- United States Laws Regarding Emerging Information and Communication Technologies *Doris G. Johnson*, Wright State University

T.0800.TH Teaching and Learning in a Global Society
C - Learning and Instruction—Paper Session
Thursday, 8:00 AM to 9:20 AM—Thurber Conference Suite

CHAIR Beverly J. Dretzke, *University of Minnesota*
DISCUSSANT Xin Liang, *University of Akron*

PRESENTATIONS

- Preservice Teachers' Efficacy and the ESL Student Michael Yough, Ohio State University
- The Influence of Gender, Age, Nationality, and Proficiency Levels on Language Learning Strategy Use Ngan T Nguyen
- Scaffolding as Resources and Development: A Case Study from a Spoken English Class Yun-chi Chen, Ya-lun Tsao, Pennsylvania State University
- Exploration of Parent Involvement and Home Education Resource Influence on Literacy Development Using the Progress in International Literacy Study (PIRLS 2006) Tasha Marie Almond, University of South Dakota

T.0800.NE A Unique Orientation Process for New Faculty
A - Administration and Leadership—Symposium
Thursday, 8:00 AM to 9:20 AM—Neil House Parlor

CHAIR Ted Zigler, *Ohio Dominican University*
PRESENTERS Mary Todd, JoAnn Hohenbrink, Daniel Brillhart, Jessica Larva, Ted Zigler, *Ohio Dominican University*

ABSTRACT

This symposium will involve discussion from the audience and the panel regarding orientation for new faculty members, to help assimilate them into the university system. All viewpoints will be heard and discussed: the Facilitator, the Vice-President of Academic Affairs, the rookie faculty, the new but veteran faculty, and the visiting faculty member. The barriers and the benefits will be examined in detail.

T.0930.GR Keynote Address
MWERA Annual Meeting—Alternative Session
Thursday, 9:30 AM to 10:30 AM—Grand Ballroom

CHAIR Doug Feldmann, *Northern Kentucky University*
PRESENTATION

Dr. David Flinders
Indiana University-Bloomington
Globalization and Teacher Education

This talk will focus on the meanings of globalization for teaching and teacher education. While today globalization is most often viewed as an economic trend, it also represents perspectives that are broadly relevant to our work as educators. Drawing on the scholarship of C.A. Bowers and Joel Spring, as well as my own research, I will review three common perspectives on globalization, including: 1) global citizenship, 2) global development, and 3) global sustainability. I will argue that teachers need to understand the challenges, opportunities, and liabilities of each perspective. I will also briefly suggest how teacher educators and researchers can promote such critical understandings in ways that will inform classroom practice.

David J. Flinders (Ph.D., Stanford University) is a Professor of Education at Indiana University, Bloomington. His professional interests focus on curriculum theory, educational foundations, classroom-based research, and qualitative research methods. He has also written on federal education policies that influence educational research and on the problems of No Child Left Behind. Flinders has published six books on education. Currently he is working (with co-editor Stephen J. Thornton) on the third edition of *The Curriculum Studies Reader*. Flinders is also the current AERA Vice President for Division B: Curriculum Studies. A former middle and high school English teacher, Flinders has taught in Utah, California, Oregon, Texas, and Indiana.



T.1030.CH Follow-Up Discussion from the Keynote Address
MWERA Annual Meeting—Alternative Session
Thursday, 10:30 AM to 11:50 AM—Chittenden Parlor
CHAIR Doug Feldmann, *Northern Kentucky University*
PRESENTER David Flinders, *Indiana University*

This is a follow-up session to the keynote address. There will be opportunities to pose questions and interact with Dr. Flinders.

T.1030.TH Longitudinal Studies
D - Measurement and Research Methodology—Paper Session
Thursday, 10:30 AM to 11:50 AM—Thurber Conference Suite
CHAIR Xin Liang, *University of Akron*
DISCUSSANT Stephen R. Wallace, *Northern Illinois University*
PRESENTATIONS

- Evaluating Program Impact on Reading Achievement of Incarcerated Youths with Multilevel Growth Curve Modeling *William Loadman, Ayres D'Costa, Jing Zhu, Ohio State University*
- The Ohio Teacher Quality Partnership: The Generalizability of a Subsample to the Population in Field Research *Suzanne Franco, Wright State University; Kevin Kula, Ohio State University*
- Using Slope in Defining Nonresponders Within Response to Intervention *Sharon Sasch Button, Janet K. Holt, Vicki L. Collins, Northern Illinois University*

T.1030.HA Standards, Mandates, and Accreditation
K - Teaching and Teacher Education—Paper Session
Thursday, 10:30 AM to 11:50 AM—Hartman Parlor
CHAIR Isaac W. Larison, *Northern Kentucky University*
DISCUSSANT Lorie Owens, *Ohio Department of Education*
PRESENTATIONS

- A Critical Analysis of Philosophies of Education and INTASC Standards in Teacher Preparation *Glenda Moss, Cheu-jei Lee, Indiana University Purdue University Fort Wayne*
- A Review of the State-Mandated Teaching Portfolio Process: How it is working in Indiana?" *Nancy Saunders, Jim Freemyer, Indiana Wesleyan University*
- How to Create a Dispositions Model for Program Improvement and External Accreditation: Results and Lessons Learned *David A. Walker, Linda S. Melin, Northern Illinois University*

T.1030.SE Teaching and Learning in the Content Areas
C - Learning and Instruction—Paper Session
Thursday, 10:30 AM to 11:50 AM—Seneca Parlor
CHAIR Jenny Kilgore, *Miami University*
DISCUSSANT Deborah L. Kalkman, *Northern Illinois University*
PRESENTATIONS

- The Nature of Visitor-Posed Questions at a Large Urban Zoo and Aquarium: Textual Analysis for Constructivist Science Themes *Howard D. Walters, Ashland University*
- The Impact of READ 180 on Struggling Adolescent Readers *Donna B. Feldman, Cleveland State University*
- The Impact of Post Secondary Educational Expectations on Student Math Achievement *Caroline C. Chemosit, John K. Rugutt, Illinois State University*

T.1030.GR New Member Welcome
MWERA Annual Meeting—Alternative Session
Thursday, 10:30 AM to 11:50 AM—Great Southern Gallery
CHAIR Thomas J. Smith, *Northern Illinois University*
DISCUSSANT Kelly D. Bradley, *University of Kentucky*
ABSTRACT

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

T.1030.PA **Best Practices - Web-Based Surveys**
D - Measurement and Research Methodology—Best Practices Forum
Thursday, 10:30 AM to 11:50 AM—Park Parlor

PRESENTER Thomas Archer, Ohio State University
ABSTRACT

The telephone, random sampling, and web-based surveys are probably the three most significant advances in survey technology in the twentieth century (Don Dillman, 2000). However, there is much to learn about how to create and manage web-based surveys. The research pertaining to web-based surveys is still in its infancy, but there are usable guidelines emerging which will be discussed and illustrated. This presentation will highlight the best practices currently available to evaluators who plan to use web-based surveys, with their own special issues, in gathering data.

T.1200.TH **Factor Analysis**
D - Measurement and Research Methodology—Paper Session
Thursday, 12:00 PM to 1:30 PM—Thurber Conference Suite

CHAIR Rafa Kasim, Kent State University
DISCUSSANT Thomas J. Smith, Northern Illinois University
PRESENTATIONS

- Analysis of Parceling Strategies under Small Sample Size Conditions *Yu-Tsu Lin, Janet K. Holt*, Northern Illinois University
- Kaiser's Measure of Psychometric Sampling Adequacy: A Missing Narrative For Using Variable Psychometric Sampling Adequacy *Rich Hofmann*, Miami University
- A Confirmatory Factor Analysis of the Attitudes Toward Research Scale *David A. Walker*, Northern Illinois University
- Utilizing Factor Analysis to Examine High School Students' Academic Motivation *Jian Li, Heather A. Davis, Richard G. Lomax*, Ohio State University

T.1200.SE **The Role of Technology in Teaching and Learning**
C - Learning and Instruction—Paper Session
Thursday, 12:00 PM to 1:30 PM—Seneca Parlor

CHAIR Ellen A. Sigler, Indiana University-Kokomo
DISCUSSANT Selma Vonderwell, Cleveland State University
PRESENTATIONS

- E-Learning for Advanced Learners in Multi-Ability Classrooms *Cheryl Ward*, University of Akron
- Enhancing Technology Use Through Open Source Learning System: Initial Findings from a Pilot Project *Xin Liang, Xiao Yin Cai*, University of Akron
- Using PDAs as Instruments to Elicit NOS Conceptions Held by Pre-Service Elementary Teachers *Rob Ferguson*, Cleveland State University

T.1200.NE **The Charles School-Ohio Dominican University Partnership: Making an Early College High School Program Work**
A - Administration and Leadership—Symposium
Thursday, 12:00 PM to 1:30 PM—Neil House Parlor

DISCUSSANT Ted Zigler, Ohio Dominican University
PRESENTERS JoAnn Hohenbrink, Daniel Brilhart, Ohio Dominican University; Eileen Meers, Thom McCain, Greg Brown, The Charles School

ABSTRACT

This symposium will explore a unique partnership between an early-college high school and a small, private university, detailing the birth and development of the school and the preparation at the university to welcome those students into campus life. Viewpoints from all sides will be expressed, with audience discussion being used to gain and grow from this sharing of a challenging experience. The panel will represent both Charles School staff as well as University faculty.

T.1200.GR **MWERA Association Council Meeting**
MWERA Annual Meeting—Business Meeting
Thursday, 12:00 PM to 1:30 PM—Grand Ballroom

CHAIR Doug Feldmann, *Northern Kentucky University*
ABSTRACT

All MWERA Association Council members and MWERA officers should attend. Lunch will be served.

T.0140.DE **Counseling and Developmental Issues**
E - Counseling and Development—Paper Session
Thursday, 1:40 PM to 3:00 PM—Deshler Parlor

CHAIR Lynda Fereday, *University of Kentucky*
DISCUSSANT Timothy W. Conner, *Morehead State University*
PRESENTATIONS

- Self Esteem Education: A Re-Thinking of Application *Aaron M. Korora*, Kent State University
- Exploration of Father-Daughter Relationships Using Qualitative Data *Tasha Marie Almond*, University of South Dakota
- The Relationship of Comorbid AD/HD and Learning Disabilities to Social Skills Outcomes in Children *Thomas J. Smith*, Northern Illinois University
- Evaluating School Psychologists' Training on Dating Violence and Perceived Competence *Stacey McDonald, Kelly D. Bradley*, University of Kentucky

T.0140.HA **Multi-Level Analyses**
D - Measurement and Research Methodology—Paper Session
Thursday, 1:40 PM to 3:00 PM—Hartman Parlor

CHAIR Kevin Kula, *Ohio State University*
DISCUSSANT Stephen R. Wallace, *Northern Illinois University*
PRESENTATIONS

- Characterizing Growth Patterns of Early Literacy Skills *Vicki L. Collins, Janet K. Holt*, Northern Illinois University
- Comparing Two Meta-Analysis Approaches for Single Subject Design *Rafa Kasim*, Kent State University
- Why Multivariate Meta-Analysis Methods for Studies with Multivariate Outcomes? *Sema Kalaian*, Eastern Michigan University

T.0140.PA **Oral History and Narrative Data in Historical Argumentation**
F - History and Philosophy—Paper Session
Thursday, 1:40 PM to 3:00 PM—Park Parlor

CHAIR Angeline Stuckey, *Northern Illinois University*
DISCUSSANT James Green, *College of Mount St. Joseph*
PRESENTATIONS

- Globalization, KERA, and Teacher Education in Kentucky *Alison J. Tabor*, Georgetown College
- The Past Comes Alive: Using Oral Histories for Literacy Instruction *Lauren Wellen*, Concordia University-Chicago
- Voices from the Classroom: Teachers' Perspectives on Corporatization in American Public Schooling *Louise Fleming*, Ashland University

T.0140.NE **Validity/Reliability**
D - Measurement and Research Methodology—Paper Session
Thursday, 1:40 PM to 3:00 PM—Neil House Parlor

CHAIR John K. Rugutt, *Illinois State University*
DISCUSSANT John K. Rugutt, *Illinois State University*
PRESENTATIONS

- A Validation Study of an Instrument Designed To Measure Types of Learning *John K. Rugutt, Caroline C. Chemosit*, Illinois State University
- Analyzing Teacher Efficacy Using Confirmatory Factor Analysis and Rasch Modeling: the Impact of Methodology and Context in Understanding Teachers' Sense of Efficacy *Weijia Ren, Anthony Vanderhorst, William Loadman*, Ohio State University
- The Psychometric Properties of an Instrument to Measure Reading Self Efficacy and Other Related Constructs at a Fourth-to-Sixth Grade Reading Level *Joy Edington, Raeal Moore, Richard G. Lomax*, Ohio State University

T.0140.CH The Change Leader: Perspectives for the 21st Century

A - Administration and Leadership—Symposium

Thursday, 1:40 PM to 3:00 PM—Chittenden Parlor

PRESENTERS Margaret Adams; Gretchen Carroll; Tiffany Whitman; Judith A. Zimmerman, *Bowling Green State University*

ABSTRACT

The goal of this session is to describe a vision for the 21st Century change leader from diverse perspectives. Change literature abounds across a variety of disciplines. Globalization and the acceleration of technology impact the work of all leaders from business to the social services to higher education. Organizations in the future will prize those leaders with synthesizing minds who can integrate concepts from different disciplines. The Session Moderator is a faculty member in leadership studies with a research interest in organizational change. The three presenters, from diverse backgrounds, are doctoral students in leadership studies. Presenter 1 coordinates the social work program at a four year institution; Presenter 2 is a professor of business management at a community college; and Presenter 3 is a graduate assistant in a leadership studies program.

T.0140.SE Division K - Meeting

K - Teaching and Teacher Education—Business Meeting

Thursday, 1:40 PM to 3:00 PM—Seneca Parlor

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

DISCUSSANT Brandelyn Tosolt, *Northern Kentucky University*

ABSTRACT

All conference participants interested in Division K - Teaching and Teacher Education - are encouraged to participate in this session.

**T.0310.NE Classroom Experience and Teacher EducationG - Social Context of Education—
Paper Session**

Thursday, 3:10 PM to 4:30 PM—Neil House Parlor

CHAIR Aimin Wang, *Miami University*

DISCUSSANT Jenny Kilgore, *Miami University*

PRESENTATIONS

- Early Childhood Teachers' Moral Dilemmas: Exploring Their Self-Reported Accounts *Kevser Koc*, Hacettepe University, Turkey; *Cary A. Buzzelli*, Indiana University-Bloomington
- Holistic Assessment of Classroom Quality: Creating a Measurement Tool Through the Social Foundations Lens *Cathryn A. Chappell*, Ashland University
- Viewing the Dispositions of Graduate Candidates in an Online Course *Carolyn Talbert-Johnson*, *Judith Oberlander*, University of Dayton; *Tamela Dixon*, Ohio University

T.0310.PA Diverse Approaches to Program Evaluation

H - School Evaluation and Program Development—Paper Session

Thursday, 3:10 PM to 4:30 PM—Park Parlor

CHAIR Stephen R. Wallace, *Northern Illinois University*

DISCUSSANT Susan N. Kushner Benson, *University of Akron*

PRESENTATIONS

- Logic Models: Articulating Effective Program Design and Evaluation *Marcella M. Reca*, *Ximena Recalde*, *Brent Wholeben*, Northern Illinois University
- What Have We Learned?: Results from a Five-Year Evaluation of a Professional Development School Model *David A. Walker*, Northern Illinois University

T.0310.SE Experimental Design
D - Measurement and Research Methodology—Paper Session
Thursday, 3:10 PM to 4:30 PM—Seneca Parlor

CHAIR Xin Liang, *University of Akron*
DISCUSSANT Xin Liang, *University of Akron*

PRESENTATIONS

- A Weighted Test of Marginal Homogeneity *Thomas J. Smith*, Northern Illinois University; *Cornelius M. McKenna*, Kishwaukee College
- Determining Sample Size for Tukey MCP in 4-Group ANOVA *Qian An, Yanju Li, Gordon P. Brooks, George A Johanson*, Ohio University
- The Dependent Variable May Not Be What You Think It Is *Isadore Newman*, University of Akron; *Keith McNeil*, New Mexico State University; *Susan Trqacz*, USC-Fresno

T.0310.HA Instructional Strategies / Best Practices in the Classroom and the Effects of
Standardized Tests on Teachers
B - Curriculum Studies—Paper Session
Thursday, 3:10 PM to 4:30 PM—Hartman Parlor

CHAIR Tasha M. Almond, *University of South Dakota*
DISCUSSANT Raymond W. Francis, *Central Michigan University*

PRESENTATIONS

- Creating a Community of Writers: Choosing Best Practice to Develop Adolescent Writing *John L. Rausch*, John Carroll University
- Effective Instructional Strategies for At-Risk Rural Elementary Students *Tamara Webb*, Crestview-Richland Schools
- Effects of Standardized Tests on Teachers' Emotions, Pedagogy, and Professional Interactions with Others *Amelia L. Brady*, Ashland University

T.0310.TH Evaluation of a High School Transition Initiative in a Large Urban School Dis-
trict
H - School Evaluation and Program Development—Symposium
Thursday, 3:10 PM to 4:30 PM—Thurber Conference Suite

CHAIR Isadore Newman, University of Akron
DISCUSSANT Judy Simpson, *United Way of Greater Cleveland*
PRESENTERS James Salzman, Katharyn Renaud, Russ Brown, Karen Thompson, *Cleveland Metropolitan School District*

ABSTRACT

The United Way Vision Council of Cleveland has funded the Cleveland Municipal School District (CMSD) to improve the transition of Middle School students into High School. The Vision Council has also funded the evaluation of the High School Transition Initiative (HSTI). The components of the HSTI will be presented and then the evaluation data obtained for the 2007-2008 year will be discussed. The evaluation data includes focus groups of central staff and counselors, surveys of teachers and students, self-efficacy measures of students and teachers, as well as counselor ratings. Reliability coefficients of the self-efficacy measures are quite acceptable. Correlations between teacher ratings and student ratings of self-efficacy will be provided. Parent surveys will also be used to obtain an overall picture of the effectiveness of the HSTI.

T.0310.DE

Division F - Meeting

F - History and Philosophy—Business Meeting
Thursday, 3:10 PM to 4:30 PM—Deshler Parlor

CHAIR

Nathan R. Myers, *Ashland University*

DISCUSSANT

Lauren Wellen, *Concordia University*

ABSTRACT

All conference participants interested in Division F - History and Philosophy - are encouraged to participate in this session.

Invited Speaker:

Kate Rousmaniere, Miami University

Finding the Principal's Office

T.0310.CH

Division J - Meeting

J - Postsecondary Education—Business Meeting
Thursday, 3:10 PM to 4:30 PM—Chittenden Parlor

CHAIR

Dustin C. Derby, *Palmer College of Chiropractic*

ABSTRACT

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

T.0440.HA

Administrator Preparation

A - Administration and Leadership—Paper Session
Thursday, 4:40 PM to 6:00 PM—Hartman Parlor

CHAIR

Carol Engler, *Ashland University*

DISCUSSANT

Ann Hassenpflug, *University of Akron*

PRESENTATIONS

- Story-Based Scenario Curriculum: Theory into Practice for Educational Leadership *Randall L. Turk*, Wichita State University
- Consistency of Superintendent Preparation in Ohio *Theodore J. Kowalski*, University of Dayton
- Administrative Internship Programs: What Changes Are Needed With the New Standards? *Timothy J. Ilg*, University of Dayton

Please join us at the

Cracker Barrel Social

come join the fun . . .

. . . meet with long-time colleagues or with new acquaintances!

Thursday, 6:00 p.m. – 7:30 p.m.
in the Great Southern Gallery

New this year ... Roundtable Papers and Posters will be presented!

T.0440.TH **Contemporary Issues in Higher Education Teaching and Learning**
J - Postsecondary Education—Paper Session
Thursday, 4:40 PM to 6:00 PM—Thurber Conference Suite

CHAIR Raymond W. Francis, *Central Michigan University*
DISCUSSANT Clara Fitzpatrick, *Columbia College*

PRESENTATIONS

- Faculty Conceptualization of the Scholarship of Teaching and Learning *Ellen A. Sigler, Julie Saam*, Indiana University-Kokomo
- Once a Lecture, Always a Lecture? *Edward W. Gibson*, Indiana University-Kokomo
- Partitioning: Instructors' Mathematics Philosophies Shaping Community College Mathematics Courses *M. Joanne Kantner*, Kishwaukee College
- Faculty Practices in Assigning and Evaluating Students' Writing Assignments *M. C. Smith, Stephen Tonks, Litesa Wallace*, Northern Illinois University

T.0440.NE **Diversity**
K - Teaching and Teacher Education—Paper Session
Thursday, 4:40 PM to 6:00 PM—Neil House Parlor

CHAIR Kevin Kula, *Ohio State University*
DISCUSSANT Kevin Kula, *Ohio State University*

PRESENTATIONS

- Multicultural Experiences in the Field: Pre-Service Teacher Perspectives *Karen A. Dowling, Jean-Franklin Magrou, Karen Broo, Trent McFalls, Nicole Randolph*, Ball State University
- Teaching Others: Teacher Candidates' Perception of Future Students *Anna F Lyon, Jean Hess, Jennifer Vogel*, Wright State University
- Understand and Enhance Teacher Candidates' Multicultural Sensitivity *Xiaodan Huang*, Shawnee State University
- A Qualitative Study on Minority Teacher Retention in a Midwest Urban School District *Janet H. Kearney*, Ashland University

T.0440.CH **Research at the Middle School Level**
K - Teaching and Teacher Education—Paper Session
Thursday, 4:40 PM to 6:00 PM—Chittenden Parlor

CHAIR Renee M. Camino, *University of Akron*
DISCUSSANT Samuel J. Katz, *Ohio Wesleyan University*

PRESENTATIONS

- Parent and Teacher Perceptions of Students' General Scholastic Abilities: Effects on Involvement and Communication *Sharon R. Stevens*, Western Illinois University; *Nimisha H. Patel*, Wright State University
- Middle School Students' Perceptions of Caring Teacher Behaviors: Differences by Minority Status *Brandelyn Tosolt*, Northern Kentucky University
- The Attitudes of Middle School Teachers Toward the Use of Humor in Teaching *John Huss*, Northern Kentucky University

T.0440.DE **Teacher Assessment**
D - Measurement and Research Methodology—Paper Session
Thursday, 4:40 PM to 6:00 PM—Deshler Parlor

CHAIR John K. Rugutt, *Illinois State University*
DISCUSSANT Thomas J. Smith, *Northern Illinois University*

PRESENTATIONS

- A Comparison of Male and Female Teacher Candidates' Perceptions of Teacher Preparation Program Quality
Jianfang Liu, Ayres D'Costa, William Loadman, Rael Moore, Ohio State University
- Assessing Graduate Student Teaching Assistants' Ability to Construct Well-Functioning Items
Stacey Todaro, Northern Illinois University; Paul J. Perry, Janet K. Holt, Northern Illinois University
- Teacher Assessment Use, Self-Efficacy, and Mathematics Achievement: Comparative Analysis of PISA 2003 Data of Finland, Canada, and the United States
Xin Liang, University of Akron
- Kentucky's Teacher Quality Measures and Fourth-Grade Reading Achievement: Secondary Analysis of NAEP 2002-2007
Beverly M. Klecker, Morehead State University

T.0440.PA **Division G - Meeting**
G - Social Context of Education—Business Meeting
Thursday, 4:40 PM to 6:00 PM—Park Parlor

CHAIR Mingzhu Xia, *University of Tennessee*
ABSTRACT

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

T.0440.SE **Division L - Meeting**
L - Educational Policy and Politics—Business Meeting
Thursday, 4:40 PM to 6:00 PM—Seneca Parlor

CHAIR Kathleen S. Brown, *University of Missouri-St. Louis*
ABSTRACT

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

T.0440.GR **Student Member Meeting**
MWERA Annual Meeting—Business Meeting
Thursday, 4:40 PM to 6:00 PM—Great Southern Gallery

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

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!

T.0600.GR Cracker Barrel Social and Poster/Roundtable Session MWERA Annual Meeting—Alternative Session
Thursday, 6:00 PM to 7:30 PM—Grand Ballroom

PRESENTATIONS

- A New Era in Public Schooling: Theory and Rationales Supporting USA Freedom Schools *Jeff H. Abbott*, Indiana University Purdue University Fort Wayne
- A Qualitative Examination of Collective Self-Esteem in African American College Students *Erika L. Blue, Brandy S. Peoples, Danyele R. Shelton*, University of Missouri-Kansas City
- Comparison of Students' Math Learning Motivation between Chinese and American Adolescents: A Research Synthesis *Dake Zhang*, Purdue University
- Effective Use of Technology in the Classroom *Masoud Ghaffari*, East Tennessee State University
- Enhancement of Student Physical Wellness and Nutrition Through a District-Wide U.S. Department of Education Initiative *Kenneth D. Brubaker Jr., Howard D. Walters*, Ashland University
- ESL/EFL Teachers from Overseas - Yes or No? *Yen Hui-Ho*, Ohio State University
- Legal Aspects of Education - Amendments used in Education Litigation *Doris G. Johnson*, Wright State University
- Personal Standards Toward Parent Involvement in Education: The Development and Validation of an Inventory *Angeline Stuckey*, Northern Illinois University
- Teacher Efficacy: How Do Teachers' Attitudes Affect their Efficacy in Teaching Culturally Diverse Students? *Shambra Mulder, Kenneth Tyler*, University of Kentucky; *Timothy W. Conner*, Morehead State University
- Generative Teaching for Active Learning *Tracey A. Stuckey-Mickell*, Northern Illinois University
- The Learning Styles of Prospective Elementary Education Teachers and Implications for Teacher Education *Charles R May, Bruce G. Rogers, Lynne C. Ensworth*, University of Northern Iowa; *Barbara A. May*, Lamar University
- The Role of School Personnel in Facilitating an Inclusive School Climate for Lesbian, Gay, Bisexual, Transgender, and Questioning (LGBTQ) Students *Steven D. Hooker*, University of Cincinnati
- Using Interactive Read-Alouds to Increase K-2 Student's Reading Comprehension *Stacy R. Delacruz*, Wright State University
- What Rejuvenates Teachers? Exploring the Potential of Relationships, Communication, and Collective Efficacy in Smaller Learning Communities *Meilin Chang, Carey Andrzejewski*, Ohio State University

ABSTRACT

Join us for some fun and fellowship! Hors d'oeuvres and cash bar will be available while you enjoy the posters and roundtables.

Friday, October 17, 2008

F.0800.NE Evaluating Program impacts on High School StudentsH - School Evaluation and Program Development—Paper Session

Friday, 8:00 AM to 9:20 AM—Neil House Parlor

CHAIR Angeline Stuckey, *Northern Illinois University*

DISCUSSANT Xin Liang, *University of Akron*

PRESENTATIONS

- A Quantitative Study of a Physics-First Pilot Program *Spencer Pasero*
- Hierarchical Linear Modeling (HLM) Analysis of Student Growth in Secondary Education Mathematics: A School-Based Application of Growth Modeling *Stephen R. Wallace*, Northern Illinois University; *Kathleen A. Gavin*, Community High School District #218
- Student Outcomes: Examining School Effectiveness in Kansas *Jessica L. Humphries*, Sumner County Educational Services; *Linda Bakken*, Wichita State University

F.0800.SE Issues Facing Schools and Leadership A - Administration and Leadership—Paper Session

Friday, 8:00 AM to 9:20 AM—Seneca Parlor

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

DISCUSSANT Theodore J. Kowalski, *University of Dayton*

PRESENTATIONS

- School Executive Website *Robert H. Thiede*, Ashland University
- Minority Students in Special Education *Suzanna Leone*, Bowling Green State University
- Succession Planning: Essence, Challenges, and Improvement Approaches *Peter E Mateso*, Bowling Green State University

F.0800.TH Transforming Policy into Teaching Practice L - Educational Policy and Politics—Paper Session Friday, 8:00 AM to 9:20 AM—Thurber Conference Suite

CHAIR Kathleen S. Brown, *University of Missouri-St. Louis*

DISCUSSANT Kathleen S. Brown, *University of Missouri-St. Louis*

PRESENTATIONS

- Eliminating the Overrepresentation of Minorities in Special Education through Early Intervention: Leveling the Playing Field *Shambra Mulder*, University of Kentucky
- Standards: It Depends on What We Believe about Them *Cheu-jeY Lee*, Indiana University-Purdue University Fort Wayne
- Transforming Extension Education for the Global World *Amy Beaudreault*, Ohio State University

Be sure to visit our Exhibitors!

***Companies will be present to display their latest
textbooks, software, and other materials.***

**Friday, 9:00 a.m. – 4:30 p.m.
in the Foyer**

**F.0800.DE Activities in Racial Identity Development for Pre-Service Teachers
K - Teaching and Teacher Education—Workshop
Friday, 8:00 AM to 9:20 AM—Deshler Parlor**

PRESENTER Nicole Williams, Ohio State University
ABSTRACT

Activities in Racial Identity Development for Pre-Service Teachers will provide an opportunity for teacher educators to participate, discuss and question various activities that focus on creating a classroom discourse around race. Possible activities include a Power Walk, the Blue Eyed/Brown Eyed experiment (Elliot), White Privilege: Understanding the Invisible Knapsack (McIntosh), A Framework for Understanding Poverty (Payne), Identity Collages (McIntyre), Identity Attitude Surveys (Helms) and more. Although brief descriptions of each activity will be presented, this workshop will center on an open forum for dialogue on the introduction, development and improvement of activities in the racial identity development of pre-service teachers.

**F.0800.PA On Being An Effective Journal Reviewer
D - Measurement and Research Methodology—Workshop
Friday, 8:00 AM to 9:20 AM—Park Parlor**

PRESENTERS Julia Matuga, Savilla Banister, Mark A. Earley, Timothy J. Murnen, Bowling Green State University

ABSTRACT

Have you thought about being a journal reviewer, but weren't sure where to begin? This workshop provides direction on how to write several types of reviews. Discussion and activities will address the differences between qualitative and quantitative manuscripts, standards of quality, and how to provide appropriate and effective written comments for authors and editors. The focus of the workshop will be providing reviews for the Mid-Western Educational Researcher, with input from the editors. We welcome new members and graduate students.

**F.0800.CH Economics: Macro, Micro, Personal Finances and Changing Public Policy
H - School Evaluation and Program Development—Best Practices Forum
Friday, 8:00 AM to 9:20 AM—Chittenden Parlor**

PRESENTERS Susan S. Shockey, Ohio State University Extension; Nancy L. Clendenen, Columbus City Schools
ABSTRACT

Why are so many people in crisis with money problems today? Is it because of the higher costs of living and the gap between the "rich and the poor" that is driving people to live beyond their means? "Robbing Peter to pay Paul" is the way many households are being run and they are one crisis away from financial disaster. The long term unit on Economics, which was embedded within the 8th grade social studies classroom once a week for six months, was developed to help educate 8th grade gifted/highly able students on the basic factors that influence the values of spending and saving. These values are not just personal but global in perspective and with a global economy, the younger the students realize the impact of spending and saving the easier it will be for them to be productive and solvent citizens. Economics and Civic Education go together!

**F.0800.HA Division Chairs and Co-Chairs
MWERA Annual Meeting—Business Meeting
Friday, 8:00 AM to 9:20 AM—Hartman Parlor**

CHAIR Craig A. Mertler, Bowling Green State University
DISCUSSANT Doug Feldmann, Northern Kentucky University
ABSTRACT

All 2008 Division Chairs and Co-Chairs are encouraged to attend.

**F.0900.FO Exhibitor Area - Publishers
MWERA Annual Meeting—Alternative Session
Friday, 9:00 AM to 4:30 PM—Foyer**

**F.0930.TH Leading, Learning, and Measurement: Universal Issues in Higher Education
J - Postsecondary Education—Paper Session
Friday, 9:30 AM to 10:20 AM—Thurber Conference Suite**

CHAIR Dustin C. Derby, *Palmer College of Chiropractic*
DISCUSSANT Talat Azhar, *Pennsylvania State University*

PRESENTATIONS

- Volunteer Work and Socializing Activities: Impact on Campus Internationalization at a Mid-Western University *Nasser A. Razek*, University of Akron
- The New Adult Learner *Talat Azhar*, Pennsylvania State University
- Coaches as Organizational Leaders: An Application of Bolman and Deal's Leadership Framework *Brian L. Donohew, Susan N. Kushner Benson*, University of Akron
- Rethinking Measurement in Higher Education Research *Kenneth Royal, Kelly D. Bradley*, University of Kentucky

**F.0930.DE Professional Development and Professional Learning Communities
A - Administration and Leadership—Paper Session
Friday, 9:30 AM to 10:20 AM—Deshler Parlor**

CHAIR Angeline Stuckey, *Northern Illinois University*
DISCUSSANT Catherine D. Keener, *Wright State University*

PRESENTATIONS

- Leading Local Professional Development for Global Literacy *Glenda Moss*, Indiana University Purdue University Fort Wayne; *Laura Huffman*, Whitley County Corporate Schools
- Professional Learning Communities: A Study of Teacher Team Leaders *Randall L. Turk*, Wichita State University; *Mike Berblinger*, Buhler High School; *Robert Diepenbrock*, Flint Hills USD 492; *Steve Noble*, Haven Public School USD 312; *A. Kathleen Patterson*, Haysville USD 261
- Connected Learning: Theory in Action *Deborah G. Zawislan*, John Carroll University, Institute for Educational Renewal
- Utilizing Professional Learning Communities to Effect Change *Steve Varga*, Bowling Green State University

**F.0930.GR MWERA Business Meeting
MWERA Annual Meeting—Business Meeting
Friday, 9:30 AM to 10:20 AM—Grand Ballroom**

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

Nominations for next year's officers and other general business matters will be addressed (any member wishing to be nominated for an officer's position should attend). All available current officers and Association Council members should attend, if not involved in a concurrent session. All MWERA members are welcome.

**F.1030.CH Enhancing Education for Minorities
G - Social Context of Education—Paper Session
Friday, 10:30 AM to 11:50 AM—Chittenden Parlor**

CHAIR *Doris Bergen, Miami University*
DISCUSSANT *Nicole Williams, Ohio State University*

PRESENTATIONS

- Closing the Gap in Academic Achievement through the Utilization of Teacher Efficacy *Edna West*, Ursuline College
- Involvement in School-Based Mentoring: The Resiliency of African American and Latina High School Girls *Horace R. Hall*, DePaul University
- Is There a 'Bradley Effect' in Montessori Schools?: An Analysis of Race Diversity in NE Ohio *Larissa Malone*, Kent State University
- The relationship between Perceived Racial Discrimination, Racial Identity and Academic Self-Concept *Litesa Wallace*, Northern Illinois University

F.1030.HA **Evaluating School Reform Projects**
H - School Evaluation and Program Development—Paper Session
Friday, 10:30 AM to 11:50 AM—Hartman Parlor

CHAIR Beverly M. Klecker, *Morehead State University*
DISCUSSANT Beverly J. Dretzke, *University of Minnesota*

PRESENTATIONS

- Lessons Learned about Leadership and Reform in an Elementary School *Jane Leatherman, Glenda Moss*, Indiana University Purdue University-Fort Wayne
- Theories of Student Success: Evaluating the Effectiveness of an Intervention Strategy *Kenneth Royal*, University of Kentucky; *Alison Tabor*, Georgetown College

F.1030.SE **Research Methods**
D - Measurement and Research Methodology—Paper Session
Friday, 10:30 AM to 11:50 AM—Seneca Parlor

CHAIR Sema Kalaian, *Eastern Michigan University*
DISCUSSANT Janet K. Holt, *Northern Illinois University*

PRESENTATIONS

- A Monte Carlo Program for Bivariate Correlations *Yan Huang, Wipada Wanich, Gordon P. Brooks*, Ohio University
- The Impact of Positive and Negative Statement on Students' Self-Evaluation *Weili Jin, Aimin Wang*, Miami University
- The Statistically Significant Exact Replication Method: Extensions within the General Linear Model *David A. Walker*, Northern Illinois University

F.1030.TH **Climbing the (Ivory) Tower: Becoming Successful In Higher Education**
K - Teaching and Teacher Education—Symposium
Friday, 10:30 AM to 11:50 AM—Thurber Conference Suite

CHAIR Sharon A. Valente, *Ashland University*
PRESENTERS Carole Newman, *University of Akron*; *Adria Karle, Florida International University*

ABSTRACT

Our purpose is to empower our colleagues in higher education by engaging in a frank discussion of how to survive and grow within the ivory tower environment. Like Philipsen (2008), we seek to address the challenges of an academic career for women along with viable solutions. However, the key difference from Philipsen is that we seek to compare the experiences of women and men as they have navigated the career ladder. From both groups, we hope to draw from the richness of the similarities and contrasts to derive those factors that promote career growth and those that do not. Extending beyond the work of Gardiner, Enomoto and Grogan (2000) who focused on coloring "outside the lines" by changing the unwritten rules of the dominant androcentric culture of education, this panel will address issues faced by women in higher education and how to navigate to achieve personal and professional goals.

F.1030.NE **Examples and Critiques of Effective Practice-Based Research in Educational Administration**
A - Administration and Leadership—Symposium
Friday, 10:30 AM to 11:50 AM—Neil House Parlor

CHAIR Theodore J. Kowalski, *University of Dayton*

PRESENTATIONS

- Conducting Research on the Relationship between Superintendent Knowledge and Effective Practice. *Theodore J. Kowalski*, University of Dayton; *Michael Amakyi*, University of Dayton
- Nurturing Teacher Learning: Transforming a Defective Lens *Stella Batagiannis*, IUPU-Ft. Wayne
- Improving Principal Leadership through Practice-based Research *Sarah Woodruff*, Ohio Department of Education

ABSTRACT

Over the past few decades, doctoral programs in educational administration have been criticized for not placing greater attention on practice-based research. This symposium identifies and critiques three examples of effective studies that address problems of practice. These studies had different foci (principals and superintendents) and deployed dissimilar

methodologies (quantitative and qualitative). The studies are summarized and critiqued in the context of three separate papers presented in the first half of the session. The second half of the session is interactive; attendees are encouraged to exchange ideas with the presenters both about the paper presentations and about the overall topic of practice-based research in educational administration.

F.1030.PA **Division D - Meeting**
D - Measurement and Research Methodology—Alternative Session
Friday, 10:30 AM to 11:50 AM—Park Parlor

CHAIR Rafa Kasim, *Kent State University*

ABSTRACT

All conference participants interested in Division D - Measurement and Research Methodology - are encouraged to participate in this session.

F.1030.DE **Division B - Meeting**
B - Curriculum Studies—Business Meeting
Friday, 10:30 AM to 11:50 AM—Deshler Parlor

CHAIR Tasha Marie Almond, *University of South Dakota*

DISCUSSANT Kristen K. Williams, *Ball State University*

ABSTRACT

All conference participants interested in Division B - Curriculum Studies - are encouraged to participate in this session.

F.1200.GR **Luncheon Keynote Address**
MWERA Annual Meeting—Alternative Session
Friday, 12:00 PM to 1:20 PM—Grand Ballroom

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

PRESENTATION

Dr. Elaine Jarchow

Northern Kentucky University

The Global Teacher Educator: A Peripatetic with Purpose

Dr. Jarchow will provide a description of one peripatetic international teacher educator's global journey through such countries as Saudi Arabia, the U.A.E., Ghana, South Africa, and New Zealand, and discuss lessons learned and their applications for teacher educators. She will also present three suggestions for global teacher educators – for their students, for their curriculum, and for themselves.

Elaine Jarchow (Ph.D., Kent State University) is Dean of the College of Education and Human Services at Northern Kentucky University. Prior to her arrival at Northern Kentucky, she served as Dean of the College of Education at Zayed University, United Arab Emirates, as Dean of Academic Affairs, Dar Al Hekma Private College, Jeddah, Saudi Arabia, and as Dean of the College of Education at Texas Tech University. Her major research area is international education, specifically curriculum decision making in emerging democracies and cultural awareness in international student teaching and faculty exchange settings. She has served as a consultant in China, Thailand, Egypt, Ghana, New Zealand, Australia, Mexico, Belize, Poland, and Honduras. She is the author of more than 50 manuscripts, more than 70 conference presentations, and 18 funded grants. She chaired the American Association of Colleges for Teacher Education's Committee on International Education and was a member of the Association of Teacher Educators' International Affairs Committee, Global Education Task Force, and Publications Committee. She was the treasurer of the World Council for Curriculum and Instruction and is a member of the International Council on Education for Teaching's Board of Directors.



**F.0140.CH Follow-Up Discussion from the Luncheon Keynote Address
MWERA Annual Meeting—Alternative Session
Friday, 1:40 PM to 3:00 PM—Chittenden Parlor**

CHAIR Doug Feldmann, *Northern Kentucky University*
ABSTRACT

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

**F.0140.SE American Education in the Progressive Era
F - History and Philosophy—Paper Session
Friday, 1:40 PM to 3:00 PM—Seneca Parlor**

CHAIR Paul J. Wendel, *Mansfield University*
DISCUSSANT Alison Tabor, *Georgetown College*
PRESENTATIONS

- An Educationally-Sound Experiment? The Ohio School of the Air, 1928-1937 *Nathan R. Myers*, Ashland University
- Building Curriculums on Student Interest in Different Countries, 1918-1934 *Joseph Watras*, University of Dayton
- The Gary Plan, Progressive Education, and the Inclusion of Physical Education *Alar Lipping*, Northern Kentucky University

**F.0140.HA Family Influences and School Security
G - Social Context of Education—Paper Session
Friday, 1:40 PM to 3:00 PM—Hartman Parlor**

CHAIR Nicole Williams, *Ohio State University*
DISCUSSANT Doris Bergen, *Miami University*
PRESENTATIONS

- Do Children Perceive What Their Parents Think? Compare Chinese Parents' Perception of Purposes of School *Mingzhu Xia*, University of Tennessee; *Aimin Wang*, Miami University
- The Relationship between Age, Gender, Family Support, and Internet Addiction *Song Li, Qilan Xie.*, Miami University
- To Protect and Serve on a College Campus: An Ethnographic Investigation *Dharma Jairam*, University of Nebraska
- Under Lock and Key: Student and Teacher Perspectives on School Security from Chicago and London *Horace R. Hall*, DePaul University

**F.0140.NE Research Methodology
D - Measurement and Research Methodology—Paper Session
Friday, 1:40 PM to 3:00 PM—Neil House Parlor**

CHAIR Jill Lindsey, *Wright State University*
DISCUSSANT Angeline Stuckey, *Northern Illinois University*
PRESENTATIONS

- Does Literacy Predict Economic Growth? A Multiple Regression Analysis *Mohan Dev Pant*, Southern Illinois University
- Measuring Middle School Students' Perceptions of Caring Teacher Behaviors *Brandelyn Tosolt*, Northern Kentucky University
- Methodology for Content Review of Assessment Data Sources *Vicki L. Collins*, Northern Illinois University; *Cynthia Campbell*, Northern Illinois University
- Pushing the Limits of Reliability Generalization: Exploring the Use of Coefficient-H for Construct Generalizability *Dustin C. Derby*, Palmer College of Chiropractic

F.0140.PA**Teacher Preparation & Teacher Leaders
A - Administration and Leadership—Paper Session
Friday, 1:40 PM to 3:00 PM—Park Parlor**

CHAIR

Deborah G. Zawislan, *John Carroll University, Institute for Educational Renewal*

DISCUSSANT

Timothy J. Ilg, *University of Dayton*

PRESENTATIONS

- Case Study: Team Process and Emerging Leadership *Catherine D. Keener*, Wright State University
- The Access to Technology and Its Influence on Teaching and Learning in a Field-Based Master's Program *Liang Zhao*, Purdue University ; *Shwuyi Leu*, St. Xavier University
- Attitudes of Undergraduates toward their Instruction: Underlying Beliefs and Evaluations *Brandt W. Pryor*, Pryors Educational Services; *Caroline R. Pryor*, Southern Illinois University; *Wendy L. Kennicutt*, Texas A&M University
- Teacher Leadership: The Time is Now. The Questions are How? and Who? *JoAnn Hohenbrink*, *Daniel Brillhart*, *Ted Zigler*, Ohio Dominican University

F.0140.TH**Using rGrade Assessment System to Develop Standards-Based Assessment Solutions for Program Improvement and Accreditation Reporting
H - School Evaluation and Program Development—Workshop
Friday, 1:40 PM to 3:00 PM—Thurber Conference Suite**

PRESENTER

Susan McKelvey, *Virginia Commonwealth University*

ABSTRACT

In this tutorial, we will use rGrade to implement performance-based assessment solutions for academic and professional programs in higher education. This will include creating standards-based, interactive rubrics, critical assignments, and decision point plans that programs can use for program improvement and accreditation as part of a Unit Assessment System (UAS). The tutorial is intended for university and college CIOs, deans, technology directors, directors of assessment, and faculty involved with assessment.

F.0140.DE**Teacher Quality Partnership: Understanding Teachers' Perspectives in the Pre-Service and In-Service Years
K - Teaching and Teacher Education—Symposium
Friday, 1:40 PM to 3:00 PM—Deshler Parlor**

PRESENTERS

William Loadman, Kevin Kula, Jianfang Liu, *Ohio State University*

ABSTRACT

The proposal focuses on the results of four cohorts from the preservice and inservice survey conducted by The Teacher Quality Partnership (TQP) and administered to all new preservice and first year teachers in Ohio. The current proposal focuses on six components: (1) A detailed description of the collaborative nature of the TQP project, (2) A description of both the preservice and inservice survey, (3) A description of the demographic characteristics of preservice teachers graduating in Ohio, (4) The level of perceived preparation of both preservice and inservice teachers from their teacher education, (5) Preservice and first year teachers' perceptions of math preparation, math activities, math knowledge, and math orientations, and (6) address elementary public teachers reporting of the amount of mentor interaction and observations experience with their mentor.

F.0310.TH**Race and Gender Research in Higher Education
J - Postsecondary Education—Paper Session
Friday, 3:10 PM to 4:30 PM—Thurber Conference Suite**CHAIR *Talat Azhar, Pennsylvania State University*DISCUSSANT *James Olive, University of Dayton*

PRESENTATIONS

- Investigating how Gender and Ethnicity Moderate the Relations between Extracurricular Activity Type and Educational Aspirations *Kristen K. Williams*, *Megan Oetting*, Ball State University
- Leveraging Men and Women's Alcohol Expectancies to Predict Binge Drinking: A Regional Investigation within Community Colleges *Dustin C. Derby*, Palmer College of Chiropractic
- The Effects of Family Structure on the Persistence of African American Postsecondary Students *Shane White*, University of Dayton

F.0310.NE **Research on Teaching Strategies**
K - Teaching and Teacher Education—Paper Session
Friday, 3:10 PM to 4:30 PM—Neil House Parlor

CHAIR Paige S. Bruening, *Ohio State University*
DISCUSSANT Deborah J. Hess, *Wright State University*

PRESENTATIONS

- A Study of the Self-Perceived Challenges of Beginning Foreign Language Teachers from Two Different Programs *Lynn A. Smolen, Susan C. Hall, Xin Liang, University of Akron*
- Effective Teaching Strategies in Undergraduate Teacher Education *Amy Allen, University of Toledo*
- How do Goal-Setting Strategies Foster Self-Regulative Behavior in Classrooms? *Rachel C. Decatur, Kristen Fitzsimmons, Kara McGee, Emily Miller, Wright State University*
- The Impact of Methods Course Participation on Pre-service Music Teachers' Expectations for Secondary General Music Students *Kevin W. Gerrity, Ball State University*

F.0310.SE **Teaching and Technology**
K - Teaching and Teacher Education—Paper Session
Friday, 3:10 PM to 4:30 PM—Seneca Parlor

CHAIR Anna F. Lyon, *Wright State University*
DISCUSSANT Isaac W. Larison, *Northern Kentucky University*

PRESENTATIONS

- E-learning Pedagogy: Tools to Enhance Effective E-learning Environments *Patrick Wachira, Cleveland State University; Jared Keengwe, Grace Onchwari, University of North Dakota*
- Technical Issues in Using Videoconferencing for Active Observation *Wei Ma, Diane Glosson, Ball State University*
- The Analysis of Mathematics Teachers' Initial Experiences with and Views on the New Generation of Graphing Calculator *S. Asli Ozgun-Koca, Thomas Edwards, Wayne State University*
- The Presence of Technology Integration and Literacy Instruction at Professional Meetings of Four Major Literacy Organizations *Kristine L. Still, Cleveland State University; Jaclyn P. Gordon, University of Akron*

F.0310.CH **Teaching and Best Practice**
C - Learning and Instruction—Paper Session
Friday, 3:10 PM to 4:30 PM—Chittenden Parlor

CHAIR Stephen R. Wallace, *Northern Illinois University*
DISCUSSANT Julie Saam, *Indiana University-Kokomo*

PRESENTATIONS

- Algebra Word Problem Instruction for Students with Learning Difficulties: A Research Synthesis *Dake Zhang, Yan Ping Xin, Purdue University*
- Developing an Instrument for Measuring the Utilization of Principles of Teaching and Learning During Class Sessions *M. Susie Whittington, Daniel D. Foster, Ohio State University*
- Teacher Pedagogy and Practice; How Well Do They Align? *Jenny Kilgore, Miami University*

F.0310.PA **The Examination of Two Different University-School District Partnerships and the Concepts Learned for Success**
A - Administration and Leadership—Symposium
Friday, 3:10 PM to 4:30 PM—Park Parlor

CHAIR Ted Zigler, *Ohio Dominican University*
PRESENTERS JoAnn Hohenbrink, Ted Zigler, Daniel Brillhart, *Ohio Dominican University*

ABSTRACT

This symposium will offer ideas from two very different partnerships: 1) between a large university and a large urban school district, and also 2) a small private university and a charter school. The discussion will describe each partnership, the lessons learned, and the similarities in developing a true partnership, regardless of size and description.

F.0310.HA

Division H - Meeting

H - School Evaluation and Program Development—Business Meeting

Friday, 3:10 PM to 4:30 PM—Hartman Parlor

CHAIR

Jill Lindsey, *Wright State University*

DISCUSSANT

Bridget Stuckey-Danner, *Olive Harvey College*

ABSTRACT

All conference participants interested in Division H - School Evaluation and Program Development - are encouraged to participate in this session.

F.0310.DE

Division I - Meeting

I - Education in the Professions—Business Meeting

Friday, 3:10 PM to 4:30 PM—Deshler Parlor

CHAIR

Masoud Ghaffari, *East Tennessee State University*

ABSTRACT

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

F.0440.NE

Student Outcomes in Higher Education

J - Postsecondary Education—Paper Session

Friday, 4:40 PM to 6:00 PM—Neil House Parlor

CHAIR

Dustin C. Derby, *Palmer College of Chiropractic*

DISCUSSANT

Susan N. Kushner Benson, *University of Akron*

PRESENTATIONS

- A Nine Year Study on Predicting Success in Three Different Freshmen Mathematics Courses *Van Nelson*, Ball State University; *Krystina K. Leganza*, University of Indianapolis
- Engaging College Students' Ecological Critical Reflection *Angeline Stuckey*, Northern Illinois University; *Bridget Stuckey-Danner*, Olive Harvey College
- Factors Affecting Post-Secondary Educational Realization Among Appalachian students *Scott M. Powell*, *Francis Godwyll*, Ohio University

You are cordially invited to the . . .

President's Reception

Friday evening at MWERA is a time to unwind!

Refreshments provided!

Friday, 6:00 p.m. – 8:00 p.m. in the foyer

Compliments of the University of Kentucky

F.0440.PA Data Therapy: Our Experiences in a Dissertation Study Group
J - Postsecondary Education—Alternative Session
Friday, 4:40 PM to 6:00 PM—Park Parlor

CHAIR Paul J. Wendel, *Mansfield University*
PRESENTER Wendy S. Heckler, *Otterbein College*

ABSTRACT

Statistics gathered by the Council of Graduate Schools' Dissertation Completion Project <http://www.phdcompletion.org/> indicate that after ten years, only 56% of students who commence a social sciences doctoral program have completed a PhD. Although the majority of student attrition appears to take place during the advisory phase, a considerable portion of students reach candidacy but do not complete a dissertation. In our experience, one factor is the psychological and academic isolation experienced by many students in the course of writing a dissertation. In this interactive discussion, we will describe our dissertation study group, nicknamed "Data Therapy," and its practical, intellectual, and personal benefits. We hope to offer practical advice to both advisors and graduate students who may adopt the model to their own situations. Audience participation is encouraged.

F.0440.CH Connectedness as a Foundation for Promoting Achievement and Reducing
School Bullying: Building Capacity among Pre-service Teachers
K - Teaching and Teacher Education—Best Practices Forum
Friday, 4:40 PM to 6:00 PM—Chittenden Parlor

PRESENTERS Cynthia Symons, Renee Axiotis, *Kent State University*

ABSTRACT

In spite of a reduction in school-based health promotion programming efforts, an emerging body of research confirms a strong positive link between health risk-reduction and improved outcomes on measures of school success among youth. In this context, school practitioners can improve learning outcomes of students while simultaneously managing critical student health issues. Of particular concern are the incidents of bullying occurring among school-age youth. To build capacity among pre-service teachers to address student health needs, school connectedness will be used as a foundation to support bullying risk-reduction in schools. Following discussions regarding bullying and school connectedness, participants will be engaged in experiential activities that translate school connectedness concepts into practical strategies to manage school bullying. In addition, the presenters will discuss these critical health issues in context of a required teacher preparation course that prepares pre-service teachers to manage these health risks in the classroom.

F.0440.TH Professional Development Models for Math and Science Educators
K - Teaching and Teacher Education—Best Practices Forum
Friday, 4:40 PM to 6:00 PM—Thurber Conference Suite

PRESENTATION

- A Professional Development Model for Math Educators: Challenges and Successes *Debra L. Kuchey*, Xavier University

ABSTRACT

Elementary schools must continue to invest in the professional development of math and science teachers in order to prepare students for the challenging work that lies ahead of them. The purpose of this session is to examine research based professional developments for math and science teachers. One such study looked at the degree to which the Initiative for Catholic Schools (ICS) demonstrated positive outcomes within the context of Catholic elementary education across the five levels of impact for a professional development program as given by Guskey, 2000: participants' reactions, participants' learning, organization support and change, participants' use of new knowledge and skills, and student learning outcomes.

F.0440.DE **Division A - Meeting A - Administration and Leadership—Business Meeting**
Friday, 4:40 PM to 6:00 PM—Deshler Parlor
CHAIRS Judith A. Zimmerman, *Bowling Green State University*; Ted Zigler, *Ohio Dominican University*
ABSTRACT

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

F.0440.SE **Division C - Meeting and Featured Presentation**
C - Learning and Instruction—Business Meeting
Friday, 4:40 PM to 6:00 PM—Seneca Parlor
CHAIR Ellen A. Sigler, *Indiana University-Kokomo*
DISCUSSANT Selma Vonderwell, *Cleveland State University*
ABSTRACT

All conference participants interested in Division C - Learning and Instruction - are encouraged to participate in this session.

F.0440.HA **Division E - Meeting**
E - Counseling and Development—Business Meeting
Friday, 4:40 PM to 6:00 PM—Hartman Parlor
CHAIR Jennifer Weber, *University of Kentucky*
DISCUSSANT Lynda Fereday, *University of Kentucky*
ABSTRACT

All conference participants interested in Division E - Counseling and Development - are encouraged to participate in this session.

F.0440.GR **MWERA Association Council and Officers' Orientation**
MWERA Annual Meeting—Business Meeting
Friday, 4:40 PM to 6:00 PM—Great Southern Gallery
CHAIR Craig Alan Mertler, *Bowling Green State University*
ABSTRACT

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, procedures, history, and issues with which all elected officials should be familiar as they begin serving in MWERA. All members holding elected positions within the Association are requested to attend this session.

F.0600.FO **President's Reception**
MWERA Annual Meeting—Alternative Session
Friday, 6:00 PM to 8:00 PM—Foyer
ABSTRACT

President Mertler requests your presence! Come join us!

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 original contributions to the research literature, and feature columns.

Submit manuscripts or obtain a complete version of the *Call for Manuscripts* by contacting the editors at mer@bgsu.edu.

Saturday, October 18, 2008

S.0800.PA Mentoring, Tutoring, and Training
K - Teaching and Teacher Education—Paper Session
Saturday, 8:00 AM to 9:20 AM—Park Parlor

CHAIR Raymond W. Francis, *Central Michigan University*
DISCUSSANT Tracey A. Stuckey-Mickell, *Northern Illinois University*

PRESENTATIONS

- The Heart and Mind Coming Together: A Case Study of the Implementation of a University-Children's Hospital Partnership *C. Richele O'Connor*, Wright State University
- The Transformative Power of Relationship Driven Mentoring *Daniel W. Doerger*, Northern Kentucky University; *Jackie Schlichte*, Earlham University
- Preservice Teachers' Perceptions and Experiences in a Gifted Education Training Model *Nancy J. Bangel, Sharon T. Parnin*, Indiana University Purdue University Fort Wayne

S.0800.DE Research on Language and Cultural Barriers
K - Teaching and Teacher Education—Paper Session
Saturday, 8:00 AM to 9:20 AM—Deshler Parlor

CHAIR Catherine D. Keener, *Wright State University*
DISCUSSANT Francis Godwyll, *Ohio University*

PRESENTATIONS

- The Enacted Beliefs of an ESOL-Turned-Mainstream Teacher *Hema Ramanathan*, University of West Georgia
- Challenges in Teaching the English Language Learner: A Preliminary Analysis *Michael Yough, Paige Shalter Bruening, Kimberly Hughes*, Ohio State University
- Chinese Hot: The Experiences of Teaching Chinese in the U.S. *Yen-Chun Lin*, Pennsylvania State University
- How Do Three Chinese Teachers Construct their Teacher Identity in American Public Schools? *Qiuxian Zheng*, Kent State University

S.0800.SE Research on Science Education
K - Teaching and Teacher Education—Paper Session
Saturday, 8:00 AM to 9:20 AM—Seneca Parlor

CHAIR Debora L. Kuchey, *Xavier University*
DISCUSSANT Linda Ramey, *Wright State University*

PRESENTATIONS

- Researching Teachers' Experiences with STS: A Deweyan Perspective. *Nidaa Makki*, Kent State University
- Student Outcomes in Physical Science: Exploring the Impact of Newton's Universe Materials in the Absence of the Distance Training Course *Timothy Bradshaw, Jessica Cunningham, Jeffrey L. Osborn, Kelly D. Bradley*, University of Kentucky
- Incorporating Drawing in Instruction of Young Children on A Science Concept: A Grounded Theory *Ni Chang*, Indiana University-South Bend

S.0800.NE Utilizing the 4L Approach to Prevent Violence and Suicide
G - Social Context of Education—Workshop
Saturday, 8:00 AM to 9:20 AM—Neil House Parlor

PRESENTER Lee Kern, Murray State University

ABSTRACT

Violence and Suicide continue to increase in schools. Stress and depression are often the precursors on the downward path toward these destructive acts against self and others. This workshop will provide a systematic structured approach for identifying the signs of stress, depression, violence, and potential suicide. The 4L Approach provides a framework for learning what to look for and then what to say and do at the stress and depression levels to create a roadblock on this downward path toward violence or suicide. Participants will learn what to look for and how to use the 4L approach (look, listen, learn, and live) to provide early roadblocks at the stress and depression levels. Participants will also learn about situational, behavioral, and verbal clues of the individual considering violence or suicide and how to ask questions and seek help to offer hope.

**S.0800.CH Interaction Between 3-D Visualization Ability and Language Processing Speed:
Screening Results from 19 College Classrooms
C - Learning and Instruction—Alternative Session
Saturday, 8:00 AM to 9:20 AM—Chittenden Parlor**

PRESENTATION

- Interaction Between 3-D Visualization Ability and Language Processing Speed: Results of Two Screening Assessments Administered in 19 College Classrooms *Cynthia Bertelsen, Mohammed Darabie*, Bowling Green State University

ABSTRACT

This proposed alternative session will follow-up a 2006 MWERA paper session in which the P.I. introduced his fast to slow processing continuum. This year, results will be introduced from a study conducted in 19 university and community college classrooms. Attendees will be encouraged to self-construct their own understanding of the fast to slow continuum, how it relates to Howard Gardner's theory of Multiple Intelligences, and how both relate to the learning strengths and weaknesses of attendees and their students. First, attendees will be given an overview of the theory and project. Then, to fully take advantage of the alternative format, attendees will take a 3-D visualization test and a screening assessment for speech, language, and/or learning disabilities. Next results of the college study will be revealed. Participants will then break into small groups to discuss the meaning of the results for themselves and their students before re-convening whole group.

**S.0800.HA Creating Effective Online Courses In Educational Administration Programs
C - Learning and Instruction—Best Practices Forum
Saturday, 8:00 AM to 9:20 AM—Hartman Parlor**

PRESENTATION

- Incorporating Online Instructional Delivery in Educational Leadership Programs: Reflections and Observations *Scott B. Wegner*, Missouri State University

ABSTRACT

The faculty at Missouri State University, to be more competitive and provide better outreach, has undertaken the development of a block of on-line courses designed to support a standards based curriculum. Far from the "dumping of course notes", these courses include multi-media; computer managed self assessment and innovative assessment ideas. Working with a variety of standards and groups, the faculty has developed coursework that they believe is challenging, authentic and standards based. Pre production, production and implementation aspects of the courses will be shared, along with data and professor perceptions concerning student acceptance and utilization of the online sites. Additionally, departmental plans for using the online sites to support a new cohort delivery structure will be shared and discussed. If you or your department is looking into the use of totally asynchronous, Internet-based delivery systems for your programs this may be a presentation of some interest.

**S.0800.TH Preparing Teachers of Tomorrow with Global Perspectives
K - Teaching and Teacher Education—Best Practices Forum
Saturday, 8:00 AM to 9:20 AM—Thurber Conference Suite**

PRESENTER

Sara Eisenhardt, Northern Kentucky University

ABSTRACT

Globalization is a complete change of cultural thought and community engagement. One challenge is that the concept of community has now expanded to include the entire globe. How can teacher education programs prepare teacher candidates for an ever changing world? Our model is the Honors International Teaching Fellows and its focus on service-learning. Through this program gifted college students are given the opportunity to expand their cultural boundaries and enhance their need for altruistic endeavors. The first experience of this is the service-learning trip to Mexico. During this past Spring Break HITF adopted the village of Viboritas and has established a long term relationship with the community that will provide physical, financial, and educational support for the programs the community deems necessary. This presentation will align the goals of the program with research and experience creating a paradigm for university wide service-learning.

S.0930.GR Presidential Address
MWERA Annual Meeting—Alternative Session
Saturday, 9:30 AM to 10:20 AM—Grand Ballroom

Dr. Craig Mertler
Bowling Green State University
A Systematic Approach to Transforming the
Art of Teaching into the Science of Teaching
Developing a D-DIDM Mindset



Instructional decision making is the idea that all educators are constantly making decisions about educational programs, curriculum, instructional styles, instructional materials, etc. in order to maximize student learning. Since the beginning of formalized education, this process of instructional decision making was based primarily on “gut instinct”—a practice which is sometimes referred to as the “art of teaching.” Adding *data-driven* to this concept results in the notion that questions or problems require information, and that resulting decisions and actions should be based on that gathered information. In other words, decisions should be based on evidence. This is the “science of teaching,” a process that encourages a more systematic, scientific approach to decision making.

Data-driven instructional decision making (or *D-DIDM*) is a “process by which educators examine [data] in order to identify student strengths and deficiencies” (Mertler, 2007). As will be discussed in the address, this process merges three critical educational practices: classroom-based (or site-based) action research, assessment of student learning, and reflective practice. Each of these practices will be discussed individually, as will the union of the three into a comprehensive approach to D-DIDM. Roles and responsibilities of researchers and practitioners in this process will also be integrated throughout the discussion. This address is intended to motivate educators at all levels to seriously and conscientiously consider integrating D-DIDM into their teaching.

S.1030.NE Expanding High School Opportunities
H - School Evaluation and Program Development—Paper Session
Saturday, 10:30 AM to 11:50 AM—Neil House Parlor

CHAIR Beverly M. Klecker, *Morehead State University*
DISCUSSANT Dake Zhang, *Purdue University*

PRESENTATIONS

- Bridging Educational Opportunities: Lesson Learned from Summer STEM Experiences with High School Students *Kathleen Schwartz Crooks, Eugenia J. Whitt, University of Akron*
- Finding Qualified Teachers and Diversifying Student Enrollments: Challenges to Expanding Secondary School Chinese Language Programs *Beverly J. Dretzke, Kelly M. Jordan, University of Minnesota*

S.1030.SE Higher Education Faculty: Attitudes, Beliefs, and Globalization
J - Postsecondary Education—Paper Session
Saturday, 10:30 AM to 11:50 AM—Seneca Parlor

CHAIR Clara Fitzpatrick, *Columbia College*
DISCUSSANT KaRhonda Porter, *Wichita State University*

PRESENTATIONS

- Computer Self-Efficacy and Personal Attitudes Regarding the Viability of Distance Learning Among Education Faculty *Larry S. Tinnerman, Indiana State University*
- Globalization of Professors *Larry E. Miller, Ohio State University*
- Graduate Teaching Assistants: Students or Employees? *Greg Goodhart, Columbus State Community College/Ohio University; Valerie M. Conley, Ohio University*

S.1030.DE Immigrant Acculturation, Learning and Cultural Comparison
G - Social Context of Education—Paper Session
Saturday, 10:30 AM to 11:50 AM—Deshler Parlor

CHAIR Mingzhu Xia, *University of Tennessee*
DISCUSSANT Brandelyn Tosolt, *Northern Kentucky University*

PRESENTATIONS

- Cultural Values Conflict: Acculturation of Asian Indian Immigrant Women in the United States *Lovleen Singh*, Cleveland State University
- Novogodnee Predstavlenie: Developing Culturally Authentic Ways to Support Learning of the Russian Immigrant Children. *Elena Lyutykh*, Northern Illinois University; *Maria Polski*, East-West University
- With Whom Do U.S. Students Compare Themselves When Evaluating Their Own Schoolwork? *Yang Zhou*, *Qian Sang*, *Aimin Wang*, Miami University
- The Emerging Identities of Korean students' Language Socialization in American ESL programs *Juhi Kim*, Ohio State University

S.1030.PA Teacher Development
K - Teaching and Teacher Education—Paper Session
Saturday, 10:30 AM to 11:50 AM—Park Parlor

CHAIR Jane Leatherman, *Indiana-Purdue University-Fort Wayne*
DISCUSSANT Nimisha H. Patel, *Wright State University*

PRESENTATIONS

- A Consideration of Measurement Principles in Analyzing and Constructing Assessments *Jessica Cunningham*, *Kelly D. Bradley*, University of Kentucky
- Teacher Preparation, Teacher Induction, and Teacher Retention: An Emerging Conceptual Framework of Teacher Development *Edward C. Fletcher*, *Joohee Chang*, *Younghee Kong*, Ohio State University
- Teacher Education's Critical Issues with Teacher Quality *Anthony J. Durr*, Ohio State University

S.1030.CH Web-based Higher Education Communities
J - Postsecondary Education—Paper Session
Saturday, 10:30 AM to 11:50 AM—Chittenden Parlor

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

PRESENTATIONS

- A Comparative Study of Online and On-Campus Students' Written Communication Skills *Yuerong L. Sweetland*, Franklin University
- Building Online Learning Community for Doctoral Students *Darla Twale*, *Kevin Hibner*, *Karen A. Korn*, *Cynthia Shafer*, University of Dayton
- Web 2.0 and Implications on Higher Education *Selma Vonderwell*, Cleveland State University

S.1030.HA Creative Inquiry: Arts-based Methodologies and Analysis in Educational Research
D - Measurement and Research Methodology—Alternative Session
Saturday, 10:30 AM to 11:50 AM—Hartman Parlor

PRESENTER Susan J. Griebing, University of Cincinnati
ABSTRACT

*This interactive session will present an overview of contemporary and emerging practices in creative inquiry and arts-based research. We begin with a discussion of creative inquiry in educational research, current literature and trends. Presenters share their current research and discuss how each unique project represent some of the many effective ways of using arts-based methods in educational research. Projects include visual ethnography, photo-voice, creative artifacts and narrative reflections. Attendees will take part in a hands-on exercise of an arts-based method relevant to their own research interests. ** NOTE ** It was difficult to choose an appropriate Division and adequate descriptors as we are a diverse group of scholars using emerging methodologies.*

**S.1030.TH Repositioning Narrative Inquiry and Reflective Practice in the Blogosphere
K - Teaching and Teacher Education—Best Practices Forum
Saturday, 10:30 AM to 11:50 AM—Thurber Conference Suite**

PRESENTATION

- Repositioning Narrative Inquiry and Reflective Practice in the Blogosphere *Sally Lamping*, Wright State University

ABSTRACT

This session will outline how a teacher education program used a blog to promote narrative inquiry and develop sustainable reflective practice among teacher candidates. The forum will provide ideas for audience members to create and maintain blogs for classroom use. In addition, it will focus on four specific student narratives and compare candidate growth over time. The session will also discuss how the professor used the blog as a space to problem-pose teaching narratives and initiate reflective practice among candidates. Ultimately, we will explore how the blog continued into the candidates' first year teaching experiences. Unlike teacher journaling that is highly individualistic, the blog provided a communal space to share student teaching journeys. When candidates began their careers, they continued to use the blog as a means of shared storytelling, collaboration, and support, even though they were no longer physically together. Candidates chose positions in rural, urban, and international settings, but continued to use the blog as a way to share experiences and seek mentoring.

**S.1030.GR MWERA 2008 Conference Feedback and Planning
MWERA Annual Meeting—Business Meeting
Saturday, 10:30 AM to 11:50 AM—Great Southern Gallery**

CHAIR

Doug Feldmann, *Northern Kentucky University*

DISCUSSANT

Gordon P. Brooks, *Ohio University*

ABSTRACT

All division chairs for both the 2008 and 2009 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.0100.VE MWERA Board of Directors Meeting
MWERA Annual Meeting—Business Meeting
Saturday, 1:00 PM to 5:00 PM—Vendome Board Room**

CHAIR

Craig A. Mertler, *Bowling Green State University*

ABSTRACT

Lunch will be served at 12:30 PM, with the meeting starting promptly at 1:00PM. All members of the Board are expected to attend the entire meeting.

MWERA is on the Move!

Starting in 2007, we began alternating between St. Louis and Columbus for our annual meeting. The schedule over the next four years is as follows:

2009 – St. Louis

2010 – Columbus

2011 – St. Louis

2012 – Columbus

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

In **St. Louis**, we will continue to hold our meetings at the **Sheraton Westport Chalet**.

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.0140.PA, Teacher Preparation & Teacher Leaders
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F.0440.DE, Division A - Meeting
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F.0930.DE, Professional Development & Professional Learning Communities
F.1030.NE, Examples and Critiques of Effective Practice-Based Research in Educational Administration

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S.0800.HA, Creating Effective Online Courses In Educational Administration Programs

D - Measurement and Research Methodology

- W.0400.NE, How Hierarchical Linear Modeling (HLM) Can Be Conceptualized within General Linear Regression (GLM): The Utility of Person Vectors
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S.1030.DE, Immigrant Acculturation, Learning and Cultural Comparison

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2008 MWERA Conference At-A-Glance—Wednesday & Thursday

Time	MWERA Reg. Desk	Foyer/ Mezzanine	Chittenden Parlor (CP)	Deshler Parlor (DP)	Grand Ballroom (GB)	Great Southern Gallery (GS)	Hartman Parlor (HP)	Neil House Parlor (NH)	Park Parlor (PA)	Seneca Parlor (SP)	Thurber's Conference Suite (TC)	Vendome Board Room (VB)
Friday, October 17, 2008												
8:00am			Div. H	Activities in Racial Identity - Workshop			Div. Chair Meeting	Div. H	Being a Journal Reviewer- Workshop	Div. A	Div. L	
9:30am				Div. A	Business Meeting						Div. J	
10:30am			Div. G	Div. B - Meeting			Div. H	Div. A	Div. D - Meeting	Div. D	Div. K	
12:00pm	7:30am - 5:00pm	Exhibits			Luncheon Keynote: Dr. Jarchow							
1:40pm			Keynote Follow-up Discussion	Div. K			Div. G	Div. D	Div. A	Div. F	Using rGrade Assessment - Workshop	
3:10pm			Div. C	Div. I - Meeting			Div. H - Meeting	Div. K	Div. A	Div. K	Div. J	
4:40pm			Div. K	Div. A - Meeting		Council & Officers' Orientation Meeting	Div. E	Div. J	Div. J	Div. C - Meeting	Div. K	
6:00pm		President's Reception										
Saturday, October 18, 2008												
8:00am	7:30am - 10:00am		Div. C	Div. K			Div. C	Using the 4L Approach - Workshop	Div. K	Div. K	Div. K	
9:30am					Presidential Address: Craig Mertler							
10:30am			Div. J	Div. G	Conference Feedback		Div. D	Div. H	Div. K	Div. J	Div. K	
1:00pm												Board of Directors Meeting

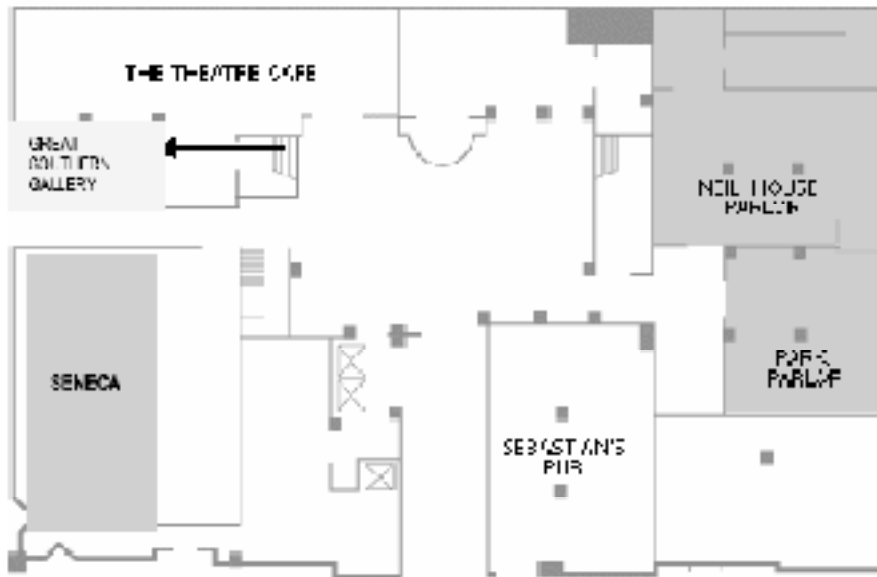
2008 MWERA Conference At-A-Glance—Friday & Saturday

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Wednesday, October 15, 2008												
1:00pm												
4:00pm	12:00pm–6:00pm							Hierarchical Linear Modeling - Workshop	Focus Group Moderator Interview Training - Workshop	Collective Bargaining and Public School Administration - Workshop		MWER Editorial Board Meeting
8:00pm						Fireside Chat: Dr. Flinders						
Thursday, October 16, 2008												
8:00am			Div. L	Div. A			Div. F	Div. A		Div. I	Div. C	
9:30am					Keynote Address: Dr. Flinders							
10:30am			Keynote Follow-up Discussion			New Member Welcome	Div. K		Div. D	Div. C	Div. D	
12:00pm					Association Council Meeting			Div. A		Div. C	Div. D	
1:40pm	7:00am – 5:00pm		Div. A	Div. E			Div. D	Div. D	Div. F	Div. K - Meeting		
3:10pm			Div. J – Meeting	Div. F – Meeting			Div. B	Div. G	Div. H	Div. D	Div. H	
4:40pm			Div. K	Div. D		Student Member Meeting	Div. A	Div. K	Div. G – Meeting	Div. L – Meeting	Div. J	
6:00pm					Cracker Barrel Social / Posters-Roundtables							

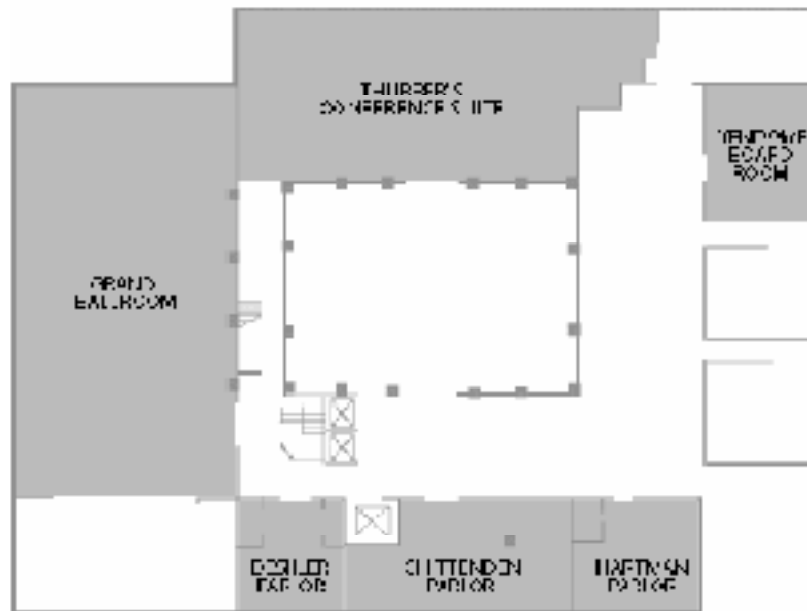


Meeting Space At-A-Glance

Lobby Level



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