

Volume 24, No. 3—Summer 2011

MID-WESTERN EDUCATIONAL RESEARCHER

Official Publication of the Mid-Western Educational Research Association



Western Carolina University
Cullowhee, NC

2011 Conference Program
October 12-15, 2011
Sheraton Westport Tower Hotel
St. Louis, Missouri

www.mwera.org

On the Cover

Western Carolina University

Western Carolina University was founded in 1889 to bring higher education and career opportunities to the western region of North Carolina. A member of the University of North Carolina system, WCU now provides educational opportunities to more than 9,400 students from across the nation and around the world. The university's mission is focused on quality education and preparation for responsible citizenship in a changing world. Since its founding, WCU has grown in size to become a major cultural, scientific, and educational force in the region and the state—and the university is still growing.

WCU's academic programs span more than 120 specialties—including the nation's highest-ranked entrepreneurship and project management programs, a national award-winning teacher education program, a criminal justice program used as a model for North Carolina's accreditation program, and the nation's first accredited four-year emergency medical care program. The university's distinguished faculty includes national award-winning authors, nationally and internationally recognized experts, and winners of Emmy, O. Henry, and National Endowment for the Arts awards—to name a few.

Adjacent to the Great Smoky Mountains, WCU has a commitment to the rich traditions of the Appalachian and Cherokee cultures. Its Mountain Heritage Center, Cherokee Center, and Craft Revival Project reflect this influence—at the same time providing irreplaceable educational resources for the region. Its Millennial Initiative will be a knowledge enterprise zone where university faculty and students, private industry, and government partners conduct research and development into scientific and technological innovations that have commercial applications. WCU continues its promise to the region by giving students intensive, hands-on educational opportunities while simultaneously promoting economic development.

Western Carolina University is accredited by the Commission on Colleges of the Southern Association of Colleges and Schools (<http://www.sacscoc.org/>) to award bachelor's, master's, education specialist, and doctor's degrees. Also, the university holds more than special program accreditations and is a member of more than 30 state and national associations and organizations to which its professional programs are related.

AUDIO-VISUAL INFORMATION FOR PRESENTERS

For paper presentations, symposia, and alternative sessions: Screens and LCD projectors that do not include sound, will be provided by MWERA at no additional cost (traditional overhead projectors will *not* be provided). **Presenters needing additional A/V equipment, such as a laptop computer, are responsible for providing their own equipment or 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.

For poster sessions: MWERA will provide poster board that is 36 inches high by 48 inches wide. The poster board is designed to stand alone. Posters will be on table tops in an area designed for others to view and pose questions. Poster presenters are strongly encouraged to bring at least 10 copies of their papers to distribute at this session.

MWER Editors
 Kristin L. K. Koskey
 Susan N. Kushner Benson
 Xin Liang
 Jennifer L. Milam
 Sandra Spickard Prettyman
The University of Akron

MID-WESTERN EDUCATIONAL RESEARCHER

Volume 24, Number 3, Summer 2011

**MWER Editorial
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Welcome to MWERA 2011

Program Chair Welcome 2
 General Information 3
 Conference Events and Highlights 5
 Professional Development: Workshops 6
 Board of Directors, Association Council, Program Committee 8
 Proposal Reviewers 9

Conference Registration and Hotel Reservations

Hotel Reservations 10
 Directions to the Sheraton Westport Tower Hotel 10
 Conference Registration 11

Chronological Listing of Sessions

Wednesday 12
 Thursday 12
 Friday 24
 Saturday 32

References

Cross-Index to Session Sponsors 33
 Subject Index 35
 Index of Session Participants 38
 Directory of Conference Participants 40
 Hotel Map 48
 Conference-At-A-Glance 49

**Watch for future issues
 of the journal on our website!**

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Welcome to MWERA 2011!

What does it mean to be educated?



As Vice President and Program Chair for the 2011 Mid-Western Educational Research Association Conference let me be the first to welcome you to join our membership at the 2011 conference in St. Louis! The conference will be held at the newly remodeled Sheraton Westport Plaza Tower Hotel just a quick ride to Busch Stadium, Scottrade Center and major St. Louis Attractions. While the area offers exciting appeal and great restaurants, the MWERA 2011 conference promises an interesting program, high-quality presentations, and many professional and social gatherings. I certainly hope you will consider spending the 12th-15th of October 2011 attending this year's conference.

This year's theme, "What does it mean to be educated?" is both stimulating and thought provoking and lies at the root of all we do in education. We are all involved with some aspect of education, yet actually articulating what "being educated" means to our colleagues, our children, our students, and ourselves is a difficult undertaking that is often not addressed. The theme invites teachers and principals, educators and students, experts and novices, to think about the nature of our various education systems in the United States and abroad and to reflect upon the nature and relevance of our current practices and ideas. In addition, our two keynote speakers are willing and able to help us expand our ideas, question our paradigms, and maybe rethink how and what we do every day. Dr. J. Casey Hurley, Professor, from the College of Education and Allied Professions at Western Carolina University will join our membership at the Wednesday night fireside chat and the Thursday morning keynote address. Dr. Mary John O'Hair, Dean of the College of Education at the University of Kentucky, will speak at the Friday MWERA luncheon. Both keynote speakers are enthusiastic about being a part of MWERA 2011!

For those of you who may not be familiar with MWERA, the participants of this organization have a reputation of being extremely collegial and professional. Members and presenters are practitioners and researchers; educators from universities, community colleges, and P-12 schools; those from the academy and the private sector; seasoned professors, graduate and undergraduate students. There is something for everyone. Sessions cover a myriad of aspects of educational research including teaching and learning, schools and school reform, assessment and testing, and institutional planning and effectiveness.

The conference has a rich history and a long tradition of building long term collaborations, professional relationships and friendships. Many of our members have continued to participate and attend the annual conference despite moving out of the mid-western region.

Again, I welcome you to the 2011 MWERA conference!

Ellen A. Sigler, Ed.D.
Program Chair
Western Carolina University

General Information

The 2011 annual meeting of the Mid-Western Educational Research Association is being held from **Wednesday, October 12th through Saturday, October 15th at the Sheraton Westport Tower Hotel in St. Louis, Missouri.** There are various business meetings scheduled throughout the conference as well as a special events including two keynote addresses, fireside chats and networking socials. Research presentations are scheduled each day of the conference. The conference concludes Friday evening with the President's Reception.

Meeting registration is required of everyone who attends or participates in the meeting. Advance payment for full registration for the meeting, as well as current membership dues payment, is appreciated prior to the meeting. One-day conference registration is not available for this meeting. **The advance registration deadline is September 30th.** All conference presenters must be paid members of the Mid-Western Educational Research Association for 2011. Registrants will be provided with a name tag that must be worn for all conference events. Name-tags may be picked up and on-site registration conducted at the MWERA registration desk, in the lobby of the Sheraton Westport Tower Hotel, during the following times:

| | |
|-------------------------------------|-------------------|
| Wednesday, October 12 th | 12:00 pm-8:30 pm |
| Thursday, October 13 th | 7:00 am-6:30 pm |
| Friday, October 14 th | 7:00 am-6:00 p.m. |

Hotel reservations must be received by September 30, 2011, to receive the conference rate. Reservations made after this date may not be eligible for the MWERA special room rate.

Session Formats

Paper Presentations: Paper sessions are intended to allow presenters the opportunity to make short, relatively formal presentations in which they highlight the major points of the paper. Three to five individual papers dealing with related topics are grouped into a single session. Each paper presentation is allowed approximately 15 minutes (depending on the number of presentations in a given session). Additionally, a Session Discussant is allotted approximately 10-15 minutes, following all papers, for comments, synthesis, and/or constructive feedback. Presenters are encouraged to provide complete copies of their papers to all interested audience members either in hard copy or electronically.

Poster: Poster sessions are designed to provide opportunities for interested individuals to participate in a dialogue with both the presenter(s) and other interested individuals. Presenters are provided an area in which to display a small, table-top poster, ancillary handouts, and/or other table-top A/V materials. Presenters are encouraged to provide complete copies of their papers to all interested conference attendees either in hard copy or electronically.

Symposium: A symposium is organized 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 facilitate the session in the allotted time.

Workshop: Workshops offer an extended period of time for a workshop facilitator(s) to lead participants in developing or improving knowledge, skills, research methods, or practice. Workshop organizers are responsible for providing all necessary materials for participants as well as the design and implementation of the workshop.

Alternative Session: The form, topics, and format of alternative sessions are limited only by the imagination and creativity of the organizer. The organizer(s) of an alternative session is responsible for organizing all major participants or speakers, developing and providing any necessary materials, and facilitating the session.

Best Practices Forum: The “Best Practices Forum” provides opportunities for individuals or groups to present “best” or “promising” practices for both K-12 contexts and/or higher education. These sessions highlight unique and innovative programs, pedagogies, or interventions that have demonstrated promise for improving and enhancing educational practice. Presenters are encouraged to provide complete copies of their papers to all interested conference attendees either in hard copy or electronically.

Conference Events and Highlights

Wednesday, October 12th

4:30 PM: Editorial Board of the *Mid-Western Educational Researcher*

All Editorial Board members are expected to attend this meeting.

4:30 PM: Division Chair/Co-Chair Meeting

All Division Chairs are expected to attend this meeting.

5:00 PM: New Member Welcome

Tom Smith, our Member-at-Large, will host this event. We encourage all new professional and student members to attend this meeting.

8:00 PM: Fireside Chat

Dr. J. Casey Hurley will officially open the 2011 Annual meeting of MWERA with this informal Fireside Chat.

Thursday, October 13th

9:30 AM: Keynote Address

Dr. J. Casey Hurley

10:45 AM: Keynote Follow-Up Session

Dr. J. Casey Hurley will address questions and discuss the presentation.

12:00 PM: MWERA Association Council

All MWERA current Association Council members are expected to attend. Please bring the agenda, minutes, and other items that are emailed to you prior to the meeting.

6:00 PM: Cracker Barrel Social

This social is an opportunity to network and share ideas in an informal setting.

Friday, October 14th

8:00 AM: MWERA General Business Meeting

MWERA President Gordon Brooks will preside. Nominations will be accepted for next year's officers.

9:30 AM: New Student Meeting

This is an opportunity to network with other students and discuss the ways MWERA can contribute to your professional growth.

11:00 AM or 2:00 PM: Division Business Meetings

Division business meetings are being held at 11:00 a.m. or at 2:00 p.m. depending on the Division. Please make sure you attend and find out how you can participate.

12:14 to 1:45 PM: Keynote Address Luncheon

Dr. Mary John O’Hair

Luncheon tickets are available by pre-registering. Additional tickets may be available at onsite registration.

3:00 PM: Poster Sessions

This session is an opportunity to share your research and network. See the inner cover page for specific poster information.

4:30 to 5:45 PM: MWER Reviewer’s Session

MWER Editorial Team

All reviewers and those interested in reviewing for the journal are welcome.

6:00 PM: President’s Reception

MWERA President, Gordon Brooks, will host the reception for conference attendees.

Saturday, October 15th

8:00 AM to 12:00 PM: MWERA Board of Directors Meeting

Agenda items must be submitted ahead of time to MWERA President Gordon Brooks.

Professional Development Workshops

Thursday, 10:45 AM to 12:00 PM

Skylight

Jump into Action Research: Methods to Develop and Test Ideas

Christine Ann Crumbacher, Emily Ann Price, Lauren Stephenson, Gordon P. Brooks, & John Hitchcock, *Ohio University*

This action research workshop is designed to inform teachers and educators of various methods available. Three presenters will provide their unique insights into the field by describing what action research is, how it can be implemented through quantitative and qualitative methods and how to conduct visual analyses. The first step of initiating an action research project is to be able to identify arising issues in practice (Altrichter, Posch, & Somekh, 1993). This presentation will focus on using action research in education through the development of specific research questions, essentials of research design, and assessment of the effectiveness of classroom based interventions. Real classroom action research topics will be addressed and analyzed in their entirety. Analyzing multiple ways to conduct action research in the classroom and disseminating information is vital for the future of education.

Thursday, 3:00 PM to 4:15 PM

Plaza 2

Reason, Emotion, and Decision-Making: A Theory for Measuring, Understanding, and Influencing Behavioral Decisions

Brandt W. Pryor, *Educational Research Associates* & Caroline R. Pryor, *Southern Illinois University Edwardsville*

Have you ever wished you could look inside people's minds, to see why they behave as they do, or why they take a certain stand on an issue? The theory of reasoned action described in this workshop, makes it possible to scientifically understand and influence the attitudes and behavioral decisions of diverse constituencies. This theory has been successfully used since the 1960s to study decisions about performing a wide variety of behaviors (detailed below). The theory has been applied to educational decision-making, but courses in attitude theory and measurement are typically not taught in colleges of education. This workshop, therefore, presents a valuable opportunity for educational researchers to learn how to apply the theory to such questions as: Why do students enroll in a given educational program or institution? What factors motivate teachers to pursue the principalship? Why do students drop out of school before graduating?

Friday, 9:30 AM to 10:30 AM
An Introduction to R

Plaza 2

Gordon P. Brooks, Hongjing Liao, Deyu Xu, & Weiyu Yang, *Ohio University*

The primary purposes of this workshop are to introduce a free and powerful software—R and to prepare participants for advanced research in applied statistics. In particular, three main parts will be included in the workshop: (a) data management in R, (b) descriptive statistics in R, and (c) basic and intermediate statistical analyses in R. The software will be provided on flash drives and will also be available for free download from the internet. Workbooks will be provided for the audience so they can refer to them as they need in future.

Friday, 3:00 PM to 4:15 PM

Plaza 5

Integrating Response to Intervention (RtI) In an Inquiry-Based Mathematics Classroom

Lisa Douglass, *Ohio Dominican University*

Response to intervention (RtI) is a way for regular education teachers to determine which students need intervention and which interventions are needed. Of the different "Tiers" or levels of intervention, we believe that inquiry-based instruction in mathematics integrates well into Tiers 1 and 2, and can be used to show growth. This inquiry-based instruction is advocated in the Core Standards for Mathematical Practice, which "describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years" (corestandards.org). Therefore, we believe that research-based mathematical pedagogical strategies, such as inquiry-based instruction, can be used to help students fill gaps, create a deeper understanding, and can give students the tools to become more successful in mathematics. In our workshop, we will discuss and explore Response to Intervention (RtI), inquiry-based mathematics, and how these can work together for the benefit of students and educators.

MWERA Leadership

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MWER Editorial Team (ex officio)

Jennifer Milam, *The University of Akron*

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2009-2011 (term ends at Friday luncheon)

Tasha Almond, *Mountain Plains Evaluation*

Joshua Bagaka's, *Cleveland State University*

Sema Kalaian, *Eastern Michigan University*

Rafa Kasim, *Kent State University*

Jill Phipps, *The University of Akron*

Will Place, *University of Dayton*

2010-2012

Kelly Bradley, *University of Kentucky*

Jessica Cunningham, *Western Carolina University*

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Eric Mansfield, *Western Illinois University*

Greg Montalvo, *Western Illinois University*

David Newman, *Cleveland State University*

Angeline Stuckey, *Northern Illinois University*

Bridgette Stuckey-Daner, *Olive Harvey College*

2011-2013 (term begins at Friday luncheon)

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Larry Cook, *Ashland University*

Division B Chair—Curriculum Studies

Jill Phipps, *The University of Akron*

Division C Chair—Learning and Instruction

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Dustin Derby, *Palmer College of Chiropractic*

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Division G Chair—Social Context of Education

Ting Li, *Miami University*

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Caroline Prior, *Southern Illinois University*

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Anne George, *Saint Xavier University*

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Division K Chair—Teaching and Teacher Education

Tasha Almond, *Mountain Plains Evaluation*

Division L Chair—Educational Policy and Politics

Lynda Leavitt, *Lindenwood University*

Please join us in congratulating our

Newly elected officer:

Francis Godwyll

Ohio University

Vice-President Elect-Elect

and the new members of the Association Council.

WELCOME!

CONFERENCE PROPOSAL REVIEWERS

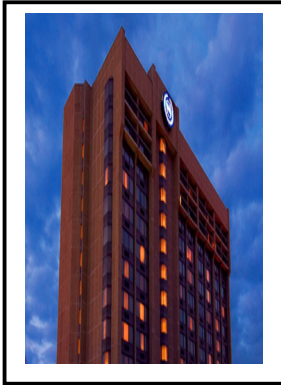
- Akers, Kathryn Shirley, *Kentucky Department of Education*
Almond, Tasha Marie, *Mountain Plains Evaluation, LLC*
Arif, Mohd, *Business Educational World (MABEW)*
Brooks, Gordon P., *Ohio University*
Buddha, Sharada Tumkur, *Saint Xavier University*
Cerrone, Katie, *The University of Akron*
Chen, Haiqin, *University of Missouri*
Cirocco, Linda E
Cody, Tom, *Western Illinois University*
Conlon, Christopher Scott, *Savannah College of Art and Design*
Cook, Larry, *Ashland University*
Daytner, Gary, *Western Illinois University*
Daytner, Katrina, *Western Illinois University*
Dretzke, Beverly J., *University of Minnesota*
Earley, Mark A, *Bowling Green State University*
Feldmann, Doug, *Northern Kentucky University*
Godwyll, Francis Ebenezer, *Ohio University*
Han, Han, *Miami University*
Holt, Janet, *Northern Illinois University*
Horn, Susanna K, *The University of Akron Wayne College*
Howard, Kristine, *The University of Akron*
Hurley, John Casey, *Western Carolina University*
Jeong, Taekhil, *Indiana University Kokomo*
Johanson, George, *Ohio University*
Johnson, Jim, *Indiana State University*
Kang, Seong-Yoon, *Indiana State University*
Kelly, Ryan Robert, *Arkansas State University*
Kilgore, Jenny, *INDWES, MUOHIO*
Kirk, Stacie, *Southern Illinois University-Edwardsville*
Klecker, Beverly McCauley, *Morehead State University*
Leavitt, Lynda, *Lindenwood University*
Leone, Suzanna, *Sandusky City Schools*
Li, Ting, *Miami University*
Li, Wenshu, *Miami University*
Liang, Xin, *The University of Akron*
Mansfield, Eric, *Western Illinois University*
McDearmon, James Travis, *University of Kentucky*
Montalvo, Greg, *Western Illinois University*
Moore, Raeal, *Ohio State University*
Narayanan, Balaguruprasad, *Indiana State University*
Olson, Susan Jane, *The University of Akron*
Ortiz, Christy, *Savannah College of Art and Design*
Ostrowski, Allison, *Rocky Mountain College of Art and Design*
Pasero, Spencer, *Fermi National Accelerator Laboratory*
Paul, Kelli, *KP Research & Evaluation Consulting*
Place, A. William, *The University of Dayton*
Prosser, Deborah, *Gainesville State College*
Pryor, Brandt W., *Educational Research Associates*
Richardson, Robyn, *Savannah College of Art and Design*
Savery, John, *The University of Akron*
Sigler, Ellen Ava, *Western Carolina University*
Soboleski, Penny, *Bowling Green State University*
Stevens, Sharon, *Western Illinois University*
Stuckey, Angeline, *Kishwaukee College*
Thiede, Robert, *Ashland University*
Thomas, Elizabeth, *North Carolina State University*
Tinnerman, Larry Stephen, *Indiana State University*
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Varonis, Evangeline M, *The University of Akron*
Walker, David A., *Northern Illinois University*
Wallace, Stephen R., *Northern Illinois University*
Waltonen Moore, Shelley L., *The University of Akron*
Yew, Feiye, *The Ohio State University*
Zhao, Xi, *Miami University*
Zigler, Ted, *Ohio Dominican University*

Thank you for your service!

HOTEL RESERVATIONS

Sheraton Westport Tower Hotel St. Louis

191 Westport Plaza, St. Louis, Missouri 63146 (Phone: 314-878-1500)



The Westport Tower Hotel is nestled in the northwestern area of greater St. Louis. The Tower hotel is situated just five miles from Lambert International Airport, with complimentary airport transportation. The Tower Hotel is situated within the Westport Plaza which features various restaurants, nightclubs, and several specialty shops. The Sheraton Westport Tower is just minutes from historic St. Charles, the Saint Louis Zoo, Art Museum, and the History Museum. The world famous Gateway Arch, Harrah's St. Louis Riverport Casino, Ameristar Casino, Westfield Shopping Town, St. Louis Mills Mall, and the St. Louis Galleria Shopping Center are all nearby.

Please make your reservations online at:

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

If you call the hotel directly, please make sure you indicate that you are with **MWERA**.

AN IMPORTANT NOTE TO ALL CONFERENCE ATTENDEES

It is very important to MWERA that you stay at the Sheraton Westport Tower Hotel, our conference hotel, while you are at the conference. MWERA pays a discounted rate on our meeting rooms and facilities based on the number of conference attendees who stay at the conference hotel. If you choose to stay elsewhere, you may save a few dollars now, but that may mean that next year we have to significantly raise our conference rate to cover our hotel expenses. Please help us keep our commitment and costs low by staying at the Sheraton Westport Tower Hotel.

***The hotel cannot guarantee the conference reservations rate after September 30, 2011.
Please make your reservations soon!***

Driving Directions to the Sheraton Westport Tower Hotel

From Lambert-St Louis International Airport: Take Interstate 70 West to Interstate 270 South to Dorsett Road, Exit 17. Turn left on Dorsett Road. Turn right on Progress Parkway and continue ahead into West Port Plaza.

From North: Take Interstate 70 West to I-270 South, take Exit 17 to Dorsett Road. Turn left on Dorsett Road, turn right on onto Progress Parkway. Continue ahead into West Port Plaza.

From West: Take Interstate 64/Route 40 East to I-270 North to Dorsett Road, Exit 17. Turn right on Dorsett Road, then turn right onto Progress Parkway. Continue ahead into West Port Plaza.

From South: Take Interstate 55 North to I-270 West/North. Take Exit 17 onto Dorsett Road. Make a right turn on Dorsett Road, then a right onto Progress Parkway. Continue ahead into West Port Plaza.

By Airport Shuttle: Complimentary airport shuttle runs every 30 minutes from 6:30am to 10:00pm

MWERA PROGRAM SESSIONS

Wednesday, October 12, 2011

- W.0430.P3 MWER Journal Editorial Board Meeting**
Special Event—All Editorial Board Members should attend
Wednesday, 4:30 PM to 6:00 PM - Plaza 3
- W.0430.P5 MWERA Division Chair Meeting**
Business Meeting - All Division Chairs and Co-Chairs should attend
Wednesday, 4:30 PM to 6:00 PM - Plaza 5
- W.0500.P4 MWERA New Member Meeting**
Business Meeting - All New Members are invited
Wednesday, 5:00 PM to 6:15 PM - Plaza 4
- W.0800.MA Fireside Chat with Keynote Speaker Dr. J. Casey Hurley, *Western Carolina University***
Special Event - Everyone is invited. This is your opportunity to meet and talk in a small group with our keynote speaker.
Wednesday, 8:00 PM to 9:30 PM - Matterhorn Room in the Chalet Hotel

Thursday, October 13, 2011

- T.0800.P3 Developing Teacher Leaders: A Case Study Involving an Early University Program in Ohio**
A - Administration, Organization, & Leadership - Symposium
Thursday, 8:00 AM to 9:15 AM - Plaza 3
- Presenters Ted Zigler, *Ohio Dominican University*; JoAnn Hohenbrink, *Ohio Dominican University*; Marliisa Stauffer, *Ohio Dominican University*

ABSTRACT

This symposium will examine Ohio's movement over the past few years toward specifically developing teacher leadership. This session will involve attendees in an open discussion about teacher leadership, the steps taken by this state and its policy makers which have enhanced this movement, the 5-state consortium to explore teacher leadership, and then finally, the new program discusses how to best develop teacher leadership. The discussion will also center around who best to develop these teacher leaders---teacher education, educational leadership, or school districts? The panel involves three faculty who have different backgrounds and yet each adds something to the important dialogue.

T.0800.P1 Impact of Online Instruction, Self-Efficacy Related to Demographic Variables, and Professional Development for Middle School Teachers
B - Curriculum Studies - Paper Session
Thursday, 8:00 AM to 9:15 AM - Plaza 1

PRESENTATIONS

- ▲ Constructing a Measure to Determine Potential Impacts of Instructors' First-time Online Instruction on Technology Usage for Face-to-Face Instruction. Heather E. Arrowsmith, *University of Kentucky*; Kelly D. Bradley, *University of Kentucky*
- ▲ Relationships of College Chemistry Self-Efficacy and Demographic Variables. Lloyd H. Barrow, *University of Missouri*; James L. Puckett, *Grandview High School*
- ▲ Results from a Science and Mathematics Integration Professional Development Program for Middle School Teachers. Kathleen Leslie Cripe, *Youngstown State University*; Sherri Lovelace-Cameron, *Youngstown State University*

Chair Jonnie Jill Phipps, *The University of Akron*

Discussant Angeline Stuckey, *Kishwaukee College*

T.0800.P5 Measurement in Higher Education
D - Measurement and Research Methodology - Paper Session
Thursday, 8:00 AM to 9:15 AM - Plaza 5

PRESENTATIONS

- ▲ Student Expectations of their Introductory Educational Research Methods Course. Mark A. Earley, *Bowling Green State University*
- ▲ Within the Looking Glass: Evaluating the Data Quality of Electronic Faculty Ratings. Dustin C. Derby, *Palmer College of Chiropractic*; Charles Davis, *Palmer College of Chiropractic*

Chair Spencer Pasero, *Fermi National Accelerator Laboratory*

Discussant Greg Montalvo, *Western Illinois University*

T.0800.SK The Evaluation of the Intersection of Intercollegiate Sports and Academia

H - Research, Evaluation, & Assessment in Schools - Paper Session

Thursday, 8:00 AM to 9:15 AM - Skylight

PRESENTATIONS

- ▲ University Transition from NAIA to NCAA D-II Sports Classification. Graham Weir, *Lindenwood University*; Sherrie Lee Wisdom, *Lindenwood University*
- ▲ Using a Framework of Best Practices to Examine Football Bowl Subdivision Coaching Contract Components. Justin K. Nichols, *University of Kentucky*

Chair Caroline R. Pryor, *Southern Illinois University Edwardsville*

Discussant Sharon Valente, *Savannah College of Art and Design*

T.0800.P2 Innovative Techniques in Pre-Service Teacher Education

K - Teaching and Teacher Education - Paper Session

Thursday, 8:00 AM to 9:15 AM - Plaza 2

PRESENTATIONS

- ▲ Creating a Professional Learning Community for Preparing Pre-service Teachers to Integrate Technology. Lara Luetkehans, *Northern Illinois University*; Rebecca Hunt, *Northern Illinois University*
- ▲ 'Educated' Teachers of Reading: Preparing Pre-service Teachers to be Effective Teachers of Reading Through Service-learning. Penny Soboleski, *Bowling Green State University*
- ▲ Scaffolding Pre-service Teachers' Classroom Observations: A Programmatic Approach. Delane Bender-Slack, *Xavier University*; Teresa Young, *Xavier University*

Chair Mohd Arif, *Mohd Arif Business Educational World*

Discussant Robyn Richardson, *Savannah College of Art and Design*

T.0930.EA Keynote Address - Dr. J. Casey Hurley

Western Carolina University

Special Event

Thursday, 9:30 AM to 10:30 AM - East A & B



*Dr. J. Casey Hurley is a professor of Educational Administration at Western Carolina University. His research interests lie in Educational Leadership, the Principalship, and Organizational Theory and Practice. As the author of *The Six Virtues of the Educated Person*, he describes the definition promoted among today's policymakers (achieving high standardized test scores); and then argues for a definition that is rooted in philosophy. Dr. Hurley will discuss how the efforts to improve education will continue to be unproductive because we have not defined what it means to be educated.*

T.1045.EA Keynote Follow-up

Special Event with Dr. J. Casey Hurley

Thursday, 10:45 AM to 12:00 PM - East A

T.1045.P1 Women's Learning Styles and Teaching Strategies: Is There a Correlation to Undergraduate Success?

C - Learning and Instruction - Best Practices Forum

Thursday, 10:45 AM to 12:00 PM - Plaza 1

PRESENTATION

- ▲ Women's Learning Styles and Teaching Strategies: Is There a Correlation to Undergraduate Success? Tanya Michelle Baker, *Indiana State University*; Anupama Ghattu, *Indiana State University*

ABSTRACT

A proposed correlational study of women undergraduates' learning styles and instructor teaching strategies related to success in undergraduate studies are to be investigated. The motivation for this study is the increased rate of withdrawal from college or course failure in psychology courses. It is hypothesized that the combined use of philetic and heuristic teaching styles correlates to the decrease in withdrawals from college and failure in psychology courses. The participants are 30 female undergraduate psychology majors essentially White women from the ages of 18-27. The learning styles assessed by the Myer-Briggs Type Indicator (MBTI), will be compared to student GPA in their sophomore year and teacher preferred instruction strategy within the psychology department. Multivariate analysis (MANOVA) will be performed to analyze the relationships between variables.

T.1045.SK Jump into Action Research: Methods to Develop and Test Ideas

D - Measurement and Research Methodology - Workshop

Thursday, 10:45 AM to 12:00 PM - Skylight

Presenters Christine Ann Crumbacher, *Ohio University*; Emily Ann Price, *Ohio University*; Lauren Stephenson, *Ohio University*; Gordon P. Brooks, *Ohio University*; John Hitchcock, *Ohio University*

ABSTRACT

This action research workshop is designed to inform teachers and educators of various methods available. Three presenters will provide their unique insights into the field by describing what action research is, how it can be implemented through quantitative and qualitative methods and how to conduct visual analyses. The first step of initiating an action research project is to be able to identify arising issues in practice (Altrichter, Posch, & Somekh, 1993). This presentation will focus on using action research in education through the development of specific research questions, essentials of research design, and assessment of the effectiveness of classroom based interventions. Real classroom action research topics will be addressed and analyzed in their entirety. Analyzing multiple ways to conduct action research in the classroom and disseminating information is vital for the future of education.

T.1045.EC Measurement Issues Associated With Perceptions and Achievement
H - Research, Evaluation, & Assessment in Schools - Paper Session
Thursday, 10:45 AM to 12:00 PM - East C

PRESENTATIONS

- ⤴ Applying the Rasch Model to Students' Perceptions of Leadership Abilities. Lauren Thomas, *University of Kentucky*
- ⤴ Estimation of Measurement Precision: Multiple Perspectives. Dimitar Milkov Dimitrov, *George Mason University*
- ⤴ Predictive Validity of Reading Fluency Performance Level and Growth with Reading Achievement. Janet Holt, *Northern Illinois University*; Vicki L. Collins, *Northern Illinois University*

Chair Ellen Ava Sigler, *Western Carolina University*
Discussant Brandt W. Pryor, *Educational Research Associates*

T.1045.P4 Examining the Profession
I - Education in the Professions - Paper Session
Thursday, 10:45 AM to 12:00 PM - Plaza 4

PRESENTATIONS

- ⤴ Facilitating Professional Preparation in Higher Education Through Volunteerism. Anne George, *Saint Xavier University*; Tamara Korenman, *Saint Xavier University*
- ⤴ Professional Codes of Ethics: Reconciling the Inspirational and Personal with the Practical and Professional. Edward John Magiste, *Cleveland State University*
- ⤴ Why are They Leaving? A Literature Review on the Causes of Undergraduate Students' Attritions in Engineering. Xiushan Jiang, *The Center for Remote Sensing of Ice Sheets*; Stacey Freeman, *The Center for Remote Sensing of Ice Sheets*

Chair Sharon Valente, *Savannah College of Art and Design*
Discussant Penny Soboleski, *Bowling Green State University*

T.1045.P5 Teaching in a Diverse Educational Environment
G - Social Context of Education - Paper Session
Thursday, 10:45 AM to 12:00 PM - Plaza 5

PRESENTATIONS

- ⤴ Diversity Management in Middle-Eastern and African Contexts: A Literature Review. Angela Titi Amayah, *Strayer University*
- ⤴ Maximizing Cognitive Change: Defining Developmental Language Leading to Best Practices for Peer Education. Rebecca Comage, David D. Gatsos, *The University of Kentucky*
- ⤴ The New Face of Private Schools in Zimbabwe: A Case Study on Teachers' Perceptions of the Influence of Changes in Student Composition on School Discipline. Angellar Manguvo, *University of Missouri*

Chair Lu Zhao, *Miami University*
Discussant Larry Stephen Tinnerman, *Indiana State University*

T.1045.P2 Teacher Candidate Disposition Assessment: A Dialogue on Strategies and Challenges

L - Educational Policy and Politics - Alternative Session

Thursday, 10:45 AM to 12:00 PM - Plaza 2

Presenter: Stephen Sherblom, *Lindenwood University*

ABSTRACT

Part of being considered educated for candidates in Teacher Preparation programs is being able to demonstrate that they have developed certain commitments and styles of professional interaction deemed appropriate for educators. Teacher candidate dispositions, the name given to this set of embodied values, are assessed in the course of teacher education as a matter of policy. While teacher disposition assessments are intended to improve education through improving the teaching force, questions exist regarding the validity and reliability of the measures, and the difficulty of collecting sufficient evidence to be certain that we know our students as well as we may think we do. Additionally, concerns exist in how the assessment results are handled and how teacher candidates are, or are not, impacted by the outcome. This seminar will provide a forum in which to discuss issues related to teacher candidate disposition assessments and the presenters will articulate both challenges and promising practices.

T.1200.UP MWERA Association Council

Special Event - Current MWERA Association Council and Board of Directors members attend

Thursday, 12:00 PM to 1:30 PM - Upper Terrace

T.0130.P1 Leadership and Administration Challenges Related to Teachers and Teaching

A - Administration, Organization, & Leadership - Paper Session

Thursday, 1:30 PM to 2:45 PM - Plaza 1

PRESENTATIONS

- ⤴ Discipline Occurrences for Students with Disabilities. Suzanna Leone, *Sandusky City Schools*
- ⤴ Faculty Support for and Experiences with Three Normative Characteristics of Effective Teaching Evaluations. Theodore Kowalski, *University of Dayton*; Maura Dunn, *Air Force Institute of Technology*; DeAnn Hurtado, *Sinclair Community College*; Lesley McCue, *University of Dayton*
- ⤴ Inclusion: Differences in Theory and Practice. Suzanna Leone, *Sandusky City Schools*
- ⤴ The Effects of Age, Years of Experience, and Type of Experience in the Teacher Selection Process. A. William Place, *The University of Dayton*; David Vail, *Versailles EVSD*

Chair Jenny Kilgore, *INDWES, MUOHIO*

Discussant Ted Zigler, *Ohio Dominican University*

T.0130.P5 Writing Readiness, Critical Literacy, and Reflection

B - Curriculum Studies - Paper Session

Thursday, 1:30 PM to 2:45 PM - Plaza 5

PRESENTATIONS

- ▲ Mixed-Method Study: Illinois Secondary and Postsecondary Faculty Expectations and Perceptions of College Readiness for Writing. Karen F. Brown, *Nazareth Academy*
- ▲ “Please Stop Whipping Me!” Examining Critical Literacy, Race and Racism Within the Writer’s Workshop. Terry Husband, *Illinois State University*
- ▲ Teacher-Leaders Use of Reflective Assessment Practices to Improve Student Learning. Susan D. Ferguson, *Northern Illinois University*

Chair Jonnie Jill Phipps, *The University of Akron*

Discussant Doug Feldmann, *Northern Kentucky University*

T.0130.P2 Using Non-Synchronous Communication and Content Sharing in a One-to-Many Mode From Instructor to Students

C - Learning and Instruction - Best Practices Forum

Thursday, 1:30 PM to 2:45 PM - Plaza 2

PRESENTATION

- ▲ Using Non-Synchronous Communication and Content Sharing in a One-to-Many Mode From Instructor to Students. Balaguruprasad Narayanan, *Indiana State University*

ABSTRACT

With the advent of hand held devices that allow people to use a myriad of functions, students have been at the forefront of technology adoption and use. Research has shown that some of the devices that students use better and more effectively compared to professors include, cell phones, personal media players, internet tablets, tablet computers, net books and laptops. The devices in themselves have ushered in new technology that was not available twenty years ago. The focus of this presentation is not to look at the device, but to try to understand how faculty can use these devices.

T.0130.EA Research and Evaluation on the Effectiveness of Education for Chinese Children

H - Research, Evaluation, & Assessment in Schools - Paper Session

Thursday, 1:30 PM to 2:45 PM - East A

PRESENTATIONS

- ▲ Comparing The Effectiveness of Modified Likert Scale Format (Wang) with Modified Harter’s Structured Alternative Format (Wang) with IV and VI Category Among Chinese Elementary and Secondary School Students. Yue Li, *Miami University*; Han Han, *Miami University*; Aimin Wang, *Miami University*
- ▲ Why Parents Choose Chinese Immersion for Their Children. Beverly J. Dretzke, *University of Minnesota*

Chair Robyn Richardson, *Savannah College of Art and Design*

Discussant Caroline R. Pryor, *Southern Illinois University Edwardsville*

T.0130.P4 How (and Why) Has the Federal Government Interpreted Education?
F - History & Historiography - Alternative Session
Thursday, 1:30 PM to 2:45 PM - Plaza 4

PRESENTATION

- ⤴ How (and Why) Has the Federal Government Interpreted Education? A Review of Three Important Educational Actions. *Thomas A Kessinger, Xavier University*

T.0130.P3 Exploring College Students' Attitudes and Perceptions Toward Academic and Non-academic Programs
J - Postsecondary Education - Paper Session
Thursday, 1:30 PM to 2:45 PM – Plaza 3

PRESENTATIONS

- ⤴ Applying the Rasch Model to Explore New College Sorority and Fraternity Members' Perceptions of Hazing Behavior. Nichole M. Knutson, *University of Kentucky*; Kathryn Shirley Akers, *Kentucky Department of Education*; Christopher Keith Ellis, *University of Kentucky*; Kelly D. Bradley, *University of Kentucky*
- ⤴ College Seniors Attitudes Toward the First Year Experience Program They Completed as Freshmen. Katrina Daytner, *Western Illinois University*; Lori Baker-Sperry, *Western Illinois University*; Judith Dallinger, *Western Illinois University*
- ⤴ Exploring the First Year Experience for Students who Completed a Summer Transition Program: A Qualitative Investigation. Nicole Ruth Rivera, *North Central College*

Chairs Ellen Ava Sigler, *Western Carolina University*; Sharon Stevens, *WIU*
Discussant Eric Mansfield, *Western Illinois University*

T.0130.EC Teachers – How to Prepare, Engage, and Motivate
K - Teaching and Teacher Education - Paper Session
Thursday, 1:30 PM to 2:45 PM - East C

PRESENTATIONS

- ⤴ A Mixed Method Examination of Beginning Teacher Induction and Mentoring Programs in Rural Schools. Elizabeth Wilkins, *Northern Illinois University*
- ⤴ Are we Preparing a Well-Educated Early Field Experience Student? Susan G. Thompson, *Indiana State University*
- ⤴ Deciding to Teach and the Development of Perceived Competence and Teacher Efficacy Among Teacher Candidates. Gary Daytner, *Western Illinois University*

Chair Tamara Korenman, *Saint Xavier University*
Discussant Penny Soboleski, *Bowling Green State University*

T.0130.SK Evolution of a Collaborative Writing Group: Promising Practices for Increasing Your Scholarship

K - Teaching and Teacher Education - Best Practices Forum

Thursday, 1:30 PM to 2:45 PM - Skylight

Presenters Helene Arbouet Harte, *Northern Kentucky University*; Rachel Noll, *Northern Kentucky University*; Suzanne Wegener Soled, *Northern Kentucky University*

ABSTRACT

The pressures and expectations of scholarship can be both daunting and isolating, not only for junior faculty but experienced faculty as well. One practice that can help minimize worry and apprehension surrounding scholarship is the creation of writing circles. Not every writing group functions in the same manner and for the same purpose; nor should it. Writing groups form their own sense of identity and purpose, creating their own rules and guidelines for members to follow. Our original focus centered on accountability and motivation to write but, as time went on, we found other issues such as time management, work/life balance, and physical space affecting our writing. We modified the informal rules and guidelines of the group midstream to accommodate our needs and create a space where members felt they could ask questions, accept criticism and take risks in developing and pursuing a research agenda.

T.0300.EC School Administrators: What They Need and Where They're Needed

A - Administration, Organization, & Leadership - Paper Session

Thursday, 3:00 PM to 4:15 PM - East C

PRESENTATIONS

- ⤴ Designing School Websites: A Heads-up for Administrators. Marilyn Petty Glick, *Indiana University Kokomo*; Melissa Grabner-Hagen, *Indiana University Kokomo*
- ⤴ Making Sense of Ethical Resolutions for Educational Leaders in the Post NCLB Era. Ting Li, *Miami University*; Aimin Wang, *Miami University*
- ⤴ Will a 20% Salary Bonus Motivate Principal License Completers to Accept a Principalship in Low-Performing Schools? Larry Cook, *Ashland University*

Chair Francis Ebenezer Godwyll, *Ohio University*

Discussant Penny Soboleski, *Bowling Green State University*

T.0300.P3 Ego-Involved Assessments

H - Research, Evaluation, & Assessment in Schools - Alternative Session

Thursday, 3:00 PM to 4:15 PM - Plaza 3

PRESENTATION

- ⤴ Towards a Framework for Ego-Involved Assessments in the Higher Education Classroom. Dave S. Knowlton, *Southern Illinois University Edwardsville*

T.0300.SK Toward Enhancing Engagement, Attitudes and Pedagogy

C - Learning and Instruction - Paper Session

Thursday, 3:00 PM to 4:15 PM - Skylight

PRESENTATIONS

- ⤴ Collaborative Practice in a Secondary Education Pedagogy Class: An Action Research Inquiry. Larry Stephen Tinnerman, *Indiana State University*
- ⤴ Individual Differences and Language Education: Socio-cultural Influences and Pedagogical Implications. Seong-Yoon Kang, *Indiana State University*
- ⤴ National Board Certified Teachers and the Cognitive Engagement of High School Science Students. Diana Janet Zaleski, *Northern Illinois University*

Chair Adam Lang, *Argosy University*

Discussant Karen Brown, *Nazareth Academy and Argosy University*

T.0300.P1 Psychometric and Measurement Issues

D - Measurement and Research Methodology - Paper Session

Thursday, 3:00 PM to 4:15 PM - Plaza 1

PRESENTATIONS

- ⤴ An IRT Analysis of the Strengths Self-Efficacy Scale (SSES) –Assessing Item Characteristics. Chia-Lin Tsai, *University of Missouri*; Nai-En Tang, *University of Missouri*; Lisa Flores, *University of Missouri*; Adipat Chaichanasakul, *University of Missouri*; Ran Zhao, *University of Missouri*
- ⤴ Behavioral Consequences of Alcohol: An Investigation of Factorial Invariance Across Gender. Dustin C. Derby, *Palmer College of Chiropractic*; Thomas J. Smith, *Northern Illinois University*
- ⤴ On the Optimal Number of Response Categories for an Attitude Scale: An Alternative Reading of the Research Literature. Emily Ann Price, *Ohio University*; George Johanson, *Ohio University*

Chair Mark A. Earley, *Bowling Green State University*

Discussant Stephen R. Wallace, *Northern Illinois University*

T.0300.P5 Reflections on an Evaluation Study: Themes and Strategies When Conducting Evaluations in Schools

H - Research, Evaluation, & Assessment in Schools - Symposium

Thursday, 3:00 PM to 4:15 PM - Plaza 5

Presenters Raeal Moore, *The Ohio State University*; Weijia Ren, *The Ohio State University*; Charles Okonkwo, *The Ohio State University*; Jing Zhao, *The Ohio State University*

Chair William Loadman, *The Ohio State University*

ABSTRACT

This symposium will focus on six inter-connected themes pertinent to evaluating a large-scale project. Each theme, while integrated, will be lead by a different group member. The themes include: (1 & 2) articulating, from both perspectives, an effective relationship between the evaluator and project director, (3) how to effectively engage various project stakeholders, (4) the utility of triangulating

data elements , (5) how to best align methodological issues with a transient population and (6) a description of a classroom observation instrument that assess program fidelity. Concrete examples will be utilized throughout the presentation.

T.0300.P2 Reason, Emotion, and Decision-Making: A Theory for Measuring, Understanding, and Influencing Behavioral Decisions

D - Measurement and Research Methodology - Workshop

Thursday, 3:00 PM to 4:15 PM - Plaza 2

Presenters Brandt W. Pryor, *Educational Research Associates*; Caroline R. Pryor, *Southern Illinois University Edwardsville*

ABSTRACT

Have you ever wished you could look inside people's minds, to see why they behave as they do, or why they take a certain stand on an issue? The theory of reasoned action described in this workshop, makes it possible to scientifically understand and influence the attitudes and behavioral decisions of diverse constituencies. This theory has been successfully used since the 1960s to study decisions about performing a wide variety of behaviors (detailed below). The theory has been applied to educational decision-making, but courses in attitude theory and measurement are typically not taught in colleges of education. This workshop, therefore, presents a valuable opportunity for educational researchers to learn how to apply the theory to such questions as: Why do students enroll in a given educational program or institution? What factors motivate teachers to pursue the principalship? Why do students drop out of school before graduating?

T.0300.P4 Individual and Institutional Characteristics that Influence academic Difficulty, Graduation, and Grading

J - Postsecondary Education - Paper Session

Thursday, 3:00 PM to 4:30 PM - Plaza 4

PRESENTATIONS

- ⤴ Influences on Grading. Sharon Stevens, *Western Illinois University*; Deborah Miretzky, *Western Illinois University*
- ⤴ Proactive Identification of Academic Difficulty of Undergraduates – A Survey to Measure the Non-Cognitive Variables. Curtis T. Sandberg, *University of Kentucky & Berea College*; Kelly D. Bradley, *University of Kentucky*
- ⤴ Using Student and Institutional Characteristics to Predict Graduation Rates at Community Colleges: New Developments in Performance Measures and Institutional Effectiveness. David A. Walker, *Northern Illinois University*

Chair Gary Daytner, *Western Illinois University*

Discussant Mohd Arif, *Mohd Arif Business Educational World*

T.0430.SK Measuring Achievement and Affective Characteristics
D - Measurement and Research Methodology - Paper Session
Thursday, 4:30 PM to 5:45 PM - Skylight

PRESENTATIONS

- ▲ An Investigation of the Effects of Technology on Mathematics Achievement for High School Using the United States' PISA Sample. Kathryn Shirley Akers, *Kentucky Department of Education*; David A. Akers, *University of Kentucky*
- ▲ Looking for Research Opportunities in Small Sample Equating. Weiyu Yang, *Ohio University*; George Johanson, *Ohio University*
- ▲ Measuring Students' Affective Characteristics in Research Methods Courses. Mark A. Earley, *Bowling Green State University*

Chair Beverly J. Dretzke, *University of Minnesota*
Discussant Greg Montalvo, *Western Illinois University*

T.0430.EC Literacy as an Agent Toward Student Empowerment
K - Teaching and Teacher Education - Paper Session
Thursday, 4:30 PM to 5:45 PM - East C

PRESENTATIONS

- ▲ A Metaphor Analysis Study on Sixth Grade Students' and Their Teacher's Conceptualization of Writing. Hannah H Chai, *University of Cincinnati*
- ▲ Myths about Critical Literacy: What Teachers Need to Unlearn. Cheu-jeY Lee, *Indiana University-Purdue University Fort Wayne*
- ▲ Promoting Student Achievement through Integrated Literacy Instruction. David A. Walker, *Northern Illinois University*

Chair Ryan Robert Kelly, *Arkansas State University*
Discussant Eric Mansfield, *Western Illinois University*

T.0600.TV Cracker Barrel Social - Sponsored by Western Illinois University
Special Event - Everyone Is Invited.
Thursday, 6:00 PM to 8:00 PM - The View

Thank You,
Western Illinois University

Friday, October 14, 2011

F.0800.EA MWERA Business Meeting
Business Meeting. Everyone is Invited.
Friday, 8:00 AM to 9:15 AM - East Ballroom

F.0930.P4 MWERA New Student Meeting
New Student Meeting - All Students are Invited.
Friday, 9:30 AM to 11:00 AM - Plaza 4

F.0930.P1 The Ohio Principal Evaluation System: Developing a System Within the Political Chaos
A - Administration, Organization, & Leadership - Symposium
Friday, 9:30 AM to 11:00 AM - Plaza 1
Presenters Ted Zigler, *Ohio Dominican University*; Jill Lindsey, *Wright State University*; JoAnn Hohenbrink, *Ohio Dominican University*; Suzanne Franco, *Wright State University*

ABSTRACT

This symposium will examine the policies that led to the development of the Ohio Principal Evaluation System (OPES), which includes three components: 1) goal setting; 2) formative development; and a 3) summative piece, with a rubric for supervisors/evaluators to use. Not only will the instrument itself be examined, but the open discussion will be about the process of development, and then the results of a research team's evaluation of the instrument. The politics surrounding the effort will also be discussed.

F.0930.P2 An Introduction to R
D - Measurement and Research Methodology - Workshop
Friday, 9:30 AM to 11:00 AM - Plaza 2
Presenters Gordon P. Brooks, *Ohio University*; Hongjing Liao, *Ohio University*; Deyu Xu, *Ohio University*; Weiyu Yang, *Ohio University*

ABSTRACT

The primary purposes of this workshop are to introduce a free and powerful software—R and to prepare participants for advanced research in applied statistics. In particular, three main parts will be included in the workshop: (a) data management in R, (b) descriptive statistics in R, and (c) basic and intermediate statistical analyses in R. The software will be provided on flash drives and will also be available for free download from the Internet. Workbooks will be provided for the audience so they can refer to them as they need in future.

F.0930.SK Global-Mindedness and Intercultural Competence: A Case Study of Pre-service Teachers

G - Social Context of Education - Symposium

Friday, 9:30 AM to 11:00 AM - Skylight

Presenter Qi Cui, *Indiana State University*

ABSTRACT

The proposed study will assess pre-service teachers' global-mindedness using Hett's (1993) Global-Mindedness Scale to determine what individual factors (e.g. gender, course work, non-native language spoken, practical experience/ placement and international experience/study abroad experience, social economic status) might influence pre-service teachers' global-mindedness. The study will examine pre-service teachers' intercultural competence using Intercultural Intelligence Scale (CQS) (2005) to determine the correlation between pre-service teachers' global-mindedness and their levels of intercultural competence.

F.0930.P3 Social Identity and Community-Based Education

G - Social Context of Education - Paper Session

Friday, 9:30 AM to 11:00 AM - Plaza 3

PRESENTATIONS

- ▲ Healing as a Form of Education: The Case of the 2011 Earthquake, Northeast Japan. Aki Tanaka, *Ohio University*
- ▲ Understanding College Student-Athlete Culture and Identity by Using a Framework of Social Identity Theory: A Case Study. Andrew Smith, *University of Kentucky*
- ▲ Place and Community Based Education: Girls' Participation in Formal Education in Teshie Community in Ledzekuku-Krowor Municipality. Grace Annor, *Ohio University*

Chair Jenny Kilgore, *INDWES, MUOHIO*

Discussant Angeline Stuckey, *Kishwaukee College*

F.0930.P5 Program Evaluation

H - Research, Evaluation, & Assessment in Schools - Paper Session

Friday, 9:30 AM to 11:00 AM - Plaza 5

PRESENTATIONS

- ▲ Response to Intervention: A Program Evaluation. Amy Raz, *Argosy University*
- ▲ Teaching Lincoln, K-12—An NEH Program: Evaluating Utility, Knowledge Gain, and Intention to Teach. Caroline R. Pryor, *Southern Illinois University Edwardsville*; Brandt W. Pryor, *Educational Research Associates*
- ▲ Bornlearning™ Academy: Parent Education and Kindergarten Readiness. Helene Arbouet Harte, *Northern Kentucky University*; Jaesook L Gilbert, *Northern Kentucky University*

Chair Sharon Valente, *Savannah College of Art and Design*

Discussant Caroline R. Pryor, *Southern Illinois University Edwardsville*

F.1100.P4 **Division A Meeting - Business Meeting**
Friday, 11:00 AM to 12:00 PM - Plaza 4

F.1100.P1 **Division C Meeting - Business Meeting**
Friday, 11:00 AM to 12:00 PM - Plaza 1


F. 1100.P2 **Division D Meeting - Business Meeting**
Friday, 11:00 AM to 12:00 PM - Plaza 2

F. 1100.P5 **Division E Meeting - Business Meeting**
Friday, 11:00 AM to 12:00 PM - Plaza 5

F. 1100.SK **Division G Meeting - Business Meeting**
Friday, 11:00 AM to 12:00 PM - Skylight

F.1100.P3 **Division K Meeting - Business Meeting**
Friday, 11:00 AM to 12:00 PM - Plaza 3

F.1200.EA **Keynote Address Luncheon - Dr. Mary John O’Hair,**
Dean, University of Kentucky
Special Event
Friday, 12:00 PM to 1:45 PM - East Ballroom

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|  | <p><i>Mary John O’Hair’s successful history of connecting university innovation to the daily practices of students, principals and teachers has come to fruition in Kentucky through creation of the Kentucky P20 Innovation Lab. As dean of the UK College of Education, she is developing this laboratory to partner school systems with the resources of universities and create a seamless system of education, from birth to graduate school and careers. Ultimately, the Kentucky P20 Innovation Lab will help schools establish innovative and lasting change in order to meet the needs of the future of learning for all students. Dr. O’Hair’s research and teaching interests lie in school-university-community partnerships, learning communities in the STEM disciplines (science, technology, engineering and math) and international education networking. She has received over \$40 million in funding and grants to support her research.</i></p> |
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F. 0200.SK **Luncheon Keynote Follow-Up with Mary John O’Hair**
Special Event
Friday, 2:00 PM to 3:00 PM - Skylight

F.0200.P2 **Division B Meeting** - Business Meeting
Friday, 2:00 PM to 3:00 PM - Plaza 2

F. 0200.P3 **Division H Meeting** - Business Meeting
Friday, 2:00 PM to 3:00 PM - Plaza 3

F. 0200.P1 **Division I Meeting** - Business Meeting
Friday, 2:00 PM to 3:00 PM - Plaza 1

F. 0200.P5 **Division J Meeting** - Business Meeting
Friday, 2:00 PM to 3:00 PM - Plaza 5

F. 0200.P4 **Division L Meeting** - Business Meeting
Friday, 2:00 PM to 3:00 PM – Plaza 4

F.0300.P5 **Integrating Response to Intervention (RtI) In an Inquiry-Based Mathematics Classroom**

C - Learning and Instruction - Workshop

Friday, 3:00 PM to 4:15 PM - Plaza 5

Lisa Douglass, *Ohio Dominican University*

ABSTRACT

Response to intervention (RtI) is a way for regular education teachers to determine which students need intervention and which interventions are needed. Of the different "Tiers" or levels of intervention, we believe that inquiry-based instruction in mathematics integrates well into Tiers 1 and 2 and can be used to show growth. This inquiry-based instruction is advocated in the Core Standards for Mathematical Practice, which “describe ways in which developing student practitioners of the discipline of mathematics increasingly ought to engage with the subject matter as they grow in mathematical maturity and expertise throughout the elementary, middle and high school years” (corestandards.org). Therefore, we believe that research-based mathematical pedagogical strategies, such as inquiry-based instruction, can be used to help students fill gaps, create a deeper understanding, and can give students the tools to become more successful in mathematics. In our workshop, we will discuss and explore Response to Intervention (RtI), inquiry-based mathematics, and how these can work together for the benefit of students and educators.

F.0300.EF Contextual Influence on Academic Achievement

G - Social Context of Education - Poster Session

Friday, 3:00 PM to 4:15 PM - East Foyer

PRESENTATIONS

- ⤴ Chess and the Development of Emotional Intelligence of Young Players. Tamara Korenman, *Saint Xavier University*; Mikhail Korenman, *International Chess Institute*
- ⤴ Viewing and Visually Representing - Where are They Now? Using Critical Literacy in the Language Arts. Delane Bender-Slack, *Xavier University*; Teresa Young, *Xavier University*
- ⤴ The Influence of Peers, Parents, and Teachers on Academic Self-Perception: Gender and Grade Differences. Ya He, *Miami University*; Zehan Guo, *Miami University*; Han Han, *Miami University*; Aimin Wang, *Miami University*

F.0300.EF Division C Poster Session

C - Learning and Instruction - Poster Session

Friday, 3:00 PM to 4:15 PM - East Foyer

PRESENTATIONS

- ⤴ A Meta-Analytic Study to Examine the Effectiveness of Cooperative Learning in Science College Classes. Rafa Kasim; Sema Kalaian, *Eastern Michigan University*
- ⤴ Students Don't Know What They Don't Know: How Well Do Students Judge Their Learning? Jessica Moran, *Western Carolina University*; Ellen Ava Sigler, *Western Carolina University*
- ⤴ The Impact of Class size and per Pupil Expenditure on Student Achievement. John K Rugutt, *Illinois State University*; Caroline C Chemosit, *Illinois State University*; Guy Banicki, *Illinois State University*

F.0300.EF Division D Poster Sessions

D - Measurement and Research Methodology - Poster Session

Friday, 3:00 PM to 4:15 PM - East Foyer

PRESENTATION

- ⤴ Effectiveness of Small-Group Learning in Statistics and Research Methods College Classes: A Multilevel Meta-Analysis Approach. Sema Kalaian, *Eastern Michigan University*; Rafa Kasim

F.0300.EF Division I Poster Sessions

I - Education in the Professions - Poster Session

Friday, 3:00 PM to 4:15 PM - East Foyer

PRESENTATIONS

- ⤴ An Attempt to Operationalize Culture In Healthcare: An Analytical Literature Review. DeShana Collett, *University of Kentucky*
- ⤴ Communication for Eradicating Poverty in the Developing World. Robert Agung, *The Ohio State University*

F.0300.EF Division J Poster Sessions
J - Postsecondary Education - Poster Session
Friday, 3:00 PM to 4:15 PM - East Foyer

PRESENTATIONS

- ⤴ Engineering Students' Attitudes Towards Mathematics. Elora Voyles, D. Nguye, R. Kowalchuk, J. Nicklow, and R. Ricks, *Southern Illinois University*
- ⤴ Seeing Double in College: Utilizing Chickering's Student Development Theory to Study Twins in College Together. Dimana Spudich, *Saint Louis University*

F.0300.EF Division L Poster Sessions
L - Educational Policy and Politics - Poster Session
Friday, 3:00 PM to 4:15 PM - East Foyer

PRESENTATIONS

- ⤴ Are Mobile Schools the Panacea to the Challenges of Nomadic Education? Francis Ebenezer Godwyll, *Ohio University*; Abdifarhan Gure, *Ohio University*
- ⤴ Toward an Understanding of Middle Level Teachers' Job Satisfaction Adam Walter Lang, *Argosy University*

F.0300.P4 Techniques and Discussion On Working With Data
D - Measurement and Research Methodology - Paper Session
Friday, 3:00 PM to 4:15 PM - Plaza 4

PRESENTATIONS

- ⤴ An Examination of Goodness-of-Fit Indices used in Ordinal Regression. Thomas J. Smith, *Northern Illinois University*; Cornelius McKenna, *Kishwaukee College*
- ⤴ Comparison of Outlier Treatment Techniques. Deyu Xu, *Ohio University*; Hongjing Liao, *Ohio University*; George Johanson, *Ohio University*; Gordon P. Brooks, *Ohio University*
- ⤴ Re-Examining Treatment Effects for Single Case ABAB Designs Through Sensitivity Analyses. Christine Ann Crumbacher, *Ohio University*

Chair Thomas J. Smith, *Northern Illinois University*
Discussant Xin Liang, *University of Akron*

F.0300.P1 Current Issues in the Publication Process: Perspectives from an Editorial Board
G - Social Context of Education --- Alternative Session
Friday, 3:00 PM to 4:15 PM --- Plaza 1

PRESENTATION

- ⤴ Current Issues in the Publication Process: Perspectives from an Editorial Board. Caroline R. Pryor, *Southern Illinois University Edwardsville*; Kathleen Brown, *University of Missouri St. Louis*

ABSTRACT

Following three research sessions, one a broad compendium of journal editors at AERA (Mullen et al, 2008), second, more targeted session focused on one journal at a local university (authors, 2008), and lastly a 2011 AERA joint session (author 1, Mullen, Ferigno-Browne, & Harris, 2011) focused on the democratic role of the editor as mentor, this session will focus on practical considerations foundational to current issues in the publication process. This session will focus on critical examination of creating and sharing knowledge central to learning in a democracy, a discussion substantive to the foundation ideals of what it means to be educated...in a democracy. The session will involve scholars whose research interests further perspectives on the international community and learning as situated in democratic constructs.

F.0300.SK Improving Communication, Programs, and Institutional Support Behaviors.

J - Postsecondary Education - Paper Session

Friday, 3:00 PM to 4:15 PM - Skylight

PRESENTATIONS

- ⤴ Dimensions of Alumni Role Identity and the Relationship to Institutional Support Behaviors. James Travis McDearmon, *University of Kentucky*
- ⤴ Seeking Evidence of Global Competence within Doctorate Degrees of Educational Leadership. Lynda Leavitt, *Lindenwood University*
- ⤴ Talk to Me: Applying Organizational Theory to Improve Campus Communications. Dustin C. Derby, *Palmer College of Chiropractic*; Jeannette Danner, *Palmer College of Chiropractic*; Judy Silvestrone, *Palmer College of Chiropractic*; Dennis Marchiori, *Palmer College of Chiropractic*

Chair Katrina Daytner, *Western Illinois University*

Discussant Larry Stephen Tinnerman, *Indiana State University*

F.0300.P3 Quantitative Techniques In Education – Practical Implications from Sophisticated Design

K - Teaching and Teacher Education - Paper Session

Friday, 3:00 PM to 4:15 PM - Plaza 3

PRESENTATIONS

- ⤴ Applying the Rasch Model to Measure Engineering Students Perceptions' of Instructional Techniques for Least and Most Favored Courses. Kelly D Bradley, *University of Kentucky*; Kathryn Shirley Akers, *Kentucky Department of Education*; Gerry M Swan, *University of Kentucky*
- ⤴ Understanding to Practice: An Assessment of Illinois First-Year Teachers. Stephen E. Lucas, *Eastern Illinois University*; Catherine L Polydore, *Eastern Illinois University*
- ⤴ Using the U.S. PISA Results to Investigate the Relationship Between School Computer Use And Student Academic Performance. Letao Sun, *University of Kentucky*; Kelly D. Bradley, *University of Kentucky*

Chair Eric Mansfield, *Western Illinois University*

Discussant Stephen R. Wallace, *Northern Illinois University*

F.0300.P2 An Investigation of a Professional Development Program for Arts Educators in an Urban School District

H - Research, Evaluation, & Assessment in Schools - Symposium

Friday, 3:00 PM to 4:15 PM - Plaza 2

Presenter: Ellen Sigler, *Western Carolina University*

F.0430.SK Response to Intervention in Middle Schools: Meeting the Needs of Adolescent Students

H - Research, Evaluation, & Assessment in Schools - Best Practices Forum

Friday, 4:30 PM to 5:45 PM - Skylight

Presenter Sara Prewett, *The University of Missouri*

ABSTRACT

In numerous states, response to intervention (RTI) is advocated in elementary school settings as a system-wide, multi-tiered model of academic and behavioral interventions. Middle schools have begun adopting RTI implementation models, based on these existing elementary models, in order to meet the academic needs of their adolescent students and close the achievement gap. This presentation will focus on descriptive processes and practices in middle schools across the county, including: (1) key contextual factors for ensuring successful educational change to close the achievement gap, (2) key implementation factors for putting research into practice (RTI exploring, planning, and implementation), and end with (3) middle school practitioners' experiences with the RTI essential components of screening, progress monitoring, data based decision making, and tiered instruction. Findings from this study provide a broader view of the current RTI practices and procedures in middle schools.

F.0430.P4 Parental and Peer Influence on Academic Self-perception

G - Social Context of Education - Paper Session

Friday, 4:30 PM to 5:45 PM - Plaza 4

PRESENTATIONS

- ▲ Chinese and American Parents' Beliefs of Students' School Purpose. Wenshu Li, *Miami University*
- ▲ Parental Sources of Perceived Reading Efficacy: Foundations of Successful Academic Performance Across Grade Levels. Angeline Stuckey, *Kishwaukee College*
- ▲ Influence Of Significant Others on Academic Self-Perception. Ya He, *Miami University*; Ji Zhang, *Miami University*; Han Han, *Miami University*; Aimin Wang, *Miami University*

Chair Francis Ebenezer Godwyll, *Ohio University*



Discussant Mohd Arif, *Mohd Arif Business Educational World (MABEW)*

F. 0430.P2 Division F Business Meeting

Friday, 4:40 PM to 6:00 PM - Plaza 2

F.0430.P5 MWER Reviewers' Session
Special Session - All current reviewers, and those interested in reviewing,
are welcome
Friday, 4:30 PM to 5:45 PM - Plaza 5
The Editorial Team – *The University of Akron*

F.0600.MA Presidential Address and Reception
Qualitative Experimentation, Local Generalizability, and Other
Oxymoronic Opportunities for Educated Researchers
Gordon Brooks, *Ohio University, MWERA President*
Special Event – Everyone is Invited
Friday, 6:00 PM to 8:00 PM - Matterhorn (in the Chalet Building)

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|  | <p><i>PLEASE JOIN US</i> <i>6:00 PM - FRIDAY</i> <i>For Gordon Brooks' Presidential Address</i></p> <p></p> <p><i>Refreshments will be served</i></p> |
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Saturday, October 15, 2011

S.0800.SK MWERA Board of Directors Meeting
MWERA Annual Meeting - Business Meeting
Saturday, 8:00 AM to 12:00 PM - Skylight

Cross-Index to Session Sponsors

A - Administration, Organization, & Leadership

- T.0800.P3 Developing Teacher Leaders: A Case Study Involving an Early University Program in Ohio
- T.0130.P1 Leadership and Administration Challenges Related to Teachers and Teaching
- T.0300.EC School Administrators: What They Need and Where They're Needed
- F.0930.P1 The Ohio Principal Evaluation System: Developing a System Within the Political Chaos

B - Curriculum Studies

- T.0800.P1 Impact of Online Instruction, Self-Efficacy Related to Demographic Variables, and Professional Development for Middle School Teachers
- T.0130.P5 Writing Readiness, Critical Literacy, and Reflection

C - Learning and Instruction

- T.1045.P1 Women's Learning Styles and Teaching Strategies: Is There a Correlation to Undergraduate Success?
- T.0130.P2 Using Non Synchronous Communication and Content Sharing in a One-to-Many Mode from Instructor to Students
- T.0300.SK Toward Enhancing Engagement, Attitudes and Pedagogy.
- F.0300.EA Division C Poster Sessions II
- F.0300.P5 Integrating Response to Intervention (RtI) in an Inquiry-Based Mathematics Classroom

D - Measurement and Research Methodology

- T.1045.SK Jump into Action Research: Methods to Develop and Test Ideas
- T.0300.P2 Reason, Emotion, and Decision-making: A Theory for Measuring, Understanding, and Influencing Behavioral Decisions
- T.0430.SK Measuring Achievement and Affective Characteristics
- F.0930.P2 An Introduction to R
- F.0300.P4 Techniques and Discussion on Working with Data
- F.0300.EA Division D Poster Sessions

F - History and Historiography

- T.0130.P4 How (and Why) Has the Federal Government Interpreted Education?

G - Social Context of Education

- T.1045.P5 Teaching in a Diverse Educational Environment
- F.0930.B3 Social Identity and Community-based Education
- F.0930.SK Global-Mindedness and Intercultural Competence: A Case Study of Pre-service Teachers
- F.0300.EA Contextual Influence on Academic Achievement
- F.0300.P1 Current Issues in the Publication Process: Perspectives from an Editorial Board
- F.0430.P4 Parental and Peer Influence on Academic Self-perception

H - Research, Evaluation and Assessment in Schools

- T.0800.SK The Evaluation of the Intersection of Intercollegiate Sports and Academia
- T.1045.EC Measurement Issues Associated with Perceptions and Achievement

- T.0130.EA Research and Evaluation on the Effectiveness of Education for Chinese Children
 T.0300.P3 Ego-Involved Assessments
 T.0300.P5 Reflections on an Evaluation Study: Themes and Strategies When Conducting Evaluations In Schools
 F.0930.P5 Program Evaluation
 F.0300.P2 An Investigation of a Professional Development Program for Arts Educators in an Urban School District
 F.0430.SK Response to Intervention in Middle Schools: Meeting the needs of adolescent students

I - Education in the Professions

- T.1045.P4 Examining the Profession
 F.0300.EA Division I Poster Sessions

J - Postsecondary Education

- T.0130.P3 Exploring College Student Attitudes and Perceptions Toward Academic and Non-Academic Programs
 F.0930.B2 Individual and Institutional Characteristics that Influence Academic Difficulty, Graduation, and Grading
 F.0300.EA Division J Poster Sessions
 F.0300.SK Improving Communication, Programs, and Institutional Support Behaviors

K - Teaching and Teacher Education

- T.0800.P2 Innovative Techniques in Pre-Service Teacher Education
 T.0130.EC Teachers – How to Prepare, Engage and Motivate
 T.0130.SK Evolution of a Collaborative Writing Group: Promising Practices for Increasing Your Scholarship
 T.0430.EC Literacy as an Agent Toward Student Empowerment
 F.0300.B3 Quantitative Techniques in Education – Practical Implications from Sophisticated Design

L - Educational Policy and Politics

- T.1045.P2 Teacher Candidate Disposition Assessment: A Dialogue on Strategies and Challenges
 F.0300.EA Division L Poster Sessions

MWERA Annual Meeting

- W.0430.P5 MWERA Division Chair Meeting
 W.0430.P4 MWERA New Member Meeting
 W.0800.MA Fireside Chat
 T.0930.EA Keynote Address
 T.1045.EA Keynote Follow-up
 T.1215.UP MWERA Association Council
 T.0600.TH Cracker Barrel Social
 F.0800.EA MWERA Business Meeting
 F.0930.P4 MWERA New Student Meeting
 F.1200.EA Keynote Address Luncheon
 F.0200.P4 Luncheon Keynote Follow-Up
 F.0600.MA President's Reception
 S.0800.SK MWERA Board of Directors Meeting

SUBJECT INDEX

| | |
|---|---|
| <p>Academic Outcomes <i>T.0800.SK, F.0300.EA, F.0430.PL</i></p> <p>Achievement <i>T.0430.EA, F.0300.EA</i></p> <p>Achievement Gap <i>F.0300.EA, F.0430.SK, F.0930.PL</i></p> <p>Action Research <i>T.0300.SK, T.1045.SK</i></p> <p>Administration <i>T.0130.PL, T.0300.EA, F.0930.PL</i></p> <p>Adolescence <i>T.0430.EA</i></p> <p>Asian Education <i>F.0430.PL</i></p> <p>Assessment <i>T.0130.PL, T.1045.EA</i></p> <p>At-Risk Students <i>T.0130.PL</i></p> <p>Attitude <i>T.0300.PL, F.0300.EA</i></p> <p>Career Development <i>F.0300.EA</i></p> <p>Certification/Licensure <i>T.0300.SK</i></p> <p>Classroom Assessment <i>T.0300.EA, F.0430.SK</i></p> <p>Classroom Research <i>F.0300.EA</i></p> <p>Cognitive Processes/Development <i>T.1045.PL</i></p> <p>Collaboration <i>T.0130.PL, T.0300.SK</i></p> <p>Colleges <i>T.0130.PL, T.1045.PL</i></p> <p>Communication <i>T.0130.PL, F.0300.EA, F.0300.SK</i></p> <p>Community Development <i>F.0300.EA</i></p> <p>Cooperative Learning <i>F.0300.EA</i></p> <p>Critical Theory <i>T.0430.EA, F.0300.EA</i></p> <p>Cultural Analysis <i>F.0300.EA, F.0430.PL</i></p> | <p>Curriculum <i>T.0130.PL, T.1045.PL</i></p> <p>Curriculum Design and Evaluation <i>F.0300.SK</i></p> <p>Data Analysis <i>T.1045.SK, F.0430.SK, F.0930.PL</i></p> <p>Decision Making <i>T.0130.EA, T.0130.PL, T.0300.PL, T.1045.EA</i></p> <p>Democratic Practices <i>T.0300.EA, F.0300.PL</i></p> <p>Diversity <i>T.1045.PL</i></p> <p>Dropouts <i>T.0130.PL</i></p> <p>Early Childhood <i>F.0930.PL</i></p> <p>Educational Policy <i>T.0130.PL, T.0300.EA, T.0300.SK, F.0300.EA</i></p> <p>Educational Reform <i>T.0130.PL, T.0300.EA</i></p> <p>Efficacy <i>T.0800.PL, F.0430.PL</i></p> <p>Engagement <i>T.0300.SK</i></p> <p>Equating <i>T.0430.SK</i></p> <p>Ethics <i>T.1045.PL</i></p> <p>Ethnography/Autoethnography <i>T.0130.EA</i></p> <p>Evaluation <i>T.0130.EA, T.0130.PL, T.0300.PL, T.0800.SK, F.0300.EA, F.0930.PL</i></p> <p>Faculty Issues <i>T.0800.PL</i></p> <p>Global Education <i>F.0930.SK</i></p> <p>Health Care Education <i>F.0300.EA</i></p> <p>Faculty Development <i>T.0130.SK</i></p> |
|---|---|

| | |
|---|--|
| Hierarchical Modeling <i>T.0430.SK, F.0300.EA</i> | Literacy <i>T.0300.PL, T.0430.EA, F.0300.EA</i> |
| High Schools <i>T.0130.PL</i> | Longitudinal Studies <i>T.0800.PL, T.1045.EA</i> |
| Higher Education <i>T.0130.EA, T.0300.EA, T.0300.PL, T.0800.PL, T.0800.SK, F.0300.EA, F.0300.SK</i> | Mathematics Education <i>T.0430.SK, T.0800.PL, F.0300.PL</i> |
| History <i>T.0130.PL</i> | Measurement <i>T.0300.PL, T.0800.PL, T.1045.EA</i> |
| Human Development <i>F.0300.EA</i> | Mentoring <i>T.0130.EA</i> |
| Identity <i>F.0300.EA</i> | Meta-Analysis <i>F.0300.EA</i> |
| Individual Differences <i>T.0300.SK</i> | Metacognition <i>T.0130.PL</i> |
| Instructional Practices <i>T.0130.EA, T.0300.EA, F.0300.PL</i> | Middle Schools <i>F.0930.PL</i> |
| Inter-Cultural Education <i>F.0930.SK</i> | Mixed Methods <i>F.0930.PL</i> |
| International Education/Studies <i>T.1045.PL, F.0300.SK</i> | Motivation <i>T.0300.PL, F.0300.EA</i> |
| Item Response Theory (IRT) <i>T.0300.PL</i> | Organization Theory/Change <i>T.0800.SK, T.1045.PL</i> |
| Leadership Development <i>T.0800.EA, T.1045.EA</i> | Parents and Families <i>F.0930.PL</i> |
| Learning Environments <i>F.0300.EA</i> | Peer Interaction/Friendship <i>T.1045.PL</i> |
| Learning Processes/Strategies <i>F.0300.EA</i> | Performance Assessment <i>F.0930.PL</i> |
| Qualitative Research <i>T.0430.EA</i> | Philanthropy <i>F.0300.SK</i> |
| RASCH Models <i>T.0130.EA, T.1045.EA</i> | Policy <i>T.0130.EA</i> |
| Race <i>T.0130.PL</i> | Postsecondary Education <i>T.0130.EA</i> |
| Reading <i>T.0800.PL, F.0430.PL, F.0930.PL</i> | Principals <i>T.0130.PL, T.0300.EA</i> |
| Research Methodology <i>T.0430.SK, T.0800.PL</i> | Professional Community <i>T.0800.PL</i> |
| Research Utilization <i>F.0300.EA, F.0300.PL</i> | Professional Development <i>T.0130.SK, T.0430.EA, T.0800.PL, F.0300.PL</i> |
| Retention <i>T.0130.EA, T.1045.PL, F.0300.EA</i> | Program Evaluation <i>F.0930.PL</i> |
| Rural Education <i>T.0130.EA</i> | Psychometrics <i>T.0300.PL, T.1045.EA</i> |

| | |
|--|---|
| <p>School Organization <i>T.0300.EA</i></p> <p>Science Education <i>T.0300.SK, T.0800.PL, F.0300.EA</i></p> <p>Self-Concept <i>T.0300.PL, F.0300.EA, F.0430.PL</i></p> <p>Service Learning <i>T.0800.PL, T.1045.PL</i></p> <p>Social Context <i>F.0300.EA, F.0430.PL</i></p> <p>Sociolinguistics <i>T.0300.SK</i></p> <p>Special Education <i>T.0130.PL, F.0300.PL</i></p> <p>Sports <i>T.0800.SK</i></p> <p>Statistics <i>F.0300.EA, F.0930.PL</i></p> <p>Structural Modeling <i>T.0300.PL</i></p> <p>Student Behavior/Attitude <i>T.0430.SK, T.0800.PL, T.1045.PL, F.0300.EA</i></p> <p>Student Teaching <i>T.0130.EA</i></p> <p>Studying <i>F.0300.EA</i></p> <p>Survey Research <i>T.0800.PL, F.0930.BO</i></p> <p>Teacher Assessment <i>T.0130.PL</i></p> <p>Teacher Characteristics <i>T.1045.PL</i></p> | <p>Teacher Cognition <i>T.0130.EA</i></p> <p>Teacher Education/Development <i>T.0130.EA, T.0130.PL, T.0430.EA, T.0800.EA, T.0800.PL, F.0300.EA, F.0930.PL, F.0930.SK</i></p> <p>Teacher Knowledge <i>T.0130.EA</i></p> <p>Teacher Quality <i>T.1045.PL</i></p> <p>Teacher Research <i>T.0300.SK</i></p> <p>Teaching and Learning <i>T.1045.PL</i></p> <p>Technology <i>T.0130.PL, T.0300.EA, T.0430.SK, T.0800.PL</i></p> <p>Transnational/Global Studies <i>T.1045.PL</i></p> <p>Validity/Reliability <i>T.1045.EA</i></p> <p>Women's Issues <i>T.1045.PL</i></p> <p>Workplace Learning <i>T.1045.PL</i></p> <p>Writing <i>T.0130.PL, T.0130.SK, T.0430.EA</i></p> |
|--|---|

***Please join us for MWERA 2012
in the
Greater Chicago area!***

Index of Session Participants

| | |
|---|---|
| Agunga, RobertF.0300.EF | Gatsos, David DT.1045.P5 |
| Akers, David AT.0430.SK | George, AnneT.1045.P4 |
| Akers, Kathryn ShirleyT.0130.P3, T.0430.SK, F.0300.P3 | Ghattu, AnupamaT.1045.P1 |
| Annor, GraceF.0930.P3 | Gilbert, Jaesook LF.0930.P5 |
| Arif, MohdT.0800.P2, T.0300.P4, F.0430.P4 | Glick, Marilyn PettyT.0300.EC |
| Arrowsmith, Heather ET.0800.PL1 | Godwyll, Francis EbenezerT.0300.EC, F.0300.EF, F.0430.P4 |
| Baker, Tanya MichelleT.1045.PL1 | Grabner-Hagen, MelissaT.0300.EC |
| Baker-Sperry, LoriT.0130.P3 | Guo, ZehanF.0300.EF |
| Banicki, GuyF.0300.EF | Gure, AbdifarhanF.0300.EF |
| Barrow, Lloyd HT.0800.P1 | Han, HanT.0130.EA, F.0300.EF, F.0430.P4 |
| Bender-Slack, DelaneT.0800.P2, F.0300.EF | Harte, Helene ArbouetT.0130.SK, F.0930.P5 |
| Bradley, Kelly DT.0800.P1, T.0130.P3, T.0300.P4, F.0300.P3 | He, YaF.0300.EF, F.0430.P4 |
| Brooks, Gordon PT.1045.SK, F.0930.P2, F.0300.P4, F.0600.MA | Hitchcock, JohnT.1045.SK |
| Brown, Karen FT.0130.P5, T.0300.SK | Hohenbrink, JoAnnT.0800.P3, F.0930.P1 |
| Brown, KathleenF.0300.P1 | Holt, JanetT.1045.EC |
| Chai, Hannah HT.0430.EC | Hunt, RebeccaT.0800.P2 |
| Chaichanasakul, AdipatT.0300.P1 | Hurley, CaseyW.0800.MA, T.0930.EA, T.1045.EA |
| Chemosit, Caroline CF.0300.EF | Hurtado, DeAnnT.0130.P1 |
| Collett, DeShanaF.0300.EF | Husband, TerryT.0130.P5 |
| Collins, Vicki LT.1045.EC | Jiang, XiushanT.1045.P4 |
| Comage, RebeccaT.1045.P5 | Johanson, GeorgeT.0300.P1, T.0430.SK, F.0300.P4 |
| Cook, LarryT.0300.EC | Kalaian, SemaF.0300.EF |
| Cripe, Kathleen LeslieT.0800.P1 | Kang, Seong-YoonT.0300.SK |
| Crumbacher, Christine AnnT.1045.SK, F.0300.P4 | Kasim, RafaF.0300.EF |
| Cui, QiF.0930.SK | Kelly, Ryan RobertT.0430.EC |
| Dallinger, JudithT.0130.P3 | Kessinger, Thomas AT.0130.P4 |
| Danner, JeannetteF.0300.SK | Kilgore, JennyT.0130.P1, F.0930.P3 |
| Davis, CharlesT.0800.P5 | Knowlton, Dave ST.0300.P3 |
| Daytner, GaryT.0130.EC, T.0300.P4 | Knutson, Nichole MT.0130.P3 |
| Daytner, KatrinaT.0130.P3, F.0300.SK | Korenman, MikhailF.0300.EF |
| Derby, Dustin CT.0800.P5, T.0300.P1, F.0300.SK | Korenman, TamaraT.1045.P4, T.0130.EC, F.0300.EF |
| Dimitrov, Dimiter MilkovT.1045.EC | Kowalchuk, RF.0300.EF |
| Douglass, LisaF.0300.P5 | Kowalski, TheodoreT.0130.P1 |
| Dretzke, Beverly JT.0130.EA, T.0430.SK | Lang, Adam WalterT.0300.SK, F.0300.EF |
| Dunn, MauraT.0130.P1 | Leavitt, LyndaF.0300.SK |
| Earley, Mark AT.0800.P5, T.0300.P1, T.0430.SK | Lee, Cheu-jeyT.0430.EC |
| Ellis, Christopher KeithT.0130.P3 | Leone, SuzannaT.0130.P1 |
| Feldmann, DougT.0130.P5 | Li, TingT.0300.EC |
| Ferguson, Susan DT.0130.P5 | Li, WenshuF.0430.P4 |
| Flores, LisaT.0300.P1 | Li, YueT.0130.EA |
| Franco, SuzanneF.0930.P1 | Liang, XinF.0300.P4 |
| Freeman, StaceyT.1045.P4 | Liao, HongjingF.0930.P2, F.0300.P4 |
| | Lindsey, JillF.0930.P1 |

| | | | |
|---------------------------|--|--------------------------|---|
| Loadman, William | T.0300.P5 | Spudich, Dimana | F.0300.EF |
| Lovelace-Cameron, Sherri | T.0800.P1 | Stauffer, Marliisa | T.0800.P3 |
| Lucas, Stephen E | F.0300.P3 | Stephenson, Lauren | T.1045.SK |
| Luetkehans, Lara | T.0800.P2 | Stuckey, Angeline | T.0800.P1, F.0930.P3, F.0430.P4 |
| Magiste, Edward John | T.1045.P4 | Sun, Letao | F.0300.P3 |
| Manguvo, Angellar | T.1045.P5 | Swan, Gerry M | F.0300.P3 |
| Mansfield, Eric | T.0130.P3, T.0430.EC, F.0300.P3 | Tanaka, Aki | F.0930.P3 |
| Marchiori, Dennis | F.0300.SK | Tang, Nai-En | T.0300.P1 |
| McCue, Lesley | T.0130.P1 | Thomas, Lauren | T.1045.EC |
| McDearmon, James Travis | F.0300.SK | Thompson, Susan G | T.0130.EC |
| McKenna, Cornelius | F.0300.P4 | Tinnerman, Larry Stephen | T.1045.P5, T.0300.SK, F.0300.SK |
| Miretzky, Deborah | T.0300.P4 | Titi Amayah, Angela | T.1045.P5 |
| Montalvo, Greg | T.0800.P5, T.0430.SK, | Tsai, Chia-Lin | T.0300.P1 |
| Moore, Raeal | T.0300.P5 | Vail, David | T.0130.P1 |
| Moran, Jessica | F.0300.EF | Valente, Sharon | T.0800.SK, T.1045.P4, F.0930.P5 |
| Narayanan, Balaguruprasad | T.0130.P2 | Voyles, Elora | F.0300.EF |
| Nguye, D | F.0300.EF | Walker, David A | T.0300.P4, T.0430.EC |
| Nichols, Justin K | T.0800.SK | Wallace, Stephen R | T.0300.P1, F.0300.P3 |
| Nickow, J | F.0300.EF | Wang, Aimin | T.0130.EA, T.0300.EC, F.0300.EF, F.0430.P4 |
| Noll, Rachel | T.0130.SK | Weir, Graham | T.0800.SK |
| O'Hair, Mary | F.1200.EA, F.0200.SK | Wilkins, Elizabeth | T.0130.EC |
| Okonkwo, Charles | T.0300.P5 | Wisdom, Sherrie Lee | T.0800.SK |
| Pasero, Spencer | T.0800.P5 | Xu, Deyu | F.0930.P2, F.0300.P4 |
| Phipps, Jonnie Jill | T.0800.P1, T.0130.P5 | Yang, Weiyu | T.0430.SK, F.0930.P2 |
| Place, A. William | T.0130.P1 | Young, Teresa | T.0800.P2, F.0300.EF |
| Polydore, Catherine L | F.0300.P3 | Zaleski, Diana Janet | T.0300.SK |
| Prewett, Sara | F.0430.SK | Zhang, Ji | F.0430.P4 |
| Price, Emily Ann | T.1045.SK, T.0300.P1 | Zhao, Jing | T.0300.P5 |
| Pryor, Brandt W | T.1045.EC, T.0300.P2, F.0930.P5 | Zhao, Lu | T.1045.P5 |
| Pryor, Caroline R | T.0800.SK, T.0130.EA, T.0300.P2, F.0930.P5, F.0300.P1 | Zhao, Ran | T.0300.P1 |
| Puckett, James L | T.0800.P1 | Zigler, Ted | T.0800.P3, T.0130.P1, F.0930.P1 |
| Raz, Amy | F.0930.P5 | | |
| Ren, Weijia | T.0300.P5 | | |
| Richardson, Robyn | T.0800.P2, T.0130.EA | | |
| Ricks, R | F.0300.EF | | |
| Rivera, Nicole Ruth | T.0130.P3 | | |
| Rugutt, John K | F.0300.EF | | |
| Sandberg, Curtis T | T.0300.P4 | | |
| Sherblom, Stephen | T.1045.P2 | | |
| Sigler, Ellen Ava | T.1045.EC, T.0130.P3, F.0300.EF, F.0300.P2 | | |
| Silvestrone, Judy | F.0300.SK | | |
| Smith, Andrew | F.0930.P3 | | |
| Smith, Thomas J | T.0300.P1, F.0300.P4 | | |
| Soboleski, Penny | T.0800.P2, T.1045.P4, T.0130.EC, T.0300.EC | | |
| Soled, Suzanne Wegener | T.0130.SK | | |

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Sheraton Towers Hotel Map

MWERA Meeting Rooms

| | | | | | | |
|-------------------------------------|--------------------|----------------|-----------------------|-------------------|------------|---------|
| HALLWAY | | | | | | |
| East C | | | | | | |
| East B | | | | | | |
| East A | | | | | | |
| | | | | | | |
| Seating Open Computer Area | Orchid's Lounge | Plaza 1 | Plaza 2 | Plaza 3 | Plaza 4 | Plaza 5 |
| Hotel Store | HALLWAY | | | | | |
| Hotel Registration | | | | Restrooms | Skylight | |
| | HALLWAY | ELEVA- TORS | MWERA REGISTRATION | | Restaurant | |
| | POOL | | | HOTEL ENTRANCE | | |

Conference-At-A-Glance

| Time | Plaza 1 | Plaza 2 | Plaza 3 | Plaza 4 | Plaza 5 | East A | East C | Skylight | Other |
|--------------------|----------------------------|----------------------------|----------------------------|-----------------------------------|-------------------------------|-------------------------|-----------------|----------------------------|---|
| Wed 4:30 pm | | | MWER Journal Meeting | New Member Meeting (5pm) | Division Chairs Meeting | | | | |
| Wed. 8 pm | | | | | | | | | Matter- Horn Fireside Chat |
| Thurs. 8 am | Div B Paper | Div K Paper | Div A Paper | | Div D Paper | | | Div H Paper | |
| Thurs. 9:30 am | | | | | | Keynote | | | |
| Thurs. 10:45 am | Div C Best Practices | Div L Alt Sessions | | Div I Paper | Div G Paper | Keynote Follow-up | Div. H Paper | Div D Workshop | |
| Thurs. Noon | | | | | | | | | Upper Terrace- Assoc. Council |
| Thurs. 1:30 pm | Div A Paper | Div C Best Practices | Div J Paper | Div F Alt Sessions | Div B Paper | Div H Paper | Div K Paper | Div K Best Practices | |
| Thurs. 3 pm | Div D Paper | Div D Workshop | Div H Alt Sess. | Div J Paper | Div H Symposium | | Div A Paper | Div C Paper | |
| Thur. 4:30 pm | | | | | | | Div K Paper | Div D Paper | |
| Thur. 6 pm | | | | | | | | | The View Cracker Barrel |
| Friday 8 am | | | | | | MWERA Bus Meeting | | | |
| Friday 9:30 am | Div A Symposium | Div D Workshop | Div G Paper | New Student Meeting | Div H Paper | | | Div G Symposium | |
| Friday 11 am | Div C Meeting | Div D Meeting | Div K Meeting | Div A Meeting | Div E Meeting | | | Div G Meeting | |
| Friday Noon | | | | | | Luncheon Keynote | | | |
| Friday 2:00 pm | Div I Meeting | Div B Meeting | Div H Meeting | Div L Meeting | Div J Meeting | | | Keynote Follow- up | |
| Friday 3 pm | Div G Alt Sess. | Div H Symposium | Div K Paper | Div D Paper | Div C Workshop | Foyer- Posters | | Div J Paper | |
| Friday 4:30 pm | | Div F Meeting | | Div G Paper | MWER Reviewer Meeting | | | Div H Best Practices | |
| Friday 6 pm | | | | | | | | | Matter- Horn President's Reception |
| Sat-8am | | | | | | | | B.o.D. Meeting | |

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