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ABSTRACTS

(The abstracts are in the order in which the sessions appear in the program.)

Keynote Address

Dr. Susan Klappa, PT, PhD, **Seeking Comilia: The Point of Educational Research**

In today's society, we face intense pressure to meet high educational standards and productivity expectations while our students and families live with significant challenges and disparities limiting their ability to fully participate in life roles. We are also encouraged to work collaboratively in an inter-professional manner. To do so means we must learn about, from, and with others.

Good educational research helps us gain deeper insight into how we might improve the human condition. As educators and researchers we face many problems and questions in our everyday lives that demand answers. Questions become more complex as levels of diverse perspectives are considered when seeking answers. How do we truly understand the human condition? How do we conduct "good" educational research?

Seeking comilia is a strategy that helps us gain deep understanding as we engage in our work as educators, consultants, administrators, and researchers. Seeking comilia happens when we engage in a community with reciprocity. Here we move beyond being strangers, visitors, guests, or helpers into the sacred space of caring, deep caring. With stories from experiences in Haiti and the Dominican Republic, Dr. Klappa will share insights gained from educational efforts and research during humanitarian work in the international context. How might we lead innovative efforts to benefit communities across borders and cultures? How may we use education as a catalyst for social justice? We do good research. We seek comilia!

Posters

Chris Richardson (TLTE), **How Do Spanish Speaking Students and Their Families Experience *Educación* in a Mid-Western Urban School District?**

Many educators today fail to understand there is a deeper meaning in Spanish-speaking families respect for education, it can be found in the true meaning of *Educación* (Valenzuela, 1999). *Educación* is defined as "the family's role of inculcating in children a sense of moral, social, and personal responsibility and serves as the foundation for all other learning" (p. 23). The implications of failing to understand are as follows: teachers deny their students reciprocal relationships, invalidate student's definition of education, and basically are rejecting the student's culture. (Valenzuela, 1999).

Valenzuela's implications of failing to understand *Educación* is extremely useful because it led me to my research question, which is : "How do Spanish speaking students and their families experience *Educación* in a mid-western urban school district?"

As a practitioner, *Inquiry as Stance* (2009) by Cochran-Smith & Lytle provides a framework to study of the question and *Narrative Inquiry* (2000) by Clandinin and Connelly will be my mode of inquiry. For the purposes of this poster presentation I will examine how three central dimensions from *Inquiry as Stance* are related to my research question. Those central dimensions are: "1. A theory of action grounded in the Dialectic of Inquiry and Practice. 2. Repositioning the Collective Intellectual Capacity of Practitioners, and 3. Transforming, Teaching, Learning, Leading, and Schooling" (Cochran-Smith & Lytle, 2009, p. 126). In addition, I will be providing a bibliography of the literature related to my question with the hopes of engaging in conversations of possible gaps in my understanding.

Sarah Taylor and Yan Ruth Xia (Child, Youth & Family Studies), **Neighborhood Social Disorder Associated with Attitudes Towards Intimate Partner Violence**

This study examines attitudes towards intimate partner violence (IPV). Most previous research has been on experiencing IPV and not attitudes towards IPV. This study conducted a secondary analysis of World Value Survey data to investigate if neighborhood social disorder and ethnicity are associated with attitudes towards IPV. As the people in the United States become more diverse, so do the beliefs and attitudes. One issue that people may have different attitudes towards is IPV. The following were hypothesized: a.) People in less secure neighborhoods will have more negative attitudes towards IPV than people in more secure neighborhoods; b.) People who do not view themselves as a member of their community have more negative attitudes towards IPV than people who do view themselves as a member of their community; c.) There will be a significant difference in attitudes towards IPV between ethnicity groups. Participants were asked during a face-to-face interview to rank their attitudes towards IPV on a scale of 1 to 10. A series of two-way ANOVA tests were run to determine the results. Results indicate that ethnic group, level of security in a neighborhood, seeing yourself as a member of your community, and being an immigrant may determine attitudes towards IPV in the United States. Results may help prevention programs target individuals at higher risk for IPV.

Breanne Campbell (TLTE), **Analyzing Multimodal Compositions**

With the increasing ubiquity of technology, more forms of meaning making become possible. This session will focus on multimodal composition, which according to Cope and Kalantzis (2000) is any composition or text that creates meaning through multiple modes including and combination of the linguistic, visual, audio, gestural, and spatial modes. Participants in this session will view a multimodal analysis of John Branch's "Snowfall: The Avalanche at Tunnel Creek" published in 2012 on the *New York Times*' website. Using Arola, Sheppard, and Ball's (2014) multimodal analysis framework, I designed a multimodal composition analyzing "Snowfall" for the author's rhetorical moves and design choices.

Panels

Marissa Jorgensen, Cindy Marolf, and Kim Snyder (TLTE), **Teacher Learning: Themes and Perspectives**

The purpose of this panel will be to examine three different perspectives on teacher learning. These frames of reference are thematically related to the inquiry stances of the panel members, Marissa Jorgenson, Cynthia Marolf, and Kim Snyder, as they prepare for doctoral candidacy in the Carnegie Program for the Education Doctorate (CPED). The collective work of the panel members aligns with the emphasis area of Curriculum, Teaching, and Professional Development and CPED tenets of "gain[ing] pedagogical knowledge alongside content knowledge, helping educators grow professionally, [and] making ideas accessible and meaningful to students" (*Road to Candidacy*, p. 3). Their respective strands of practitioner inquiry offer three unique views of how teachers learn and grow. One focuses on the collaboration of experienced and novice teachers as a reflective and reflexive process, one takes a higher education perspective and examines teaching methods to enhance student learning and critical thinking skills, and the third involves the use of effective professional development to accelerate teacher growth. The commonality of the approaches resides in the extent to which teacher growth occurs along a developmental continuum as the panel members continue on their developmental path toward their own inquiry stances.

Andrea Flanagan, Rita Hermann, and Kristine Sudbeck (TLTE), **Pitfalls & Promises: Service-Learning on the Pine Ridge Reservation**

Our panel will lead a discussion of the pros and cons of service-learning in teacher education, with a focus on Native families and communities. Panelists will consider the potential benefits and ethical

considerations of doing service-learning, particularly as non-Natives interacting with Indigenous communities.

Based on our travel-study visit to the Oglala Lakota reservation in Pine Ridge, South Dakota, we draw on our own Course Journal entries to document, as a methodology of teacher self-study, the impact of participation in service learning. Using social justice education as our theoretical framework (Cipolle, 2010; Adams, Bell, & Griffin, 2007), we invite participants in this session to contribute to our ongoing dialogue and reflection about our emerging collaborative critical praxis (Freire, 1970).

We will consider inquiry questions intended to help us address the complexities of doing service-learning in teacher education classes: As we build relationships between the university and Native communities, what are our responsibilities once we, as outsiders, return to the university? Is service-learning in multicultural education courses really worth it? That is, does participation in service-learning experiences promote the professional development of teachers by, for example, reducing stereotypes and adding to the cultural competence of future educators? How can we uncover the possible negative aspects of service learning? If we are serious about promoting social justice, how do we know that our well-intentioned efforts are not exploitative or even harmful to the communities we mean to serve? How can we begin to measure or document the long-term effects of service-learning experiences?

Papers

Belle Scheef, (Child, Youth & Family Studies) **Investigating Leverage Points in Quality Rating and Improvement Systems: Profiles of Quality and Parent and Professional Perspectives**

A substantial proportion of early care and education in the U.S. is not of sufficient quality to promote children's positive development (NICHD, 2006a). Consequently, 25 states (Child Trends, 2010) have implemented a Quality Rating and Improvement Systems (QRIS) that establish specific criteria for quality and provide ratings that parents can use when choosing an early education program (Kirby, Boller and Tout, 2008; Tout, Starr, Soli, Moodie, Kirby, & Boller, 2010). Research examining the potential levers of quality within QRIS is limited. Therefore the purpose of the proposed study is to examine processes by which QRIS may drive improved quality in ECE. First, a secondary analysis of qualitative and quantitative data, and will be using the Nebraska QRS Pilot Study data and the SWEEP (Multi-State Study of Pre-Kindergarten and Study of State-Wide Early Education Programs), will provide insight about the configuration of quality within programs as well as information about predictors of membership in different quality profiles. Second, qualitative data from focus groups with parents and teachers/providers who are participating with the newly implemented Nebraska QRIS will provide valuable information about the key aspects of theory of change undergirding the QRIS This research project will coincide with the first two years of the Nebraska QRIS, during which programs receiving substantial CCDF subsidy funding are required to participate. Therefore, the population to be studied in the qualitative analysis will be predominantly low-income. We will collaborate with our partners at NDE to use the results of this study to inform quality improvement efforts.

Debra Miller (Ed Psych), **“Gemengde Metodes”: An Instrumental Case Study of Mixed Methods Research in South Africa**

The central phenomenon of this study involves mixed methods research in South Africa. The problem is that studies conducted outside the global north are often expected to embrace canonical methodologies aimed at understanding concepts more explicit than tacit. Tacit cultural knowledge serves as a theoretical framework. The qualitative mode of inquiry were conducted in person and involved loosely structured in-depth interviews among four South African professors who have published mixed methods studies or supervised mixed methods dissertations. The interviews are supplemented by a body of journal articles, dissertations, and book chapters by authors affiliated with South African institutions. The research design is an instrumental case with discursively analyzed interviews and thematically analyzed texts as embedded components, with each interview serving as a sub-case.

Thematic findings involve response styles relative to learner styles, participatory action research, lack of training among South African researchers, the nature of mixed methods across disciplines in South Africa, roles of researchers from around the globe, impact of global funders, and institutionalized ethics. These themes reflect the need for researchers to consider the immense effect of cultural constructs on their choices of methodologies, on the results they obtain, and on how their chosen methods leave participants feeling. Those who apply mixed methods research do well to account for taken-for-granted cultural contexts, remembering that what we create has the ability to help or to harm. In conclusion, this study raises awareness of twenty-first century cultural complexity among northern mixed methods researchers, and addresses related methodological demands.

Jessica Sierk (TLTE), **Whiteness in Demographically Changing Education Environments**

In the United States, race is a contentious issue. With increasing numbers of nonwhite individuals moving to historically homogenous communities, it is important to examine how whiteness, defined here as *a socially constructed ideology that systematically privileges those identified as white, while marginalizing those identified as nonwhite*, operates in society. This paper presents a proposed critical ethnographic study examining how students from a demographically transitioning community conceptualize race, and more specifically whiteness. As such, it seeks to answer the following central research question: How do students construct and understand their subjective experiences of being a part of a demographically transitioning community? Whiteness, as a system, works under several main assumptions that reinforce one another, perpetuating certain ideological underpinnings and norms. These assumptions will be discussed in terms of how they impact K-12 school settings, teacher preparation programs, as well as housing and residency patterns which affect education. Due to phenomena like the new Latino diaspora, interracial contact has increased as historically homogenous populations have been forced to encounter the “Other.” Thus, the environments in which whiteness operates must be examined through a critical lens.

Car Mun Kok, (Child, Youth, and Family Studies) **The Family Mealtime Study: A Mixed Methods Study on Parental Socialization of Youth’s Dietary Behaviors During Family Mealtimes**

Family has been found to play an important role on youth's dietary behaviors. The majority of research has focused on the positive impact of family mealtimes, noting that frequent family meals are beneficial for the development of youth's healthy dietary behaviors. However, the ways through which family mealtimes can provide these benefits are unknown. Majority of the information gathered on family mealtimes were also collected primarily through surveys. Therefore, this mixed methods study fills the literature gap and examined parents’ and youth’s dietary behaviors as well as explored the interactions and family dynamics and processes during family mealtimes. The purpose of this study is to utilize a mixed methods research methodology (surveys, observations, and interviews) in order to examine and understand family mealtimes in a more complete manner, looking specifically at parental socialization processes that occur during family mealtimes and its potential impact on youth’s dietary behaviors. Preliminary findings from this study showed that family mealtimes were important because it is a time during the day where family members bond and communicate with one another. Findings included processes like parental socialization and family interactions as well as mealtime routines like meal preparation, clean up, and other mealtime rituals. Family mealtime is a platform, or a proxy variable, through which processes like parental socialization took place and impacted youth’s dietary behaviors. Implications of the findings for youth obesity prevention and intervention are also discussed.

Kristen Nugent, (TLTE) **Critical Cultural Awareness in the Foreign Language Classroom**

Research in the milieu of modern foreign language curricula often promotes the framework of intercultural communicative competence as an effective way to prepare learners for appropriate intercultural interactions. In general, the literature draws from Byram’s Model for Intercultural Communicative Competence (1997), which presents, defines, and clarifies the importance of preparing

students with the attitudes, knowledge, and skills needed to participate in intercultural relationships of equality.

It is surprising however that the component of critical cultural awareness, which was originally positioned at the center of Byram's Model for Intercultural Communicative Competence (1997), is missing from much of the literature related to this intercultural learning framework. According to Byram's (1997) model, when the acquisition of a foreign language is enhanced by critical cultural awareness (CCA), students leave the classroom equipped with the skills needed to participate in local and global communities due to a deeper level of cultural awareness and understanding.

The purpose of this presentation is to add to this discussion by summarizing the literature on CCA as a vital component of intercultural communicative competence. Additionally, the social and psychological dimensions of critical cultural awareness will be explored in order to illuminate how practicing educators who incorporate an awareness component into curriculum can create possibilities for learners to experience a deeper connection to content. Finally, this presentation will share practical lessons for the secondary foreign language classroom enabling students to gain cultural and linguistic knowledge at the same time.

David Nebel and Ann Nebel (TLTE), **The Role of Reflection in Experiential Learning: Research and Practice**

The focus of our joint paper presentation will be on reflection as a meaning making activity in experiential learning. Two types of experiential learning environments will be discussed. Students in Lincoln Public Schools must complete 20 hours of community service in Government and Politics classes in hopes that students will connect what they are doing in the community to what they are learning in the classroom. The role of reflection will be discussed as a tool for students to make sense of the experiences they have in the community and will help create the connection between the classroom and the community. Also during this discussion we will discuss the use of reflection activities that are used in a school of nursing during patient care experiences and following patient care experiences to promote critical thinking and development of thinking like a nurse skills in entry level nursing students.

The first part of the presentation will be a review of what the literature has to say about the importance of reflection as a tool for learning. This review will be connected to a research problem dealing with the community service requirement in LPS. The second part of the presentation will examine a variety of reflection practices currently used in a nursing program to help students add meaning to their clinical experience and promote critical skills.

Anna Minnick (Education and Human Services), **Action Research Capstone**

Involvement in the arts and athletics has proven to create successful academic students. I've collected research on transferable qualities in both athletics and the arts. My motivation behind this would be my involvement in all three areas of art, athletics, and education.

I studied several scholars who have completed extensive research in these subjects. The first being basketball coach, John Wooden. One of my focuses was his pyramid of success. He uses 12 lessons of leadership to describe the building blocks of his pyramid of success. I used his guideline for my own pyramid relating to success in art, athletics, and academics. In the conference I would have participants create their own personal pyramid.

The art education philosopher referenced was Elliot Eisner. There were connections such as; engagement in school and activities should provide intrinsic satisfaction, the limits of our cognition are not defined by the limits of our language but can be expressed actively and artistically. Another concept was the process of setting of goals. According to the National Endowment for the Arts, students more involved in art show more positive social and academic outcomes.

There will be many questions and time for self-reflection: What would your own personal pyramid of success look like? Are there more connections in athletics or art that can assist students in becoming successful individuals? How can we continue to foster these as well as keep the importance in our core subjects? What other benefits do arts and athletics have in our youth?

Deepa Srivastava (Child, Youth, & Family Studies), **Exploring Lived Experience of Satellite Parenting among Asian Indians in Nebraska**

This study explores the lived experience of Asian Indian immigrants in the United States, focusing on the culturally grounded and shared practice of sending young children to India to live temporarily with grandparents. This qualitative study utilizes a Hermeneutical Phenomenological approach and draws from in-depth interviews of 10 first-generation Asian Indian immigrants around their reasons for engaging in this practice, how they navigate temporal and spatial distance, and the experience of “satellite” parenting. Thematic findings reflect cultural beliefs around childrearing, technology-mediated communication bridging distance, emotional challenges around separation, and concerns about children’s re-adjustment to U.S. culture and parent-child reunification.

Dr. Sarah Thomas and Jillian Harpster (TLTE), **Definitional, Dispositional and Design Understandings: English Teaching Competencies that Mobilize Creative Experience**

Swedish education minister, Svenska Dagbladet quoted in Lindqvist, Nordanger, and Carlsson (2014) declared, “Teachers are the most important professionals in a country that wants to invest in the future;” thus, educators’ creative abilities must be valued and developed to ensure students may become innovators. Internationally, the political argument that teachers are central to a culture’s future exists resoundingly—to the point of cliché. And yet, “organizational factors within schools...such as lack of input and decision-making power seem to be playing a larger role” in teacher disempowerment (Borman and Dowling, 2008 and Kyriacou et al., 2003 quoted in Lindqvist and Nordanger) Additionally, high ranked reasons for leaving schools are...unmanageable assignments, accountability pressures and paperwork.” (Lindqvist, Per and Ulla Nordanger 2014, 96). Reinforced by non-aesthetic climates, teachers and students can become disenfranchised, assuming institutionalized education lacks creative opportunity and expression. Despite the Obama administration’s “Educate to Innovate” initiative, teaching for creativity remains marginalized within American schools but not so within countries leading successful reform initiatives which, in part, prioritize creativity (Darling-Hammond 2005, 2010; Gardner 2011; Greene 1995; Robinson 2011; Sawyer, 2006, 2011; Wagner, 2012).

Though creativity’s presence in educational reform is called for, understanding its complexity, cultivating teachers’ and students’ disposition toward valuing and enacting it through intelligent curricular design remains elusive, reduced to scholarly exhortations and political platitudes. Through creativity literature review, professional dialogue, narrative inquiry research methods, and curricular innovations, investigators performed Csikszentmihalyi’s (1996) creative process experiencing embodied understanding of creativity’s definitional, dispositional, and design properties which yielded classroom transference.

Ana Margarita Rivero (TLTE), **Equity as a Desirable Goal in Science Teaching: An Analysis of Pre-service Teachers’ Reading Responses**

Secondary science education, in order to be effective for all students, requires teachers who can identify in diversity an opportunity to build knowledge. Reformed science education requires the practice of scientific inquiry, simulating a real scientific community. This implies that they have to learn how to include their cultural backgrounds, experiences, hopes, and ideals to analyze and build scientific knowledge. This also helps teachers to include all students into the classroom and make science accessible for all students. Teachers are the leaders and facilitators of these processes. Although some might argue to the idea that scientific knowledge is culture-free and cultural backgrounds are not needed, scientific literacy is a human construction. Therefore, students’ cultural backgrounds are important in order to learn science.

The purpose of this exploratory study is to analyze pre-service teachers’ academic assignments for a teaching methods class on a master program. The focus of the analysis was to find what are their thoughts and beliefs about equity and cultural backgrounds in a science classroom. Our findings were that some pre-service teachers reflected on the importance of knowing the students’ interests and experiences to incorporate them in the curriculum. They recognized some school practices as racists and non-inclusive for all students. Nevertheless, equity issues were not listed as part of their main goals in their first years of

teaching. They were more focused on planning and instructional strategies in general. Interpersonal relationships are important for them but mainly those between teacher and students.

Emily Suh (TLTE), *Creating Academic Selves: Generation 1 Students' Positioning as College Ready—A Study in Progress*

Referring to language learning, Lantoff and Pavlenko (2001) state, “agency is never a property of the individual, but a relationship that is constantly co-constructed and renegotiated with those around the individual and with society at large” (p. 148). In the context of one group of adult Generation 1 students who did not graduate from a U.S. high school but aspire to graduate from an American institution of higher education, this relationship is negotiated with advisors and tutors in a skills development lab at a local community college. Through in-depth interviews with students, their advisors, and tutors, this research examines how three students positioned themselves to co-construct, with their lab supporters, identities as college students. The poster presents agency and positioning theory as the theoretical lens through which in-depth interviews will be analyzed for this phenomenological study on what it means to be an adult first generation student attempting to begin community college. In addition, it considers how teachers and support staff can assist adult English Language Learners in creating positive academic identities.