

2006

Summer Preview of the 2006 Annual Meeting October 11-14, 2006

Craig A. Mertler
Bowling Green State University

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MID-WESTERN EDUCATIONAL RESEARCHER

• Official Publication of the Mid-Western Educational Research Association •



Bowling Green State University

Summer Preview of the 2006 Annual Meeting

October 11–14, 2006

The Westin Great Southern Hotel, Columbus, Ohio

On The Cover

Bowling Green State University

Located in the northwest corner of Ohio, approximately 25 miles south of Toledo, Bowling Green State University provides an ideal combination of seclusion and accessibility. With 28,000 residents, the city of Bowling Green offers the amenities of a typical small town, with big-city excitement only a short distance away.

Bowling Green State University (BGSU) has been noted for the quality of its teacher preparation programs since it was founded in 1910. From the early graduates who taught in one-room schools to more recent alumni who are fully prepared to utilize the most modern instructional technologies, BGSU has a distinguished tradition of preparing professional educators who are passionate about what they do.

Today, the College of Education and Human Development (EDHD) offers one of the most comprehensive teacher education programs available in the country. Fully accredited at all levels by the National Council for Accreditation of Teacher Education (NCATE), BGSU is among an elite 45 percent of programs in the nation to hold that prestigious recognition and was one of the first institutions in the state to receive national accreditation for its teacher education degrees. In addition, all of EDHD's programs are fully approved for license granting by the Ohio Department of Education.

The College of Education and Human Development at BGSU is comprised of the schools of Teaching and Learning; Intervention Services; Leadership and Policy Studies; Family and Consumer Sciences; and Human Movement, Sport and Leisure Studies.

With more than 44 undergraduate majors, 25 graduate specializations, and 38 programs leading to a State of Ohio license, EDHD ranked as the leading provider of initial teacher licensures and total education degrees in Ohio. In addition, EDHD ranked 17th in the number of initial teaching preparation degrees and 14th in the number of total education degrees granted in the US. With a total of 4,875 undergraduates and 798 graduate students, each year about 700 new students enroll at BGSU to pursue a teacher career, and each year about the same number graduate from the University as newly licensed educators.

For more information about the College of Education and Human Development at BGSU, please visit www.bgsu.edu/colleges/edhd.

Call for Manuscripts

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

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

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

Manuscripts may be submitted for review as hard copy or electronically.

Hard Copy Submission. Submit four (4) copies of the manuscript with a cover letter to Deborah Bainer Jenkins, Co-Editor. Manuscripts should conform to the style and format described in the *Publication Manual of the American Psychological Association, 5th edition*. All manuscripts should be typed, double-spaced, and on 8½ x 11 paper with 1½ inch margins on all sides. An abstract of less than 100 words should accompany the manuscript. The author's name, contact information, and affiliation should appear on the title page only. Submissions typically are less than 20 pages in length. A disk file (3½ inch diskette, MS Word) is also required with the submission.

Electronic Submission. Submit the manuscript to Deborah Bainer Jenkins, Co-Editor, at mer@westga.edu as an e-mail attachment. Indicate in the subject line that this is a MWERJ manuscript. As with hard copy, the manuscript should conform to APA style, be produced in MS Word, and be limited to 20 pages, including abstract and references, and contain full contact information for the author(s).

All manuscripts, whether submitted in hard copy or electronically, will be acknowledged upon receipt. Please note that authors are responsible to submit manuscripts that are free of grammatical and mechanical errors. The editors reserve the right to make minor modifications in order to produce a more concise and clear article.

Questions regarding the journal or the submission of feature columns should be directed to the co-editors listed below.

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Welcome to MWERA 2006!

Teaching and Researching in an Electronic Era



Craig A. Mertler
MWERA Vice-President
& 2006 Program Chair

On behalf of the Board of Directors, Officers, and the 2006 Program Committee, I would like to welcome you to the 2006 Annual Meeting of the Mid-Western Educational Research Association. The program is comprised of keynote addresses; papers, workshops, roundtables, and symposia all of which have undergone a rigorous peer-review process; invited addresses and panel presentations. Thanks to all of the individuals who volunteered their time so that we could, once again, put together such a well-rounded program!

Our meeting begins on Wednesday, October 11, with three workshops (along with three more on Thursday and Friday). Later that evening, it is our honor to host **Dr. Ron Owston**, Professor of Education and founding director of the Institute for Research on Learning Technologies at York University in Toronto, for an informal conversation at our traditional Fireside Chat. Dr. Owston's Keynote Address, *The World Wide Web Revisited*, will be delivered on Thursday, October 12, at 9:30 am in the Grand Ballroom. Dr. Owston will describe his own research on Web-based learning. He will also emphasize the design of more effective Web-based learning environments and the study of how they can be used to best promote learning.

The Luncheon Keynote Address on Friday, October 13, will feature **Dr. Fred Conrad**, Associate Research Scientist at the Institute for Social Research, University of Michigan. Dr. Conrad's address will focus on the topic of *Interactive Aspects of Web Surveys*. Dr. Conrad will discuss recent research into the design of interactive Web surveys intended to restore some of the benefits of interviewer administration and take advantage of some things computers do better than people.

On Saturday, October 14, we will welcome the current President of MWERA, **Rodney J. Greer**. Rodney Greer is Assistant to the Dean for Partnerships, Professional Development and Technology in the College of Education and Human Services at Western Illinois University. His talk is titled *Always Trust the Data When You Can Find It: How to Proceed Without It*. Greer will discuss the discord between legislation and program development in the area of teacher preparation and practice, and the scarcity of data to support either, especially in light of the increased use of technologies and alternative routes to teacher certification. In addition to these three special addresses, we will also be hosting four invited addresses for Divisions A, C, F, and K. These invited addresses will take place during their respective Division meetings.

I would also like to draw your attention to a "special" feature in this year's conference preview issue of the journal. **Dr. Katrina Daytner**, Western Illinois University, writes about the various roles and responsibilities of all MWERA participants in an article beginning on page 13. I trust that this information, as well as any subsequent dialogue, will enhance our individual and collective conference experiences! *I sincerely urge all attendees to read this article prior to arriving at the conference.*

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

General Information

The 2006 Annual Meeting of the Mid-Western Educational Research Association will be held from **Wednesday, October 11 through Saturday, October 14**, at the Westin Great Southern in Columbus, Ohio. Registration and pre-conference workshops will begin Wednesday afternoon, with the **Fireside Chat** starting the formal program at 8:00 pm. Thursday, Friday, and Saturday will consist of research papers presented in a variety of different formats, workshops, invited speakers, meetings, and social events. The conference will conclude following the final sessions at noon on Saturday.

Meeting Registration is expected of everyone participating in or attending the 2006 annual meeting of the Mid-Western Educational Research Association. Registrants are provided a MWERA-06 Name Tag, which must be worn at all times while at the conference. Those planning to attend MWERA-06 are strongly encouraged to pre-register for the conference and workshops, and to make hotel reservations as soon as possible. Pre-registration and hotel reservations must be received by **September 24, 2006**. Registrations mailed after this date may not be received in time for processing, and on-site payment in the form of cash or personal check will be expected. If double-payment is later determined, a refund will be issued. On-site registration and packet pick-up will be available at the registration desk in the Lobby of the Westin Great Southern at the following times:

Wednesday, October 11, 1:00 pm–6:00 pm

Thursday, October 12, 8:00 am–5:00 pm

Friday, October 13, 8:00 am–5:00 pm

Saturday, October 14, 8:00–10:00 am

Membership in the Mid-Western Educational Research Association provides reduced conference registration fees and a subscription to the *Mid-Western Educational Researcher*, the official MWERA publication. Attendees are encouraged to join. **Conference presenters must be paid members for 2006.**

MWERA **Publications** are available through pre-registration. These include the *Directory of MWERA Members* for \$8 and the *MWERA 2006 Program Abstracts* for \$8. These items may not be available at the conference unless ordered through pre-registration. If additional items are available they will be offered for sale at the registration table by cash or check only.

This year's **Exhibit Hall** will feature publishers and others providing materials and services to educators on Friday from 9:00 am to 4:30 pm. The Exhibit Hall will be located in the Foyer on the second floor.

Session Formats

Paper Presentation

Paper sessions allow presenters the opportunity to make short, relatively formal presentations in which they overview their papers to an audience. Three to four individual papers dealing with related topics are grouped into a single session lasting no longer

than one hour and twenty minutes. The presenter(s) of each paper is (are) allowed approximately 15 minutes to present the highlights of the paper. Sessions will have a Session Discussant who will, following all papers, provide comments and a critical review. A Session Chair moderates the entire session. Presenters are expected to provide complete copies of their papers to all interested audience members.

Roundtable Discussion/Poster

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

Symposium

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

Workshop

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

Alternative Session

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

Conference Events and Highlights

Dr. Ron Owston will open the 2006 Annual Meeting of MWERA with an informal Fireside Chat Wednesday evening at 8:00 pm in the Great Southern Gallery. Refreshments will be provided. On Thursday at 9:30 am, Dr. Owston will present his Keynote Address, *The World Wide Web Revisited*, in the Grand Ballroom. Dr. Owston will describe his research on Web-based learning in schools, higher education, and teacher professional development as well as his investigations of Web-based games for learning. Dr. Owston will be available for further discussion and questions following the Keynote in the Chittenden Parlor.

Division Meetings have been scheduled throughout the day on Thursday and Friday. Several of the division meetings have invited speakers! These divisional invited addresses include: Division A—**Dr. Ted Kowalski**, University of Dayton; Division C—**Dr. Mark Grabe**, University of North Dakota; Division F—**Dr. Joe Watras**, University of Dayton; and Division K—**Richelle Miller**, Fort Wayne Community Schools, as well as **Drs. Alice Merz** and **Terri Swim**, Indiana University Purdue University, Fort Wayne. Participation in a division is an important part of MWERA membership providing an opportunity to meet colleagues, recruit new members and plan next year's conference.

New Members are encouraged to attend a new member welcome session Thursday morning at 10:30 am in the Great Southern Gallery. Come meet other MWERA members—both new and old—and find out why we are proud of our research efforts, collegiality, support, and friendships. **Student Members** are encouraged to attend our student member welcome session at 4:40 pm in the Great Southern Gallery. Come and get acquainted with your fellow students and the benefits of MWERA membership.

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

Two **Roundtable Discussion/Poster Sessions** have been scheduled in the Grand Ballroom. Both are scheduled for 3:10 pm with one on Thursday and one on Friday. Numerous interesting presentations on a variety of topics will take place during these times. These sessions provide an opportunity for informal discussion of particular research topics.

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

Everyone is encouraged to attend the annual **Business Meeting**, scheduled on Friday from 9:30 am to 10:20 am in the Grand Ballroom. President Rodney Greer will preside over an agenda of issues critically important to the association. Your input is both needed and welcome!

At the Friday Luncheon Keynote Address, we are honored to have **Dr. Fred Conrad** as our speaker. The title of Dr. Conrad's address is titled *Interactive Aspects of Web Surveys*. He will discuss recent research into the design of interactive Web surveys intended to take advantage of some things computers do better than people. *Remember, you must pre-register for the conference in order to be guaranteed a seat at the luncheon!* Immediately following the luncheon, Dr. Conrad will be available for questions, in the Chittenden Parlor beginning at 1:40 pm.

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

The highlight of Friday evening will be the **President's Reception**, scheduled from 6:00 pm until 8:00 pm in the Foyer. Your host for the evening will be **Rodney Greer**, the current President of MWERA. This reception is a great way to unwind and catch up with your colleagues!

The **Editorial Board** of the Mid-Western Educational Researcher will meet on Saturday morning at 8:00 am in the Vendome Board Room. All members of the Editorial Board should attend.

Rodney J. Greer, Assistant to the Dean for Partnerships, Professional Development, and Technology in the College of Education and Human Services at Western Illinois University and President of MWERA, will deliver the Presidential Address on Saturday at 9:30 am in the Grand Ballroom. In his talk, titled *Always Trust the Data When You Can Find It: How to Proceed Without It*, Greer will address the discord between legislation and program development in the area of teacher preparation and practice, and the scarcity of data to support either, especially in light of the increased use of technologies and alternative routes to teacher certification.

Craig Mertler, the 2006 Program Chair, and **Dimitar Dimitrov**, the 2007 Program Chair, will be available to listen to your comments about the 2006 Annual Meeting at the **Conference Feedback** session Saturday morning starting at 10:30 am in the Great Southern Gallery. Planning for the 2007 conference begins at this session so be sure your comments are heard.

Professional Development: Workshops

Engaging Strategies for Teaching Statistics and Educational Research

Wednesday, 1:00 pm – 4:00 pm, Seneca Parlor
Fee: None

PRESENTERS: Sharon McNeely, Northeastern Illinois University; Isadore Newman, University of Akron; Carole Newman, University of Akron; Keith McNeil, University of New Mexico; Russ Brown, Cleveland Municipal School District

This workshop is designed to provide a variety of engaging strategies for teaching conceptual statistics and developing understanding of educational research strategies for both undergraduate and graduate-level classes. We will provide a variety of interactive, individual, small-group, and large group materials that we successfully use with students. Some of these activities will use the textbook *Conceptual Statistics for Beginners* as an example of how to integrate a text and activities. Some activities will also provide weblinks and other resources. Participants will also have the opportunity to share concerns and ideas they have related to teaching these classes. *Participants are encouraged to bring their laptops and use their wireless connections to actively view the sites that will be demonstrated as part of this workshop.*

Focus Group Interview Moderator Training

Wednesday, 4:00 pm – 6:00 pm, Park Parlor
Fee: None

PRESENTER: Thomas M. Archer, The Ohio State University

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

How to Write a Review

Wednesday, 4:00 pm – 6:00 pm, Seneca Parlor
Fee: None

PRESENTER: Deborah Bainer Jenkins, University of West Georgia

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

So, You Want to Write a Book...

Thursday, 8:00 am – 9:20 am, Great Southern Gallery
Fee: None

PRESENTER: Deborah Bainer Jenkins, University of West Georgia

This session acquaints academics with the basics of conceptualizing, writing, and publishing a book. The types of books, how to identify a publisher and write a prospectus, and how to realistically gauge a timeline will be discussed by MWERA authors.

Writing About Teaching

Friday, 8:00 am – 9:20 am, Great Southern Gallery
Fee: None

PRESENTER: Deborah Bainer Jenkins, University of West Georgia

This workshop challenges participants to explore their teaching responsibilities to identify aspects that can be written about and published. Participants will see how routines, including paper grading and lesson planning, are part of the scholarship of teaching. Examples of refereed publications and outlets for scholarship about teaching will be presented.

Making Measurement Meaningful

Friday, 1:40 pm – 3:00 pm, Thurber Conference Suite
Fee: None

PRESENTERS: Thomas Parish, Upper Iowa; Kenneth Adderley, Upper Iowa University

It has come to the presenters' attention that many people (even researchers) are really not aware as to what they need to do to make their measurement meaningful. Hence, if anyone would like to know how meaningful measurement can be achieved, they should plan on attending this workshop that will cover such things as (1) types of measurement that are frequently used, (2) how best to utilize them, (3) what assumptions need to be met in order to use them properly, and (4) some questionnaires that should demonstrate common problems and/or ways to correct them.

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Please join us in congratulating
our newly-elected officers:

Doug Feldmann, Vice-President-Elect Elect;
Cynthia Campbell, Secretary;
& the new members of the **Association Council**.

Welcome!

Proposal Reviewers

The 2005 Program Committee wishes to express our appreciation to the following individuals who donated their time to assist in the process of reviewing more than 235 proposals:

- Ken Adderley, *Upper Iowa University*
Kim Andrews, *Daemen College*
Charlotte Andrist, *Consultant*
Joshua Bagakas, *Cleveland State University*
Jamie Basham, *Eastern Illinois University*
Stella Batagiannis, *Indiana University Purdue University Fort Wayne*
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Rosaire Ifedi, *Ashland University*
Tim Ilg, *University of Dayton*
Bruce Jones, *Notre Dame College*
Kathleen Jorissen, *Bowling Green State University*
Sema A. Kalaian, *Eastern Michigan University*
Deborah Kalkman, *Northern Illinois University*
Zongmin Kang, *The University of Toledo*
Gibbs Y. Kanyongo, *Duquesne University*
Rafa M. Kasim, *Kent State University*
Jamie King, *Duquesne University*
Charles Kline, *Purdue University*
Margarita D. Kokinova, *Northeastern Ohio University College of Medicine*
Chad Konkle, *University of Cincinnati*
Lefki Kourea, *The Ohio State University*
Theodore Kowalski, *University of Dayton*
Joyce Laben, *Northern Illinois University*
John Laux, *The University of Toledo*
Mary E. Lavin Crerand, *Ashland University*
Jane Leatherman, *Indiana University Purdue University Fort Wayne*
Seongjik Lee, *University of Kentucky*
Xin Liang, *Akron University*
Hippolyte Lohaka, *Virginia Commonwealth University*
Brenda Lee Love, *Northern Illinois University*
Mark Magnuson, *Ivy Tech Community College*
Mike Malone, *University of Cincinnati*

Eric Mansfield, *Western Illinois University*
 Heath Marrs, *Fort Hays State University*
 Judy May, *Bowling Green State University*
 Keith McNeil, *New Mexico State University*
 Craig A. Mertler, *Bowling Green State University*
 Alice Merz, *Indiana University Purdue University
 Fort Wayne*
 Jeffry Moe, *The University of Toledo*
 Gregory P. Montalvo, *Western Illinois University*
 Glenda Moss, *Indiana University Purdue University
 Fort Wayne*
 Eric Moyon, *Lee University*
 Kathleen Murphey, *Indiana University Purdue
 University Fort Wayne*
 James Murray, *University of Missouri - St. Louis*
 Nate Myers, *Ashland University*
 Kathleen Neal, *Ashland University*
 David O. Newman, *Cleveland State University*
 Carole Newman, *University of Akron*
 Isadore Newman, *University of Akron*
 Sungworn Ngudgratoke, *Michigan State University*
 Joe Nichols, *Indiana University Purdue University
 Fort Wayne*
 Jerry C. Obiekwe, *University of Akron - Wayne
 College*
 Ann Ogletree, *University of Cincinnati*
 Tom Oldenski, *University of Dayton*
 Amber Olson, *University of Kentucky*
 Thomas Parish, *Upper Iowa University*
 Michelle Partlow, *Miami University*
 Kelli Paul, *Indiana University*
 Anne E. Phillips, *Rowan University*
 Carol L. Pietrasz, *Ashland University*
 Phil Piotrowski, *Daemen College*
 William Place, *University of Dayton*
 John Poster, *University of Michigan – Dearborn*
 Daniel Raisch, *University of Dayton*
 Susan E. Ramlo, *University of Akron*
 John L. Rausch, *John Carroll University*
 Carolyn Ridenour, *University of Dayton*

Bruce G. Rogers, *University of Northern Iowa*
 Joy Russell, *Eastern Illinois University*
 Ann Marie Ryan, *Loyola University*
 Julie Saam, *Indiana University Kokomo*
 Shannon Sampson, *University of Kentucky*
 Marlene Schommer-Aikins, *Wichita State University*
 Scott Schopieray, *Michigan State University*
 Lucia Schroeder, *Eastern Illinois University*
 Kathy Schuh, *University of Iowa*
 Tucker Self, *Ashland University*
 Nancy Seyfried, *University of Dayton*
 Hiral A. Shah, *Eastern Michigan University*
 Tom Sinclair, *Eastern Illinois University*
 Ruslan Slutsky, *The University of Toledo*
 Denise Smith, *California State University -
 Monterey Bay*
 Tom Smith, *Northern Illinois University*
 Patrick Spearman, *Rowan University*
 Danelle Stevens-Watkins, *University of Kentucky*
 Angeline Stuckey, *Northern Illinois University*
 Tracey Stuckey-Mickell, *Northern Illinois University*
 Dipendra Subedidi, *Michigan State University*
 Terri Joe Swim, *Indiana University Purdue
 University Fort Wayne*
 Alison J. Tabor, *University of Kentucky*
 Ali Kema Tekin, *Pennsylvania State University*
 Kelli Thomas, *University of Kansas*
 Hsia-Yen Tseng, *Pennsylvania State University*
 Sharon A. Valente, *Ashland University*
 Selma Vonderwell, *Cleveland State University*
 David A. Walker, *Northern Illinois University*
 Steve Wallace, *Northern Illinois University*
 Aimin Wang, *Miami University*
 Deborah Webster, *Cleveland State University*
 Lauren Wellen, *Concordia University*
 Kathryn Wiggins, *Depaul University*
 Jerry Worley, *Mercer University*
 Alex Wrege, *The University of Toledo*
 Ted A. Zigler, *University of Cincinnati*
 Judy Zimmerman, *Bowling Green State University*

Conference Registration and Hotel Reservations

Attending MWERA begins with registering for the conference and reserving a room at the Westin. These two steps require the completion of two different forms, mailed to two different locations, with different information needed and deposits. **DO NOT SEND YOUR CONFERENCE REGISTRATION TO THE HOTEL, OR SEND YOUR HOTEL RESERVATION IN WITH YOUR CONFERENCE REGISTRATION!** This can delay your registration/reservation, or result in your not being registered for the conference and/or not having a place to stay in Columbus.

Pre-Registration vs. On-Site Registration

MWERA allows both pre-registration and on-site registration; however, pre-registration is strongly encouraged. Pre-registrants have first opportunity to enroll in Workshops, to purchase Materials, and to attend the catered Luncheon on Friday. Pre-registration is also less expensive! To pre-register for the 2006 Annual Meeting, complete the form on the following page and return it, with your check or money order for payment in full, to Jean W. Pierce, MWERA's Executive Director.

Pre-registrations must be postmarked by September 24, 2006, to qualify for the reduced rates!

Be sure to mention MWERA when making your reservations

On-site registration will be available at the registration desk in the lobby of the Westin Great Southern Hotel beginning at 1:00 pm on Wednesday, October 11, and continuing through 10:00 am on Saturday, October 14. October 11–14, 2006, is an unusually busy time in Columbus. Hotel space could be tight, *if not completely unavailable*, to those who do not have confirmed reservations. Our conference hotel, the Westin Great Southern, is holding a block of rooms for MWERA attendees; however, they will only hold these rooms until September 24! To ensure that you have a place to stay please make your reservations with the hotel early, the hotel must receive your reservations by September 24, 2006. **Participants in the conference are strongly urged to register at the Westin Great Southern, since that directly affects the amount which MWERA will owe the hotel.** Please help us keep our costs low so that we can continue to provide a high quality conference.

Hotel Facilities and Services

The 196 luxurious guestrooms at the Westin Great Southern boast the Westin Hotels' popular Heavenly Bed™ and the Heavenly Bath™, coffee makers, irons and ironing boards, hair dryers, refreshment centers and 27" televisions that are equipped with Nintendo®, Pay-Per-View movies and Web access. Wireless Internet access is available for a fee (*in case of any difficulties with Internet access, technical support is available 24/7 at 1-888-466-5469*). Each phone includes data ports and personalized voicemail, and for extra security, an in-room safe is offered. A fitness room is conveniently located on the 3rd floor and the city has many walking/jogging paths close to the hotel. Overhead projectors and screens will be provided by MWERA. **However as was stated clearly in our Call for Proposals, presenters needing additional A/V equipment, such as a laptop and LCD projector, are responsible for providing their own equipment or for arranging to rent from the hotel at the presenter's own expense.** The hotel has a wide variety of audio-visual equipment for rent. Contact the hotel directly well before the meeting for your needs, hotel pricing and availability, and payment, (614) 228-3800.



MWERA-2006 Conference Registration Form

Great Southern Hotel, Columbus, OH

October 11–14, 2006

Your Name: _____
(as you would like it to appear on your name tag) (First Name) (Middle Initial) (Last Name)

Affiliation: _____

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

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

FAX: (_____) _____ E-mail: _____

Highest Degree: _____ MWERA Division Preference: _____

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

Meeting Registration

	By <u>9/24/06</u>	After <u>9/24/06</u>
<input type="checkbox"/> MWERA Member	\$65.00	\$75.00
<input type="checkbox"/> Non-Member	\$70.00	\$80.00
<input type="checkbox"/> Student Member (see note below)	\$30.00	\$35.00
<input type="checkbox"/> One day registration (includes Friday Luncheon)	\$40.00	\$50.00
<input type="checkbox"/> Attending Luncheon Only	\$25.00	\$28.00
TOTAL Registration Fee Enclosed:	\$ _____	

Membership Dues

	<u>Regular</u>	<u>Student</u>
<input type="checkbox"/> 2006–2007 Membership	\$45.00	\$25.00
<input type="checkbox"/> Lifetime	\$450.00	\$450.00
TOTAL Membership Dues Enclosed:	\$ _____	

MWERA-2006 Conference Materials

	Cost per	Qty	Total
<input type="checkbox"/> MWERA Membership Directory	\$8.00	_____	_____
<input type="checkbox"/> MWERA-06 Program Abstracts	\$8.00	_____	_____
<input type="checkbox"/> MWERA Lanyard	\$2.00	_____	_____
TOTAL Materials Costs Enclosed:	\$ _____		

TOTAL AMOUNT ENCLOSED: \$ _____

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

Will you be attending the Friday Luncheon? Yes No Will you require a special menu? Yes No
 If YES, please describe: _____

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

Make your check or money order payable to “MWERA”. **Register before September 24, 2006**, to receive the lowest conference rates! Persons applying for Student Membership must provide proof of student status (copy of a current student ID or registration, or letter from advisor). All presenters must register for the meeting and be a current (2006–2007) member of the Association. New presenters may join using this registration. Mail completed form and payment to:

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

The Westin Great Southern Hotel Reservation Form
Mid-Western Educational Research Association Meeting
October 11–14, 2006

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

Affiliation: _____

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

Day Telephone: (_____) _____ E-mail _____

Accommodations Requested

Arrival Date: ____/____/2006

Departure Date: ____/____/2006

Bed Type: _____ Single

_____ Double (2 Doubles)

Number of People: Rooms based upon availability

- \$128 / Night–Single
- \$128 / Night–Double
- \$130 / Night–Triple
- \$140 / Night–Quad
- \$158 / Night–Single/Double Suite
- \$168 / Night–Triple Suite
- \$178 / Night–Quad Suite

Graduate Students
Documented status required!

- \$105 / Night – Single or Double
- \$115 / Night – Triple
- \$135 / Night – Quad

Student reservations MUST be made by contacting:
Chad Williams
cwilliams@greatsouthernhotel.com
Phone: 614-228-3800 (ext. 7134) OR
Fax: 614-228-8820

**These group rates are only guaranteed
UNTIL SEPTEMBER 24, 2006.**

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

Special Needs: _____

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

Method of Payment

- Check or Money Order
- Credit Card (*circle to indicate card*):
MasterCard Visa American Express
Discover Diners Club

Credit Card Number: _____

Name on Credit Card: _____

Expiration Date: _____

Signature: _____

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

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

The Westin Great Southern Hotel
310 South High Street
Columbus, OH 43215
(614) 228-3800
FAX: (614) 228-7666

**The above group rates are only guaranteed
UNTIL SEPTEMBER 24, 2006.**

**BE SURE TO MENTION "MWERA"
WHEN MAKING YOUR RESERVATION!**

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

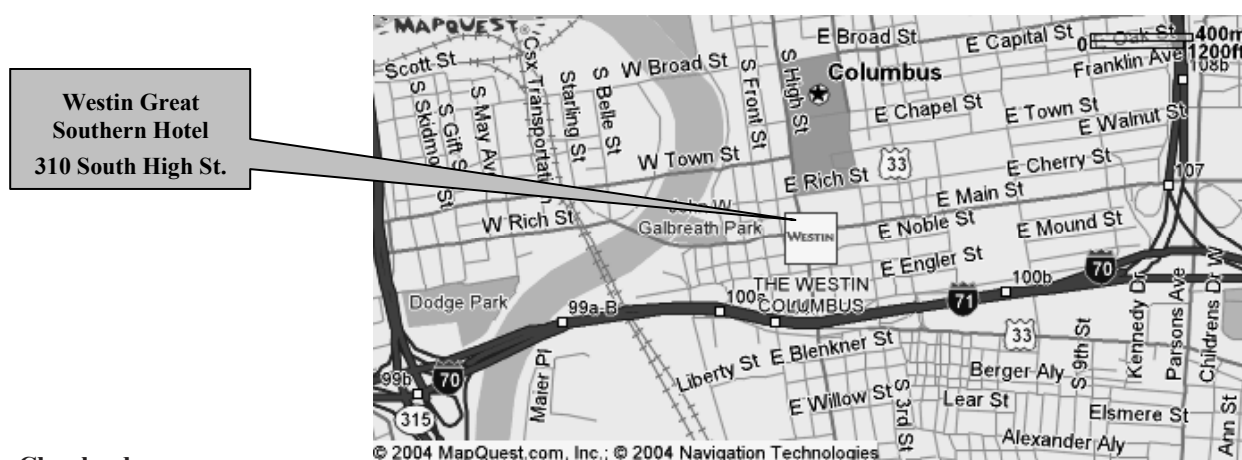
Directions to the Westin Great Southern



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

For Personalized Directions

Go to <http://Westin.com/Columbus>. Click on the link labeled **Driving Directions**. General driving directions are given, followed by instructions to obtain directions from your own starting address.



From Cleveland

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

From Cincinnati

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

From Dayton and Indianapolis

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

From Pennsylvania and West Virginia

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

From the Airport

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

By Bus: There is a bus that can take you from the airport to downtown (the cost is \$5).

The Westin parking lot is located on Main Street behind the hotel.

Self-parking is available adjacent to the Southern Theatre.

The Roles and Responsibilities of MWERA Participants: Building a Scholarly Community by Presenting, Responding, and Attending

Katrina M. Daytner
Western Illinois University

Abstract

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

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

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

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

Barton Article

Barton (2005) does not specifically explain why he decided to write the article, but he does state that he has "become frustrated because we share too few expectations for the contributions of participants who are not delivering the papers" (p. 24). He feels that more meaningful dialogue could come from conferences if discussants, session chairs, and audience members, adhered to certain principles. For each of these groups he listed three principles that he believes would help to enhance the dialogue of educational research. In the sections below, I will discuss these groups and describe how the principles he recommends are related to MWERA. I will also share some principles that are missing or may be unique to MWERA. I conclude with a discussion of the responsibilities of presenters, a group excluded by Barton, since they are an essential part of the association.

The Responsibilities of Discussants

Barton (2005) identified three rules that he believed discussants should follow in order to promote a scholarly exchange of ideas. These are: (1) discuss the papers; (2) balance synthesis and individual attention; and (3) balance praise and criticism. Barton argues that the main responsibility of discussants is the thoughtful discussion of the papers presented in the session. He states

that audience members look to a discussant to provide some analysis and synthesis of the papers and therefore often feel shortchanged when a discussant defers to the question-and-answer period rather than providing any unique insights. Further frustration occurs when discussants describe their own work extensively or choose to use their time to argue some cause they feel strongly about. In fact, Barton recommends that individuals only take the role of discussant if they are “willing to do the hard work of reading, reflecting, writing, and practicing” (p. 24).

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

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

The Responsibilities of Session Chairs

According to Barton (2005), the three main responsibilities of session chairs are to: (1) take charge, (2) introduce the session and speakers, and (3) provide context and structure. In taking charge, Barton believes

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

Principle 2, introducing the session and speakers, involves the responsibilities of welcoming the audience, introducing the session (including the sponsoring division), and introducing the speakers and discussant. Barton (2005) argues that these components are important for setting the tone for the session. Principle 3, providing context and structure, builds upon the second principle. After the introductions, Barton states that the session chair has a responsibility to provide a brief explanation of “the substantive content of the session” (p. 26) to provide audience members with a context for the information. I would add that to provide this context it is important that the session chairs read all of the papers prior to the conference. As recommended by MWERA, I encourage all presenters to send their pa-

pers to the chair as well as the discussant so that the chair can thoughtfully present the context. Finally, Barton argues session chairs should also provide structure for the session by taking control of the question-and-answer portion so that no one person asks all of the questions or makes all of the comments and that multiple presenters have the opportunity to respond to the questions posed.

The Responsibilities of Audience Members

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

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

that is currently done for the Council. This feedback could assist presenters in their future presentations.

The Responsibilities of Presenters

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

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

2. *Write and present a paper.* In recent years, it seems that some presenters have drifted from the time-honored tradition of writing a paper to present. It is becoming more common for individuals to create a PowerPoint presentation rather than an actual paper. I think PowerPoint is a valuable tool for presenting one's work. However, I also feel that scholarship is more than the verbal presentation of a bulleted list of ideas.

Scholarship involves the creation of a written manuscript that is available for public consumption by both conference attendees and those who are unable to attend the conference. As scholars we have a personal responsibility to ensure that our work is available in written form. Furthermore, one purpose of conferences is to get feedback on papers that one hopes to eventually submit for publication. A full paper lends itself more to this type of feedback.

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

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

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

Final Comments

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

References

Barton, K. C. (2005). Advancing the conversation: The roles of discussants, session chairs, and audience members at AERA's annual meeting. *Educational Researcher*, 34(9), 24-28.

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

Call for Editors

Mid-Western Educational Researcher

Journal of the Mid-Western Educational Research Association

Proposals are currently being sought for the Editorship of the *Mid-Western Educational Researcher*. The *Researcher* is the quarterly publication of the Mid-Western Educational Research Association. The journal serves the dual function of providing MWERA members with timely information about the organization and of providing a vehicle for dissemination of scholarly work in education or education related fields. This dual mission reflects growth and change of the organization itself in recent years.

The appointment of the next editor or editorial team will be from January, 2008, through October, 2010, with duties commencing at the Annual Meeting in October, 2007. Proposals are sought from individuals or teams interested in assuming responsibility for the operation and direction of the *Researcher* for a three-year period. The format for proposals is open, but each proposal should include at least the following:

1. Name, institutional affiliation, address, telephone and fax numbers, and e-mail address of each prospective editor;
2. A vision statement indicating the editor(s) intended goals for the journal, and an explanation of how this vision reflects the membership, perspectives, and direction of MWERA;
3. A proposed plan for promoting this vision;
4. An explanation of the expertise and qualifications of the editor(s) which are likely to encourage the continued improvement plan and development of the *Researcher*.

Questions may be directed to Dr. Sharon Valente at the address below. Proposals should be submitted no later than November 15, 2006, to:

Sharon A. Valente, Ph.D.
247 Dauch
Ashland University
Ashland, OH 44805
tel: 419-289-5222
fax: 419-289-5910
e-mail: svalente@ashland.edu

Kick-Off to MWERA–2006!

Fireside Chat & Social

With Dr. Ron Owston

Wednesday, 8:00 pm – 9:30 pm in the Great Southern Gallery

Chronological Listing of Sessions

Wednesday, October 11, 2006

W.0100.SP Engaging Strategies for Teaching Statistics and Educational Research

D: Measurement and Research Methodology — Workshop

Wednesday, 1:00 PM to 4:00 PM — Seneca Parlor

PRESENTERS *Sharon McNeely, Northeastern Illinois University, Isadore Newman, University of Akron, Carole Newman, University of Akron, Keith McNeil, University of New Mexico, Russ Brown, Cleveland Municipal School District*

ABSTRACT

This workshop is designed to provide a variety of engaging strategies for teaching conceptual statistics and developing understanding of educational research strategies for both undergraduate and graduate-level classes. We will provide a variety of interactive, individual, small-group, and large group materials that we successfully use with students. Some of these activities will use the textbook Conceptual Statistics for Beginners as an example of how to integrate a text and activities. Some activities will also provide Weblinks and other resources. Participants will also have the opportunity to share concerns and ideas they have related to teaching these classes. Participants are encouraged to bring their laptops and use their wireless connections to actively view the sites that we will be demonstrating as part of this workshop.

W.0400.PP Focus Group Interview Moderator Training

D: Measurement and Research Methodology — Workshop

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

PRESENTER *Thomas M. Archer, The Ohio State University*

ABSTRACT

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

W.0400.SP How to Write a Review

MWERA — Workshop

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

PRESENTER *Deborah Bainer Jenkins, University of West Georgia*

ABSTRACT

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

W.0800.GS Fireside Chat and Social with Dr. Ron Owston

MWERA — Alternative Session

Wednesday, 8:00 PM to 9:30 PM — Great Southern Gallery

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

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

Thursday, October 12, 2006

T.0800.CP Assessment of Achievement Across Disciplines

C: Learning and Instruction — Paper Presentation
Thursday, 8:00 AM to 9:20 AM — Chittenden Parlor

CHAIR *Ed Corley, Heidelberg College*

DISCUSSANT *Angeline Stuckey, Northern Illinois University*

PRESENTATIONS

- The Impact of In- and Out-of-Class Student Activities on Academic Achievement when Student-faculty Interaction is Controlled. *John K. Rugutt, Illinois State University, Caroline C. Chemosit, Illinois State University, Daniel S. Alemu, Illinois State University*
- Data-Driven Model for Improving Ohio Graduation Reading Test Scores for Special Needs Students. *Piya Roy, Notre Dame College of Ohio, B. Jones, Notre Dame College of Ohio*
- Predicting Change in Children's Kindergarten Literacy Skills from Childcare and Socioeconomic Status. *Tasha M. Almond-Reiser, University of South Dakota, Lisa Newland, University of South Dakota, Amy Schweinle, University of South Dakota*

T.0800.DP Distance Education: Examining the Present While Looking to the Future!

A: Administration — Paper Presentation
Thursday, 8:00 AM to 9:20 AM — Deshler Parlor

CHAIR *Ted Zigler, University of Cincinnati*

DISCUSSANT *Theodore Kowalski, University of Dayton*

PRESENTATIONS

- A Comparative Look at Distance Education Programs Versus On-Campus Programs. *Ted Zigler, University of Cincinnati, Shane Burris, University of Cincinnati, Kelly Daniel, University of Cincinnati, Ann Millacci, University of Cincinnati, Lawrence J. Johnson, University of Cincinnati*
- Distance Education in School Administration: Pitfalls and Effective Practices. *Theodore J. Kowalski, University of Dayton*

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

MWERA — Workshop
Thursday, 8:00 AM to 9:20 AM — Great Southern Gallery

PRESENTER *Deborah Bainer Jenkins, University of West Georgia*

ABSTRACT

This session acquaints academics with the basics of conceptualizing, writing, and publishing a book. The types of books, how to identify a publisher and write a prospectus, and how to realistically gauge a timeline will be discussed by MWERA authors.

T.0800.HP Faculty Use of Technology in the Classroom

J: Postsecondary Education — Paper Presentation
Thursday, 8:00 AM to 9:20 AM — Hartman Parlor

CHAIR *Katrina Daytner, Western Illinois University*

DISCUSSANT *Gary Daytner, Western Illinois University*

PRESENTATIONS

- Identifying Instructor Expectations: A Focus Group Experience. *Kristine J. Ginley, Capella University & Westwood College, Gerald Giraud, Capella University*
- Understanding Faculty Motivation to Teach Online Courses: A Case Study of Faculty at a College of Education. *Scott E. Schopieray, Michigan State University*
- Standards-Based Technology Integration in Arts and Sciences and Teacher Preparation. *Selma Vonderwell, Cleveland State University, Sajit Zachariah, University of Akron*

T.0800.NH Estimation Issues in Educational and Behavioral Research

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

CHAIR *Thomas J. Smith, Northern Illinois University*

DISCUSSANT *Dimitar M. Dimitrov, George Mason University*

PRESENTATIONS

- Estimating How Many Observations or Judgments are Needed to Obtain a Required Level of Reliability. *David A. Walker, Northern Illinois University*
- Developments in Causal Inference in Educational Research: A Critical Survey and Empirical Test of Competing Matching Estimators. *Anirudh V. Ruhil, Voinovich Center for Leadership and Public Affairs*
- Capturing the Process of Change in Vocabulary Learning with Structured Latent Curve Analysis. *Jing Zhu, The Ohio State University*
- Estimation Methods for Cross-Validation Prediction Accuracy. *David A. Walker, Northern Illinois University*

T.0800.PP Examining the Perceptions of Teachers and Students in Relation to the Classroom Environment, Peer Culture, and Academic Achievement

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

CHAIR *Cathy M. Spidell, University of Akron*

DISCUSSANT *Mark S. Brown, Daemen College*

PRESENTATIONS

- Comparing Students' Academic Self-perception between US and China. *Aimin Wang, Miami University, Mingzhu Xia, Miami University*
- Emancipatory Pedagogies: Cross-generational Dialogue in a Graduate Classroom. *Anne D. Stinson, University of Wisconsin - Whitewater, William Chandler, University of Wisconsin - Whitewater, Melissa Freiberg, University of Wisconsin - Whitewater*
- From "Others" to "Self": Shifting Multicultural Perspectives in Teacher Education. *David E. Bair, Grand Valley State University*
- Student Perceived Teacher's Rating Lower than That of Their Friends and Themselves. *Mingzhu Xia, Miami University, Aimin Wang, Miami University*

T.0800.SP Pedagogy, Content, and Culture: Viewing Teaching Through the Historiography of Education

F: History and Philosophy — Paper Presentation
Thursday, 8:00 AM to 9:20 AM — Seneca Parlor

CHAIR *Alison Tabor, University of Kentucky*

DISCUSSANT *Nathan R. Myers, Ashland University*

PRESENTATIONS

- Teaching American History: The Akron Plan - A Federally Funded Model to Enhance Teacher Content Knowledge, Create Dynamic Curriculum and Improve Student Outcomes As Learners of American History. *Gregory Wilson, University of Akron, Adam Motter, Akron Public Schools, Carole Newman, University of Akron, Isadore Newman, University of Akron*
- Developing Others as We Develop Ourselves: The Maternal Model and Stories from the Field. *Louise Fleming, Ashland University*
- A History of Teaching Evolution in U. S. Schools: Insights from Teacher Surveys and Textbook Reviews. *Paul J. Wendel, Kent State University*
- The Progressive Educational Philosophy and Practices of Helen Lotspeich: A "Founding Mother" from the American Heartland. *James L. Green, College of Mount St. Joseph*

T.0800.TC The Validity and Reliability of Standardized Instruments Used for School Evaluation and Program Development

H: School Evaluation and Program Development — Paper Presentation
Thursday, 8:00 AM to 9:20 AM — Thurber Conference Suite

CHAIR *Kelli M. Paul, Indiana University*
DISCUSSANT *Sharon A. Valente, Ashland University*

PRESENTATIONS

- An Analysis of the Mathematics Study Skills Inventory. *Jerry Obiekwe, University of Akron - Wayne College*
- Dealing With the Achievement Gap. *Jeffrey M. Graham, Woodridge Local Schools, Linda Ocepek, Woodridge Local Schools, Ed Roshong, Woodridge Local Schools, Dennis Hallinan, Ohio Department of Education*
- A Discussion of the Use, Value, and Concerns of Standardized Tests. *Kevin P. Feisthamel, University of Akron, Kara Kaelber, University of Akron, Isadore Newman, University of Akron, David Newman, Cleveland State University*

T.0930.GB Keynote Address

MWERA — Alternative Session
Thursday, 9:30 AM to 10:30 AM — Grand Ballroom

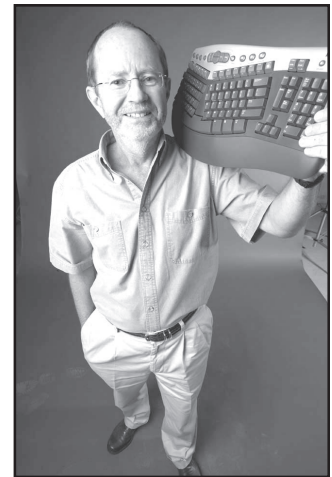
CHAIR *Craig A. Mertler, Bowling Green State University*
PRESENTATION

Ron Owston

*Institute for Research on Learning Technologies
York University*

“The World Wide Web Revisited”

Nearly a decade ago, Dr. Owston wrote one of the first widely-cited academic articles in Educational Researcher about the educational role of the World Wide Web. He argued that educators must be able to demonstrate that the Web (1) can enhance access to learning, (2) must not result in higher costs for learning, and (3) result in improved learning. Since then we have seen the rise of the “net generation” and almost universal access to the Web in schools. Computer costs have plummeted too—the once elusive goal of building the under \$1000 computer has long been achieved and the \$100 computer is the new target. But what about learning? Has the Web facilitated student learning and, more importantly, does it really matter any more since the Web is such an integral part of our schools and society? In his address, Dr. Owston will describe his own research on Web-based learning in schools, higher education, and teacher professional development as well as his investigations of Web-based games for learning. He will argue that comparative studies between Web and traditional learning modes are no longer productive. Emphasis should now be placed on designing more effective Web-based learning environments and on studying how they can be used to best promote learning.



Dr. Owston is Professor of Education and founding director of the Institute for Research on Learning Technologies at York University in Toronto. He led four major studies during the 1990s on children’s use of word processors: a three-year longitudinal study, a two-year study examining laptop computers and writing, and two comparative quasi-experimental studies. During this period, he wrote an article in *Educational Researcher* that was one of the first academic analyses of the role of the web in education and continues to be widely cited today. He also authored two books on the practical use of the Web for teachers and students. More recently, Dr. Owston completed a three-year project in 2003 as a lead researcher, in collaboration with SRI International and University of Twente, in the Second International Technology in Education Study, Module 2 (SITES-M2) that examined innovative pedagogical practices using technology in schools in 29 countries. Additionally, over the last several years he completed a two-year evaluation of Health Canada’s public health information system; an evaluation of student and teacher use of Tablet PCs in eighth grade; an evaluation of the Advanced Broadband Enabled Learning Program for teacher professional development; researched blended learning courses in Canadian universities; and completed an evaluation for a two-year blended learning program for middle school teachers of mathematics and science. Currently, Owston is domain leader for methodology and tools research in the Simulation and Advanced Gaming Environments (SAGE) for the Learning Research Network in Canada; external evaluator for Health Canada’s online courses in epidemiology for public health professionals; and lead researcher for the Literacy and Numeracy Learning Connections project sponsored by the Ontario Literacy and Numeracy Secretariat.

T.1030.CP Follow-Up Discussion From the Keynote Address

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

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

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

T.1030.DP Human Development Themes in Applied School Settings

E: Counseling and Human Development — Paper Presentation
Thursday, 10:30 AM to 11:50 AM — Deshler Parlor

CHAIR *Jean A. Roberts, The University of Toledo*

DISCUSSANT *John M. Laux, The University of Toledo*

PRESENTATIONS

- Uniting Gifted, Autistic, Dylexic, and At-Risk Education by Aligning Piaget's Stages with Current Brain Research. *Richard M. Oldrieve, Bowling Green State University*
- Urban Alternative Schools: Creating Positive Academic Motivation and Outcomes. *John L. Rausch, John Carroll University, Kristal Reis, John Carroll University, Mauni E. Houry, John Carroll University*
- Self-awareness and Empathy Among Early Childhood Majors. *Charles R. May, University of Northern Iowa, Barbara A. May, Lamar University, Bruce G. Rogers, University of Northern Iowa*
- Assessing the Reliability and Validity of a Paper-and-Pencil Piagetian Test. *Amy R. Dugan, Wichita State University, Linda Bakken, Wichita State University*

T.1030.GS New Member Welcome

MWERA — Alternative Session
Thursday, 10:30 AM to 11:50 AM — Great Southern Gallery

CHAIR *Thomas J. Smith, Northern Illinois University*

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

T.1030.HP Creative Ways to Deal with Principal Turnover

A: Administration — Paper Presentation
Thursday, 10:30 AM to 11:50 AM — Hartman Parlor

CHAIR *Stella C. Batagiannis, Indiana University Purdue University Fort Wayne*

DISCUSSANT *Carolyn Ridenour, University of Dayton*

PRESENTATIONS

- Examination of a Pilot Project for Ohio's Alternative Principal License. *Ted A. Zigler, University of Cincinnati, Don Schmidt, Hamilton County Educational Service Center, Barb Crist, Hamilton County Educational Service Center*
- Frequency of Principal Turnover in Ohio's Elementary Schools. *Michelle C. Partlow, Miami University, Carolyn Ridenour, University of Dayton*
- The Aspiring Administrators Program: A Partnership for Recruitment of Urban School Leaders. *Ann Ogletree, University of Cincinnati, Ted Zigler, University of Cincinnati, Steve McCafferty, Newport (KY) City Schools, Jim Koschoreck, University of Cincinnati*

T.1030.NH Learning to Teach in Ohio: Predicting Theory to Practice

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

CHAIR *William M. Stone, Saint Xavier University*

DISCUSSANT *Francine Falk-Ross, Northern Illinois University*

PRESENTATIONS

- Preparation to Teach Metacognitive Skills and Use Constructivist Techniques in the Classroom: Evaluating the Beliefs and Characteristics of Middle-Childhood Teachers in Ohio. *Kevin G. Kula, The Ohio State University, William Loadman, The Ohio State University*
- What Types of Questions and What Cognitive Levels of Questions are Professors Asking? *M. S. Whittington, The Ohio State University, John Ewing, The Ohio State University*
- Teaching Knowledge and Teaching Performance: Two Independent Dimensions? *Dirk Richter, The Ohio State University*

T.1030.PP Applications of Multilevel and Hierarchical Linear Modeling

D: Measurement and Research Methodology — Paper Presentation

Thursday, 10:30 AM to 11:50 AM — Park Parlor

CHAIR *David O. Newman, Cleveland State University*

DISCUSSANT *Sema A. Kalaian, Eastern Michigan University*

PRESENTATIONS

- Moderation in Random Coefficient Growth Models. *Janet K. Holt, Northern Illinois University*
- Student Achievement in a Publicly-Funded Voucher Program: A Comparison of Three Statistical Techniques for Analyzing and Interpreting Data. *Kelli M. Paul, Indiana University*
- Mathematics Achievement Among 6th Graders in Three Southern African Countries: A Look at the Effect of Institutional and Student Variables Using HLM. *Gibbs Y. Kanyongo, Duquesne University, James Schreiber, Duquesne University*
- Multilevel Meta-Analysis for Single-Subject Designs. *Rafa M. Kasim, Kent State University*

T.1030.SP Education in a Diverse Society

C: Learning and Instruction — Paper Presentation

Thursday, 10:30 AM to 11:50 AM — Seneca Parlor

CHAIR *Tracey Stucky-Mickell, Northern Illinois University*

DISCUSSANT *Gregory Montalvo, Western Illinois University*

PRESENTATIONS

- Relationship Between Teacher Pedagogy and Practice: Serving The Individual Learner in a Diverse School Community. *Jenny A. Kilgore, Miami University*
- Preparing Teachers for a New Era: Moral Dialogue as a Critical Tool in Creating Culturally Competent Educators. *Judy J. May, Bowling Green State University, Carol Rosiak, Bowling Green State University*
- The Development of Judgment Skills and the Controversial Issues of Diversity. *Yooyeun Hwang, Hope College*

T.1030.TC Challenges and One Set of Solutions to Evaluation Problems in the Real World of Staff Development in Education

H: School Evaluation and Program Development — Symposium

Thursday, 10:30 AM to 11:50 AM — Thurber Conference Suite

CHAIR *Keith McNeil, New Mexico State University*

DISCUSSANT *Isadore Newman, University of Akron*

PRESENTATIONS

- Challenges and One Set of Solutions to Evaluation Problems in the Real World of Staff Development in Education. *Keith McNeil, New Mexico State University, Isadore Newman, University of Akron, Anne Varian, University of Akron, Matt Casey, University of Akron, O. D. Hadfield, New Mexico State University, James Steinhauer, Canutillo School District*

T.1200.GB MWERA Association Council Meeting

MWERA — Meeting

Thursday, 12:00 PM to 1:30 PM — Grand Ballroom

CHAIR *Rodney J. Greer, Western Illinois University*

DISCUSSANT *Sharon A. Valente, Ashland University*

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

T.0140.DP Experiential Learning: The Use of Rapid Prototyping to Facilitate an Effective Learning Environment

H: School Evaluation and Program Development — Symposium

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

CHAIR *Kristen B. Hovsepian, Ashland University*

PRESENTATIONS

- Experiential Learning: The Use of Rapid Prototyping to Facilitate an Effective Learning Environment. *Kristen B. Hovsepian, Ashland University, Students in Free Enterprise, Ashland University*

T.0140.CP Application and Impact of Internet Technology in the Classroom

C: Learning and Instruction — Paper Presentation
Thursday, 1:40 PM to 3:00 PM — Chittenden Parlor

CHAIR *Steve Wallace, Northern Illinois University*

DISCUSSANT *Cynthia Campbell, Northern Illinois University*

PRESENTATIONS

- Doctoral Students' Reactions to Hybrid Courses. *Deb Bainer Jenkins, University of West Georgia, Myrna Gantner, University of West Georgia*
- Using the Internet to Enhance Student Understanding of Introduction Statistics Course. *Grace Gao, West Virginia University, Kristen Wilkerson, West Virginia University*
- A Blended Home School Curriculum: A Case Study of the DE Instruction of JillAnn Meunier. *Thomas G. Buckingham, Indiana University, Lisa Meunier, JillAnn Meunier*

T.0140.HP Online Learning and Its Impact on Students

J: Postsecondary Education — Paper Presentation
Thursday, 1:40 PM to 3:00 PM — Hartman Parlor

CHAIR *Scott Schopieray, Michigan State University*

DISCUSSANT *Eric Mansfield, Western Illinois University*

PRESENTATIONS

- Online Learning and Accelerated Hybrid Courses: A Survey of Student Attitudes and Learning Outcomes. *Ellen A. Sigler, Indiana University - Kokomo, Dustin McLochlin, Indiana University - Kokomo*
- Use of the LASSI-2 to Predict Performance in Both Online and Traditional Assessment in General Psychology Courses. *Heath Marrs, Fort Hays State University, Ellen Sigler, Indiana University - Kokomo, Kaira M. Hayes, Fort Hays State University*
- Performance and Persistence of Community College Students Enrolled in a Residential or Online Remedial Mathematics Course. *Jason S. Zapf, Indiana University*
- Characteristics of Successful E-Learning Units That Operate as Not-For-Profit and For-Profit Subsidiaries Within Public Higher Education Institutions. *Muriel L. Ballou, Ohio University*

T.0140.NH Statistical Issues in Educational Research

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

CHAIR *Joshua Bagakas, Cleveland State University*

DISCUSSANT *David A. Walker, Northern Illinois University*

PRESENTATIONS

- Inflation of the Separate-Variates *t* Test with Very Small Sample Sizes. *Albert K. Adusah, Ohio University, Gordon Brooks, Ohio University*
- Relationship between Scales and Error Types in Heinrich's Spatial Ability Test. *Jianfang Liu, The Ohio State University, Ayres G. D'Costa, The Ohio State University*
- A Comparison of Proximity Metrics When Used for Developing Comparable Samples. *Thomas J. Smith, Northern Illinois University*
- Analysis of Achievement Levels Via Ordinal Regression. *Beverly J. Dretzke, University of Minnesota*

T.0140.PP Principal Development: Standards and Mentors

A: Administration — Paper Presentation
Thursday, 1:40 PM to 3:00 PM — Park Parlor

CHAIR *Ann Ogletree, University of Cincinnati*

DISCUSSANT *Ted Zigler, University of Cincinnati*

PRESENTATIONS

- ISLLC Standards in Action: School Business Officials Respond. *Kathleen T. Neal, Ashland University*
- Mentors for Principals: Guardians of the Past or Change Agents? *John C. Daresh, University of Texas at El Paso*

T.0140.SP Division K Meeting and Invited Address

K: Teaching and Teacher Education — Meeting
Thursday, 1:40 PM to 3:00 PM — Seneca Parlor

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

DISCUSSANT *Tracey Stuckey-Mickell, Northern Illinois University*

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

Invited Address:

“Technology in Teaching and Research”

Richelle Miller

Fort Wayne Community Schools

Alice Merz

Indiana University Purdue University Fort Wayne

Terri Swim

Indiana University Purdue University Fort Wayne

Co-Sponsored by:

The Scholar-Practitioner Center, Indiana University Purdue University Fort Wayne

Fort Wayne Community Schools

T.0140.TC Psychometric Issues in Test and Survey Development

D: Measurement and Research Methodology — Paper Presentation

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

CHAIR *Shannon O. Sampson, University of Kentucky*

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

PRESENTATIONS

- Rasch Model Evaluation of Instrument Performance: Reliability and Reliability. *Zongmin Kang, The University of Toledo, Gregory Stone, The University of Toledo, Sema A. Kalaian, Eastern Michigan University*
- The Psychometrics of Praxis III and Their Relationships to Teacher Education Program Variables. *William E. Loadman, The Ohio State University, Rael Moore, The Ohio State University*
- Developing a Concordance Table of Ohio Proficiency and Achievement Tests. *Marsha S. Lewis, Ohio University, Anirudh V.S. Ruhil, Ohio University*
- Factor Analysis and Factorial MANOVA of the Personal Attribute Questionnaire. *Brandi C. Owsley, University Of Louisville, Namok Choi, University of Louisville, Kevin Herdman, University of Louisville*

T.0310.CP Division J Meeting

J: Postsecondary Education — Meeting

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

CHAIR *Mark Magnuson, Ivy Tech Community College*

DISCUSSANT *Marc Cutright, Ohio University*

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

T.0310.DP Division F Meeting and Invited Address

F: History and Philosophy — Meeting

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

CHAIR *Nathan R. Myers, Ashland University*

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

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

Invited Address:

“The Council of Social Foundations, NCATE, and the Future of Foundations Courses”

Joe Watras

University of Dayton

T.0310.GB Roundtables and Posters

MWERA — Roundtable Discussion/Poster
Thursday, 3:10 PM to 4:30 PM — Grand Ballroom

PRESENTATIONS

- TABLE 1 Instructors' Attitudes toward Implementing Inquiry-Based Instruction. *Yue Li, Miami University, Jinyu Xia, Miami University, Aimin Wang, Miami University, Amanda Harris, Miami University*
- TABLE 2 Teaching Through Web-Enhancement: Lessons Learned Over 12+ years. *Sharon L. McNeely, Northeastern Illinois University*
- TABLE 3 Developing Meaningful On-line Instruction for Educational Administration Programs. *Scott B. Wegner, Missouri State University, Ken Holloway, Missouri State University, Sandra K. Wegner, Missouri State University-Emeritus*
- TABLE 4 The Impact of Teaching, Self-efficacy, Learning Goals, and Learning Strategies on Academic Outcomes for High School Students. *John L. Rausch, John Carroll University, David T. Walters, John Carroll University*
- TABLE 5 The Influence of Perceived Teacher Affective Support on Early Adolescents' Motivational, Emotional, and Academic Outcomes. *Gonul Sakiz, The Ohio State University, Stephen Pape, The Ohio State University*
- TABLE 6 Engaging Students for Learning and Instruction: Data from the High School Survey of Student Engagement. *Ethan Yazzie-Mintz, Indiana University*
- TABLE 7 Investigating the Theoretical Framework of Personal Standards Toward Parent School Engagement: A Cluster Analysis. *Angeline Stuckey, Northern Illinois University*
- TABLE 8 Language Learning Strategies and Language Proficiency: A Case Study of Two International Graduate Students. *Hsin-Mei Lin, Indiana University – Bloomington, Hsin-Mei Lin, Indiana University - Bloomington*
- TABLE 9 Self-Determination and Middle School Students' Preferences for Coaching in Problem-Based Learning. *Jean W. Pierce, Northern Illinois University, Debra Gerdes, Illinois Mathematics and Science Academy*
- TABLE 10 ERIC: Flaws, Faults, and Shortcomings — Implications for Research. *Katherine M. Dahl, Western Illinois University*
- TABLE 11 The Interaction between Culture and Technology: Challenges and Opportunities in Researching Africa. *Faith W. Ngunjiri, Bowling Green State University, Wairimu Wanjau Mutai, Kent State University*
- TABLE 12 OSU Extension's Applied Research Initiative: Training in the Scholarship of Engagement. *Cindy Burgraff-Torppa, The Ohio State University, Greg Davis, The Ohio State University, Thomas Archer, The Ohio State University, Jerold Thomas, The Ohio State University*
- TABLE 13 School Pedagogy of Character Development. *Christopher J. Meidl, Pennsylvania State University*
- TABLE 14 Perceptions of Teaching and Motivation: A Quantitative Comparison of Chinese and American College Students. *Zongmin Kang, The University of Toledo, Gregory Stone, The University of Toledo*
- TABLE 15 Young Children's Storytelling Events and Emotion in the Preschool Classroom: A Microethnographic Discourse Analysis Perspective. *Samara D. Madrid, The Ohio State University*
- TABLE 16 Culture, National Identity and Education: Perspectives on Multiculturalism and the "Foreign Bride" Phenomenon in Taiwan. *Chung-Hsien Hsu, Ashland University, Nathan R. Myers, Ashland University*
- TABLE 17 The General Studies Degree in an Electronic Era: The Graduates' Perspective. *Frank R. DiSilvestro, Indiana University, Joanne Alexander-Brown, Indiana University*

T.0310.HP Practical Applications of Issues and Trends in Curricular Theory

B: Curriculum Studies — Paper Presentation
Thursday, 3:10 PM to 4:30 PM — Hartman Parlor

CHAIR *Doug Feldmann, Northern Kentucky University*

DISCUSSANT *Jim Freemeyer, Indiana Wesleyan University*

PRESENTATIONS

- Classroom Practitioners of Differentiated Instruction: Congruence of Teachers' Beliefs, Self-Reported Classroom Practices, and Theory. *Katharine A. Olson, Loyola University Chicago, Beverly Kasper, Loyola University Chicago*
- Knowing Where We've Been and Deciding Where To Go: An Analysis of the Research Literature on Early Childhood Literacy and Technology. *Kristine L. Still, Cleveland State University, Jaclyn P. Gordon, University of Akron*
- The Effect of Sustained Silent Reading on High School Student's Lexile Scores and Attitude Toward Reading. *Kellie S. Birmingham, Wichita State University/USD 259 Public Schools, Peggy Jewell, Wichita State University*

T.0310.NH Discussion of an Analytic Technique to Improve the Internal Validity of Non-Equivalent Groups Research Designs: Propensity Score Analysis

H: School Evaluation and Program Development — Symposium
Thursday, 3:10 PM to 4:30 PM — Neil House Parlor

CHAIR *Keith McNeil, New Mexico State University*

DISCUSSANT *Keith McNeil, New Mexico State University*

PRESENTATIONS

- A Symposium to Discuss an Analytic Technique Used to Improve the Internal Validity of Non-Equivalent Groups Research Designs: Propensity Score Analysis. *Isadore Newman, University of Akron, John W. Fraas, Ashland University, Richard Hofmann, Miami University, David O. Newman, Cleveland State University, Joshua G. Bagakas, Cleveland State University*

T.0310.PP Visible Curriculum: Educational Psychology in Teacher Preparation and NCLB in Classroom Practice

K: Teaching and Teacher Education — Paper Presentation
Thursday, 3:10 PM to 4:30 PM — Park Parlor

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

DISCUSSANT *Alice Merz, Indiana University Purdue University Fort Wayne*

PRESENTATIONS

- Teachers' Perceptions of the Influence of No Child Left Behind on Instructional and Assessment Practices. *Craig A. Mertler, Bowling Green State University*
- The "Not So Hidden" Curriculum: Assessing Teacher Candidates Dispositions Toward Learning in Educational Psychology. *Julia Matuga, Bowling Green State University, Heather Sheehan, Bowling Green State University*
- Examining the Technology Assisted Assessment Expectation of NCLB. *Vicki L. Collins, Northern Illinois University, Cynthia Campbell, Northern Illinois University*

T.0310.SP Technology: Problem Solver or Problem Creator?

L: Educational Policy and Politics — Paper Presentation
Thursday, 3:10 PM to 4:30 PM — Seneca Parlor

CHAIR *Julie Edmister, Bowling Green State University*

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

PRESENTATIONS

- Defending the Right of Ownership in the Digital Academy. *Kenneth R. Adderley, Upper Iowa University*
- Assessing Student Academic Indicators Between Face to Face and Distance Education Instruction. *Mark G. Urtel, Indiana University Purdue University Indianapolis, Alan E. Mikesky, Indiana University Purdue University Indianapolis, Rafael E. Bahamonde*
- Online Courses in Appalachian Ohio High Schools - Perceptions and Experiences of Superintendents and Principals. *Scott Robison, Ohio University, Teresa Franklin, Ohio University*

T.0310.TC Determining What Could/Should Be: The Delphi Technique

D: Measurement and Research Methodology — Symposium
Thursday, 3:10 PM to 4:30 PM — Thurber Conference Suite

CHAIR *Erin M. Curran, Bowling Green State University*

DISCUSSANT *Xin Liang, Akron University*

PRESENTATIONS

- A Symposium on "Determining What Could/Should Be": The Delphi Technique. *Larry E. Miller, The Ohio State University, Bev Kelbaugh, The Ohio State University, Chia-Chien Hsu, The Ohio State University, Sema Kalaian, Eastern Michigan University*

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T.0440.CP Web-Based and Traditional Survey Research

D: Measurement and Research Methodology — Paper Presentation
Thursday, 4:40 PM to 6:00 PM — Chittenden Parlor

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

DISCUSSANT *Rafa M. Kasim, Kent State University*

PRESENTATIONS

- Teacher Responses to Web-Based and Traditional Mail Surveys: Does Mode Matter? *Bengu Borkan, The Ohio State University, Ayres d'Costa, The Ohio State University*
- Strengths and Weaknesses of Conducting Online Surveys: A Review of the Literature. *Jennifer Weber, University of Kentucky, Kelly D. Bradley, University of Kentucky*
- Characteristics Associated with Increasing the Response Rates of Web Based Surveys. *Thomas M. Archer, The Ohio State University Extension*

T.0440.DP Quantitative and Qualitative Insights on Current Practice

I: Education in the Professions — Paper Presentation
Thursday, 4:40 PM to 6:00 PM — Deshler Parlor

CHAIR *LeAnn Derby, U.S. Air Force Academy*

DISCUSSANT *Frank DiSilvestro, Indiana University*

PRESENTATIONS

- Educational Needs and Preferences of Ohio Township Trustees. *David J. Civittolo, The Ohio State University Extension, Nancy Kukay, The Ohio State University Extension*
- Family Medicine Residency Satisfaction. *Christopher Simpson, Ohio University, Marc Cutright, Ohio University*
- Online Learning: Orthodox, Paradox, Heterodox. TPI to the Rescue. *Masoud Ghaffari, East Tennessee State University*
- How Teachers Come to Know What They Know: A Case Study. *Kyoung-Ae Kim, Northern Illinois University*

T.0440.GS Student Member Meeting

MWERA — Meeting
Thursday, 4:40 PM to 6:00 PM — Great Southern Gallery

CHAIR *Sharon A. Valente, Ashland University*

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

T.0440.HP Leadership Styles and Behaviors

A: Administration — Paper Presentation
Thursday, 4:40 PM to 6:00 PM — Hartman Parlor

CHAIR *Anne Christo-Baker, The University of Toledo*

DISCUSSANT *Judy Zimmerman, Bowling Green State University*

PRESENTATIONS

- Teacher Satisfaction with Transformational Leader Behavior of Indiana School Principals. *Charles E. Kline, Purdue University, Linda Rugg, Valparaiso Community Schools*
- Princial Leadership Style, School Culture and Effectiveness. *Charles E. Kline, Purdue University, Peggy Scope, Michigan City Public Schools*

T.0440.NH Qualitative and Quantitative Analyses of School Programs

H: School Evaluation and Program Development — Paper Presentation
Thursday, 4:40 PM to 6:00 PM — Neil House Parlor

CHAIR *Jerry C. Obiekwe, University of Akron - Wayne College*

DISCUSSANT *Isadore Newman, University of Akron*

PRESENTATIONS

- A Professional Development School Intervention: Two Years of Data from Project REAL's Quasi-Experimental Design. *David A. Walker, Northern Illinois University*
- A Valid and Reliable Instrument for Measuring Force and Motion Conceptual Understanding. *Susan E. Ramlo, University of Akron*
- Using Hierarchical Linear Modeling to Examine the Impact of Using a Voucher on Student Achievement Growth. *Kelli M. Paul, Indiana University*

- T.0440.PP Division G Meeting**
 G: Social Context of Education — Meeting
 Thursday, 4:40 PM to 6:00 PM — Park Parlor
 CHAIR *Mark S. Brown, Daemen College*
 DISCUSSANT *Thomas Parish, Upper Iowa University*
 NOTES *All conference participants interested in Division G - Social Context of Education - are encouraged to participate in this session.*
- T.0440.SP Division L Meeting**
 L: Educational Policy and Politics — Meeting
 Thursday, 4:40 PM to 6:00 PM — Seneca Parlor
 CHAIR *Kathleen Brown, University of Missouri - St. Louis*
 DISCUSSANT *James E. Murray, University of Missouri - St. Louis*
 NOTES *All conference participants interested in Division L - Educational Policy and Politics - are encouraged to participate in this session.*
- T.0440.TC Teacher Preparation Issues: PDS, Student Teacher Supervision, and Interdisciplinary Planning**
 K: Teaching and Teacher Education — Paper Presentation
 Thursday, 4:40 PM to 6:00 PM — Thurber Conference Suite
 CHAIR *Katrina Daytner, Western Illinois University*
 DISCUSSANT *Jane Leatherman, Indiana University Purdue University Fort Wayne*
 PRESENTATIONS
- Does Interdisciplinary Planning and Instruction Matter? *Mary Beth Henning, Northern Illinois University, Cynthia Campbell, Northern Illinois University*
 - Using Research to Inform Our Fledgling Professional Development Schools: Data-Driven Decision Making. *Sharon J. Damore, DePaul University, Kapustka, Katherine, DePaul University*
 - Negotiating New Territories: Learning Student Teaching Supervision On-the-Job. *Zeynep Z. Isik-Ercan, The Ohio State University, Hyun Young Kang, The Ohio State University, Kami Darling, The Ohio State University*
- T.0600.GS Cracker Barrel Social**
 MWERA — Alternative Session
 Thursday, 6:00 PM to 7:30 PM — Great Southern Gallery
 NOTES *Join us for some fun and fellowship! Hors d'oeuvres and cash bar will be available.*

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6:00 pm – 7:30 pm in the Great Southern Gallery

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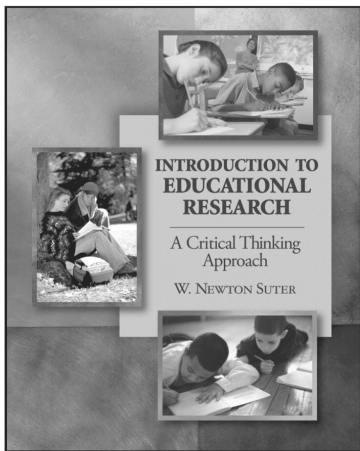
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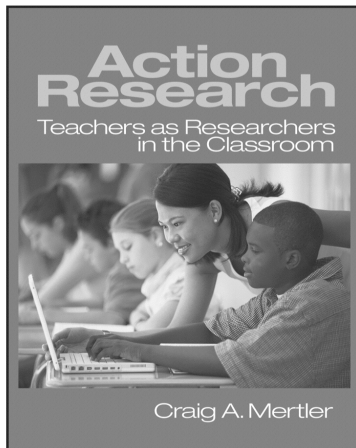
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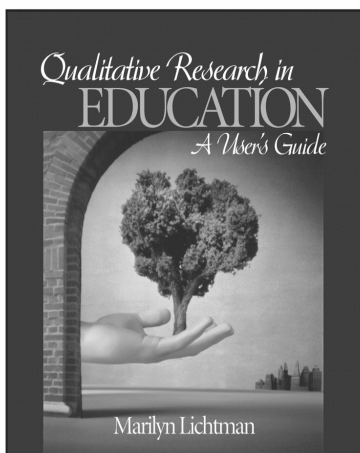


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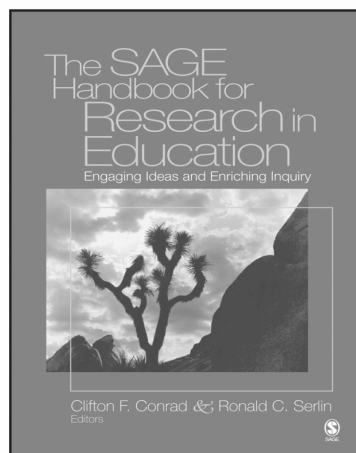


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Friday, October 13, 2006

F.0800.CP Mathematics Education: K-12 and Beyond

C: Learning and Instruction — Paper Presentation

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

CHAIR *Eric Mansfield, Western Illinois University*

DISCUSSANT *Marlene Schommer-Aikins, Wichita State University*

PRESENTATIONS

- Establishing the Validity and Reliability of a Teachers' Self-Efficacy Scale Towards the Use of Mathematics in Science Lessons. *Sevinc Ongel-Erdal, Ege University - Turkey, Berna Gunhan, Dokuz Eylul University, Bilge Taskýn-Can, Dokuz Eylul University*
- Engaging Precalculus Teaching Assistants in Concept Mapping: A Contemplation on Concept Map as a Tool to Represent and to Share Mathematical Ideas. *Feiye Yew, The Ohio State University*
- An Examination of the Relationship Between Paraticipation in Advanced Placement and Students' Subsequent Performance In Calculus at Ohio University. *Greta T. Oliver, Ohio University*

F.0800.DP School Factors and Their Influence on Student Academic Achievement

G: Social Context of Education — Paper Presentation

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

CHAIR *Doris Bergen, Miami University*

DISCUSSANT *Thomas Parish, Upper Iowa University*

PRESENTATIONS

- Is Gender a Factor in Determining Outstanding Mathematics Students? *Van Nelson, Ball State University, Krystina Leganza, University of Indianapolis*
- Academic Achievement in Early Adolescents: The Impact of Two School Models. *Margaret Z. Booth, Bowling Green State University, Heather C. Sheehan, Bowling Green State University, Mark A. Earley, Bowling Green State University*
- Equity and Staff Caring Measurements in a School Improvement Planning Questionnaire in an Urban Catholic High School. *Lanny K. Hollis, Cleveland State University*

F.0800.GS Writing About Teaching

MWERA — Workshop

Friday, 8:00 AM to 9:20 AM — Great Southern Gallery

PRESENTER *Deborah Bainer Jenkins, University of West Georgia*

ABSTRACT

This workshop challenges participants to explore their teaching responsibilities to identify aspects that can be written about and published. Participants will see how routines, including paper grading and lesson planning, are part of the scholarship of teaching. Examples of refereed publications and outlets for scholarship about teaching will be presented.

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**Friday, 9:00 am – 4:30 pm
in the Foyer**

F.0800.HP Division Chairs and Co-Chairs

MWERA — Meeting

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

CHAIR *Rodney J. Greer, Western Illinois University*

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

NOTES *All 2006 Division Chairs and Co-chairs are encouraged to attend.*

F.0800.NH Social Justice in NCATE Conceptual Frameworks and the Absence of Minority Educators

K: Teaching and Teacher Education — Paper Presentation

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

CHAIR *Carmen Giebelhaus, Rhode Island College*

DISCUSSANT *Terri Swim, Indiana University Purdue University Fort Wayne*

PRESENTATIONS

- Selected National Minority Teacher Recruitment Models for American Association of School Personnel. *Janet E. Kearney, Ashland University*
- A Critical Analysis of the Use of Social Justice in NCATE Conceptual Frameworks. *Katherine M. Kapustka, DePaul University, M. Shelley Thomas, University of Louisville, Penny Howell, University of Kentucky, Christine Clayton, Pace University, Vivian Moody, University of Louisville*

F.0800.PP Teacher Quality Partnership Preservice Survey: The Design, Implementation, and Analysis of Results

D: Measurement and Research Methodology — Symposium

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

CHAIR *David A. Walker, Northern Illinois University*

DISCUSSANT *Joshua Bagakas, Cleveland State University*

PRESENTATIONS

- Teacher Quality Partnership Preservice Survey: The Design, Implimentation and Analysis of Results. *William E. Loadman, The Ohio State University, Raeal Moore, The Ohio State University, Dirk Richter, The Ohio State University, Kevin Kula, The Ohio State University*

F.0800.SP Technology Use for School Administration

A: Administration — Paper Presentation

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

CHAIR *Charles Kline, Purdue University*

DISCUSSANT *Anne Christo-Baker, The University of Toledo*

PRESENTATIONS

- The Use of Technology in Administrator Preparation. *James E. Murray, University of Missouri at St. Louis*
- The Development of a Logistic Regression Model Used to Identify At-Risk Students on the Ohio Grade 3 Reading Achievement Test. *Douglas J. Marrah, Ashland University, John Fraas, Ashland University, Harold Wilson, Ashland University, Herb Broda, Ashland University, James Rycik, Ashland University*
- Promoting Technology Use and Analysis among Principal Candidates. *Judith A. Zimmerman, Bowling Green State University, Petrina Hill, Bowling Green State University, Karen Smith, Bowling Green State University*

F.0800.TC Applications of Item Response Theory (IRT) to Educational Testing

D: Measurement and Research Methodology — Paper Presentation

Friday, 8:00 AM to 9:20 AM — Thurber Conference Suite

CHAIR *Gibbs Y. Kanyongo, Duquesne University*

DISCUSSANT *Tom Smith, Northern Illinois University*

PRESENTATIONS

- Effect of Conditional Dependency within Testlets on Accuracy of Vertical Scales. *Sungwon Ngudgratoke, Michigan State University*
- Bridging Item Response Theory to Classical True-Score Measures of Student Performance on Basic Arithmetic Operations. *Dimiter M. Dimitrov, George Mason University, Carmen Ximenez, University of Madrid, Spain, Vicente Ponsoda, University of Madrid, Spain, Sonia Romero, University of Madrid, Spain*
- Psychometric Analysis of Cognitive Operations Underlying Student Performance on Basic Arithmetic Operations: An Application of the Least Squares Distance Method. *Dimiter M. Dimitrov, George Mason University, Sonia Romero, Universidad Autonoma, Madrid, Spain, Carmen Ximenez, Universidad Autonoma, Madrid, Spain, Vicente Ponsoda, Universidad Autonoma, Madrid, Spain*

F.0930.GB MWERA Business Meeting

MWERA — Meeting
Friday, 9:30 AM to 10:20 AM — Grand Ballroom

CHAIR *Rodney J. Greer, Western Illinois University*

DISCUSSANT *Sharon A. Valente, Ashland University*

NOTES *Nominations for next year's officers and other general business matters will be addressed.*

F.1030.CP New Program Development: Implications for Learning, Teaching, and Program Learning Outcomes

H: School Evaluation and Program Development — Paper Presentation

Friday, 10:30 AM to 11:50 AM — Chittenden Parlor

CHAIR *Jerry C. Obiekwe, University of Akron - Wayne College*

DISCUSSANT *Carole Newman, University of Akron*

PRESENTATIONS

- Designing Learning in an Electronic Era: Analysis of an Online Teacher Professional Development System and Online Instruction for High School Students. *Tania Jarosewich, Censeo Group, Kathleen Roskos, John Carroll University, Lisa Lenhart, University of Akron, John Savery, University of Akron, Linda Collins, University of Akron, James Luther, Luther Consulting, Elizabeth Oyer, Evaluation Solutions, Tom Clark, TA Consulting*
- The Development of a Continuous Learning Seminar: Direction for Future Evaluation. *Carol L. Pietrasz, Ashland University*
- Organizational Change Research Using the Q Method: Developing a Doctoral Program. *Jill L. Lindsey, Wright State University, Timothy Rafferty, Wright State University*

F.1030.DP Division B Meeting

B: Curriculum Studies — Meeting

Friday, 10:30 AM to 11:50 AM — Deshler Parlor

CHAIR *Doug Feldmann, Northern Kentucky University*

DISCUSSANT *Alex Wrege, The University of Toledo*

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

F.1030.HP Practitioner Issues: Principals in the Field

A: Administration — Paper Presentation

Friday, 10:30 AM to 11:50 AM — Hartman Parlor

CHAIR *Carla Edlefson, Ashland University*

DISCUSSANT *Carla Edlefson, Ashland University*

PRESENTATIONS

- Courage to Lead Against the Demands for Instantaneous Perfection. *Stella C. Batagiannis, Indiana University - Purdue University Fort Wayne*
- Do School Security Efforts Make Students Feel Safe? *Daniel S. Alemu, Illinois State University*
- Patterns of Success for Urban Extension Programs. *Jack Kerrigan, The Ohio State University Extension*

F.1030.NH From Gangs to Grammar: The Use of an Interactive Electronic Response System in Multi-Disciplinary College Classes

C: Learning and Instruction — Symposium

Friday, 10:30 AM to 11:50 AM — Neil House Parlor

CHAIR *Richelle S. Laipply, University of Akron*

PRESENTATIONS

- From Gangs to Grammar: The Use of an Interactive Electronic Response System in Multi-Disciplinary College Classes. *Richelle S. Laipply, University of Akron, Stacy Willet, University of Akron, Mary Myers, University of Akron, Jeff Schantz, University of Akron*

F.1030.PP Division D Meeting

D: Measurement and Research Methodology — Meeting

Friday, 10:30 AM to 11:50 AM — Park Parlor

CHAIR *Sema A. Kalaian, Eastern Michigan University*

DISCUSSANT *Gibbs Kanyongo, Duquesne University*

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

F.1030.SP Supporting Faculty Inquiry: Evaluating Technology Integration at Campuses in Northwest Ohio

J: Postsecondary Education — Symposium
Friday, 10:30 AM to 11:50 AM — Seneca Parlor

CHAIR *Julia M. Matuga, Bowling Green State University*

PRESENTATIONS

- Supporting Faculty Inquiry: Evaluating Technology Integration at Campuses in Northwest Ohio. *Julia M. Matuga, Bowling Green State University, Savilla Banister, Bowling Green State University, Pamela A. Bechtel, Bowling Green State University, Radhika Gajjala, Bowling Green State University, Anne Lesser, Bowling Green State University - Firelands, Robin Kratzer, Defiance College, Mary Ann Studer, Defiance College, Edward Harrington, Terra State Community College, Diana K. Garver, Ohio Northern University*

F.1030.TC Technology Integration: Perceptions and Use

K: Teaching and Teacher Education — Paper Presentation
Friday, 10:30 AM to 11:50 AM — Thurber Conference Suite

CHAIR *Kathryn Wiggins, DePaul University*

DISCUSSANT *Mary Beth Henning, Northern Illinois University*

PRESENTATIONS

- Technology Integration Perceptions of Undergraduate First Year Teacher Education Students. *Judith N. Oberlander, University of Dayton, Carolyn Talbert-Johnson, University of Dayton*
- Integration of Technology into Teacher Education Courses: A Faculty Development Mentoring Project. *Mary E. West, College of Mount St Joseph, Kim Shibinski, College of Mount St Joseph, Linda Schoenstedt, College of Mount St Joseph, Trisha Robitaille, College of Mount St Joseph*
- Appropriate Technology Use: Mathematics Preservice Teachers' Conceptions. *Patrick Wachira, Cleveland State University*

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F.1200.GB Luncheon Keynote Address

MWERA — Alternative Session
Friday, 12:00 PM to 1:20 PM — Grand Ballroom
Rodney J. Greer, Western Illinois University

CHAIR

PRESENTATION

Fred Conrad

*Institute for Social Research
University of Michigan*

***“Interactive Aspects of Web Surveys”***

The World Wide Web has evolved from a medium for disseminating information to one that is increasingly used for collecting information. Perhaps the most rapidly growing on-line data collection activity is survey research. Major government and scientific surveys, including the 2010 Census, now offer respondents the option of completing questionnaires on-line and education research is also making this methodological transition. Yet there are numerous obstacles to collecting high quality data with Web surveys. For example, respondents with Web access may still differ from those without access, limiting the generalizability of findings; Web survey respondents, like most Web users, are impatient and prone to “break-off” at high rates leading to substantial amounts of missing data; and the absence of interviewers means their ability to motivate respondents and make sure they can answer the questions is absent. In his address, Dr. Conrad will discuss recent research into the design of interactive Web surveys intended to restore some of the benefits of interviewer administration and take advantage of some things computers do better than people: links to definitions so respondents can obtain clarification on demand; “user models” that monitor respondents’ understanding, and intervene when they seem confused; “progress indicators” to inform respondents how much of the questionnaire remains to be completed; and feedback about numerical answers that must add to a fixed sum like 100% or 24 hours. These innovations are promising but not perfect: respondents are reluctant to make even minor efforts to obtain useful information; progress feedback can be a disincentive to complete the questionnaire if it is discouraging; and feedback on tallies can lead to well-formed but inaccurate answers. Dr. Conrad will present several Web and laboratory experiments that explore the costs and benefits of interactive features of Web surveys.

Dr. Conrad is an Associate Research Scientist at the Institute for Social Research, University of Michigan. He works at the interface of cognitive psychology, human-computer interaction and survey methodology. The theme that underlies much of his current work is the reduction of survey measurement error by better understanding how respondents answer questions. For example, he has a long standing interest in how respondents’ understanding of survey questions affects the accuracy of their answers; his recent work in web surveys is due in part to the rich set of techniques afforded by the medium to clarify the meaning of questions. After receiving a doctorate from the University of Chicago in cognitive psychology (his dissertation concerned language comprehension), Dr. Conrad conducted research on intelligent tutoring systems as a post-doctoral fellow at Carnegie Mellon University. Before moving to Michigan in 2002, he spent eleven years at the Bureau of Labor Statistics where he investigated interviewing and automated data collection techniques. His research results appear in various journals including *Public Opinion Quarterly*, *Psychological Review*, *Cognitive Science*, *Applied Cognitive Psychology*, and the *Journal of Official Statistics*. Conrad is currently editing a book on the future of survey interviewing.

F.0140.CP Follow-Up Discussion From the Luncheon Keynote Address

MWERA — Alternative Session
Friday, 1:40 PM to 3:00 PM — Chittenden Parlor
Craig A. Mertler, Bowling Green State University

CHAIR

NOTES

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

F.0140.DP Assessment of Special and Minority Student Populations

D: Measurement and Research Methodology — Paper Presentation

Friday, 1:40 PM to 3:00 PM — Deshler Parlor

CHAIR *Xin Liang, Akron University*

DISCUSSANT *Erin M. Curran, Bowling Green State University*

PRESENTATIONS

- Researching and Assessing Multiple and Fluid Identities of Gender and Sexuality. *Lawrence J. Mrozek, The Ohio State University, Barbara I. Wharton, The Ohio State University*
- An Analysis of the Bem Sex Role Inventory. *Kevin J. Herdman, University of Louisville, Namok Choi, University of Louisville, Brandi Clark Owsley, University of Louisville*
- Case Studies and Intervention Studies: More Needed Concerning Ethnically Diverse Gifted Students. *Saiying Hu, Purdue University, So Yoon Yoon, Purdue University*
- Cultural Dimensions in Minority Retention: Implications for Science, Technology, Engineering, and Mathematics. *Jeffry L. White, Ashland University, Jing Zhu, The Ohio State University*

F.0140.HP 21st Century Blackboards

K: Teaching and Teacher Education — Paper Presentation

Friday, 1:40 PM to 3:00 PM — Hartman Parlor

CHAIR *Kevin Kula, The Ohio State University*

DISCUSSANT *Jeanne Galbraith, The Ohio State University*

PRESENTATIONS

- The Impact of Formative Feedback on Student Learning in an Online Classroom. *Beverly M. Klecker, Morehead State University*
- Online Discussion Boards: Instructional Strategies and Instructor Decisions that Facilitate Meaningful Learning. *Elizabeth Bennett, University of West Georgia, Hema Ramanathan, University of West Georgia*
- Exploring the Use of Blackboard as a Teaching and Learning Tool. *Melissa A. Askren Edgehouse, Bowling Green State University, Judith Zimmerman, Bowling Green State University*

F.0140.NH Current and Historical Perspectives on the History of Higher Education and Educational Research

F: History and Philosophy — Paper Presentation

Friday, 1:40 PM to 3:00 PM — Neil House Parlor

CHAIR *Nathan R. Myers, Ashland University*

DISCUSSANT *Anne Phillips, Rowan University*

PRESENTATIONS

- Progressivism and Higher Education: Charles Franklin and Mary Dunning Thwing and Western Reserve University, 1906-1921. *Philo A. Hutcheson, Georgia State University*
- Education Science: What is Privileged and What is Disadvantaged. *Erwin V. Johanningmeier, University of South Florida*
- Cultural Lag, the Development of the Social Sciences, and Rockefeller Supported Educational Research, 1914-1945. *Theresa M. Richardson, Ball State University*

F.0140.PP Building Instructional Leadership Communities Through Scholarly Partnerships

A: Administration — Symposium

Friday, 1:40 PM to 3:00 PM — Park Parlor

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

DISCUSSANT *Kathleen Murphey, Indiana University Purdue University Fort Wayne*

PRESENTATIONS

- Building Instructional Leadership Communities through Scholarly Partnerships. *Glenda Moss, Indiana University Purdue University Fort Wayne, Karol Dehr, Indiana University Purdue University Fort Wayne, Terry Springer, Fort Wayne Community Schools, Pat Naragon, Smith-Green Community Schools, Mary Ray, Smith-Green Community Schools, Dan Parks, Westview Junior/Senior High Schools, Milissa Visalli, Indian Springs Middle School*

F.0140.SP Faculty Views as Compared to Those of Students, Accrediting Bodies, and NCLB Requirements

H: School Evaluation and Program Development — Paper Presentation
Friday, 1:40 PM to 3:00 PM — Seneca Parlor

CHAIR *Carol L. Pietrasz, Ashland University*

DISCUSSANT *John W. Fraas, Ashland University*

PRESENTATIONS

- Determining Epistemological Views Among Different Groups of Undergraduate Students. *Susan E. Ramlo, University of Akron, Kevin Kaut, University of Akron, Janet Thompson, University of Akron*
- Aligning Elements of the Program Approval Process with the Unit Assessment System. *Brad M. Ritchey, C-TEC of Licking County, Robert Hite, The Ohio State University*
- Interpreting NCLB Proficiency Data for Schools. *Bruce G. Rogers, University of Northern Iowa*

F.0140.TC Making Measurement Meaningful

D: Measurement and Research Methodology — Workshop
Friday, 1:40 PM to 3:00 PM — Thurber Conference Suite

PRESENTERS *Thomas Parish, Upper Iowa University, Kenneth Adderley, Upper Iowa University*

ABSTRACT

It has come to the presenters' attention that many people (even researchers) are really not aware as to what they need to do to make their measurement meaningful. Hence, if anyone would like to know how meaningful measurement can be achieved, they should plan on attending this workshop that will cover such things as (1) types of measurement that are frequently used, (2) how best to utilize them, (3) what assumptions need to be met in order to use them properly, and (4) some questionnaires that should demonstrate common problems and/or ways to correct them.

F.0310.CP On-Line Teacher Education and Professional Development

K: Teaching and Teacher Education — Paper Presentation
Friday, 3:10 PM to 4:30 PM — Chittenden Parlor

CHAIR *Jane Leatherman, Indiana University Purdue University Fort Wayne*

DISCUSSANT *Beverly M. Klecker, Morehead State University*

PRESENTATIONS

- Using the Internet to Help Teachers Deal with Sexuality in the Classroom: A Comparison of Results of Different Methods to Find Out What Works Better for Teachers. *Sharon L. McNeely, Northeastern Illinois University, Angelia Roberts-Watkins, Chicago State University*
- Evaluation of the iDiscovery Project. *Jinyu Xia, Miami University, Yue Li, Miami University, Aimin Wang, Miami University*
- The New VOICE in Alternative Teacher Training. *Mary Natividad, University of Houston - Victoria, Marie Stern Plemons, University of Houston - Victoria*

F.0310.DP Division I Meeting

I: Education in the Professions — Meeting
Friday, 3:10 PM to 4:30 PM — Deshler Parlor

CHAIR *LeAnn Derby, U.S. Air Force Academy*

DISCUSSANT *Frank DiSilvestro, Indiana University*

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

F.0310.HP Division H Meeting

H: School Evaluation and Program Development — Meeting
Friday, 3:10 PM to 4:30 PM — Hartman Parlor

CHAIR *Sharon A. Valente, Ashland University*

DISCUSSANT *Isadore Newman, University of Akron*

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

F.0310.GB Roundtables and Posters

MWERA — Roundtable Discussion/Poster
Friday, 3:10 PM to 4:30 PM — Grand Ballroom

PRESENTATIONS

- TABLE 1 Distributing Leadership Through Collaborative Teacher Evaluation. *Kathleen T. Jorissen, Bowling Green State University, Julie H. Edmister, Bowling Green State University*
- TABLE 2 Content Standards Reflected in Hands-on Practice: Do Educators and Business Managers Agree? *M. S. Whittington, The Ohio State University, Lora Erdy, Benjamin Logan High School*
- TABLE 3 Factors Impacting Perceptions of School Structure Among Pre-Service Teachers. *Doug Feldmann, Northern Kentucky University*
- TABLE 4 Research-based Best Practices in Mentor Training. *Nancy G. Saunders, Indiana Wesleyan University, Jim Freemyer, Indiana Wesleyan University, Cheryl Fleming, Indiana Wesleyan University*
- TABLE 5 The Curriculum Scholar as Public Intellectual. *David R. Loe, Kent State University*
- TABLE 6 The Technology Plan Vision and Mission of Bowling Green High School: Student and Teacher Perceptions of Curricular Alignment. *Karen D. Smith, Bowling Green State University*
- TABLE 7 What's the Matter with Kids Today? *Thomas E. Oldenski, University of Dayton, Darci Newman, Eastern Local Schools Brown County, Diane Neal, Chillicothe City Schools, Thomas Ledinsky, Tara Sira, Centerville City Schools, Karen Foster, Harvard/University of Dayton*
- TABLE 8 Experiences that Impact the Development of Self and Leadership in one Doctoral Program. *Deborah Bainer Jenkins, University of West Georgia, Cher Hendricks, University of West Georgia*
- TABLE 9 Doctoring the Educational Doctorate: The Carnegie Initiative. *Jean W. Pierce, Northern Illinois University, Charles Hancock, The Ohio State University*
- TABLE 10 Virtual Labs in the Online Biology Course: Student Perceptions of Effectiveness and Usability. *Tracey A. Stuckey-Mickell, Northern Illinois University, Bridget D. Stuckey, Center for Distance Learning, City Colleges of Chicago*
- TABLE 11 Issues of Rural Workforce Development: Hearing Rural Concerns. *Larry E. Miller, The Ohio State University*
- TABLE 12 Turkish Adults' Awareness of the Importance Child Development in Early Years. *Huseyin Kotaman, Pennsylvania State University*
- TABLE 13 Madison Moves to Middle School: A Case Study. *Deborah D. Webster, Cleveland State University, Rebecca Morsefield, Kent State University*
- TABLE 14 An Investigation of Teachers' Responses to NCLB and the Disaggregation of Student Data. *Carla C Shaw, Northern Illinois University, Janet Ainsworth, Northern Illinois University*
- TABLE 15 Factors Influencing Teacher Candidate's Content Area Test Performance: A Quantitative Study. *Maureen Spelman, Saint Xavier University, William Stone, Saint Xavier University, Liang Zhao, Saint Xavier University*
- TABLE 16 A Five Year View of Teacher Preparation and Induction in Illinois. *Robert H. Lombard, Western Illinois University, Cecelia Benelli, Western Illinois University*
- TABLE 17 Parents' Perspectives of Kindergarten Selection: A Study of Taiwanese Parents' Perceptions in Taiwan. *Gina Duo, Pennsylvania State University*

F.0310.NH Teaching/Learning Statistics and Research Methods Concepts

D: Measurement and Research Methodology — Paper Presentation
Friday, 3:10 PM to 4:30 PM — Neil House Parlor

CHAIR *Beverly Dretzke, University of Minnesota*

DISCUSSANT *Keith McNeil, New Mexico State University*

PRESENTATIONS

- Ways to Look at the Correlation Coefficient in Educational Statistics Texts. *Bruce G. Rogers, University of Northern Iowa*
- Measuring Instructor Expectations and Perceptions. *Kristine J. Ginley, Capella University & Westwood College, Gerald Giraud, Capella University*
- Developing Reflective Research Methods Course Activities. *Mark A. Earley, Bowling Green State University*

F.0310.PP Politics, Culture, and Schooling in American History

F: History and Philosophy — Paper Presentation
Friday, 3:10 PM to 4:30 PM — Park Parlor

CHAIR *Nathan R. Myers, Ashland University*

DISCUSSANT *Ken Adderley, Upper Iowa University*

PRESENTATIONS

- Education in the Northwest Territories, 1781-1851. *Joseph Watras, University of Dayton*
- The Role of Liberals in the School Desegregation Struggle in Philadelphia, 1970-1981. *Anne E. Phillips, Rowan University*
- The Choctaw Academy of Great Crossings. *Alison J. Tabor, University of Kentucky*

F.0310.SP Principal Preparation and Development in the Chicago Public Schools: ELIS Project

A: Administration — Symposium
Friday, 3:10 PM to 4:30 PM — Seneca Parlor

CHAIR *John C. Daresh, University of Texas at El Paso*

PRESENTATIONS

- Principal Preparation and Development in the Chicago Public Schools: The ELIS Project. *John C. Daresh, University of Texas at El Paso, Mary Beth Cumat, Chicago Public Schools, Raymond Salazar, Chicago Public Schools, Linda Shay, Chicago Public Schools*

F.0310.TC Constructing and Evaluating Measures: Applications of the Rasch Measurement Model

D: Measurement and Research Methodology — Symposium
Friday, 3:10 PM to 4:30 PM — Thurber Conference Suite

CHAIR *Sema A. Kalaian, Eastern Michigan University*

DISCUSSANT *Dimiter M. Dimitrov, George Mason University*

PRESENTATIONS

- Constructing and Evaluating Measures: Applications of the Rasch Measurement Model. *Kelly D. Bradley, University of Kentucky, Jessica Cunningham, University of Kentucky, R. Trent Haines, University of Kentucky, W. E. Harris, Jr., University of Kentucky, Christian E. Mueller, University of Memphis, Kenneth D. Royal, University of Kentucky, Shannon O. Sampson, University of Kentucky, Gilbert Singletary, University of Kentucky, Jennifer A. Weber, University of Kentucky*

F.0440.CP God and The State in the Schoolhouse

L: Educational Policy and Politics — Paper Presentation
Friday, 4:40 PM to 6:00 PM — Chittenden Parlor

CHAIR *Mary Lavin Crerand, Ashland University*

DISCUSSANT *Kathleen Jorissen, Bowling Green State University*

PRESENTATIONS

- The Growth of State Power in Michigan Public Education. *John B. Poster, University of Michigan - Dearborn*
- Educational Reconstruction in Afghanistan: What Should be Discussed? *Bryan A. Silverman, Kent State University, Rachel Anderson, Kent State University, Kim Sebal, Kent State University*
- God at the Grassroots: A Political Analysis of State-Level Christian Right Organizations and American Public Schooling. *Nathan R. Myers, Ashland University*

F.0440.DP Division A Meeting and Invited Address

A: Administration — Meeting
Friday, 4:40 PM to 6:00 PM — Deshler Parlor

CHAIR *Ted Zigler, University of Cincinnati*

DISCUSSANT *Charles Kline, Purdue University*

NOTES

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

Invited Address:

**“Distance Education for Leadership Programs:
Pitfalls and Effective Practice”**

Ted Kowalski

University of Dayton

F.0440.GS MWERA Association Council and Officer's Orientation

MWERA — Meeting
Friday, 4:40 PM to 6:00 PM — Great Southern Gallery

CHAIR *Rodney J. Greer, Western Illinois University*

DISCUSSANT *Sharon A. Valente, Ashland University*

NOTES ***This session will provide an orientation for newly-elected Association Council members and MWERA officers. An overview will be given of our by-laws, policies and procedures, history, and issues that all elected officials should be familiar with as they begin serving MWERA. All members holding elected positions within the Association are requested to attend this session.***

F.0440.HP Division E Meeting

E: Counseling and Human Development — Meeting
Friday, 4:40 PM to 6:00 PM — Hartman Parlor

CHAIRS *Andrew M. Burck, The University of Toledo, Jean Roberts, The University of Toledo*

DISCUSSANT *Jennifer Weber, University of Kentucky*

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

F.0440.NH Knowing PRAXIS III Data for Ohio Teachers

D: Measurement and Research Methodology — Symposium
Friday, 4:40 PM to 6:00 PM — Neil House Parlor

CHAIR *William E. Loadman, The Ohio State University*

PRESENTATIONS

- Knowing Praxis III Data for Ohio Teachers. *William E. Loadman, The Ohio State University, Raeal Moore, The Ohio State University*

F.0440.PP Exploring Variables that Promote At-Risk Student Re-Engagement Back Into the Classroom

G: Social Context of Education — Paper Presentation
Friday, 4:40 PM to 6:00 PM — Park Parlor

CHAIR *Thomas Parish, Upper Iowa University*

DISCUSSANT *Aimin Wang, Miami University*

PRESENTATIONS

- A Phenomenological View of the Re-Engagement of African-American Juvenile Offenders With and Without Disabilities in School. *Latisha D. Bunkley, Cleveland State University*
- The Relationship of Social Capital to Substance Use by High School Students. *Erin M. Curran, Bowling Green State University*
- Preservice Teachers' Culturally Responsive Teaching Self-Efficacy: Implications for Working with Culturally Diverse, Difficult-to-Teach Students. *Tehia V. Starker, University of Nebraska - Lincoln, Kamau Oginga Siwatu, Texas Tech University*

F.0440.SP Division C Meeting and Invited Address

C: Learning and Instruction — Meeting
Friday, 4:40 PM to 6:00 PM — Seneca Parlor

CHAIR *Ellen Sigler, Indiana University Kokomo*

DISCUSSANT *Selma Vonderwell, Cleveland State University*

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

Invited Address:

***“Using Internet Technology to Apply and Extend Research from the Past:
Reviving Work on Instructor Notes and Review Questions”***

Mark Grabe

University of North Dakota

F.0440.TC Middle Level and Early Adolescent Reading and Literacy Development

K: Teaching and Teacher Education — Paper Presentation
Friday, 4:40 PM to 6:00 PM — Thurber Conference Suite

CHAIR *Sharon McNeely, Northeastern Illinois University*

DISCUSSANT *Kathryn Wiggins, DePaul University*

PRESENTATIONS

- Reading Instruction in Middle Level Reading Programs: A State-wide Profile of Focus and Support. *Francine C. Falk-Ross, Northern Illinois University*
- Combining Two Best Practices to Form the Best of Both Worlds: Introducing CALEA. *C. Richele OConnor, Wright State University*
- Attitudes of Music Educators Toward the Teaching of Language Reading Skills in the Music Classroom. *Kevin W. Gerrity, The Ohio State University, Timothy Gerber, The Ohio State University*

F.0600.FO President's Reception

MWERA — Alternative Session
Friday, 6:00 PM to 8:00 PM — Foyer

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

Invitation to the

President's Reception

Friday evening at MWERA is a time to unwind!

Refreshments provided!

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

The Westin Great Southern Hotel

Columbus, Ohio

Saturday, October 14, 2006

S.0800.CP Focus Group Research as a Precursor to Instrument Development

D: Measurement and Research Methodology — Alternative Session

Saturday, 8:00 AM to 9:20 AM — Chittenden Parlor

CHAIR *Alice M. Black, The Ohio State University*

PRESENTATIONS

- Focus Group Research as a Precursor to Instrument Development. *Alice M. Black, The Ohio State University, James Connors, The Ohio State University*

S.0800.DP Culturally Responsive Teaching and/or New Biases

K: Teaching and Teacher Education — Paper Presentation

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

CHAIR *Ed Corley, Heidelberg College*

DISCUSSANT *Joyce Anne Burgener, Michigan State University*

PRESENTATIONS

- Prospective Elementary School Teachers' Culturally Responsive Teaching Self-Efficacy. *Tehia V. Starker, University of Nebraska - Lincoln, Kamau Oginga Siwatu, Texas Tech University*
- Defining Place: Education Majors' Preconceptions of the Terms Urban and Rural. *Kathleen S. Crooks, University of Akron, Eugenia Johnson Whitt, University of Akron*

S.0800.HP Professional Development in a Learning Community

A: Administration — Symposium

Saturday, 8:00 AM to 9:20 AM — Hartman Parlor

CHAIR *Ted Zigler, University of Cincinnati*

DISCUSSANT *Ted Zigler, University of Cincinnati*

PRESENTATIONS

- Professional Development in a Learning Community. *Ann L. Ogletree, University of Cincinnati, Robert Harper Jr, University of Cincinnati, Elaine Montgomery Wilson, University of Cincinnati, Sara Krzywkowski-Mohn, University of Cincinnati, Tianay Amat-Outlaw, University of Cincinnati*

S.0800.NH Trends in Counseling Research and Assessment

E: Counseling and Human Development — Paper Presentation

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

CHAIR *Andrew M. Burck, The University of Toledo*

DISCUSSANT *John L. Rausch, John Carroll University*

PRESENTATIONS

- The Development and Evaluation of the French Version of the Schwartz Outcome Scale-10 (SOS-10-F). *John M. Laux, The University of Toledo, Jennifer L. Young, University of Wisconsin, Laura McLaughlin, The University of Toledo, Dilani Perera-Diltz, Cleveland State University*
- The Effects of Family Structure and Parenting Style on Overt Aggressive Behavior at School. *Bryce Summers, Wichita State University, Linda Bakken, Wichita State University*
- Stages of Change Cardiac Rehabilitation Patients Experience. *Sandra L. Perosa, University of Akron, Linda M. Perosa, University of Akron, Teresa Mc Daniel, University of Akron*
- Factors Contributing to Racial Identity. *Rosie Buser, University of Wisconsin, Laura Laitinen, Oneida Nation*

S.0800.PP Racial Segregation in the North: An Examination of Selected Schools in New Jersey

F: History and Philosophy — Symposium

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

CHAIR *Anne Phillips, Rowan University*

PRESENTATIONS

- Racial Segregation in the North: An Examination of Selected Schools in New Jersey. *Anne E. Phillips, Rowan University, Madeline Glavin Spiehs, Rowan University, Jennifer Fitzpatrick, Rowan University, Rory Barrett, Rowan University, Alyssa Conlon, Rowan University, Nina Stubblebine, Rowan University, Katie Hood, Rowan University, Elyse Chussler, Rowan University, Allison M. Shoemaker, Rowan University*

S.0800.SP The Use of Survey Research to Evaluate and Assist in Program Development

H: School Evaluation and Program Development — Paper Presentation
Saturday, 8:00 AM to 9:20 AM — Seneca Parlor

CHAIR *Carolyn Ridenour, University of Dayton*

DISCUSSANT *David O. Newman, Cleveland State University*

PRESENTATIONS

- Survey Enacted Curriculum: Comparison of Content Analysis of Teaching Practices and the Illinois Learning Standards for Mathematics - Predicting Instructional Practices. *Ximena Recalde, Northern Illinois University, Brent E. Wholeben, Northern Illinois University*
- Students' Perception of What Constitutes Cheating: A Multi-Year Study. *Sharon A. Valente, Ashland University, Isadore Newman, University of Akron*

S.0800.TC Assessing and Enhancing “Connectedness” in the Classroom

C: Learning and Instruction — Symposium
Saturday, 8:00 AM to 9:20 AM — Thurber Conference Suite

CHAIR *Thomas Parish, Upper Iowa University*

PRESENTATIONS

- Assessing and Enhancing “Connectedness” in the Classroom. *Thomas S. Parish, Upper Iowa University, Joycelyn Gay Parish*

S.0800.VB Mid-Western Educational Researcher Editorial Board Meeting

MWERA — Meeting
Saturday, 8:00 AM to 9:20 AM — Vendome Board Room

CHAIR *Deborah Bainer Jenkins, State University of West Georgia*

DISCUSSANT *Adrian Rodgers, The Ohio State University*

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

S.0930.GB Presidential Address

MWERA — Alternative Session
Saturday, 9:30 AM to 10:20 AM — Grand Ballroom

PRESENTATIONS

Rodney J. Greer
Western Illinois University

***“Always Trust the Data When You Can Find It:
How to Proceed Without It”***

From podcasts to vodcasts to high-frequency ring tones, technology continues to shape the fabric of education. We require laptops and seek one-to-one computer classrooms, then ban computers from the classroom. We use cell phones as micro-computers while demanding that students turn cell phones off. States require high school students to take online classes to graduate; institutions of higher education avoid online teacher preparation and then offer online professional development to program graduates. We need to concern ourselves with the discord between legislation and program development and the paucity of data to support either. With an increase in the use of technologies and alternative routes to teacher certification, institutions of higher education need to collect data to show that how they prepare future educators is effective.



S.1030.CP Teacher Research in the Context of High Stakes Accountability

K: Teaching and Teacher Education — Symposium
Saturday, 10:30 AM to 11:50 AM — Chittenden Parlor

CHAIR *Kim K. Metcalf, Monroe County Community Schools*

PRESENTATIONS

- Teacher Research in the Context of High Stakes Accountability. *Kim K. Metcalf, Monroe County Community Schools, Chris Freeman, Fairview Elementary School, Karen Banach, Bloomington South High School, James Robinson, Bloomington South High School, Geneil Ison, Highland Park Elementary School, Myra Farmer, Tri-North Middle School, Lisa Riggins, Tri-North Middle School*

S.1030.DP Policies “To Promote the General Welfare”

L: Educational Policy and Politics — Paper Presentation
Saturday, 10:30 AM to 11:50 AM — Deshler Parlor

CHAIR *Rosaire Ifedi, Ashland University*

DISCUSSANT *Carla Edlefson, Ashland University*

PRESENTATIONS

- Schools That Do and Schools That Don’t Conform To Social Reproduction: The Role of Habitus In Ohio’s Public School Districts. *Rich Hofmann, Miami University*
- The Influence of Post-Employment Health Insurance Concerns on Ohio Teacher Retirement Decisions. *Gregg M. Gascon, Ohio Education Association, William E. Loadman, The Ohio State University, P. Andrew Jewell, Ohio Education Association*
- Multicultural Parental Involvement as a “Social Action”. *LaMetra H. Curry, Northern Illinois University*
- Coordinated School Health? From Theory to Practice: Preparing for the National Wellness Mandate. *Joan S. Leafman, Northeastern Illinois University*

S.1030.GS MWERA 2006 Conference Feedback and Planning

MWERA — Meeting
Saturday, 10:30 AM to 11:50 AM — Great Southern Gallery

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

DISCUSSANT *Dimitar M. Dimitrov, George Mason University*

NOTES *All Division Chairs for both the 2006 and 2007 conferences should attend this session. Feedback from this session will be integrated into the conference planning that will begin at this afternoon’s Board of Directors meeting.*

S.1030.HP The Technology of Change: A Consideration of Four New Models

A: Administration — Symposium
Saturday, 10:30 AM to 11:50 AM — Hartman Parlor

CHAIR *Judy Zimmerman, Bowling Green State University*

PRESENTATIONS

- The Technology of Change: A Consideration of Four New Models. *Judith A. Zimmerman, Bowling Green State University, Melissa Askren Edgehouse, Bowling Green State University, Alexander Edwards, Bowling Green State University, Shanda Gore, Bowling Green State University, Sarah Harrison, Bowling Green State University*

S.1030.NH Strategies to Enhance Students’ and Professors’ Presentation and Publication Skills

D: Measurement and Research Methodology — Symposium
Saturday, 10:30 AM to 11:50 AM — Neil House Parlor

CHAIR *Thomas Parish, Upper Iowa University*

DISCUSSANT *Bruce G. Rogers, University of Northern Iowa*

PRESENTATIONS

- Strategies to Enhance Students’ and Professors’ Presentation and Publication Skills. *Thomas S. Parish, Upper Iowa University, Kenneth Adderley, Upper Iowa University, Austin Dopp, Upper Iowa University, Stewart Dalton, Upper Iowa University*

S.1030.PP **Succeeding at College: Student Approaches and Challenges**

J: Postsecondary Education — Paper Presentation
Saturday, 10:30 AM to 11:50 AM — Park Parlor

CHAIR *Marc Cutright, Ohio University*

DISCUSSANT *Heath Marrs, Fort Hays State University*

PRESENTATIONS

- Recruitment and Support of Diverse Student Populations at the Postsecondary Level. *Jim Olive, University of Dayton, Shane White, University of Dayton*
- Influences to Women's Adjustment to College: Examination of Psycho-Social Factors. *Dustin C. Derby, Northern Illinois University*
- College Students Approach to Learning and Preference for Socially Interactive Learning Environments. *Eric A. Mansfield, Western Illinois University, Steven Pulos, University of Northern Colorado*
- Application of a Self-Reflective Action Research Learning Technique. *Darla J. Twale, University of Dayton, Barbara De Luca, University of Dayton, Janet Herrelko, University of Dayton*

S.1030.SP **Effectiveness of Specific K-12 Programs as Evaluated by Mixed Methods**

H: School Evaluation and Program Development — Paper Presentation
Saturday, 10:30 AM to 11:50 AM — Seneca Parlor

CHAIR *Susan E. Ramlo, University of Akron*

DISCUSSANT *Carolyn Ridenour, University of Dayton*

PRESENTATIONS

- Evaluating the DETC High Schools. *Thomas G. Buckingham, Indiana University*
- Evaluating a Federally Funded Teaching American History Grant Through a Mixed Methods Framework. *Carole Newman, University of Akron, Isadore Newman, University of Akron, Gregory Wilson, University of Akron, Adam Motter, Akron Public Schools*
- The Plug-In Model: An Elementary School Evaluation of Inclusion. *Jane M. Leatherman, Indiana University Purdue University Fort Wayne, Glenda Moss, Indiana University Purdue University Fort Wayne*

S.0100.VB **MWERA Board of Directors Meeting**

MWERA — Meeting

Saturday, 1:00 PM to 5:00 PM — Vendome Board Room

CHAIR *Rodney J. Greer, Western Illinois University*

DISCUSSANT *Sharon A. Valente, Ashland University*

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

MWERA is on the Move!

Beginning in 2007 we will be alternating between St. Louis and Columbus for our annual meeting.

The schedule over the next six years is as follows:

2007 – St. Louis
2008 – Columbus
2009 – St. Louis
2010 – Columbus
2011 – St. Louis
2012 – Columbus

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

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

Some of the **Westport Chalet** features include:

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

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

<http://www.sheratonwestport.com>

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

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

Cross-Index to Session Sponsors

A: Administration, Organization and Leadership

- T.0800.DP Distance Education: Examining the Present While Looking to the Future!
T.1030.HP Creative Ways to Deal with Principal Turnover
T.0140.PP Principal Development: Standards and Mentors
T.0440.HP Leadership Styles and Behaviors
F.0800.SP Technology Use for School Administration
F.1030.HP Practitioner Issues: Principals in the Field
F.0140.PP Building Instructional Leadership Communities Through Scholarly Partnerships
F.0310.SP Principal Preparation and Development in the Chicago Public Schools: ELIS Project
F.0440.DP Division A Meeting and Invited Address
S.0800.HP Professional Development in a Learning Community
S.1030.HP The Technology of Change: A Consideration of Four New Models

B: Curriculum Studies

- T.0310.HP Practical Applications of Issues and Trends in Curricular Theory
F.1030.DP Division B Meeting

C: Learning and Instruction

- T.0800.CP Assessment of Achievement Across Disciplines
T.1030.SP Education in a Diverse Society
T.0140.CP Application and Impact of Internet Technology in the Classroom
F.0800.CP Mathematics Education: K-12 and Beyond
F.1030.NH From Gangs to Grammar: The Use of an Interactive Electronic Response System in Multi-Disciplinary College Classes
F.0440.SP Division C Meeting and Invited Address
S.0800.TC Assessing and Enhancing "Connectedness" in the Classroom

D: Measurement and Research Methodology

- W.0100.NH Engaging Strategies for Teaching Statistics and Educational Research
W.0400.PP Focus Group Interview Moderator Training
T.0800.NH Estimation Issues in Educational and Behavioral Research
T.1030.PP Applications of Multilevel and Hierarchical Linear Modeling
T.0140.NH Statistical Issues in Educational Research
T.0140.TC Psychometric Issues in Test and Survey Development

- T.0310.TC Determining What Could/Should Be: The Delphi Technique
T.0440.CP Web-Based and Traditional Survey Research
F.0800.PP Teacher Quality Partnership Preservice Survey: The Design, Implementation, and Analysis of Results
F.0800.TC Applications of Item Response Theory (IRT) to Educational Testing
F.1030.PP Division D Meeting
F.0140.DP Assessment of Special and Minority Student Populations
F.0140.TC Making Measurement Meaningful
F.0310.NH Teaching/Learning Statistics and Research Methods Concepts
F.0310.TC Constructing and Evaluating Measures: Applications of the Rasch Measurement Model
F.0440.NH Knowing PRAXIS III Data for Ohio Teachers
S.0800.CP Focus Group Research as a Precursor to Instrument Development
S.1030.NH Strategies to Enhance Students' and Professors' Presentation and Publication Skills

E: Counseling and Human Development

- T.1030.DP Human Development Themes in Applied School Settings
F.0440.HP Division E Meeting
S.0800.NH Trends in Counseling Research and Assessment

F: History and Philosophy

- T.0800.SP Pedagogy, Content, and Culture: Viewing Teaching Through the Historiography of Education
T.0310.DP Division F Meeting and Invited Address
F.0140.NH Current and Historical Perspectives on the History of Higher Education and Educational Research
F.0310.PP Politics, Culture, and Schooling in American History
S.0800.PP Racial Segregation in the North: An Examination of Selected Schools in New Jersey

G: Social Context of Education

- T.0800.PP Examining the Perceptions of Teachers and Students in Relation to the Classroom Environment, Peer Culture, and Academic Achievement
T.0440.PP Division G Meeting
F.0800.DP School Factors and Their Influence on Student Academic Achievement

F.0440.PP Exploring Variables that Promote At-Risk Student Re-Engagement Back Into the Classroom

H: School Evaluation and Program Development

T.0800.TC The Validity and Reliability of Standardized Instruments Used for School Evaluation and Program Development

T.1030.TC Challenges and One Set of Solutions to Evaluation Problems in the Real World of Staff Development in Education

T.0140.DP Experiential Learning: The Use of Rapid Prototyping to Facilitate an Effective Learning Environment

T.0310.NH Discussion of an Analytic Technique to Improve the Interval Validity of Non-Equivalent Groups Research Designs: Propensity Score Analysis

T.0440.NH Qualitative and Quantitative Analyses of School Programs

F.1030.CP New Program Development: Implications for Learning, Teaching, and Program Learning Outcomes

F.0140.SP Faculty Views as Compared to Those of Students, Accrediting Bodies, and NCLB Requirements

F.0310.HP Division H Meeting

S.0800.SP The Use of Survey Research to Evaluate and Assist in Program Development

S.1030.SP Effectiveness of Specific K-12 Programs as Evaluated by Mixed Methods

I: Education in the Professions

T.0440.DP Quantitative and Qualitative Insights on Current Practice

F.0310.DP Division I Meeting

J: Postsecondary Education

T.0800.HP Faculty Use of Technology in the Classroom

T.0140.HP Online Learning and Its Impact on Students

T.0310.CP Division J Meeting

F.1030.SP Supporting Faculty Inquiry: Evaluating Technology Integration at Campuses in Northwest Ohio

S.1030.PP Succeeding at College: Student Approaches and Challenges

K: Teaching and Teacher Education

T.1030.NH Learning to Teach in Ohio: Predicting Theory to Practice

T.0140.SP Division K Meeting and Invited Address

T.0310.PP Visible Curriculum: Educational Psychology in Teacher Preparation and NCLB in Classroom Practice

T.0440.TC Teacher Preparation Issues: PDS, Student Teacher Supervision, and Interdisciplinary Planning

F.0800.NH Social Justice in NCATE Conceptual Frameworks and the Absence of Minority Educators

F.1030.TC Technology Integration: Perceptions and Use

F.0140.HP 21st Century Blackboards

F.0310.CP On-Line Teacher Education and Professional Development

F.0440.TC Middle Level and Early Adolescent Reading and Literacy Development

S.0800.DP Culturally Responsive Teaching and/or New Biases

S.1030.CP Teacher Research in the Context of High Stakes Accountability

L: Educational Policy and Politics

T.0310.SP Technology: Problem Solver or Problem Creator?

T.0440.SP Division L Meeting

F.0440.CP God and The State in the Schoolhouse

S.1030.DP Policies "To Promote the General Welfare"

MWERA

W.0800.GS Fireside Chat and Social with Dr. Ron Owston

W.0400.SP How to Write a Review

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

T.0930.GB Keynote Address

T.1030.CP Follow-Up Discussion From the Keynote Address

T.1030.GS New Member Welcome

T.1200.GB MWERA Association Council Meeting

T.0310.GB Roundtables and Posters

T.0440.GS Student Member Meeting

T.0600.GS Cracker Barrel Social

F.0800.GS Writing About Teaching

F.0800.HP Division Chairs and Co-Chairs

F.0930.GB MWERA Business Meeting

F.1200.GB Luncheon Keynote Address

F.0140.CP Follow-Up Discussion From the Luncheon Keynote Address

F.0310.GB Roundtables and Posters

F.0440.GS MWERA Association Council and Officer's Orientation

F.0600.FO President's Reception

S.0800.VB Mid-Western Educational Researcher Editorial Board Meeting

S.0930.GB Presidential Address

S.1030.GS MWERA 2006 Conference Feedback and Planning

S.0100.VB MWERA Board of Directors Meeting

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- Ability Grouping**
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- Accountability**
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- Accreditation**
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Time	MWERA Registration Desk	Foyer (FO)	Chittenden Parlor (CP)	Deshler Parlor (DP)	Grand Ballroom (GB)	Great Southern Gallery (GS)	Hartman Parlor (HP)	Neil House Parlor (NH)	Park Parlor (PP)	Seneca Parlor (SP)	Thurber's Conference Suite (TC)	Vendome Board Room (VB)
Wednesday, October 11, 2006												
1:00pm										Teaching Statistics Workshop		
4:00pm	1:00pm – 6:00pm								Focus Group Workshop	Writing Reviews Workshop		
8:00pm						Fireside Chat: Dr. Owston						
Thursday, October 12, 2006												
8:00am			Div. C	Div. A		Book Writing Workshop	Div. J	Div. D	Div. G	Div. F	Div. H	
9:30am					Keynote Address: Dr. Owston							
10:30am			Keynote Follow-up Discussion	Div. E		New Member Welcome	Div. A	Div. K	Div. D	Div. C	Div. H	
12:00pm					Association Council Meeting							
1:40pm	8:00am – 5:00pm		Div. C	Div. H			Div. J	Div. D	Div. A	Div. K Meeting/Address	Div. D	
3:10pm			Div. J Meeting	Div. F Meeting/Address	Roundtables & Posters		Div. B	Div. H	Div. K	Div. L	Div. D	
4:40pm			Div. D	Div. I		Student Member Meeting	Div. A	Div. H	Div. G Meeting	Div. L Meeting	Div. K	
6:00pm						Cracker Barrel Social						

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Friday, October 13, 2006												
8:00am			Div. C	Div. G		Writing Workshop	Div. Chair Meeting	Div. K	Div. D	Div. A	Div. D	
9:30am					Business Meeting							
10:30am			Div. H	Div. B Meeting			Div. A	Div. C	Div. D Meeting	Div. J	Div. K	
12:00pm	8:00am – 5:00pm	Exhibits			Luncheon Keynote: Dr. Conrad							
1:40pm			Keynote Follow-up Discussion	Div. D			Div. K	Div. F	Div. A	Div. H	Measurement Workshop	
3:10pm			Div. K	Div. I Meeting	Roundtables & Posters		Div. H Meeting	Div. D	Div. F	Div. A	Div. D	
4:40pm			Div. L	Div. A Meeting/Address		Council & Officer's Orientation Meeting	Div. E Meeting	Div. D	Div. G	Div. C Meeting/Address	Div. K	
6:00pm		President's Reception										
Saturday, October 14, 2006												
8:00am			Div. D	Div. K			Div. A	Div. E	Div. F	Div. H	Div. C	MWERJ Editorial Meeting
9:30am	8:00am – 10:00am	Presidential Address: Rodney Greer										
10:30am			Div. K	Div. L		Conference Feedback	Div. A	Div. D	Div. J	Div. H		
1:00pm												Board of Directors Meeting



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