

The Science of Learning and Education NRMERA 2015



33st Annual Conference

October 1st & 2nd

Boise Centre Conference Center

Boise, Idaho

<http://nrmera.org>

About NRMERA

Mission

NRMERA is an educational organization whose purpose is to encourage quality educational research and to promote the application of the results of such research in public schools. It provides a responsive forum that promotes a trusting atmosphere in which graduate students and public school personnel have the opportunity to conduct and disseminate research. The organization facilitates an effective communication network among the regional member states relative to sharing educational research.

Historical Review

NRMERA was established in 1982 to serve as a vehicle for dissemination of research conducted by faculty and graduates students of colleges and universities in the northern Rocky Mountain geographic area. Faculty of the University of Wyoming conceived the idea of an organization that would provide this type of dissemination in a supportive and collegial environment. After contacting individuals from institutions in the constituent states, Wyoming hosted the first organizational conference in Jackson, Wyoming.

From this early beginning, the organization has grown to over 150 members from the constituent states as well as across the United States. In 1986, NRMERA became an area SIG (Special Interest Group) of AERA (American Educational Research Association). In October 1994, the Constitution and Bylaws were approved by the constituent states.

Every fall, NRMERA holds its annual conference. The conference rotates between the constituents state on a bi-annual schedule with Jackson, WY, serving as the conference home base during odd-numbered years. The 2015 conference is currently scheduled to be held in Jackson.

Objectives

The objectives of this association shall be:

- To establish a responsive forum for conducting educational research in the northern Rocky Mountain region of the United States as well as other regions with similar rural and/or remote challenges to conducting educational research.
- To promote a trusting atmosphere where graduate students have the opportunity to conduct and disseminate educational research
- To promote a trusting atmosphere where public school personnel have the opportunity to conduct and disseminate educational research.
- To provide for the equal and collegial interaction of educational researchers among themselves and other interested professionals without regard to formal educational recognition, or attained, rank, title, or any accomplishment.
- To establish an effective communication system for the dissemination of educational research activity and opportunity in the northern Rocky Mountain region.
- To facilitate effective communication among the Rocky Mountain region.



Welcome to NRMERA 2015, the 33rd conference of the Northern Rocky Mountain Educational Research Association. The theme of this year's conference is *The Science of Learning and Education*. This theme has particular appeal to me as my background and training are in cognitive and experimental psychology. I have always been fascinated by and my career has been driven by the basic scientific questions regarding how learning occurs. As my career has progressed, I became interested in best practices for educators based on the scientific principles of learning. This to me is the intersection of the science of learning and teaching.

This year we had an overwhelming response to the call for proposals. The large number of quality proposals is guaranteed to make NRMERA 2015 a great learning experience, an opportunity for new collaboration, and the foundation of new lines of educational research that will impact the future of educational research.

I would like to take the opportunity to extend my thanks to a number of people. First, I thank all Past-Presidents of NRMERA for their hard work and dedication to the organization. I would also like to thank the most recent Past-Presidents, Aaron Richmond and Bill Young. I appreciate your support, recommendations, and leadership. Next, I would like to thank the members of the NRMERA Executive Board. The organization would not function without you, nor would it exist. Thank you for your work, your answers to my ridiculous emails, and managing the all of the logistics of the organization.

A special note of thanks and gratitude goes to the conference managers, Tara Beziat and Courtney McKim. These two worked all year long to make this conference a success. Both of these young scholars had plenty to do with out my assigning them tasks on a regular basis. Thank you both for your hard work and tireless efforts, we do make a "Wonderful Team."

Last, I would like to thank all members of Northern Rocky Mountain Educational Research Association. Now in it's 34th year, the organization continues to be an excellent resource for researchers and an excellent outlet for research. I am not sure why a Rocky Mountain organization wanted a flat-lander from the other side of the Mississippi to serve as the president, but I am honored, privileged, and happy to have had my chance to serve.

Enjoy your stay in Boise and enjoy the conference.

Christopher A. Was
NRMERA President



**We Would Like to Thank Our Sponsors.
We Couldn't Do This Without You!
Thank You!**



AND



Graduate Programs



KEYNOTE ADDRESS

“Helping Students Achieve: Promising Strategies and Ways to Implement Them”

BY

JOHN DUNLOSKY, Ph.D.



Dr. John Dunlosky is a Professor at Kent State University, where he has taught since 2004. He received his Ph.D. in cognitive psychology from the University of Washington and has a postdoctoral position at Georgia Tech investigating aging and memory. He has contributed empirical and theoretical work on memory and metacognition, with a major aim of his research program being to develop techniques to improve the effectiveness of people's self-regulated learning across the lifespan. His teaching interests include Cognitive Psychology, Metacognition, and Scientific Writing, and he is currently the director of the Science of Learning and Education Center at Kent State. His 2013 monograph on improving student learning with effective learning techniques has received 180 citations to this date.

Sponsored by Peru State Graduate Programs



Northern Rocky Mountain Educational Research Association

Thursday, October 1st, 2015

Thursday, October 1 7:15 a.m. – 8:30 a.m. Waters Room

BREAKFAST

Thursday, October 1 8:30 a.m. – 9:45 a.m. Waters Room

KEYNOTE ADDRESS

Improving Student Success: Some Principles from Cognitive Science

John Dunlosky, Kent State University

Students are expected to learn a great deal of information, and as they progress from grade school to college, they are increasingly responsible for guiding their learning outside of class. Thus, students could benefit from easy-to-use strategies that support durable and efficient learning. I'll discuss which strategies students believe are the best and which ones they use the most, and I'll describe a variety of promising strategies that they should use. Although these principles from cognitive science are not a panacea for every learning challenge, they provide robust tools that will improve student success across many domains.

Thursday, October 1 10:00 a.m. – 11:00 a.m. Cottonwoods

WORKSHOP

Overcoming Deficit Thinking: Improving Academic Achievement With Low Income Students

Liz Kearney, Peru State College

This project examines recent literature regarding the unique needs of students in poverty. Many research projects and articles have a bias that promotes deficit thinking that poor children are "less than" and have missing pieces that separate them from all the other students.

Thursday, October 1 10:00 a.m. – 11:00 a.m. Willows

PAPER SESSION: MATH EDUCATION

Session Chair: Dolly Higgins

The Ratio Table: A Flexible Model for Decimal Multiplication

Dolly Higgins, Anser Charter School

Giselle Isbell, Anser Charter School

Jenny Culp, Boise State University

Following instruction on decimal multiplication, students exposed to the ratio table answered significantly more questions correctly than those who were not exposed to this model.

Special Populations and the Automated Scoring of Constructed-Response Mathematics Items

Scott Wood, Pacific Metrics Corporation

Phoebe Winter, Pacific Metrics Corporation



Susan Lottridge, Pacific Metrics Corporation

Study results suggest that automated scoring of 14 short answer constructed-response mathematics items were not biased against English language learners or students with disabilities.

Development and Validation of a Measure of Mathematics Deficiencies: The Critical Building Blocks Assessment

Michelle Vanchu-Orosco, Simon Fraser University

Turker Toker, University of Denver

Bernice German, Peak Achievement LLC

Kathy E. Green, University of Denver

A screening assessment, the Critical Building Blocks Assessment (CBBA), shows promise in measuring the standards essential to a solid foundation in mathematics.

Thursday, October 1

10:00 a.m. – 11:00 a.m.

Pines

PAPER SESSION: ONLINE LEARNING

Session Chair: Athena Kennedy

Faculty Perceptions of the Usefulness of and Participation in Professional Development for Online Teaching: An Analysis of Faculty Development and Online Teaching Satisfaction

Athena Kennedy, Arizona State University

Suzanne Young, University of Wyoming

This study explored faculty perceptions of the usefulness of, and participation in, formal and informal types of professional development for online teaching, and relationships with faculty satisfaction with online teaching.

Perceptions of distance and blended online doctoral supervisors: A qualitative analysis

Elizabeth Roumell, North Dakota State University

Blended and distance learning bring a different set of challenges in advising doctoral students. This qualitative study explored the perceptions of doctoral supervisors in distance environments.

Are Badges or Goals More Relevant to Online Learning?

Colleen Dragovich, Kent State University

Eve Dalton, Kent State University

Sebiha Balci, Kent State University

Rachael Todaro, Kent State University

Bradley J Morris, Kent State University

The current research is investigating the differences between implementing badges versus goals in online learning because motivation and goal orientation are two necessary components of learning.

Thursday, October 1

10:00 a.m. – 11:00 a.m.

Firs

PAPER SESSION: METACOGNITION



Session Chair: Ben Hollis

Task Unrelated Thoughts and Judgments of Learning: How Mind Wandering Students Predict Performance

Ben Hollis, Kent State University

Chris Was, Kent State University

Our results indicate that when students are aware of mind wandering, they are better able to predict their subsequent academic performance.

Metacognitive Monitoring: A Case for Error and Accuracy Factors

Gregory Schraw, University of Nevada Las Vegas

Fred Kuch, University of Nevada Las Vegas

Antonio Gutierrez, Georgia Southern University

Aaron S. Richmond, Metropolitan State University of Denver

Anastasia Bacca, Metropolitan State University of Denver

We examined five theoretical models of metacognitive monitoring. A two-factor model with separate accuracy and error factors provided the best fit.

Description of the Metacognitive Knowledge and Skills of First-time College Freshman

Tara Beziat, Auburn University at Montgomery

Lisa Kerr, Auburn University at Montgomery

Rolando Carol, Auburn University at Montgomery

Pamela Tidwell, Auburn University at Montgomery

Relationships between various metacognitive measures, knowledge monitoring accuracy, metacognitive awareness inventory and working memory, for first-time college freshman will be examined.

Thursday, October 1

11:15 a.m. – 12:15 p.m.

Cottonwoods

WORKSHOP

Forget the Rain forest, Save My Classroom!

Erin Shipman, Achievement Learning

So much of a teacher's time is committed to the handful of students who are continuously disrupting the classroom and having to be addressed. "Time To Teach" is a set of classroom strategies proven to eliminate the multiple warnings and repeated requests in a way that is efficient and effective.

Thursday, October 1

11:15 a.m. – 12:15 p.m.

Willows

PAPER SESSION: ESL EDUCATION

Session Chair: Ryler Nielson

Preparing teachers to work with ELs: What teachers are already doing and what they are not yet doing

Ryler Nielsen, Brigham Young University

Jason Jay, Brigham Young University



Stefinee Pinnegar, Brigham Young University

This study presents a video analysis of ESL teaching practices used by inservice teachers before they engaged in professional development focused on teaching English Learners.

Chinese Immigrant Parental Involvement in United States Public Elementary School: A Qualitative Research Study

Shanshan He

Michael Poe

Along with the increasing numbers of Chinese in the United States, many American teachers have limited knowledge and resources to help them. Using Joyce Epstein's six types of parental involvement and Grolnick and Slowiaczek's three dimensions of parental involvement as a theoretical framework, this study investigated 10 Chinese immigrant parents in northwest of America and explored the factors that affect Chinese immigrant parents' participation in their children's cognitive development.

Improving ESL Teaching: Effect of Teacher Attitude on Professional Development

Jason Jay, Brigham Young University

Ryler Nielsen, Brigham Young University

Stefinee Pinnegar, Brigham Young University

This research examined inservice teachers' initial attitude toward ESL professional development and considered how age, gender, and teaching assignment might influence their participation and learning.

Thursday, October 1

11:15 a.m. – 12:15 p.m.

Pines

PAPER SESSION: STEM EDUCATION

Session Chair: Abeera Rehmat

"Engineers Build Things:" Evaluating an Informal STEM Education Program

Abeera Rehmat, University of Nevada, Las Vegas

Marissa Owens, University of Nevada, Las Vegas

The purpose of this study was to develop and evaluate an informal STEM education program focused on engineering design.

What does the nation's report card say about early physics models?

David Khaliqi, University of Colorado Colorado Springs

The NAEP HSTS 2009 was used to study the effect of early-physics curricula on math performance. Early-physics students significantly outperformed comparison groups on math performance.

Eradicating Misconceptions in Engineering Students

Dazhi Yang, Boise State University

Inanc Senocak, Boise State University

Krishna Pakala, Boise State University

Megan Luy, Boise State University

This study determined a short presentation of non-refutational text does not have impact on misconceptions engineering students hold.



Thursday, October 1

11:15 a.m. – 12:15 p.m.

Firs

PAPER SESSION: HIGHER EDUCATION

Session Chair: Kyle Ryan

Transformative Learning as a Means of Student Retention

Kyle Ryan, Peru State College

Sheri Grotrian-Ryan, Peru State College

This paper examines the potential for transformative learning as a means of increasing retention rates at a small state college in rural southeast Nebraska.

Responsibilities, Supports, and Needs of Science Teacher Leaders

Julianne Wenner, Boise State University

This research explored the responsibilities, supports, and needs of formally designated science teacher leaders in urban elementary schools that have successfully narrowed science achievement gaps.

From the Expedition to the Classroom: Skills for Effective Instruction and Leadership

Lincoln Davie, Montana State University

Jayne Downey, Montana State University

In an effort to improve K-20 instruction, this descriptive study sought to identify skills that may be transferable from the expeditionary realm to the classroom

Thursday, October 1

12:30 p.m. – 2:00 p.m.

Waters Room

LEARN AT LUNCH**Table 1: Validation woes: Challenges and lessons learned validating data collection instruments**

Mary Leonard, Montana State University

Steven Kalinowski, Montana State University

Mark Taper, Montana State University

Validating published instruments in new contexts is necessary but sometimes not sufficient. We derive lessons from three cases that led us to new instrument development.

Table 2: Students- Affective Experiences in Mathematics

Angela Crawford, Boise State University

M. Brady Webb, Boise State University

This qualitative study investigates students' affective experiences of mathematics, students' emotions, mathematics identities, beliefs about their abilities, and mathematics' importance.

Table 3: The Use Of Problem-Based Learning in a Graduate Research Methods Course

Courtney McKim, University of Wyoming

Suzanne Young, University of Wyoming

Eric Teman, University of Wyoming

Jennifer Weatherford, University of Wyoming



This study examined graduate students' perceptions of problem-based learning in their graduate research methods course. Results revealed students believe a problem-based learning course is more useful when it comes to preparing for their dissertation.

Table 4: Faculty Advocacy and the Impact on Teacher Candidate Quality

Carolyn Loffer, Boise State University

Meghan Eliason, Boise State University

A.J. Zenkert, Boise State University

Brad Coats, Boise State University

Emphasizing the importance of professional counseling along with academic advising, one teacher education program assigns faculty advocates to candidates as they are admitted to teacher education programs.

Thursday, October 1

2:15 p.m. – 3:15 p.m.

Cottonwoods

WORKSHOP

Empowered Communication: Moving Beyond Basic Barriers

Eliann Carr, University of South Dakota

Participants can develop a greater understanding of how to improve their communication skills through recognition of common barriers by building with LEGO.

Thursday, October 1

2:15 p.m. – 3:15 p.m.

Willows

PAPER SESSION: ONLINE LEARNING

Session Chair: Patrick Lowenthal

Instructional Strategies to Foster Online Classroom Community

Patrick Lowenthal, Boise State University

Jesús Trespalacios, Boise State University

Building community online can improve learning and retention. In this session presenters will share students' perceptions of community and strategies used to build community online.

Identifying variables important to the success of K-12 students in blended learning

Kerry Rice, Boise State University

Jui-Long Hung, Boise State University

Presents findings from a blended learning program evaluation, using student end-of-course survey data combined with data mining. Findings suggest that it is possible to apply educational data mining techniques in blended learning classrooms to identify key variables important to the success of learners.

Preferences Related to Online Study in Undergraduate University Students

Tawny Billings, Northwest Nazarene University

Eric Werth, Northwest Nazarene University

Brie Tripp, Northwest Nazarene University



This is a mixed methods research study investigating student preferences related to their online learning preferences. The quantitative portion of the study utilizes a survey while the qualitative portion of the study includes short answer responses.

Thursday, October 1

2:15 p.m. – 3:15 p.m.

Pines

PAPER SESSION: ELEMENTARY EDUCATION

Session Chair: Paul Wangemann

Examining K-6 Student's Conceptions of Citizenship

Paul Wangemann, Brigham Young University

In order to better understand citizenship preparation in the public schools this study examines K-6 student's current conceptions of what it means to be a citizen.

Studying Practice and Student Learning: Supporting Beginning Teachers- Professional Capital

Sherry Dismuke, Boise State University

Jennifer Snow, Boise State University

Meghan Eliason, Boise State University

Carolyn Loffer, Boise State University

Following up with elementary program graduates, researchers found a need indicated from new teachers on learning communities based in practice connected to student learning.

Replicated Effects of a Social-Emotional Learning (SEL) Program in Hawaii and Chicago Elementary Schools

Brian Flay, Boise State University

Two RCTs of Positive Action found the program to be effective in improving prosocial values and behavior, reducing negative behaviors, and improving school performance.

Thursday, October 1

2:15 p.m. – 3:15 p.m.

Firs

PAPER SESSION: HIGH SCHOOL EDUCATION

Session Chair: Susan Sullivan

In Their Own Words A Qualitative Case Study of Student Perspectives of Academic Success In A Competency-Based Public High School

Susan Sullivan, Montana State University

This study examined student perspectives of their academic successes and struggles in a Western States competency-based (CB) public high school.

One-to-One Computing: A Mixed-Methods Study Designed to Uncover the Perceived Effects on the Overall Classroom Environment

Eric Werth, Northwest Nazarene University

Heidi Curtis, Northwest Nazarene University

Loredana Werth, Northwest Nazarene University

This study examined one-to-one computing environments and their perceived effects on the overall classroom environment by administrators and teachers in three high schools.



International Baccalaureate Curricular Pathways: A Quantitative Study on International Student College Admissions and Graduation Rates in the United States after Completing an IB High School Program of Study

Jennifer Hill, Northwest Nazarene University

This study examined U.S. college admission and graduation trends comparing IB Diploma Program candidates and IB Certificate candidates from the same international school in Asia.

Thursday, October 1

2:15 p.m. – 3:15 p.m.

Waters

PAPER SESSION: COLLEGE EDUCATION

Session Chair: Mary Wehunt

Student perceptions regarding the effectiveness of the WyoCourses orientation course: A pilot study

Mary Wehunt, University of Wyoming

Christi Boggs, University of Wyoming

Measurements of the navigation, content, understanding, satisfaction and communication effectiveness of the WyoCourses orientation survey of 458 students, and how we came to appreciate them.

Experiences of Students and Mentors in Secondary Mentoring Programs: An Empirical Revisioning Using Positioning Theory as a Lens

Michelle Montoya, University of Nevada, Reno

Students who were in secondary mentoring programs and are now mentors in that program were interviewed in this qualitative phenomenological study using positioning theory lens.

Student ratings of instruction: How do course ratings differ?

Suzanne Young, University of Wyoming

Mary Alice Bruce, University of Wyoming

The purpose of the present study was to examine differences in student ratings of instruction based on course level and course delivery.

Thursday, October 1

3:30 p.m. – 4:30 p.m.

Willows

PAPER SESSION: WRITING EDUCATION

Session Chair: Lawrence Baines

The effects of Sensory-Infused-Strategies on adolescent writing

Lawrence Baines, University of Oklahoma

Anthony Kunkel, St. Francis High School

This session describes the effects of Sensory-Infused-Strategies on adolescent engagement, fluency, and the quality of writing.

The Neglected R: Re-thinking Writing (Skills) in a Teacher Preparation Program

Denise Malloy, Montana State University

Ann Ellsworth, Montana State University



This study reports data about the status of teacher candidates' present writing competence and their perceptions about their readiness to teach writing.

Transformation, Empowerment, Social Justice, and Policy: A Review of the Literature on Creative Writing Workshops for At-risk and Underserved Writers

Lori Howe, University of Wyoming

This literature review explores research on the creative writing workshop with at-risk writers, with implications for transformation, identity, social justice, and policy.

Thursday, October 1

3:30 p.m. – 4:30 p.m.

Pines

PAPER SESSION: SPECIAL TOPICS

Session Chair: Terry Huffman

The Craft of Teaching: Perspectives of Native American Educators

Terry Huffman, George Fox University

This paper presents the perspectives of six Native American educators. Prominent is their experiences on how tribal strengths can be brought into the reservation classroom and made meaningful for Native students.

Community Based Education Programs as Tools for Coalition Success: A Case Study of the Campaign to Create Tule Springs National Monument

Amber Overholser, University of Nevada, Las Vegas

Examines educational methods utilized by a community coalition and how these methods apply to schools seeking community engagement.

Native Intelligence: Comparing cognitive profiles of one Native American Nation with national norms

Lawrence Rogien, Plummer-Worley School District

Jenny Rose, Plummer-Worley School District

Review of local SPED evaluation data indicated Native American children performed outside national averages. This study tested the hypothesis, and considered implications of performance differences.

International Doctoral Student Funding

Katherine Najjar, University of Nebraska-Lincoln

Increasing doctoral student funding for international students has long-term benefits for completion, human capital, and U.S. economic policy.

Thursday, October 1

3:30 p.m. – 4:30 p.m.

Firs

PAPER SESSION: READING EDUCATION

Session Chair: AltaGracia Salinas-Casper

The Convergence of Imaginative Play, Literacy and Kindergarten Common Core Language Arts Standards



AltaGracia Salinas-Casper, Boise State University
 Sarah Brownsten, Anser Charter School
 Maggie Chase, Boise State University

This research suggests imaginative play embedded with literacy experiences, when paired with standards based direct instruction, can serve to facilitate the meeting of kindergarten Common Core English Language Arts standards.

A Quantitative Study Exploring Literacy and Career Technical Education Instructional Beliefs In Idaho High Schools

Angela Neal, West Ada School District
 Heidi Curtis, Northwest Nazarene University

This study examined the differences in career-technical education teachers' educational beliefs and attitudes toward teaching reading in CTE classrooms across Idaho.

Examining Intertextual Intersections to Locate Identity

Monica Yoo, University of Colorado, Colorado Springs

This study examines how two ninth grade students negotiate and express their academic, personal, and cultural identities through the intertextual intersections between reading and writing.

Thursday, October 1

3:30 p.m. – 4:30 p.m.

Waters

PAPER SESSION: MOTIVATION

Session Chair: Kristin McCombs

Differences in academic and social risk taking between females enrolled in STEM and non-STEM majors

Kristin McCombs, Kent State University
 Tara Beziat, Auburn University- Montgomery

This project examined differences in academic and social risk-taking between STEM and non-STEM students. The researchers believed women in STEM majors would be likely to take academic and social risks.

Keeping the Best and Brightest: Why are American Students Shunning Math and Science Majors?

Kandi Duff, Idaho State University

A study of Idaho 2010 - 2012 high school graduates identified self-efficacy and capstone course completion as statistically significant indicators of college STEM major choice.

Aren't I Beyond This? Rethinking Simulations as a Tool in Doctoral Student Preparation

Tammy Abernathy, University of Nevada
 Ali Nehrkorn, University of Nevada
 Olga Messina, University of Nevada

The presentation examines the impact of simulated learning experiences on the attitudes and instructional practices of doctoral students in special education.



Thursday, October 1

3:30 p.m. – 4:30 p.m.

Cottonwoods

PAPER SESSION: METHODS

Session Chair: Kathryn Baldwin

Integrating Science and Social Studies Methods through Inquiry

Kathryn Baldwin, Eastern Washington University

Gustave Nollmeyer, Eastern Washington University

Jennifer Dechaine, Central Washington University

An integrated methods course demonstrates that the lens of inquiry is a powerful tool for preservice teachers to see the connections across disciplines.

Critical Thinking in the 21st Century: Pre-Service Elementary Teachers Perceptions and Applications of Critical Thinking in a Social Studies Methods Course

Dallas Ann Dallman, Montana State University

Jayne Downey, Montana State University

This study examines the readiness of pre-service teachers to encourage and promote the development of critical thinking skills in a k-8 social studies classroom.

“Just Say W.H.O.A. (*We Hate Oppressive Assessments*)”: A Grassroots Rethinking of Federal and State Education Reform Policies

Walter Polka, Niagara University

John McKenna, Principal, Fletcher Elementary School

Ashli Dreher, New York State 2014 Teacher of the Year

Educational leaders and researchers will reflect about the impact of the current national standards movement and consider options to a more research-based reform approach.

Thursday, October 1

6:00 p.m. – 7:30 p.m.

Waters

BANQUET

Thursday, October 1

7:30 p.m. – 9:00 p.m.

**Bardenay Restaurant &
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610 W. Grove St., Boise, ID



Friday, October 2nd, 2015

Friday, October 2 7:15 a.m. – 8:00a.m. Cottonwoods

YOGA

Friday, October 2 8:15 a.m. – 9:45 a.m. Waters

BREAKFAST, BUSINESS MEETING, & STATE CAUCUSES

Friday, October 2 10:00 a.m. – 11:00 a.m. Cottonwoods

WORKSHOP

The Science and Art of the Successful Pursuit and Completion of a Doctoral Degree: Skills, Experiences, Expertise, and Resources

Anna Treacy, University of Nevada, Reno

Mary Wehunt, University of Wyoming

Wayne Maloney, University of Nevada, Reno

Nicole Casillas, University of Nevada, Reno

Janet Hanson, Azusa Pacific University

Priya Ahlawat, University of Nevada, Reno

Aaron S. Richmond, Metropolitan State University of Denver

This presentation will include scientifically sound recommendations and resources for your graduate career. Topics are focused on successful transition from coursework to dissertation to graduation.

Friday, October 2 10:00 a.m. – 11:00 a.m. Willows

PAPER SESSION: READING EDUCATION

Session Chair: Ann Sharp

Relationship of Knowledge and Self-Efficacy Related to Literacy Instruction for Preservice Teachers

Ann Sharp, Utah Valley University

Lori Brandt, Utah Valley University

Elaine Tuft, Utah Valley University

Sandy Jay, Utah Valley University

Self-efficacy and knowledge are both important in teaching literacy skills. This presentation will share the results of a study looking at relationships between these two.

After School Book Club: An Innovative Early Field Experience for Pre-Service Teachers

Donna Bulatowicz, Montana State University

Joe Hicks, Montana State University

This study analyzes the effectiveness of a literacy-based after school early field experience on the development of elementary education pre-service teachers through multiple assessment measures.



Increasing Course Evaluation Response Rates to 80%

Fred Kuch, University of Nevada Las Vegas

Gregory Schraw, University of Nevada Las Vegas

Aaron Richmond, Metropolitan State University of Denver

Anastasia Bacca, Metropolitan State University of Denver

A small comparative study was done this past summer in which electronic course evaluations were completed by students during class. An 80% response rate was achieved.

Friday, October 2

10:00 a.m. – 11:00 a.m.

Pines

PAPER SESSION: QUALITATIVE RESEARCH

Session Chair: Donna Bulatowicz

Hiding in Plain Sight: An Autoethnography of a Lesbian Catholic Teacher

Donna Bulatowicz, Montana State University

This autoethnography examines the experiences of a lesbian teacher in a Catholic school and explores identity management, resistance, paradoxes, transformation and empowerment.

Perceptions of School Reform in a Post-NCLB World: A Cathartic Recovery of the Purpose and a 'Shining-Through' of the Spirit of Education

Tim Price, University of Denver

This study used a Constructivist Grounded Theory methodology to study stakeholder perceptions of educational reform movements, both past and present, finding a common genus of reform based on holistic principles of joy, connection, humility and honesty.

Sabotaging High-Quality Teaching Before It Begins

Eliann Carr

This phenomenological study explored students' and professors' reflections on student-focused verses teacher-focused collegiate instruction, showing a lack of meaningful engagement and need for accountability.

Friday, October 2

10:00 a.m. – 11:00 a.m.

Firs

PAPER SESSION: HIGHER EDUCATION

Session Chair: Walter Polka

Effectively Motivating Students by Addressing Their Personal -high-touch- Needs as well as Their -high-tech- Interests

Walter Polka, Niagara University

Jerry Wolfgang, Niagara University

Augustine Ayaga, Niagara University

This presentation facilitates comprehension of key aspects of the "high-tech" world of contemporary students and identifies how educators may address those interests using "high-touch" approaches.

Measures of Researcher Bracketing among Graduate Students



Jennifer Weatherford, University of Wyoming

Debalina Maitra, University of Wyoming

Graduate students participated in an online questionnaire about bias and bracketing in research. Analysis by t-test and correlation resulted in significant conclusions.

International Students' Experiences of University Life

Jennifer Weatherford, University of Wyoming

David Lausch, University of Wyoming

Cody Perry, University of Wyoming

This phenomenological study of international students yielded themes of experiencing excellent scholarship, family pride, sacrifice, and high expectations.

Friday, October 2

11:15 a.m. – 12:15 p.m.

Cottonwoods

WORKSHOP

Facilitating Instructional Differentiation via Focused Teacher Reflections about Desired Constructivist Practices and Current Realities: A National Agenda Promoted by Educational Leaders for All Professionals

Walter Polka, Niagara University

Monica VanHusen, Colonial Forge High School

William Young, Oglala Lakota College

Terrell M. Peace, Huntington College, Indiana

Cathy J. Pearman, Missouri State University

Jennifer Young, Jackson State University, Mississippi

Shirley Lefever-Davis, Dean, Wichita State University

Nancy P. Gallavan, University of Central Arkansas

Kurt Minervino, Buffalo City School System

The findings of research using a discrepancy survey in different states will be analyzed to facilitate educator reflections regarding employing more differentiation practices.

Friday, October 2

11:15 a.m. – 12:15 p.m.

Willows

PAPER SESSION: RESEARCH METHODS

Session Chair: Franziska Peterson

Comparing Qualitative Approaches: Three Qualitative Approaches, Two Researchers and One Data Set

Franziska Peterson, University of Wyoming

Megan Candelaria, University of Wyoming

Two researchers examined data by applying different qualitative approaches: phenomenological analysis, discourse analysis, and grounded theory. The results and the researchers' experiences will be presented.

Investigating the Power of Holm's Procedure when the Assumptions of Variance Homogeneity and Normality are Violated

Michael Zweifel, University of Nebraska-Lincoln



This study investigated the power of Holm's procedure when the assumptions of normality and variance heterogeneity were violated. Results indicated that Holm's procedure is robust to deviations from normality, but not when violating the assumption of variance heterogeneity.

I-Poems as a Methodological Approach to Deeper Understanding

Jason Jay, Brigham Young University

Stefinee Pinnegar, Brigham Young University

This study demonstrates how I-poems could lead to a deeper understanding of interview data through examination of the innermost thoughts of the participants.

Friday, October 2

11:15 a.m. – 12:15 p.m.

Pines

PAPER SESSION: INSTRUCTIONAL DESIGN

Session Chair: Nancy Wentworth

An Integrated Approach to Faculty Development and Academic Technology Tool Develop

Nancy Wentworth, Brigham Young University

This presentation focuses on the integration of faculty development and academic technologies in the development of a learning outcomes website and a learning management system.

Impact of After-School Early Clinical Field Experience on Pre-Service Teacher Development

Joe Hicks, Montana State University-Bozeman

This mixed methods study investigated the impact of an after-school Technology Club early field experience on pre-service teacher development using observer and participant reported data.

Active-Constructive-Interactive: Investigating the Effectiveness of Differing Instructional Strategies in a Classroom Setting

Connie Romig, Kent State University

Bradley Morris, Kent State University

Chris Was, Kent State University

This study describes three instructional strategies implemented within a classroom setting. Comparisons were made to determine the effectiveness of each strategy across four Educational Psychology classes.

Friday, October 2

11:15 a.m. – 12:15 p.m.

Firs

PAPER SESSION: MATH EDUCATION

Session Chair: Linda Hutchison

An MSP Project to Improve Secondary Mathematics Teachers – Content Knowledge in Probability and Statistics

Linda Hutchison, University of Wyoming

Tracey Gorham Blanco, University of Wyoming

An MSP professional development project, designed to increase teachers' knowledge in statistics and probability, resulted in significant gains in teacher and student performance on examinations.



Mathematics Success of 7th & 8th Grade Students: Does Teacher Mathematics Licensure Matter?

David Erickson, University of Montana

Montana NAEP 8th grade student scale scores and MontCAS 7th and 8th grade student scores are correlated with the mathematics education and licensure of teachers.

Teacher Perceptions of Student Ah-Ha! Moments in Mathematics

Lor Ann MacKinder - Clyatt, Castle Rock Middle School

The purpose of this phenomenological study was to explore teachers' understanding of student mathematical mastery experiences (Ah-ha! moments) in the classroom and what they believe enhances these student experiences. Student mastery experiences are generally defined as students' successful experiences in learning new material towards the goal of increased student achievement.

Friday, October 2

12:30 p.m. – 2:00 p.m.

Waters

LEARN AT LUNCH

Table 1: Structured Use of Metacognitive Regulation Questions to Promote Learning

Pennee Stewart, Weber State University

Clay Rasmussen, Weber State University

Metacognitive regulation has significant impact on learning at any age. This action research examines the effect of students' explicit use of metacognitive questions on learning.

Table 2: Achieving a Faculty Position: What to Expect When Applying for a Faculty Position

Courtney McKim, University of Wyoming

David Hvidston, University of Wyoming

This learn-at-lunch will discuss all the important things you need to consider when you are being considered for a faculty position.

Table 3: Measuring International Students- Self-efficacy to Learn in English as a Second-Language

Jan Flack, North Dakota State University

Corina Todoran, North Dakota State University

Elizabeth Maher, Valley City State University

Lisa Hauck, North Dakota State University

Chris M. Ray, North Dakota State University

A psychometric instrument was created to measure international students' perceptions of their self-efficacy when learning in and outside the classroom using English as a second-language.

Table 4: Doctoral Student Teaching Manual

Nicole Casillas, University of Nevada, Reno

Wayne Maloney, University of Nevada, Reno

Anna Treacy, University of Nevada, Reno



A doctoral student teaching manual written by three current doctoral students will be presented. Specifically, the teaching experiences of the doctoral students will be shared.

Friday, October 2

2:15 p.m. – 3:15 p.m.

Cottonwoods

WORKSHOP

Finding Your Balance: How to Survive the Junior Faculty World

Shanon Taylor, University of Nevada Reno

Tammy Abernathy, University of Nevada Reno

Aaron Richmond, Metropolitan State University of Denver

The initial years in higher education can be daunting for any junior faculty member. This workshop will prepare upcoming and new faculty members how to work smarter, not harder, on the march towards tenure and promotion (bring your vita to the session).

Friday, October 2

2:15 p.m. – 3:15 p.m.

Willows

PAPER SESSION: ESL EDUCATION

Session Chair: Maxine Pond

A Case Study of English Teaching in the Kingdom of Saudi Arabia Schools for Girls

Maxine Pond, Montana State University

This paper describes English language education in Arabia and illustrates how social promotion and the Arabic writing system can lead to difficulties in success in U.S. colleges.

Teaching Russian to Native Speakers of English: Synthetic Languages vs. Analytical Languages

Anna Shur, University of Wyoming

The paper considers the influence of morphemic structure of the language on the instruction in the second and foreign language classroom.

Faculty Positioning in ESL Professional Development

Ellie Golliher, Brigham Young University

Jason Jay, Brigham Young University

Stefinee Pinnegar, Brigham Young University

This study examined how experience, background, and attitude affected the learning of higher education faculty within professional development (PD) and what they learned.

Friday, October 2

2:15 p.m. – 3:15 p.m.

Pines

PAPER SESSION: EDUCATIONAL LEADERSHIP

Session Chair: Susan Turner

Mentor Influence on Career Path Development: Implications for Educational Leadership Training

Susan Turner, Utah State University

Mentoring emerged as key factor in qualitative study examining career paths of educational leaders. Narrative data yielded Mentoring Influence Themes and Mentoring Career Path Model.



The Evaluation and Supervision of Principals: What do Principals think about this Process?

David Hvidston, University of Wyoming

Courtney McKim, University of Wyoming

Mette Ian, University of Maine

The goals for this study were to examine principals' perceptions regarding their own supervision and evaluation. The study used a survey to measure principals' perceptions.

Transformational Leadership Characteristics of Distance Education Directors at Intermountain West Universities

Ryan Faulkner, Idaho State University

Distance education leaders at 19 universities encourage training and growth of their employees and place a high value on studying personal leadership values.

Friday, October 2

2:15 p.m. – 3:15 p.m.

Firs

PAPER SESSION: STUDENT ATHLETES

Session Chair: Jeffrey Grandy

Improving Student-Athlete Academic Success: The Implications of the National Collegiate Athletic Association Academic Performance Plan

Jeffrey Grandy, University of Nevada, Las Vegas

This study reviews the effectiveness of learning support tools provided to student-athletes to assist in their fulfillment of their academic commitment to the institution.

Leadership Qualities of Successful NCAA Division 1 Baseball Coaches

Cameron McMullen, University of Nevada, Reno

This study explored the leadership qualities of successful coaches. The results were generally consistent with relevant literature and may provide coaches a specific behavioral framework.

Coherence Principle of Gamification: A Study to Determine the More Effective Approach in an Online Authentic Environment

Heath Kristin, Boise State University

This study examines the effectiveness of the coherence principle and compares it to using gamification to motivate and engage learners in an online, authentic environment.

Friday, October 2

3:30 p.m. – 4:30 p.m.

Willows

PAPER SESSION: HIGH SCHOOL EDUCATION

Session Chair: Noel Vineyard

Planning for the Future: Is an International Baccalaureate Program Worth It?

Noel Vineyard, Oregon State University

Richard Vineyard, NV Dept of Education

Tammy Abernathy, 6831 Island Queen Ct.

The purpose of this session is to describe the results of a descriptive study designed to determine the value of high school students' participation in the International Baccalaureate Program in terms of college admission, placement and financial aid.



A Quantitative Study of Idaho High School Seniors- Postsecondary Decision-Making Influences

Shana Hawkins

The purpose of this study is to assist high school educational leadership in understanding the influences of the Idaho high school students' postsecondary decision-making.

What Motivates First Generation, Limited Income High School Students to Transition into a Post-Secondary Program of Study

Petya Stoyanova Johnson, Boise State University

Marilena Martello, Boise State University

Belma Sadikovic, Boise State University

This research study aims to find the motivating factors that help first generation, limited income high school students transition into a post-secondary program of study.

Friday, October 2

3:30 p.m. – 4:30 p.m.

Pines

PAPER SESSION: MATH EDUCATION

Session Chair: Emily Leckie

Student Use of Models to Divide Fractions

Emily Leckie, Kuna Elementary Instructional Coach

Rebecca Davis, Kuna Elementary Teacher

Wava Kaufman, Kuna Elementary Teacher

Jacob Dobson, Kuna Elementary Teacher

Our research hopes to inform teacher instruction on dividing fractions in 5th grade by identifying what students already know, guiding teachers to a best approach.

Interleaving Math Problems Across Contexts with 4th and 5th Grade Students

Rachael Todaro, Kent State University

Bradley Morris, Kent State University

Chris Was, Kent State University

Interleaving across multiple contexts may promote retention and transfer of math skills. Fourth and fifth-graders were exposed to interleaved problems of two math skills across two contexts.

Mathematical Language, Argumentation, and In-The-Moment Noticing of Pre-Service Elementary Teachers

Megan Candelaria, University of Wyoming

Franziska Peterson, University of Wyoming

Lisa Rice, Arkansas State University

Tracey Gorham Blanco, University of Wyoming

This study examines elementary students' written arguments and verbal discussions related to proportional reasoning about area/perimeter, a statistical scenario, and measures of central tendency.

Friday, October 2

3:30 p.m. – 4:30 p.m.

Firs

PAPER SESSION: TEACHER EDUCATION



Northern Rocky Mountain Educational Research Association

Session Chair: Karen Grove

Professional Development ePortfolio Project: Assessment of Learning That Addresses InTASC Standards

Karen Grove, University of Nevada, Las Vegas

Linda Quinn, University of Nevada, Las Vegas

Lois Paretti, University of Nevada, Las Vegas

Creating an ePortfolio throughout a program in elementary teacher education supports candidates in reflecting on their knowledge of teaching while addressing InTASC teaching standards.

The Collective Classroom as an Essential Component of a Reality-Based Educational Assessment Undergraduate Course

Lisa Baaske, University of Nevada, Las Vegas

LeAnn Putney, University of Nevada, Las Vegas

The students of an Educational Assessment course discovered through a reality-based, collective classroom that they could achieve mastery, create standard-based assessments, and increase their self-efficacy.

Teacher Candidates Reflective Practices Through Eportfolios

Cristina Salinas Grandy, UNLV

Reflection is an important quality of highly qualified teachers; ePortfolios are used in teacher preparation programs to develop reflective practitioners. This study explores the effectiveness of ePortfolios as an assessment tool in teacher preparation and whether teacher candidates are showing evidence of reflection.

Friday, October 2

3:30 p.m. – 4:30 p.m.

Waters

PAPER SESSION: MINDFULNESS/MINDSET

Session Chair: Chris Was

Mindfulness Training and Improvement in Executive Functions

Chris Was, Kent State University

Michael Baranski, Kent State University

The goal of the present study was to test the effects of brief mindfulness training on students' executive functions. The study's results were promising.

Exploring the Factor Structure of the School Mindset Culture Scale

Janet Hanson, Montana State University, Bozeman

Art Bangert, Montana State University

This is the first study to quantitatively explore the factor structure of the What's My School Mindset? scale.

Exploring the Cues Behind Teacher Expectations and the Influence of Mindset

M. Brady Webb, Boise State University



This qualitative study investigated the cues teachers use to judge student learning, and examined the influence of a fixed or growth mindset on cue-usage.

Friday, October 2

3:30 p.m. – 4:30 p.m.

Cottonwoods

WORKSHOP

Critical Thinking Strategies in Your Classroom

Melanie Reaves, Northern Michigan University

Friday, October 2

6:00 p.m. – 8:00 p.m.

Waters

POSTER SESSION AND PRESIDENTIAL RECEPTION

Students- Use of Metacognition While Problem-Solving

Lilian Chimuma, Graduate student

Iris DeLoach Johnson, Professor Director, Leadership studies

Use of metacognition by students as they solved problems, talking aloud was investigated.

Audio and visual captures of their writing showed improvement in metacognition.

Impact on Reading Fluency of Double-dosed Tier One Literacy Instruction for Struggling Kindergarten Students

Taylor Raney, University of Idaho

Lori Sanchez, Northwest Nazarene University

Paula Kellerer, Northwest Nazarene University

Double-dosing of research-based curriculum in the same day with at-risk kindergarten students provided opportunities to interact with curriculum multiple times. Positive results were found in students' reading ability and confidence.

Family Centered Principles in the Early Learning Standards Documents: A Content Analysis of the Western Mountain States

Nicole Casillas, University of Nevada, Reno

Bridget Walsh, University of Nevada, Reno

Caitlynn Hansen, University of Nevada, Reno

The present analysis explores eight states' early learning standards documents for the inclusion of family centered principles. Results, and implications for policy will be reported.

The Idaho Reading Indicator as a Predictor of Subsequent Diagnosis of Specific Learning Disabilities

Kimberly Ennis, Boise School District

The IRI is an Idaho state mandated universal reading screen for primary students. The IRI scores were correlated to the subsequent identification of SLD.

Making Sense of Self and Others: Writing about Race and Identity in First-Year Seminars

Ann Ellsworth, Montana State University

This study reports data concerning students' perceptions of writing about race and identity issues that occurred in two first-year seminar courses at a land-grant institution.



An Analysis of Pre-service Teachers- Perceptions on the Effect of Demographic Factors and Students- Attitudes on Elementary School Students- Performance in Mathematics

Olalekan Idowu, University of Wyoming

The study explores the impact of demographic factors and student's attitudes on student's performance in mathematics at the elementary school level.

An Exploratory Study of Variables Contributing to School Growth Mindset: Correlation and Regression on Principal and Faculty Openness to Change and Work Locus of Control

Janet Hanson, Montana State University, Bozeman

Art Bangert, Montana State University

This quantitative study explored the relationships between selected variables from learning organization and control theory models and a growth school Mindset.

Reflective Development of Teaching Practice through Action Research

Katherine Bertolini, South Dakota State University

One teacher candidate's application of action research methods to improve her practice focuses on InTASC standard cognates in: performance, knowledge and disposition.

NevadaFit Bootcamp and Students Success at the University of Nevada, Reno

Priya Ahlawat, University of Nevada, Reno

Janet Usinger, University of Nevada, Reno

This study includes a description of the NevadaFit, freshman intensive transition program at University of Nevada, Reno and its impact on student's success in subsequent years.



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