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## **Abstracts from the 2013 Oklahoma Research Day**

**Held at the University of Central Oklahoma**

### **02. Education and Professional Studies**

#### **01. Education**

##### **02.01.01 The Wingman Project: School-Based Communication with Grandparents**

**Meghan Eliason, Kerri Kearney,**

*Southwestern Oklahoma State University*

The purpose of this study was to explore the outcomes of a monthly e-bulletin used to communicate with grandparents. Data was collected through interviews with The Wingman Project members, direct observations at the school, and artifact examination. Three major findings will be summarized in the poster presentation of this study.

##### **02.01.02 Retention and Graduation at the 11 Public Universities with the Worst Graduation Rates, 2004-2010**

**Jacob Jardel, Brent Chappell,**

*Cameron University*

Our study investigates the relationship between financial aid/cost of attendance variables and retention/graduation rates for the eleven universities in the May 2012 Fiscal Times article titled "11 Public Universities with the Worst Graduation Rate." Our study has four working hypotheses: the tuition cost variable correlates negatively with total university graduation rates, graduation rates for males and females, and graduation rates for students of the five studied ethnicities (White, African-American, Asian-American, and Hispanic, and Native Americans) at the 11 study universities; financial aid availability will correlate positively with both the overall graduation rate and the graduation rates of the study groups mentioned above; cost of tuition will have a negative correlation with retention rates for the study universities and for Cameron University; and financial aid variables will correlate positively with retention rates for Cameron University. We collected necessary data for each of the eleven study universities and aggregated the data by ethnicity and gender to perform a correlation analysis. We chose Cameron University as a focus university and performed correlations comparing the cost of attendance/financial aid variables and retention rates. Results from the correlation analysis disproved three of our hypotheses; the only hypothesis supported with the correlation analysis was our fourth, which focused on tuition and retention at Cameron.

### **02.01.03 Researching and Learning from Racio-ethnic Authentic Educators with Oklahoma Ties**

**Ed Cunliff, Jeanetta Sims, Prasanna Prasai, Stephanie Pera, Torrie Abramo,**

*University of Central Oklahoma*

The vision of this research project is to use life history interviews of racio-ethnic educators with Oklahoma ties to conduct basic research and to develop a YouTube video series of cases based on research results. The research project will be completed over two academic funding years. This project will begin in Year 1 by identifying racio-ethnic authentic educators, who are (1) leading and accomplished educators in their respective disciplines and (2) recognized as the "first" to achieve key accomplishments in their academic careers. Through semi-structured life history interviews, this project will explore the dialectical tensions they negotiated, their perspectives on authentic leadership, and their visions on diversity across racio-ethnic lines. In Year 2, the resulting data of interview audio and video transcripts will be used for conducting data analysis of basic research questions and for developing a YouTube video series of lessons learned that will serve as an educational resource. This project will draw from three bodies of interdisciplinary literature - relational dialectics (Baxter, 1990, 2004a, 2004b; Baxter & Montgomery, 1996), authentic leadership (Northhouse, 2010), and organizational diversity (see Sims, 2008 for a more exhaustive overview). The project uses a qualitative approach (similar to Parker, 2005) to unveiling the dialectical tensions and attributes of authentic leadership.

### **02.01.04 The Two Predictors of Americans' Attitudes Toward Illegal Immigration: Perceived Threat and National In-Group Identification:**

**Yaser Dorri, Cathy Berry, Fatemeh Sabeghi,**

*University of Central Oklahoma*

The aim of this study is to measure the attitudes of Americans toward illegal immigration (IM) in the U.S. This study also examines the effects of perceived out-group threat (PT) and National in-group identification (NI) on attitudes toward IM. Here we hypothesize that PT and NI are positively associated with negative attitudes toward IM. We also hypothesize that PT and NI are strong predictors of Americans' attitudes toward IM in the southern states. Results of this study reveal a significant and positive correlation between PT and attitudes toward IM in the southern states of Oklahoma, Texas and Arizona. In the southern states, Texas had the strongest and significant correlation (positive) between NI and attitudes toward IM;  $r(\text{PT-Attitude}) = 0.721$ ,  $p = 0.004$ ,  $r(\text{NI-Attitude}) = 0.697$ ,  $p = 0.006$ . However, only PT predicted negative attitudes toward IM, but very strongly;  $B = 0.96$ ,  $t(14) = 3.6$ ,  $p = 0.004$ ,  $R^2 = 0.52$ . The most significant and strongest correlation between PT and attitudes toward illegal immigration in the southern states was found in Arizona ( $r = 0.829$ ,  $p = 0.0001$ ) and Texas had the second strongest correlation ( $r = 0.721$ ,  $p = 0.004$ ). This study reveals that southern states have negative attitudes toward IM and people in these states identify themselves strongly as American (NI);  $M(\text{Attitude}) = 3.32$ ,  $M(\text{NI}) = 3.7$ . These findings confirmed our hypotheses.

## **02.01.05 Humor as an exposure stimuli: A physiological investigation of the response to different types of humor in the socially anxious.**

**Chad McCoy, Bethany Barnett, Caleb Lack, Deon Hall, Jade Porter, Sean McMillan,**

*University of Central Oklahoma*

Cognitive-behavioral therapy, in particular exposure and response prevention, is the gold-standard treatment for anxiety disorders. However, there are numerous difficulties in conducting exposures, not the least of which is obtaining the proper triggers for a person's anxiety. This project investigates if and how persons with high social anxiety and a control group differ in their physiological reactivity to three different forms of video humor and a non-arousing control. This is being done to determine the usefulness of humorous stimuli in exposure therapy. Initial pilot results on a small sample of subjects is promising. While no baseline differences are being seen between groups on the control video, higher galvanic skin response and heart rate is seen in the socially anxious group. The two groups appear to have some differences based on the examination of means. This is particularly evidence in the GSR across all videos, where the non-anxious scores are twice the size of the anxious. There are also apparently large differences in the HR. Due to the small sample size our power appeared to be too low to detect such differences in an ANOVA, as the only statistically significant difference between the groups was seen on the heart rate in response to the "gross-out" video. Despite the low numbers, the initial study warrants further investigation with on-going data collection to determine the possibility of humorous videos for treatment of anxiety.

## **02.01.06 Transforming for the Sake of Transformative Learning Through HIP Programs**

**Ed Cunliff, Jeff King,**

*University of Central Oklahoma*

At the theoretical level Transformative Learning is clear, and at the practical level many would say, "We know it when we see it." What the University of Central Oklahoma has done with Transformative Learning is to operationalize it through the use of six High Impact Programs (Kuh, 2008) that at Central are called "The Central Six." This operationalization has allowed faculty and staff to understand and implement the process and to impact the university culture of learning and teaching. Can any of our successes and failures inform your campus' transformative learning initiatives? We'll freely share our triumphs and our ongoing challenges!

## **02.01.07 Custodial Grandparents and Emotional Well-Being: The Lingering Effects of Reassuming the Parenting Role**

**Braden Cary, Yungfei Kao,**

*Northeastern State University*

The study explores a need in counselor education on addressing custodial grandparenting as part of a lifespan development curriculum. The aging world has given rise to a growth in custodial parenting. The 2010 census reports close to 5.4 million children living under a household headed by a grandparent. As these grandparents become more involved as parents, data shows for the grandparent: higher depression, insomnia, and less time spent focusing on their own issues. Grandparents seeking assistance with their emotional distress learn to offset the negatives with the happiness with the grandchild and a sense of purpose. The current study sought to understand the perceptions from counselors-in-training. Grandparents assume the role of parent out of various reasons: death of parent, financial hardship, incarceration of a parent, military deployment, or abusive household. Each reason comes with their own difficulties that direct their treatment. In addition, these reasons may cause biases within counselors. By presenting counselors-in-training vignettes of a grandmother seeking therapy for her and her granddaughter, the research sought to disseminate between those who view an intake of a grandparent who has assumed parenting from the death of her daughter compared with those viewing a grandparent who has assumed due to incarceration of her daughter. Specifically, comparisons are made on the perceptions of ability to parent alongside perceived affect.

## **02.01.08 Perceptions of Collegiate Student Athletes and Brain Injury**

**Chas Riden, M.Ed., Gary Howard, Malinda Green, Mark Maddy,**

*University of Central Oklahoma*

Traumatic brain injury (TBI) is an evolving deleterious problem in contact sports like football. Helmets do not retard impacts beyond 14 g-load. The action of external and internal forces on the body disrupts homeostasis. When the human brain is exposed to physical blunt force trauma, as is the case with concussion, biomechanical forces inside the cranium called acceleration and deceleration forces are activated. The brain shifts internally at the subdural level. Football players generally receive impacts to the prefrontal lobe or cerebellum. Acceleration and deceleration forces slam the delicate, gelatinous brain against the internal walls of the skull causing TBI to occur. TBI injuries like secondary impact syndrome (SIS) can be deadly. TBI interrupts and impairs cognition. The subjects in this study were current University of Central Oklahoma student athletes who participated in varsity football during the spring 2012 semester. A five-point Likert type scale of thirty-two items was administered to thirty (30) athletes who played on offense, defense, and special teams. The study focused on describing the frequency and severity of concussion among UCO football players and the perceived relationship to cognitive processing and awareness of concussion protocol. The study found that, although 37% of the total sample reported a concussion, the occurrence had caused minimal difficulties with cognitive ability.

## **02.01.09 Subliminally Primed Social Exclusion's Effect on Reaffiliation Behaviors**

**Erin McReynolds, Robert Mather,**

*University of Central Oklahoma*

The need to belong is as innate as our need for food or water (Maslow, 1943). When that need is threatened, people strive to reaffiliate with desired ingroups. They may act in uncharacteristic ways, or purchase items they would not normally purchase to appear more like the desired ingroup. Belongingness and loneliness are related, such that feeling excluded may increase the likelihood of loneliness (Mellor, Stokes, Firth, Hayashi, & Cummins, 2008). In the present study, participants will be subliminally primed with stimuli pilot-tested for social exclusion. The purpose of this research is to determine if subliminally-primed social exclusion affects participants' reaffiliation efforts with an ingroup. Participants were prescreened for their hometowns, either Oklahoma City/Edmond or Tulsa, and then watched a slideshow with 29 pictures of Oklahoma City and Tulsa landmarks, including filler images from other cities. Experimental condition participants viewed another slideshow subliminally priming social exclusion with either pictures or words. Finally, participants were told that they had \$300 in fake money to donate to fictional charities based in Oklahoma City or Tulsa. The dependent variables will be number of charities from each city donated to and amount of money donated to charities from each city. The researcher predicts that participants subliminally primed with social exclusion will donate more money to charities based out of their hometown compared to controls.

## **02.01.10 The Role of Culture in Vocabulary Consolidation Strategies used by English Language Learners (ELLs)**

**Banu Bilen,**

*University of Central Oklahoma*

Learning a second language requires the effective use of vocabulary. Using effective strategies to retain a new word is as important as learning a new word. According to released data for the Test of English as a Foreign Language (TOEFL), (ETS, 2010) there is achievement difference in the TOEFL between two cultures: Arabian and Korean. This research investigates the effect of the culture on applying the consolidation strategies of learning a word after discovering its meaning through comparing consolidation strategies of these two cultures. To see the different vocabulary consolidation strategies between S. Arabia and Korean English learners, twenty-five ELLs from each culture were selected randomly for questionnaire from UCO and ELC (English Language Center). From these questionnaires, eight volunteer ELLs were selected to participate in a follow-up interview: four S. Arabians, and four Korean learners. The results showed there are not so many differences between the two cultures' consolidation strategies. Koreans prefer to use the word in sentences in their writings and while communicating, while S. Arabians use repetition through writing the new word or saying it aloud and use multimedia to refresh their vocabulary. The findings of this study will give insight into how language learners enhance their vocabulary retention through consolidation strategies.

**02.01.11 Can access to school transparency expenditure data required by SB1633 of the 2010 Oklahoma Legislature reveal statistically significant relationships between school expenditures and student outcomes?**

**Howard Kuchta, Kelly McClure,**

*Cameron University*

The School District Transparency Act (SB1633) of the 2010 Legislature requires the posting of each Oklahoma school site and school district annual expenditure data. This made individual school-site expenditure practices accessible for the first time. The research question posed was: Can access to school transparency expenditure data, required to be published by SB1633 of the 2010 Oklahoma Legislature, reveal statistically significant relationships between reported variables, particularly student academic outcomes? The focus for this project was the 2010-11 school site transparency expenditure data. A manageable sample of the 1,785 schools in Oklahoma was derived from a National Center for Education Statistics online search. Sampling was done to reduce the scope of the project to 45 ES (PreK-5), 45 MS (6-8), 45 HS (9-12) public schools resulting in 124 state-wide schools in the sample. The question centered on whether statistically significant correlations between local school discrete expenditure data items and related instructional variables could be established that would inform educational spending practices within local schools and districts? The results show significant relationships such that the expenditure data available under the School District Transparency requirement can and should be utilized to draw associations about instructional spending practices and their relationship to student performance and other instructionally-related variables.

**02.01.12 Conversing On A Mobile Phone versus In-Person: The Impact of Reduced Attention On Flicker Change Detection Paradigm**

**Cindy Chia,**

*University of South Australia*

The prevalence of road accident cases has called for researchers' growing attention in the last decade. 275 students (56 male and 216 female) from University of South Australia participated in a Change Detection activity via CogLab software to empirically investigate the impact of conversing on a mobile phone versus conversing in person on the ability to detect change in flicker paradigm. As anticipated, reaction time is found to be related to flicker paradigm and that participants in the control condition group has the fastest reaction time, followed by the conversation group and then the mobile group. While attention is the most crucial role in bringing observers into awareness and consciousness, it is foremost important aspect in a change detection task. These findings relate to traffic environment where multitasking while driving disperses observer's attention and may lead to unintentional carelessness affecting effective scan on visual scenes.

## **02.01.13 Expectations and Motivations of Alternatively Certified Teachers**

**Erin Fullenwider, Mike Nelson,**

*University of Central Oklahoma*

The goal of this phenomenological study is to identify and describe the motivations and expectations of pre-service teachers who are (or are going to be) alternatively certified. While there is little doubt that individuals choose teaching as a career with the intent of helping children and adolescents, it is less clear what other motives alternatively certified teachers might have for becoming a teacher. An initial questionnaire was given to 29 graduate students in their first semester of course work in the Secondary Education Program. The questionnaire included questions regarding (1) general demographic information, (2) information on work experience, teacher certification, school sites, and (3) and reasons for becoming a teacher. Four students were then selected for focus interviews. The participants were selected to represent the diversity of characteristics and perspectives within the survey group. The interviewees answered questions regarding: (1) motivations for wanting to be a teacher, (2) personal goals for teaching, (3) beliefs about the roles and responsibilities of teachers, (4) expectations regarding what he/she can accomplish as a teacher, (5) expectations regarding the impact he/she expects to have on students, and (6) perceptions of what it will take to work effectively with adolescents. Interviews were transcribed and analyzed to identify common themes. Preliminary findings will be presented.

## **02.01.14 Who Graduates High School in Oklahoma?**

**Sara Trivari, Katherine Heitner,**

*Cameron University*

In 2011, an article in the Tulsa World newspaper ranked the state of Oklahoma 34th in the United States for high school graduation rates (Eger 2011). The purpose of this study is to investigate Oklahoma's high school graduation rates by county and ethnic group. In an examination of Oklahoma's 77 counties, we found that diploma attainment varied by ethnicity with Whites and African Americans having the highest levels of achievement. Moreover, the study found that diploma attainment was higher in counties near urban areas than in rural areas.

## **02.01.15 Social Categorization and the Cross-Race Effect: A Dual Process Exploration**

**Sarah Dailey, Curt Carlson,**

*Cameron University*

The current study tested the categorization-individuation model of the CRE, and compared estimates of recollection for same-race (SR) and other-race (OR) faces. If automatic categorization of faces reduces the encoding of individuating information, then manipulating the in-group/out-group (IG/OG) status of SR and OR faces should affect both recognition and recall. The IG/OG manipulation was achieved by displaying faces in front of either classroom (IG) or prison/jail cells (OG). Each face was also paired with a name, in order to uniformly encourage individuation of the faces, as well as provide us with a richer measure of recollection at retrieval than that used by Marcon et al. (2009). We hypothesized that an interaction would occur, reflecting both a recognition advantage and greater recollection of individuating information for SR, IG faces. These effects were found, but only for white participants.



## **02.01.16 Comparing Student Satisfaction between Online and Blended (Hybrid) Courses**

**Deborah Hyde, Lawrence Wybrant,**

*Northeastern State University*

The goal of this research was to determine the attitudes of students taking an online physical geology course which was presented completely online including laboratory experiences conducted at home and comparing it with students taking a blended physical geology course which was presented partially online with a portion of the instruction conducted in a traditional classroom setting allowing student and teacher interaction to increase concept knowledge reinforcement. Informal data derived from former students suggested that students would be more satisfied with a blended presentation method which allows for face-to-face laboratory experiences and student interaction. To test this hypothesis, students from an online control group were given instruction completely online and compared with an experimental group which consisted of a blended class. Identical survey instruments were administered to both groups of students one week before final exams asking them to gauge their overall satisfaction with the course they had taken. The survey instrument was a Likert style survey which included ten statements for which students were asked to choose one of five levels of agreement. An overall satisfaction quotient was calculated and the results suggested that students preferred the blended presentation mode in 9 of 10 categories. The aggregate satisfaction quotient was calculated to +12.25 % in favor of instruction using the blended online Physical Geology method of instruction.

## **02.01.17 The Student Support Services (SSS) Project**

**Evan Hartwell, Patrick Harrel,**

*University of Central Oklahoma*

Student Support Services is a federally-funded grant program designed to provide assistance to students who are low-income, first generation college students, and/or students with a disability. There is a demonstrated need for programs in higher education that specifically support individuals who belong to the previously stated categories. The American Council on Education has listed several challenges that low-income adult students face: managing the demands of work, family life, education, and social schedules; financing the costs of higher education; receiving adequate academic advising and counseling; and regulating self-esteem issues. Low-income students are less likely to graduate than "traditional" students. There is a strong correlation between parental education rates and poverty levels. Students whose parents have not completed a bachelor's degree are more likely to live in poverty. If a student has not received adequate preparation socially, personally, and culturally for success in higher education, the student will not adjust as readily to the academic and social structures of the college community.

## **02.01.18 Chickasaw Nation: Analysis of Participation in Tribal Government**

**Daniel Tollett, Adrian John, Brian Sanders, Monty Stick,**

*East Central University*

The purpose of this research is to survey and gather information to why voter turnout and participation in tribal meetings of the Chickasaw Nation is low. The method of information gathering is going to be a simple survey that will be sent to Chickasaw citizens. The data that we receive with this will help us in determining why participation in tribal government is low and with the help of the Chickasaw Nation we hope to bring light on this subject and to bring about any policy change that would help involve the people in their government. We will present our findings to the legislative body of the Chickasaw Nation for analysis.

## **02.01.19 Building a Communications Framework in the Age of Social Media**

**Kelly McClure,**

*Cameron University*

Social Media applications are being recognized as useful teaching tools in the area of education. However the promise of social media communication with our students and the practical use of social media tools in the classroom is problematic. What tools to use and which of the many social media platforms are appropriate for the content matter? This initial study looks at social media tools in the framework of classroom and content communication. The study began with review of research based examples of social media use in the classroom. Information was then solicited from current local teachers for examples of how they are using social media in their own classrooms. The sample was small and consisted of current teachers from just three different schools systems, however the results showed surprising variation of social media use. The results were plotted on map-type diagrams to show relationships among various uses of social media. The end result is an initial framework for using social media platforms in the classroom as content delivery devices and as student communications tools. While this was a small anecdotal based review of social media for teaching and communication, the implications of using social media in the classroom as a teaching tool invite further study.

## **02.01.20 Perceptions of Preparedness of Alternatively Certified Teachers**

**Kimberly Van Aken, Mike Nelson,**

*University of Central Oklahoma*

Abstract According to The National Commission on Mathematics and Science, thirty percent of new teachers leave the field after three years (as cited in Cavello, Ferreira, & Robers, 2005, p. 363). Due to high teacher turn-over urban school districts must continually spend scarce resources on the recruitment and preparation of new teachers, many of which will leave the district or profession within 3 years (Costigan, 2004; Heineke, Carter, Desimone, & Cameron, 2010). Developing a better understanding of the teachers' perception of their level of preparation in schools is needed, as feeling prepared is a likely contributor to teacher attrition. In depth interviews will be conducted with a sample of up to 10 alternatively certified teachers currently teaching in Oklahoma urban schools and attending the Secondary Education master's program. The interview will ask participants about their level of preparation for teaching in urban schools. The following areas will be investigated: (1) classroom management, (2) knowledge of content area, (3) strategies for teaching adolescents, (4) designing lessons, (6) assessing students, (7) teaching culturally and ethnically diverse students, and (8) differentiating instruction.

## **02.01.21 Transformational Learning Behaviors**

**Hailey Hinkle, Lois Bryan, Thomas Hancock,**

*University of Central Oklahoma*

The University of Central Oklahoma is one of the nations leaders in the area of transformational learning. The power of this approach can be seen in the recent work by Selcer, Goodman, and Decker (2012), who have shown that business and healthcare's leaders have higher leadership qualities when they go above the basic skills and are instead required to think creatively. This study's objective is to attempt to define TL by identifying a range of specific examples depicting transformational learning (TL) experiences. Instead of directly asking UCO's students, faculty, staff, and alumni to outright define the abstract concept of TL, we will be collecting information on specific concrete experiences they believe exemplify TL. It is with great hope that this research will be able to provide specific experiences/procedures that the UCO population felt improved the educational process. In the present study, the researchers have compiled a list of examples/behaviors that highlight or characterize transformational learning here at UCO. The study was voluntary and conducted in the form of a survey disseminated through the UCO email system to current UCO students, UCO alumni, and UCO employees (administration, staff, and faculty).

## **02.01.22 Difference in GPA with Major and Type of Sport in Division II Student Athletes**

**Chelsea Smith,**

*University of Central Oklahoma*

It has been suggested that the demand of competitive athletics in college can be detrimental to the academic success of a student athlete. Furthermore major selection may be dependent on the path of least resistance and lead to academic clustering within specific majors. The purpose of this study is to determine how student athlete's sport and major effect their grade point average (GPA) at the University of Central Oklahoma. There has yet to be a study relating individual sports team's division of majors and their academic success. This study used unidentified academic data from fall 2005 to fall 2012 of the University of Central Oklahoma student athletes. This study included 743 student athletes from seven major sports and represented all eight colleges at the university. The athlete's GPA was compared to their team and major. There was a significant difference in GPA by team, GPA by major, and GPA by team by major. As a group, academic clustering was found in student athletes. The majority of student athletes had majors in the colleges of education, liberal arts, business or were undeclared. With these results the research aims to create recommendations for academic success to specific teams and majors.

## **02.01.23 Assessment of Transformative Learning Principles in Undergraduate Fitness Assessment Class**

**Chelsea Smith, Greg Farnell,**

*University of Central Oklahoma*

Transformative learning (TL) is a teaching model that in the recent years has been applied to many universities to allow for a greater educational experience for students. The TL concept is placing the student at the center of their own learning by participating and engaging in their acquisition of knowledge. This research project seeks to describe the effects of all six TL pillars of the University of Central Oklahoma into one class. The six pillars are health and wellness; scholarly activities; global competency; service/civic engagement; leadership; and discipline knowledge. TL as they relate to each of the six pillars will be addressed in an undergraduate kinesiology class through systematic testing, including leadership inventories, discipline quizzes and group work on a specific topic. The students will be in a counterbalanced experimental design and tested at the completion of each topic. The data will be collected by word theme software from the group paper and scores on inventories and discipline quizzes. The researchers hypothesize incorporation of all six principles will lead to a different word theme pattern and higher scores on the quizzes and inventories.