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Language, Categorization, and Literacy: A Study of Skills in Deaf and Hard of Hearing Students

Erin Swanson-Shepherd

Abstract

Categorizing the world is one of the very first steps in language acquisition, and most of the time it is implicitly learned. Children who are deprived of language due to being deaf and hard of hearing are not receiving this implicit learning.

It's been theorized that depriving a child of language has profound effects on ability to read. My study will attempt to show further connections in language, the ability to categorize the world using language, and how it affects the ability to read.

The purpose of this study is to explore language usage, delays and other factors in deaf and hard of hearing students. The study seeks to answer the following research questions: how does a potential language delay in deaf and hard of hearing students affect their ability to categorize?

How does a lack of categorization skills affect the literacy skills of deaf and hard of hearing students? The goal of this literature review is to synthesize research existing in language delay in deaf and hard of hearing students, and categorization skills linking to literacy. There are gaps in research to be answered through this review regarding language acquisition, categorization in deaf and hard of hearing students, and the potential literacy impacts that categorization can have on this set of students.

Parenting in Prison: A Qualitative Case Study Regarding Incarcerated Mothers

Kimberly Phillips

Abstract

Do the crime, do the time: this saying is familiar in the decades of America's mass incarceration. Millions of children are suffering from their parent's prison sentences (Annie E. Casey Foundation, 2016). It is not the children's fault, yet they suffer the most when a parent is incarcerated. Children are struggling to function in society with a mother in prison. For example, mothers have their own challenges such as treating mental illness, dealing with addictions, and worrying about who is taking care of their children; which may impede their role as a parent and add a further negative impact on their children (Storm & Storm 2011). Despite the negative long-lasting impacts on children, there are limited studies available on parenting in prison. Thus, the present study examined parenting experiences of incarcerated mothers while they are in jail: their feelings about, contacts, and relationships with their children. Through an in-depth semi-structured interview with 17 mothers in prison enrolled in a college level parenting class at a Midwestern State Women's Correctional facility, were asked to share their story of parenting in prison. A qualitative approach was taken in order to understand how mothers soon to be released from prison felt about their current parenting practices and if they could end the intergenerational incarceration cycle.

Are Classroom Libraries Necessary? Student Voices from First-grade students through High School Students.

Amy Vejil, Eileen Richardson, Cheryl MacGregor, & Lindsay Orourke

Abstract

Student teachers will present their findings on opinions and attitudes towards the classroom library from the perspective of the students in their mentor's classroom. Questionnaires were given to students within their student teaching classroom to explore their perception of the classroom library or lack of one. This research explores the need for a classroom library from the perspective of a student within each grade level. The research explores design, usefulness, and reading engagement through the lens of those students in the classroom. This study brings a level of awareness to future and current teachers on the literary needs of classroom students from first grade to high school students.

An Analysis of Publication Trends in Orthopedic Residents in Relation to Academic Achievement Post-Graduation

James Hobbs & Marvin Carr

Abstract

Authors: Marvin Carr, BS1, J. Michael Anderson, BS1, James Hobbs, BS1, Corbin Walters, BS1, Austin L. Johnson, BS1, Matt Vassar, PhD1

Background:

Continuing Medical Education (CME) is an essential component of physician's careers. For many years the Accreditation Council for Graduate Medical Education (ACGME) has required residency programs to promote scholarly activity to obtain and retain accreditation. Many programs interpret this to mean promoting research amongst their members. Encouraging students to publish during residency is believed to promote research throughout their careers, but little information has been collected and analyzed to verify this assumption. This study was undertaken to determine if publishing in peer reviewed journals during orthopedic residencies was an indicator of continued academic achievement post-graduation.

Methods:

We identified 201 orthopedic residency programs and randomly selected 50 credible programs to include. Of the 298 graduates, we recorded the number of peer-reviewed publications, H-index score, fellowship program and if the graduate is currently working in private practice or an academic setting.

Keywords: academia, publications, residents

More Alike Than Not: Higher Education and K-12

Cheryl Evans, University of Oklahoma, & Michaela Grandstaff

Abstract

This research is intended to expand on the limited study of leadership development across three areas of educational leaders: K-12, higher education professional, and higher education academic leaders. Background: Educational leaders from these three different groups are often viewed and treated separately, both in areas of research and practice. Methodology: A brief electronic survey was sent to more than 700 educational leaders. We will soon be sending a new electronic survey to current educational leaders from our peer universities and will also be doing a phone survey with those that wish to participate. Findings: There was noteworthy congruence in terms of the leadership theories utilized across the groupings, but differences in terms of where they received much of their professional education regarding leadership. However, with our new survey and with there being different people from different geographical regions in these positions we are interested to see if these results change and if they do how much they change. Future Research: This study raises questions regarding efficacy of professional development approaches, the value of leadership development, and the potential value of bringing together the three groups in professional development activities as a means of forging a more seamless system for students.

Reflective Quizzes and Personal Development

Kaylan Peterson

Abstract

The purpose of this research is to gain a better understanding of whether reflective writing exercises can generate a transformational shift of one's self-awareness, autonomy, and self-compassion. Several current research efforts in the Transformative Learning sphere indicate students lack sense of personal understanding, illustrating a need for classroom experiences to build into more than merely disseminating information about a subject (Christie et al., 2015). This project attempted to use reflective writing exercises to increase personal depth in the students, as well as increase course knowledge and engagement. This research is comprised of students on the first day of class being introduced to the study, consented, and then given Neff's Self-Compassion Scale, Emotional Self-Awareness Scale, Index of Autonomous Functioning, a demographic survey, and a five conditioned Q-sort of 18 adjectives which can be used to define aspects of personality. Though everyone in the classes completed the weekly assignments, only those who provided consent were included in the study. At the end of the course, the students completed the assessments again and analyses were ran on each. We expect to find such assignments will inspire reflective thinking about various topics involving perception of self.

Christie, M., Carey, M., Robertson, A., and Grainger, P. (2015). Putting transformative learning theory into practice. *Australian Journal of Adult Learning*. 55(1). 9-10.

A Statistical Analysis of a Child Abuse Prevention Education Program

Ryleigh Tucker & Tracy Morris

Abstract

In Oklahoma County, roughly one-third of girls and one-fifth of boys will be a victim of child abuse before they turn 18. Sadly, only one-tenth of these children will tell an adult about the abuse. The CARE Center is a child advocacy center in Oklahoma City that works to end child abuse. The CARE Center teaches children aged 4-8 how to ROAR, an acronym children can use to remind themselves about personal body safety, tell people about their abuse, and always have adults they can feel safe around. Children in classroom settings are asked a series of five questions before being taught the ROAR lesson. After the lesson, they are asked the same series of questions to determine what the children learned from the lesson. To date, the CARE Center has conducted this program in more than 150 classrooms across Oklahoma County. In each case, the numbers of children responding positively to the pre- and post-questions were recorded for each question, along with the total number of students, and their grade level. Additionally, demographic data concerning race, poverty, education level, parental support, etc. were collected from Oklahoma's Office of Educational Quality and Accountability. The focus of this project was to statistically analyze this data, to determine whether there are significant differences in the proportions of positive responses to the questions before and after the program. A variety of statistical methods was used including matched pairs analysis and regressio

Base Rate Data Primes Perceptions of Child Abduction

Taylor Pjesky & Robert Mather

Abstract

The media may provide misleading information to the public, often to increase viewers or readers. This often occurs in coverage of child abductions. In order to prevent children from becoming child abduction victims we must understand authentic threat probabilities and victimology. This study will aid in the correction of common misunderstandings, which can be used in prevention programs. One hundred and twenty-one participants were primed with facts and statistics from four different articles concerning characteristics of abducted children. Participants were randomly assigned to read base rate data from one of the four articles or not read an article. Participants then completed an online questionnaire about the probable characteristics of abducted children. It was hypothesized that the four primed experimental groups would show more accurate knowledge of characteristics of abducted children, whereas, the control group would show beliefs of common myths, and less accurate information. A MANOVA showed the results supported our hypothesis and indicated that the articles influenced the responses for thirteen of the thirty-three questions ($p < .05$). Article three influenced responses to all thirteen questions. The results show that information can influence perceptions of certain characteristics of abducted children. This study has implications for how media reporting may influence perceptions of child abductions which can be used to develop more robust prevention programs.

Gossiping and its influence on mood.

Madison Wheeler

Abstract

The purpose of this case study was to determine the influence of gossiping on mood. The participant attempted to reduce their amount of gossiping by implementing a reward system. The mood of the participant was studied before, during, and after the reward system began examined for fluctuations.

Reflective Quizzes and Personal Development

Anna Amorpour

Abstract

Several current research efforts in Transformative Learning sphere indicate that students lack a sense of personal understanding, indicating a need for classroom experiences to build into more than merely disseminating information about a subject or text; the budding view is to create a transformative atmosphere in the course (Christie, Carey, Robertson, and Grainger, 2015). Often being aware of a need doesn't equate to application or positive application of a principle. Additionally, an educator may assume that ze (the use of ze and zir is to embrace inclusion of LGBTQ+ gender neutral pronouns and avoid biases and are not typos) must completely reorganize zir classroom to attempt a transformative experience, which could seem too daunting. This project will attempt to use simpler, and less classroom intrusive, reflective writing exercises to increase personal depth and transformation in the student. Shapiro, Kasman and Shafer (2006) identified the usefulness of reflective writing for medical students as a practice to transform their depth of empathy for the none medical issues that their patients would be experiencing, which the researchers found to help practitioners gain mindfulness and presence of others.

Elementary Students' and Teachers' Perspectives on Teacher Caring

Jericho Hobson

Abstract

The purpose of this research is to explore and compare teachers' and students' perspectives of teacher caring and its meaning in the elementary classroom in the U.S. Midwest. The problem is that educators have a multitude of competing responsibilities in the classroom. Through a better understanding of how teachers enact care and how students receive care in the classroom, interactions and efforts could change to positively impact all classroom participants. This qualitative, Narrative Inquiry study utilized face-to-face interviews and artistic and writing prompt responses to reveal the ways that participants enact and receive caring in the elementary classroom.

The two teacher participants and the four student participants in this study shared their stories of teacher caring, defined as teacher's dedicated engagement with students personally and academically. Teachers demonstrate care for their students when they dedicate time to students to help them grow in the content areas studied in the classroom and when they assist students personally with their health or to ensure their safety. Lastly, teachers tell stories of caring for their students when they support students through difficult circumstances in life. As students encounter challenges in their school or personal life the teachers in this research support students and offer guidance, kind words, or kind actions as needed

Recreational Reading Reduces Rampant Restlessness: The Effect of Anxiety Among College Students

Mackenzie Blake

Abstract

Anxiety and depression are the top concerns among college students, affecting approximately 41.6% and 36.4% of students, respectively. College students have high stress levels due to academic pressure to succeed, environmental changes, financial problems, and an overuse of social media. College students spend an inordinate amount of time on technology and social media which tends to increase anxiety levels (Cheever, Rosen, Carrier, and Chavez, 2014) and may be correlated with a decrease in interest and in ability to read at the university level. The author noticed similar levels of frustration in her younger brother when he had to read for academic purposes, especially when distracted by technology. This frustration has caused him to replace reading with technology, the same pattern that has been observed in college students. This study will look at the effect recreational reading may have on anxiety and depression levels among college students, especially if accompanied by a reduction in the use of technology. As a future school psychologist, getting students to enjoy reading for pleasure, at a young age, may help mitigate levels of depression, anxiety, and feeling overwhelmed by course content at the college level. It is expected that there will be an indirect relationship between anxiety and time spent reading for pleasure.

Reduction of Social Media usage and its Influence on Hours Slept at Night.

Leslie Velazquez & Vickie Jean

Abstract

The purpose of this study was to determine if reducing social media usage at night would increase the hours slept at night. The participant attempted to reduce social media usage by setting a timer on a phone that would block all social media apps after a certain amount of time used. The amount of time slept at night was monitored before, during, and after social media limitations to see if it shifted.

Integrating Classroom Experiences Resulting in Transformational Learning

Alexandrea Erbyynn, Korie Hilliard, & Susan Mathew

Abstract

College students are intellectually challenged by their professors. Most professors coach students to integrate classroom content into their everyday life resulting in transformational learning which has been associated with increased classroom engagement and conceptual change (Merriam & Ntseane, 2008; Pugh, 2011; Vanderlinden, 2014). The purpose of the present study is to examine how students attending a Historically Black College or University (HBCU) integrate their classroom experiences resulting in transformational learning. More specifically, the study investigated the effect of HBCU students across levels of academic classification upon transformational learning. Data for the current study were obtained from surveys completed by HBCU students (N = 519) in Oklahoma which consisted of demographic questions and measures to assess Transformational Learning (Pugh, Linnenbrink-Garcia, Koskey, Steward, & Manzey, 2010). All assumptions underlying the use of the one-way statistical model were verified in this study. ANOVA results indicated statistically significant [$F(5,513) = 7.919; p = .000$] differences in transformational learning between the levels of academic classification. Calculation of omega square suggested that about 6% of the variability in transformational learning may be due to the levels of academic classification which according to Cohen (1988) is evidence of a moderate effect size of academic classification on transformational learning among HBCU students.

Self-Doubt to Self-Do: The Effects of Mindfulness Meditation on Self-Doubt Thinking

Vickie Jean & Alexis Cannon

Abstract

Self-doubt is defined as the lack of confidence one has in oneself or one's abilities. Mindfulness meditation, for this case study, is defined as the psychological process of being aware of an individuals' place in the present time and processing overwhelming stimuli in a productive manner. To decrease the frequency in which an individual engages in self-doubt thinking, this study introduces the daily practice of mindfulness meditation. This study uses a frequency table and line graph designed in SPSS (Statistical Package for Social Sciences) of baseline vs treatment frequency of self-doubt thoughts to analyze whether mindfulness meditation has a significant effect on self-doubt thinking.

The Effects of Starting an Online Business on Social Media Usage

Perianne Phillippe

Abstract

In a time of life where busyness and productivity are highly valued, college students still spend a copious amount of time on social media. Despite often working full-time jobs, taking on heavy course loads, and completing other tasks on their seemingly endless to-do list, they still find time to stay up-to-date on other people's highlight reels. Social media use further increases an already excessive amount of screen time and has been linked to numerous mental health issues. A possible reason for so much social media use within college students is a lack of efficient time management; that is, participating in activities that are productive, mentally stimulating, and rewarding. The researcher hypothesized that an individual who starts an online business will see a decrease in the amount of time they spend on social media. The subject-design is a case study that follows an individual over the course of 15 weeks. An AB design is used to measure the baseline of social media use before treatment (starting an online business) and after treatment. This research is still in progress so there are not yet results or conclusions to report.

Parents' Perspectives on Children's Play and Language Development?

Sara Moon-Seo

Abstract

This study explores how parents' perspectives on children's play are related to the vocabulary development of 8 typically developing children between 1 and 3 years. Each parent participated in a face-to-face and semi-structured interview and completed a child vocabulary checklist. Researchers interviewed each participant for 20-30 minutes using semi-structured and open-ended questions including definition of play, types of activities with children, and positive and negative consequences of play. Interviews were audio recorded and transcribed. Participants completed the MacArthur-Bates Communicative Development Inventories: Words and Sentences (CDI-WS) (Fenson, et al., 2007) to report their children's expressive vocabulary skills. Results reveal that parents describe the definition of play in three recurrent common themes. Children whose parents view play as a learning context produced more expressive vocabulary compared to children whose parents view play as having fun or social interactions. Although there were common characteristics of describing play, each parent has his/her own definition of play and play activities with their children addressing the benefits of play and the negative consequences of play. This study discusses how their common and unique perspectives are related to children's vocabulary development. The study also discusses possible clinical implications of play as a medium to support children's language learning.

Multi-Variant Analysis of College Students' Motivation

Daniel Morales

Abstract

In this study, students at the University of Central Oklahoma were asked to participate in a survey seeking to explore personality styles regarding one's academic motivation. A pilot study conducted with faculty supervision asked participants to complete three questionnaires, the BIS/BAS, (Carver, C.S., & White, T.L., 1994) the introversion scale, (Eysenck, H.J., 1970) and a revised form of the Hospital Anxiety and Depression Scale (HADS)(Zigmond & Snaith, 1983) as well as a demographic form that looked for variables such as academic classification, personality types, GPA, age health status, or if a student has had concussion in the past could influence motivation, etc. These factors were collected in an effort to test the hypothesis that factors such as introversion, anxiety and even academic classification affect motivation.

Understanding the College Completion Agenda on a Community College Campus: The Lived Experience of Faculty and Administrators

Carolyn Cox

Abstract

In an effort to support the nation's workforce and economy, community colleges have implemented degree completion strategies aimed at increasing the number of skilled and educated employees. This case study explored the lived experiences of administrators and faculty members while implementing degree completion initiatives on an urban community college campus. Multiple themes emerged from the data and revealed both the processes and possibilities for future reform initiatives and research. Study participants shared experiences in developing a data-driven picture of the institution and participating in course redesigns that transpired in programs where the greatest student attrition occurred, resulting in a "set curriculum" across all course sections. Participants revealed various perspectives in the role administrators played in the course redesigns and how they increased their dedication to increasing degrees through faculty professional development. Over time, more students began to complete their courses, and the institution experienced an increase in persistence and retention rates and college degrees. An open social system model was applied to the data in a post hoc fashion as a tool to examine first, the interaction between the environment and the institution and second, the interaction taking place internally between the multiple sub-systems of actors.

The Positives of Procrastination

Stephanie Widick

Abstract

According to Novotney (2010), 80% of college students procrastinate when it comes to coursework. Procrastination is often thought of as negative and self-destructive behavior. However, active procrastination is different from procrastination. Active procrastination deals with intentionally putting a task off, but allowing enough time to complete the task in a timely manner and achieve a satisfactory outcome. The purpose of this research is to provide new interpretations of procrastination and examine how it can be logical, beneficial, and emotionally based.

Neglect and Functional Fixedness

Jaely Wright

Abstract

Many things can contribute to an individual's level of functional fixedness. Functional fixedness can be similar to problem solving. Depending on the circumstance that one might be in, it might be required that we think creatively when trying to find a solution to a problem. Current research shows that trauma, abuse, neglect, socioeconomic status and mental illness can influence how low or high someone's functional fixedness is (Kasckow et al., 2012). People who have experienced abuse, emotional distress, and mental illness are prone to having lower problem-solving skills in comparison to someone who has not experienced a high level of trauma (Maurex et al., 2010). The purpose of this research project is to conduct an experimental study that examines the validity of the hypothesis that neglect influences one's level of functional fixedness. The research conducted in this study will contribute to the research on functional fixedness and will hopefully demonstrate that neglect does in fact have an effect on an individual's level of functional fixedness. It will also expand perspectives of cognitive and social psychology, perspectives of self and others. This study if conducted and published, could be used by the community to apply the findings to their own lives as well as potential implications for others such as an idea for psychological treatment.

Curriculum specialists in the conversation of change: A third space approach

Kimberly Church

Abstract

Schools today continue to look for new and innovative ways to meet the demands of an increasingly complex educational landscape. Many schools employ site-based curriculum specialists (e.g. literacy coaches, instructional coaches, resource specialists) as a means to improve student learning outcomes by improving aspects of curriculum and instruction. However, this work often fails to produce quantifiable results district leaders or stakeholders expect. To better understand how these specialists might play a more purposeful role in the school's change efforts, this qualitative narrative inquiry explored how six site-based curriculum specialists negotiated competing forces within their school to initiate and sustain change efforts. Participants were purposefully sampled based on job title and responses on an initial survey about their work. Using third space theory as a guiding framework, the author sought to understand how the specialists' roles and identities influenced the work they did in supporting both principals and teachers in their work in the school. The study found that while there were pockets of success among the specialists in the study, they struggled overall to find the space needed to engage with members of the school staff in ways that lead to substantive change. Through an analysis of key tenants of third space theory, the author purposes alternate ways of involving site-based curriculum specialists in the school's curriculum conversation of