College of Health, Education, and Human Development
“The Engaged College with a Personal Touch”

FALL 2010

October 15, 2010
11:00 am – 2:00 pm
Hendrix Student Center
Overview

We’re delighted with the level of participation in the College of Health, Education, and Human Development’s 2010 Fall Research Forum. The Forum is our entity for college-wide engagement in research activities. Our sharing through faculty led roundtables began with last spring’s Forum. In addition to the many strong poster presentations among faculty, staff, and students, we launched our first focus on sharing faculty research activities – completed, in process, proposed – as a way to connect and interact about the important work we do. To facilitate research networks earlier in the academic year, we shifted the faculty led roundtable sessions to the fall semester. The poster presentations for faculty, staff, and students will be featured spring semester.

A huge round of thanks goes to Dr. Renee Bradley, Deputy Director of the Research to Practice Division, U.S. Office of Special Education, for sharing her expertise with us today. In her session, A Federal Perspective: Building an External Funding Portfolio, she’ll talk about grant opportunities and issues relevant to HEHD faculty as individually and collaboratively we build our research interests and agendas. Dr. Bradley may also venture into areas of change, partnerships, and capacity building.

To all of our presenters and attendees, we express our “thanks and appreciation.” You are contributing to the evolution of our research presence. Your conversations and contributions will extend beyond today’s agenda to make a difference each day for our students, our colleagues, and our College.

Kathy Headley, Ed.D.
Associate Dean for Research and Graduate Studies
College of Health, Education, and Human Development
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Special Acknowledgements

Each year, planning and implementing the Forum involves teamwork. The Forum’s Planning and Implementation Team of faculty, staff, and students ensures that important tasks, large and small, are completed to make the Forum evolve smoothly. *To these people, I send a very special thank you.* Their coordination and cooperation are incredible strengths for our College.

On behalf of the College of Health, Education, and Human Development, we take this opportunity to acknowledge the efforts of this team as well as to the College Research Committee for their guidance and promotion of the Forum.

Forum Planning and Implementation Team

- Bobbi Curry  Administrative Assistant – Associate Deans’ Office
- Karin Emmons  Media Resources Specialist – Department of PRTM
- Michelle Marchesse  HEHD Learning Resource Center
- Martie Thompson  HEHD Center for Research and Collaborative Activities
- Student Support  Katharine Bradley & Laura Mull

2010 – 2011 HEHD Research Committee

- Lynne Cory  Department of Parks, Recreation, and Tourism Management
- Sam Drew  National Dropout Prevention Center
- Lisa Chismark  School of Nursing
- Patricia First  Eugene T. Moore School of Education
- David Fleming  Eugene T. Moore School of Education
- Karen Kemper  Department of Public Health
- Paula Watt  Joseph F. Sullivan Center

Thank you for your contributions to our College and especially to the Fall Forum
MESSAGE
FROM
THE DEAN

Thank you for being a part of the College of Health, Education, and Human Development (HEHD) Research Forum. We have adopted a new format this year that I believe will be more valuable to all of us. I hope you find the day to be a rewarding and beneficial use of your time.

These continue to be very challenging times. It is now that our creativity and innovative spirit must prevail. We are the makers of our future. Whatever growth and expansion we experience in the College will be through our own creative initiatives and not the State’s.

I am proud of our faculty, staff, and students. Together, we continue to look forward and accept accountability for our efforts today and our impact upon tomorrow. Opportunities abound for our College as we apply our expertise in making a difference in this current economic situation. I hope that you’ll take advantage of our HEHD Research Forum to foster your research agenda through collegial conversations.

The College is working on a proposal at this time to internally fund radical and revolutionary ideas for addressing the major problems and issues that exist within and around our professional areas of responsibilities. Certainly major questions remain related to health care, education reform, families functioning, population health issues, higher education, and a host of other social issues that are consistent with the expertise within this College. I am looking for teams of faculty working in an integrated manner to address these issues from a totally new perspective. Details regarding this funding opportunity will be presented shortly. I hope this Forum stimulates some new and revolutionary ideas among you.

In closing, let me thank each of you, our faculty, staff, and students, for your enthusiasm and motivation as we work together to fulfill our College’s mission and goals. Your contributions make a positive difference to our college, our university, and to our state and nation.

Sincerely,

Lawrence R. Allen

Lawrence R. Allen, Dean
10:45 am – 11:00 am  ATTENDEE CHECK-IN
   Hendrix Student Center

11:00 am – 11:10 am  WELCOME AND OPENING REMARKS
   Hendrix Center Ballroom
   Kathy Headley, Associate Dean
   College of Health, Education, & Human Development

11:10 am – 11:40 am  FACULTY ROUNDTABLE SESSIONS
   Hendrix Center Ballroom

11:50 am – 12:20 pm  FACULTY ROUNDTABLE SESSIONS
   Hendrix Center Ballroom

12:20 pm – 12:40 pm  BREAK FOR BOX LUNCH
   Hendrix Center Ballroom

12:40 pm – 12:45 pm  INTRODUCTION OF SPEAKER
   Hendrix Center Ballroom
   Antonis Katsiyannis
   Professor, Eugene T. Moore School of Education

12:45 pm – 1:30 pm  FEATURED SPEAKER
   Hendrix Center Ballroom
   Renee Bradley, Deputy Director
   Research to Practice Division
   U.S. Office of Special Education

   A Federal Perspective: Building an External Funding Portfolio

Boxed lunch will be available at 12:20 for pre-registered attendees.
THANKS FOR YOUR PARTICIPATION IN FALL 2010 HEHD RESEARCH FORUM

Faculty Roundtable Sessions 11:10 to 11:40, Hendrix Student Center Ballroom

- Gautam Bhattacharyya
  Development of Scientific Expertise

- Loujeania W. Bost and Sandra Covington Smith
  Research to Practice in Dropout Prevention and School Completion

- Lynne Cory and Catherine Maurer
  Effects of Participation in Military Sports Camps on Injured Service Members: A
  Phenomenological Perspective

- Cheryl Dye, Joel Williams, and Janet Evatt
  Promoting Chronic Disease Self-Management with Health Coaches

- Brent Igo, Suzanne Rosenblith, Ryan Visser, and Brian Malcarne
  Project GOLD: Conceptualizing 21st Century Learner Dispositions & Measuring Students’
  Motivation to Acquire Them

- Jane C. Lindle
  The Challenge of Establishing Heuristics for Ethical Decision Making in School Leadership

- Amy Milsom
  Defining and Assessing College Readiness for Students with Disabilities

- Mindy Spearman, S. Megan Che, and Sarah Matthews
  Reflections on a Cross-Cultural Teaching Experience: International Educator’s Perceptions of
  United States Schooling

- Dee Stegelin
  Global Guidelines Assessment Project: A Collaboration Between Clemson University and the
  University of Reggio Emilia

CRCA Hosted Roundtable Focused on Research Design and Methodologies – Bring Your Questions!

- Martie Thompson, Kip Kingree, Antonis Katsiyannis, and Dave Barrett
  Using Secondary Data for Addressing your Research Question

Faculty Roundtable Sessions 11:50 to 12:20, Hendrix Student Center Ballroom

- Lynne Cory and Mattie Playne
  Effectiveness of a Leisure Education Program on Volunteerism by Adults with Intellectual
  Disabilities

- Linda Gambrell, Elizabeth Hughes, and Brent Igo
  Authentic Literacy Tasks: Reading, Writing, and Discussion in Elementary Classrooms

- Victoria Gillis and Kathy Headley
  Sustained Professional Development: Hearing Teacher’s Voices

- Leslie Gonzales
  When a University Creeps: A Framework for Exploring Faculty Responses to Mission
  Transformation

- Hans Klar
  Fostering Department Chair Instructional Leadership Capacity: Laying the Groundwork for
  Distributed Instructional Leadership

- Hugh Spitler
  Social Status and Peer Acceptance: The Missing Variable in Intervention Approaches to
  “Lifestyle” and Behavioral Choices

- Rachelle Washington and Michelle Martin
  Into the Wild with Camp Read-a-Rama: Outdoor Educational Experiences for Children

CRCA Hosted Roundtable Focused on Research Design and Methodologies – Bring Your Questions!

- Betty Baldwin
  Should Qualitative Research be done with the Primary Purpose of Making Better Policy Decisions?

- Sara Mackiewicz
  Single-Subject Research Design
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The complete HEHD Research Forum booklet with detailed abstracts can be found on the Research Website at [http://www.clemson.edu/hehd/research/research-forum/index.html](http://www.clemson.edu/hehd/research/research-forum/index.html)
Development of Scientific Expertise

Authentic activities, such as research internships, have become an increasingly important component of undergraduate education. Among other purposes, science educators view engagement in research as a way to: 1) get students interested in the sciences; 2) maintain students’ interest, thereby their persistence, in the sciences; and, perhaps most importantly, 3) help students gain a deeper conceptual understanding of the field. Due to the paucity of research, however, we know very little about the parts of these experiences which promote the learning of science and the development of scientists. We are trying to elucidate some of these “active ingredients” by studying the development of expertise, particularly conceptual expertise.

In this talk, I will describe the development of a series of studies that have helped us identify some of components of conceptual expertise that may be considered ancillary, but important, to the process of concept formation. Almost all of these studies have focused on the experiences of graduate students, necessitating, therefore, a qualitative approach due to inherently small sample sizes. The topics of the individual research projects ranged from problem-solving and reasoning skills to professional identity formation and ethical development. The focus will be on the methodologies used and the reasons for using them rather than research results.
Loujeania W. Bost (lbost@clemson.edu)
Sandra Covington (sandras@clemson.edu)
National Dropout Prevention Center – Students with Disabilities

Research to Practice in Dropout Prevention and School Completion

Using what works for society as a whole, helping youth with disabilities stay in and complete high school is a worthwhile objective. To enable schools across America to achieve this objective, practical recommendations and strategies with the strongest evidence to bring about the greatest success in reducing dropout rates must be used. In this session Dr. Loujeania W. Bost and Dr. Sandra Covington- Smith will discuss, evidence-based interventions and practices from major research synthesis and analysis of effective dropout prevention interventions and how state and local education agencies are using these strategies and interventions to improve school completion rates for youth with disabilities.
Effects of Participation in Military Sports Camps on Injured Service Members: A Phenomenological Perspective

The recent conflicts in Iraq and Afghanistan have resulted in a large number of service members returning home with life-changing injuries caused by traumatic events. Specialized programs using various treatment modalities are being developed for this targeted population. Independent living, employment, health, and well-being are major goals set forth for this population by the Veterans Affairs (VA).

Participation in recreation and sport programs and camps is one method emerging as ongoing support for these service members; especially programs and camps offered specifically to injured service members. The purpose of this study is to better understand the lived experience of service members with a trauma-induced disability and the role of leisure, recreation, and sports in their rehabilitation and reintegration into their home communities. Semi-structured interviews were conducted to gather information from participants and collective psychological, social, and affective experiences that occur were examined. A purposive sample was used in which the site and the participants were selected specifically because they are able to provide an understanding of the central phenomena with both experienced and newly injured service members returning to recreation and sport post-injury.

For this study, interviews were conducted at a Paralympics Military Sports Camp (PMSC) in San Diego, CA. The purpose of the PMSC is to introduce newly injured service members to adaptive sports and includes Paralympic athletes (who were former service members) as peer coaches.

Data collected via audio-recorded interviews was transcribed and has gone through one tier of coding following the phenomenological method. Findings include that in addition to the enjoyment experienced during recreation and sport, rehabilitation and reintegration is influenced by desire to participate in activities that are valued [e.g., participation can (a) increase stamina required to be actively involved with family and significant others, (b) offer opportunities to compete in sports previously thought to be unavailable post-injury, and (c) provide opportunities to represent the U.S. in an additional capacity other than as a service member]. Based on preliminary findings, implications for practice and future research promote facilitation of additional and varied opportunities for individual and family-based recreation and sport participation for injured service members.
Improving Chronic Disease Self-Management with Health Coaches

**Purpose:** Use of Community Health Workers (CHWs) is a cost-effective strategy in facilitating individuals’ adherence to recommended health behavior changes, self-management of their health conditions, and access to health care (Brownstein, Bone, Dennison, Hill, Kim, & Levine, 2005). This presentation will report results of a program delivered by trained, volunteer CHW’s, known as “Health Coaches” to older patients with hypertension residing in a rural county in South Carolina.

**Subjects:** In Oconee county, 42 percent of those over 65 years have less than a high school education, experience poverty rates as high as 27%, and suffer higher rates of hypertension and heart disease than state peers.

**Methodology:** The program, developed through a partnership between primary care physicians, state and local health departments, and university researchers, is funded by Health Resources and Services Administration (HRSA). Health Coaches provide classes, support group facilitation, and telephone counseling to patients in order to facilitate improvement of hypertension self-management behaviors.

**Findings:** The presentation will provide evidence of program impacts measured by changes in self-efficacy, knowledge and beliefs of program participants as well as changes in hypertension self-management behaviors such as sodium intake, physical activity, blood pressure monitoring, and stress management. Changes in blood pressure levels (primary outcome) and process evaluation findings will also be presented.

**Implications for practice:** After attending this presentation, participants will be able to discuss the feasibility of CHW-led interventions for hypertension control among older, lower-educated residents of a rural Southeastern county.
Project GOLD: Conceptualizing 21st Century Learner Dispositions & Measuring Students’ Motivation to Acquire Them

Project GOLD is an HEHD attempt to measure students' motivations to acquire a set of desirable, 21st century learner dispositions. This presentation includes an overview of those dispositions, including how they were identified, defined, and conceptualized for the purpose of research and assessment. Also to be presented are the procedures and results of 11 pilot studies that guided the development of a scale that measures the extent to which students have a "mastery orientation mindset" with respect to each of five general dispositions. Finally, results from recent studies of the alpha and beta versions of the final scale will be discussed.
The Challenge of Establishing Heuristics for
Ethical Decision Making in School Leadership

Purpose: Recent work examining the ethics and practices of school leadership has resulted in several models for the profession. A synthesis of the models exposes their theoretical grounding, their similarities and differences. Most of these models have only moderate records of application to the field, and a call for cases testing these models is warranted.

Method: The method of this study is a narrative analysis and literature review of several proposals for addressing ethical decision-making and stances for elementary and secondary school leaders. These proposed models are derived from law, business, and at least one is a metaphorical analogy. The work is a critical perspective on the utility of these proposals for practical application in the dynamic settings of schools.

Findings: The models share a challenge in providing enough guidance without being overly prescriptive in the decision-making process. Each model depends on the regularity of discipline-based tenets that may not fit patterns of political and social contexts in practice. Schools are particularly diverse in the plethora of presumptions and assumptions in use by students, families and practitioners. The environments are thus, more dynamic than such model heuristics may permit.

Implications: The work offers insights into the practical heuristics of ethical decision making for school administrators and then offers case-based processes for improving the knowledge necessary for school leaders to make ethical choices in their work.
Defining and Assessing College Readiness for Students with Disabilities

Although the experience of planning for and attending college is similar for students with and without disabilities, students might face additional challenges related to their disabilities that warrant examination. Research to date has addressed various factors related to college success for students with disabilities, but no research has comprehensively examined these factors. The purpose of this study was to operationalize the construct of college readiness for students with disabilities.

Purposive sampling was used to identify participants based on their professional expertise and/or involvement in various aspects of postsecondary transition planning for students with disabilities. I recruited professionals representing the fields of special education, school counseling, college disability services, and academic affairs and retention. A total of 29 individuals participated in this study.

A Delphi study of three rounds was used. Via a web-based survey, in this first round the participants were asked to list what they perceived to be critical knowledge areas, skills, attitudes, and other factors related to college readiness for students with learning disabilities. Responses gathered during Round 1 were reviewed and condensed in an effort to eliminate redundancy, resulting in condensing 570 responses to 89 factors. In Round 2 the participants were asked to rate each of the 89 factors on a Likert-type scale ranging from 1 (not at all important) to 7 (very important). In the final Round the participants were provided with the median response and interquartile range (IQR) for each factor, calculated from the ratings they provided during Round 2. They were asked to consider the statistical information provided and then re-rate each of the 89 college readiness factors using the same 7-point Likert scale as they did previously.

Common guidelines for interpreting data gathered through Delphi methodology suggest retaining only those responses that receive a median rating of at least 6.00 and an IQR of 1.50 or less. A total of 66 out of the original 89 college readiness factors met those criteria. After examining the 66 factors, I dropped six because I believed they only could be answered by students already attending college (e.g., feeling that people on campus care), and therefore would not be relevant for high school students. Removing those items resulted in a list of 60 factors.

Factors in the final list reflect a variety of areas including personal characteristics, academic skills and strategies, support systems, and knowledge areas related to self and college. Interestingly, the most highly rated items had less to do with academic knowledge and skills and more to do with personal characteristics and attitudes. The importance of self-knowledge as well as knowing how and when to ask for help also are reflected in the top 12 college readiness factors.
Reflections on a Cross-Cultural Teaching Experience: 
International Educators’ Perceptions of United States Schooling

This study recounts perceptions of schooling in the United States by highlighting the transnational voices of international teachers based in eight different countries as they make sense of a similar teaching experience in the United States. The teachers spent five months living in the Southern United States, taking graduate courses at a nearby research university, designing professional development curricula for their home communities and partner teaching in a local middle or high school. Researchers conducted semi-structured qualitative interviews with the 14 international teachers participating in the study at the conclusion of their five-month long program.

Themes that emerged from the data demonstrate that the international teachers had much to say about United States pedagogy and the organizational structure of schooling in the United States. In particular, the international teachers voiced concern over the inattentiveness of U.S. students. Many of the international teachers linked the woolgathering of students to carelessness and a lack of motivation for learning. Another clear connection surfaced between the overabundance of resources in the United States schooling system and student motivation. Although a (highly contentious) scholarship base exists that indicates a positive correlation between student achievement and school resources, from the perspective of the international teachers in this study, the easy accessibility to plentiful resources for students at their field placements did not motivate many of these students to work or study. They implied that people tend to value more that which they have to work to earn over that which is freely handed to them, explaining that factors like the democratic right to an education, comfortable classrooms stocked with many resources, the freedom to choose to be inattentive in class, and a relatively light workload have resulted in an United States school system filled with “pampered” and “spoiled” students.

It is interesting to encounter such a strong consensus amongst a diverse, transnational group of educators immersed within a shared experience. This wake-up call from a group of thoughtful international teachers can help United States educators examine their own pedagogical practices, how they cue and motivate students and, in particular, problematize their own expectations for student achievement.
ACEI Global Guidelines Assessment Project: Collaboration between Clemson and the University of Reggio Emilia, Italy

Purpose and Problem Statement: The purpose of this international collaborative research project is to expand global awareness of quality early childhood learning environments. The study addressed the challenges of translating an early childhood learning environment assessment tool from English to Italian and pilot testing the Italian version in kindergarten settings in Italy.

Description of Research Subjects: The research subjects were 32 kindergarten teachers and their classrooms across 3 types of kindergartens: private, public, and municipal sponsored. The classrooms were in the north central cities of Parma, Bologna, Modena, and Reggio Emilia, Italy. The teachers represented a range of teaching experience and backgrounds, age, and philosophies.

Description of Methodology: The methodology was combined quantitative and qualitative utilizing ACEI’s Global Guidelines Assessment Tool that was translated from English to Italian. The first phase of the study was the translation process which took place in four phases. The translation phase consisted of translating the assessment tool from English to Italian followed by three revisions based on feedback from the teacher subjects. The second phase of the study involved the kindergarten teachers implementing the use of the assessment tool in their own classrooms. The assessment tool includes several sections of quantitative items followed by open-ended qualitative items. The teachers completed both sections of the assessment tool and submitted the completed instruments for analysis. The third phase of the study was the data analysis which was conducted by the team from the University of Reggio Emilia. This phase included interpreting descriptive statistics and the qualitative comments provided by the teachers.

Findings: The findings of this study confirmed the importance of the translation process when conducting international research. Because of the accuracy of the translation from English to Italian, the reliability of the assessment tool was increased. Teachers from the three types of kindergartens reported similar and different issues is using the tool and in the learning environments of their respective kindergarten settings.

Conclusions: The rewards and challenges of doing collaborative research in international settings were affirmed in this research project. There is a need for more collaborative global research efforts that strengthen the quality of learning environments for young children.
Using Secondary Data for Addressing your Research Question: Example of the National Longitudinal Study of Adolescent Health

The purpose of this roundtable presentation is to discuss the steps involved for researchers wishing to use secondary data to address their research questions. We will discuss and demonstrate (1) how to identify the data source most appropriate for your question; (2) how to access the codebooks containing measure descriptions of the survey; (3) how to obtain the data set and create your variables; and (4) how to analyze the data. We will use the National Longitudinal Study of Adolescent Health (Add Health) to demonstrate these steps. The Add Health data consist of a nationally representative sample of adolescents who were in grades 7-12 when they were first surveyed in the 1994-95 school year. The cohort has been followed into young adulthood, one year later, seven years later, and 15 years later. The survey consists of a broad array of variables of interest to faculty in HEHD, including measures assessing academic, family, peer, economic, psychological, and physical well-being constructs. Participants will learn steps to conduct secondary data analysis in general and about the Add Health data in particular.
Effectiveness of a Leisure Education Program on Volunteer Behaviors by Adults with Intellectual Disabilities - A Proposed Study

Research has documented many positive outcomes of volunteering; however, individuals with intellectual disabilities (ID) have limited opportunities to participate in volunteerism as a leisure activity. The proposed study will use single subject research (ABA design) to examine effectiveness of a leisure education program intended to support volunteerism by students enrolled in Clemson University’s LIFE program.

More specifically, the proposed study will examine participants’ attitudes about volunteerism generally and intention for their future volunteerism. The leisure education program is a component of the Leisure Ability Model (LAM); the LAM suggests freedom within recreation and leisure occurs across a continuum for individuals with various disabling conditions. Leisure education can be an effective way to learn about and facilitate opportunities for recreation participation.

At least six of ten students enrolled in the Clemson LIFE program will participate in the leisure education program following examination of baseline scores on an adapted version of the Youth Inventory of Involvement (YII) and the Youth Social Responsibility Scale (YSRS). Additional data will be gathered through semi-structured interviews and social validity questionnaires. Follow-up will occur during Spring semester 2011.
In this study, reading, writing, and discussion were examined within the context of a pen pal intervention that focused on authentic literacy tasks. The study employed a mixed method design with a triangulation-convergence model to explore the relationship between authentic literacy tasks and the literacy motivation of elementary students (n=180). The investigation also sought to document whether students demonstrated accountability to community, content, and critical thinking during small group discussions. Data sources included pre- and post intervention scores on the Literacy Motivation Survey, transcriptions of small group discussions, and transcriptions of interviews with 28 key student informants. Findings integrated across quantitative and qualitative data sources suggest that authentic literacy tasks have the potential to support and sustain students’ literacy motivation. Analysis of the discussions revealed that students demonstrated accountability to community, content, and critical thinking. Implications for the use of authentic tasks in literacy instruction, as well as suggestions for future research, are discussed.
Sustained Professional Development: Hearing Teachers’ Voices

Professional development generally seeks to change instruction, teacher beliefs and attitudes, and student learning outcomes (Gurskey, 2002), and has been found to enhance teachers’ effectiveness when it has the following characteristics: (a) having a sustained duration, (b) having a subject-matter specific focus, and (c) being aligned with the curriculum in participants’ schools and districts (Hill, 2007). Desimone, Porter, Garet, Yoon, and Birman (2002) found that professional development that included opportunities for active learning increased the effect on teachers’ instruction. The research described here is part of a line of research associated with a state-funded disciplinary literacy professional development initiative in its fifth year of funding and extends our inquiry into factors that influence teacher change. Research that has grown out of the state-funded Center of Excellence for Adolescent Literacy and Learning (CEALL) attempts to extend the work of researchers investigating change in teachers’ knowledge as a result of professional development at the secondary level (Sturtevant & Linek, 2003; Thibodeau, 2008) as well as to explore the development of learning communities (McKinney, 2003) among secondary teachers. We seek to identify salient features of the professional development initiative that are critical to sustainability as the project evolves in the current constrained economic environment.

As we build upon our research efforts, CEALL continues to evolve. Changing economic contexts, new participants, and feedback from continuing participants have helped shape changes in CEALL. Our goal has been to create an effective professional development program that is sustainable at the school and district level and that positively impacts student learning. Our past research has focused on factors involved in teacher change, factors that support instructional implementation of disciplinary literacy, factors that engender successful engagement in sustained professional development, and factors that support sustained professional development. As we reflect on the CEALL project, we note that the teachers’ experiences, in their own words, have been overshadowed in our explorations of the initiative itself. We wondered how teachers had experienced the project, how their experiences related to ours as researchers, and what we could learn from their experiences. Three research questions guide our study:

1. How have Teaching Consultants experienced professional development, in general?
2. How have Teaching Consultants experienced CEALL professional development specifically?
3. How do Teaching Consultants’ experience of CEALL compare with those of the directors of the initiative who have worked closely with them over the four years of the project?
4. How might Teaching Consultants’ experience of CEALL inform and improve the initiative?
When a University Creeps: A Framework for Exploring Faculty Sense-Making & Responses

The purpose of this work is to explore the sense-making and response strategies deployed by a cross-section of tenure-track faculty members who work at South West University,¹ a regional and primarily teaching focused Hispanic Serving Institution (HSI). SWU, like many other universities across the U.S., is attempting to reposition itself as a major national research university.

A triangulation design allowed for the collection of multiple types of data, including interview, open and close ended survey data, and a wide range of organizational documents. The analysis is drawn from an interpretive, non-positivist perspective and provides a framework that encompasses most common faculty responses to SWU’s transition. This framework includes: 1) Operationalizing the Research Mission; 2) Negotiating the Research Mission, and 3) Acquiescence to the Research Mission. These response types illuminate a number of important practical and theoretical implications. For instance, there is extensive evidence of deep distrust and skepticism amongst faculty with regards to the university administration. Strained faculty relations between junior and senior professors were evident as was a wide spread de-emphasis on service and teaching. Also, evident was an increasing foci and concern with benchmarks of prestige as defined by the institutional field rather than by local administrative discourses or measures for the change.

Theoretically, these three overarching responses, which allowed faculty to be gathered into these distinct subgroups, illustrates that faculty can and do evoke a constrained and sometimes oppositional agency in light of the transition. This is particularly true amongst the Negotiators and, surprisingly, the Acquiescent. Such acts of constrained agency are referred to as micro level attempts to erect institutions that assert the legitimacy of teaching, access, and local groundedness despite the university’s new aspirations. It is theorized that these micro level institutions are potentially powerful deterrents to the university’s attempt to gain major national research status. Current and future work aims to study closer these acts of agency to understand their fuller impact on SWU’s transitional process.

¹ A pseudonym.
Fostering Department Chair Instructional Leadership Capacity:
Laying the Groundwork for Distributed Instructional Leadership

A growing body of literature has highlighted the affordances of distributive forms of instructional leadership as a means to broaden and deepen instructional leadership capacity within schools. Yet, specifically how the capabilities of such key leaders as high school department chairs can be fostered to realize enhanced instructional capacity remains less well understood. The paper to be discussed highlights the findings from a study of principals in three urban high schools who endeavored to foster the capacities of their department chairs to support the improvement of instructional practices. Key findings from the study illustrate the crucial role these principals played in cultivating a shared understanding of the need for change, engaging department chairs in authentic instructional leadership initiatives, and providing the ongoing support, resources, and commitment necessary for the chairs to enhance their instructional leadership capacities. The paper concludes with implications for practice and further research.
Social Status and Peer Acceptance: The Missing Variable in Intervention Approaches to "Lifestyle" and Behavioral Choices in College Student Drinking

Studies of alcohol abuse among college students consistently demonstrate that patterns of episodic “high-risk” drinking are most likely to occur as collective social events or rituals rather than as isolated individual behaviors. The predominant theoretical frameworks currently in use in public health intervention programs to reduce alcohol abuse among college students, however, are based primarily on cognitive psychology and view drinking behaviors as the result of individual choice patterns. Rather than viewing heavy, high-risk drinking as a collective phenomenon, most intervention approaches target the individual and seek to change individual behavioral patterns through the provision of information, personal feedback and monitoring approaches, or behavior modification techniques. As an alternative to this approach, the current discussion proposal presents the hypothesis that heavy alcohol consumption among college students is a social ritual embedded in specific cultural contexts. While many researchers refer to heavy drinking and alcohol abuse as “lifestyle” disease patterns, they often leave out one of the defining characteristics of the definition of lifestyle---what the sociologist Max Weber referred to as the “status honor” or reputational component of a person’s “style of life.”

The hypothesis proposed by this discussion is that heavy drinking among college students is a status-driven behavior pattern, engaged in to achieve and maintain social status within a specific peer reference group at a particular time and place. Excessive alcohol consumption can be seen as a form of “conspicuous consumption” intended to establish or maintain a person’s status within a particular reference group. By viewing heavy drinking as a collective “status-driven” behavior pattern we may achieve a better understanding of why so many of our individually-focused behavioral change approaches have consistently failed to change actual behavior. By focusing on the social acceptance and social reputation dimensions of college student drinking we may be able to develop more effective prevention approaches that target the status component of drinking. College drinking patterns tend to persist over time, even as the composition of the college student population is continually changing as cohorts of entering college students go through their four years at college. What accounts for the persistence of the behavior patterns even as those who engage in these patterns change over time? What is it about the “college drinking culture” that elevates excessive alcohol consumption to the level of a mark of status or social distinction?

One potential avenue for future intervention efforts would be to promote alternative “master” or “desired and valued” statuses as a source of self-acceptance and social worth to take the place of more limited group membership statuses that are transient and impermanent. Changes in the freshman year experience to reduce the emphasis on alcohol as an avenue toward social acceptance and the status of “college student” might reduce the tendency for incoming students to engage in episodic high-risk drinking. For example, delaying Greek rush until the beginning of the sophomore year would give freshmen more time to establish friendship networks and patterns of social activity that did not place a heavy emphasis on alcohol consumption as the centerpiece of social life. It will be a major challenge to change the status system that forms the basis for the “college drinking culture” but this must be done if we hope to have a long-term impact in reducing the problem of alcohol abuse on college campuses.
Overview: The goal of Clemson University’s Camp Read-A-Rama Program (CRaR) is to promote children’s literacy through a program encompassing myriad literacy and camp activities that influence overall learning and enrichment. The point of the pilot research is to illustrate how campers learn in a camp setting to appreciate books, expand literacy and acquire camp-related skills. Campers (ages 4-12) and parents responded to pre and post surveys that sought to assess their attitudes both toward literacy and the camp experience. Originally offered by Dr. Martin as a class during Clemson University’s Maymester term, Read-a-Rama began as a student-led 2 hour reading celebration for children in the foothills community. At the end of each program, the children received a free book of their choice to form their own personal library. Read-a-Rama’s support of literacy programming in the community has now evolved into the year-round program that exists today under the direction of Dr. Michelle Martin and co-direction of Dr. Rachelle Washington. Additionally, the CRaR program is a service-learning program that addresses the six “pillars” of service learning: investigation, planning, action, reflection, demonstration, and celebration.

Participants: The summer program served 89 children and 5 Counselors-in-Training. The campers in Camp Read-a-Rama came from various upstate counties as well as from neighboring southeastern states.

Methods: The researchers used site and program observations, pre and post survey tools for programmatic use and evaluation and an array of campers’ artifacts. Data collection and analysis are ongoing. Future research will include qualitative methodologies with an eye towards narrative inquiry methods and arts-based representation to document and publish the literacy practices of CRaR campers.

Results: The resultant data demonstrated an increase in the number of books read over a five-week period. Through research team observation of daily theme-related activities and readings, the participants in the program have increased the amount and enjoyment of reading, alongside of traditional camping activities, such as aquatics, performing and visual arts, and campcraft. The scope of experiences enabled children to take risks that range from reading to swimming.
Should Qualitative Research be Done with the Primary Purpose of Making Better Policy Decisions

The purpose of this roundtable presentation is to discuss whether or not qualitative research should be done in order to make better policy decisions. Recently, Robert Stake challenged this motivation as missing the point of the primary purpose of qualitative research, which he defines as understanding "how things work in particular settings." If the motivation is focused on decision making we may lose the integrity of the study or the data. Participants are invited to come to discuss these ideas and to bring their own ideas to share.
Sara Mackiewicz (smackie@clemson.edu)
School of Education

**Single-Subject Research Design**

The purpose of this roundtable presentation is to discuss single-subject research design and demonstrate how to apply it to your own research. Single-subject research is a rigorous, scientific methodology that is used to document causal, or functional, relationships between independent and dependent variables. The various designs within single-subject research employ within- and between-subjects comparisons to control for major threats to internal validity and require systematic replication to enhance external validity. Single-subject research may include only one participant, but typically includes multiple participants (e.g., 3 – 8) in a single study. In addition to describing single-subject design, its application in a particular research study will be presented.
SAVE THE DATE

PLEASE BE SURE TO MARK YOUR CALENDAR!

Faculty, Staff and Student Poster Presentations

April 28, 2011 – Hendrix Student Center
Hendrix Center - Points of Interest for Research Forum Participants

- McKissick Theatre (first floor)
- Einstein's
- Stairs
- Elevators
- Front Entrance (Downstairs)
- Food Court (Downstairs)
- Multi-purpose "glass" room
- Meeting Room A
- Meeting Room B

- Concourse
- Ballroom
- Rest Rooms
- Water Fountain

Registration