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FACULTY RESEARCH PRESENTATIONS

American Educational Research Association

April 8-12, 2016

Washington, DC
About the College of Education
First established within the College of Liberal Arts as the Teacher Education Section of the Department of Psychology, the academic unit that is now the College of Education has been preparing educators and serving local schools since 1963. Rapid enrollment, additional degrees, and certification programs led to the establishment of the Center for Professional Teacher Education in 1978, which became the College of Education in 2003. The College of Education is fully accredited through the Commission on Colleges of the Southern Association of Colleges and Schools, and in 2006 became the first College of Education within the University of Texas System to receive accreditation from the prestigious National Council for the Accreditation of Teacher Education. The College is the premier provider of teacher and administrator education programs and operates out of seven facilities throughout the Arlington campus and the UT Arlington/Fort Worth Center. In 2006 the Texas Higher Education Coordinating Board approved the College’s first PhD degree program in K-16 Administration and Policy Studies. From 1996-2015, the college was under the steady leadership of Dean Jeanne Marcum Gerlach, PhD. As of January 2016 the College of Education is under the leadership of Interim Dean John Smith, PhD.
Self-Efficacy, Beliefs, and Perceptions of Preservice Elementary Teachers
Convention Center, Level 3, Ballroom B

Presenters:
Amber L. Brown, Ed.D., University of North Texas
Joyce Myers, Ed.D., University of Texas at Arlington
Denise A. Collins, Ph.D., University of Texas at Arlington

Abstract: The purpose of this study was to investigate the relationship between pre-service teachers’ (participating in an early and elementary teacher education program) sense of teaching efficacy and feelings of preparedness and actual performance during student teaching. Findings indicate that pre-service teachers’ perceptions of preparedness and sense of teaching efficacy both increased significantly from pre to post student teaching. Pre-service teachers’ performance in the classroom was positively correlated with their feelings of preparedness to teach but not with their teaching efficacy. According to responses on open-ended questions, the most important part of pre-service teachers’ preparation included the observing and participating in classrooms; the opportunity to learn from more than one experienced teacher; and feedback from their cooperating teachers and university supervisor.

Contact: dacollins@uta.edu
Friday, April 8
12:00pm – 1:30pm

College Dreams: Access and Success Among Undocumented Students
Convention Center, Level 2, Exhibit Hall D Section C

Presenters:
Taryn O. Allen, Ph.D., University of Texas at Arlington
Yi (Leaf) Zhang, Ph.D., University of Texas at Arlington

Abstract: The qualitative study explored the college choice process of eight undocumented Latino students who enrolled in an HBCU in Texas. Through one-on-one interviews, the students shared the experiences and individuals who were instrumental to their enrollment in an HBCU. Using ganas, or the desire to succeed, as the conceptual framework offered insight into the students’ resiliency and determination.

Contact: tozuna@uat.edu

Tuesday, April 12
10:35am – 12:05pm

Technology and Learning in Educational Leadership
Convention Center, Level 1, Room 141

Presenters:
Bradley W. Davis, Ph.D., University of Texas at Arlington
Angelia D. Williams, University of Texas at Arlington
Greg Hladik, University of Texas at Arlington

Abstract: Despite tremendous growth in the online delivery of leadership preparation, educational administration scholarship contains little empirical research measuring the impact of different delivery models, especially as that impact pertains to the career pathways of graduates. The LTEL SIG has well-established interests in determining the best practices of leadership preparation and in expanding the evaluation of leadership preparation programs. Our paper represents a direct response to both of these interests by quantifying the impact of online leadership preparation. We utilize survival analysis to model the career paths of 843 graduates of one of the largest and oldest online principalship programs in Texas, to determine whether and when they become campus administrators.

Contact: bwdavis@uta.edu
Parents, Families, and Community Cultural Wealth

Convention Center, Level 1, Room 160

Presenters:
Olga Martinez Hickman, Ph.D., University of Texas at Arlington
Carla Amaro-Jiménez, Ph.D., University of Texas at Arlington

Abstract: Most of the literature on parental involvement has focused on low-income communities of color. As a result, researchers argue that the literature seldom distinguishes between the experiences of Hispanic parents from diverse socioeconomic backgrounds, thus leaving a somewhat large and growing population of families behind. In this qualitative study we draw on the experiences of eight middle-class Hispanic parents to provide insight into how their involvement has been shaped by not only cultural expectations of 'educación' but also their own parents' experiences (or lack thereof) navigating the U.S. educational system.

Contact: amaro@uta.edu

Philosophy and the Future of Higher Education

Convention Center, Level 2, Exhibit Hall D Section C

Presenters:
Daniel Saunders, Ed.D., University of Texas at Arlington
Gerardo Blanco-Ramirez, Ed.D., Univ. of Massachusetts-Boston

Abstract: We theorize on the concepts of commodity and consumption, which are frequently used in the context of higher education, and yet rarely explored in-depth. In doing so, we compare and contrast Marxist and poststructuralist social theories. Importantly, our exploration of commodities and consumption is grounded in an understanding that both are the result of active social processes, and are not innate qualities of a particular object or service. While the critical analysis of different competition practices in higher education—such as accreditation, rankings and marketing—is valuable in its own right, this paper is aimed at identifying themes that cut across these practices and theorizing about the role of higher education competition.

Contact: saunders@uta.edu
Abstract: This study aims to investigate children’s abilities to count and make quantitative comparisons. Thirty-four preschoolers, mean age 4.5 years old, participated in the study. According to the results, 89% of the children (n = 30) were able to do rote counting and 70% (n = 24) were able to do rational counting. When children were asked how they knew how many objects were in a set, 30 responded that they used a counting strategy. Sixty-five percent of children (n = 22) answered “zero” when no block was given and 21 children answered “nothing” when they were asked what zero meant to them. About quantitative comparisons, 65% of children answered correctly when they were asked more and less questions.

Contact: joohilee@uta.edu

Abstract: This study sought to understand how science experiences influenced preservice elementary teachers’ (PETs) self-efficacy and perceptions of science teaching and learning at the beginning of their science methods course. Following an explanatory sequential mixed methods design (QUAN-QUAL), 69 PETs completed two surveys (DASTT-C and STEBI-B) and autobiographies. Statistical analysis of the STEBI-B and DASTT-C indicated a very low, positive correlation (r = .057) between PSTE and DASTT-C. Common descriptions across selected autobiographies (n = 19) included a mixture of positive and negative experiences and the characteristics of “good” and “bad” days in science. Based on these findings, these PETs used their past experiences with science as a foundation for how they perceived science and its instruction in the elementary classroom.

Contact: hulings@uta.edu
Innovative Approaches for Developing and Assessing Student Learning Outcomes in Higher Education

*Marriott Marquis, Level 4, Congress*

**Presenters:**
Huda Sarraj, Ph.D., University of Texas at Arlington
Araya Maurice, Ph.D., University of Texas at Arlington

**Abstract:** The interrater reliability for an adapted version of the AAC&U Written Communication VALUE Rubric is being detailed through two institutional studies using the Multi-Facted Rasch Model (MFRM). Results from the pilot study reveal good interrater reliability ranges. The analysis for the main study is forthcoming using the same analytical model. The implication for a shift towards authentic assessment in institutional outcome assessment studies is discussed.

Contact: hsarraj@uta.edu

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Evaluating the Impact of STEM Instructional Programs and Strategies

*Convention Center, Level 2, Exhibit Hall D Section A*

**Presenters:**
Rachel Lomax, Irving Independent School District
Maria Adamuti-Trache, Ph.D., University of Texas at Arlington

**Abstract:** Capital and habitus (Bourdieu) underlie this quantitative study using ELS: 2002 data to examine the influence of high school program participation on the pursuit of STEM-related majors and PSE participation. This study demonstrates the contributing effect of high school programs and sociodemographic factors on deepening the inequality of STEM-related academic access.

Contact: mtrache@uta.edu
Studies of Professional Practice in Preservice Teacher Education
Convention Center, Level 2, Exhibit Hall D Section C

**Presenters:**
Carla Amaro-Jiménez, Ed.D., University of Texas at Arlington
Holly Hungerford-Kresser, Ph.D., University of Texas at Arlington
Kathryn Pole, Ph.D., University of Texas at Arlington

**Abstract:** This Action Research study provides an analysis of how Twitter was used in teacher preparation courses focusing on English learners and their families. Course documents/artifacts, over 1,800 Tweets, and memos written over the course of three years were used as data. Findings shared here can help shed light on ways to better understand the role of Web 2.0 tools in teacher preparation, especially as these future teachers ought to become not only familiar and prepared to meet the academic and socioemotional needs of their students in their classrooms, but they must also be ready to teach in technology-driven classrooms.

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College Student Learning and Development
Convention Center, Level 2, Exhibit Hall D

**Presenters:**
James C. Stoner, University of Texas at Arlington
Yi (Leaf) Zhang, Ph.D., University of Texas at Arlington

**Abstract:** A sense of mattering among college students has been found to have positive outcomes, including lower levels of anxiety and depression, increased self-esteem, wellness, and job satisfaction. However, the feeling of mattering among Resident Assistants (RAs) has received little attention in the literature. This quantitative study collected data from 74 RAs at a large, public research university in Texas to explore the relationship between RAs’ feelings of mattering and their placement and community size. Results showed RAs in residence halls have higher levels of mattering compared to their apartment RA counterparts. There is a negative relationship between RAs’ feelings of mattering and individual community size, with RAs in smaller communities having increased mattering. Implications for future research are discussed.

Contact: lyzhang@uta.edu
Social and Cultural Influences on Learning and Motivation

Convention Center, Level 2, Exhibit Hall D

Presenters:
Kathryn Pole, Ph.D., University of Texas at Arlington
David Sparks, Ed.D., University of Texas at Arlington

Abstract: The purpose of this study was to determine the effect of anonymous text-based discourse on issues of race and ethnicity in online Master’s level courses on diversity and multiculturalism. In the past, we, as instructors, noted a hindrance in discussing sensitive topics when the identity of the participants is known, such as in educational cohorts using traditional LMS discussion boards, especially when the students are members of established cohorts. Using discussion platforms that allow participants to anonymize their racial, ethnic, and gendered identities helped promote more open online conversation. In this study, we used Second Life as a gathering-spot and venue for anonymized discussions, and qualitatively compared the results with discussions taking place in our typical online course-embedded discussion forums.

Contact: kpole@uta.edu

Fostering Meaningful Outcomes for Service-Learning in Teacher Education

Convention Center, Level 2, Exhibit Hall D Section A

Presenters:
Kathleen Tice, Ph.D., University of Texas at Arlington
Larry Paul Nelson, Ph.D., University of Texas at Arlington
Mary Lynn Crow, Ph.D., University of Texas at Arlington

Abstract: This study uses a mixed methods approach in focusing upon the role service-learning can play in enhancing preservice teachers’ sense of efficacy and understanding ways to prepare preservice teachers for service-learning experiences. Results of the quantitative component reveal significant gains in efficacy beliefs of preservice teachers who engaged in a service-learning project during a course in their teacher preparation. However, preservice teachers who engaged in an active-learning sequence to prepare them for the service-learning experiences made substantially greater gains in personal teaching efficacy beliefs as compared to a control group. Qualitative analysis of the preservice teachers’ oral and written reflections uncover sources of efficacy, providing guidance for planning service-learning in teacher education.

Contact: ktice@uta.edu
Multicultural Education from Multiple Perspectives
*Marriott Marquis, Level 2, Marquis Salon 16*

**Presenters:**
Huda Sarraj, Ph.D., University of Texas at Arlington
Jaehoon Lee, Ph.D., Texas Tech University
Hansel Burley, Ph.D., Texas Tech University

**Abstract:** Many universities require students to enroll in at least one multicultural class as part of their bachelor’s degree requirement. The purpose of the study is to understand students’ multicultural competency. The researchers developed and validated the Multicultural Student Competency Questionnaire. The instrument is based on Sue’s and colleagues Multiple Dimension of Cultural Competence model (1992). A 3-form planned missing design was employed in the data collection of the validation study. Confirmatory factor analysis was used to validate the MSCQ and evaluate the relationship between the three main constructs: attitudes, knowledge, and skills. Results revealed that MSCQ is a good tool for measuring students’ multicultural competency. Future research direction includes using moral education lens in the teaching of multicultural core classes.

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Online Teaching and Learning SIG Roundtable Session 3
*Convention Center, Level 2, Exhibit Hall D Section D*

**Presenters:**
Yi (Leaf) Zhang, Ph.D., University of Texas at Arlington
Ernest E. Johnson, Ed.D., University of Texas at Arlington

**Abstract:** This research study aims to investigate the effectiveness of the credit recovery program implemented in the Educational Leadership and Policy Studies online Master’s degree program in a public four-year research university located in a Southern metropolitan area. Both quantitative and qualitative data were collected about and from students who have participated in the degree program. Results from the investigation and evaluation of the credit recovery program can be used not only to inform the current program and institution, but add knowledge to the growing body of literature regarding student retention and graduation in online education, credit recovery, and innovation in distance education.

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