The University of Texas at Arlington
College of Education

American Educational Research Association
& 2015 Spring Conferences
American Educational Research Association
Annual Meeting
Presentations
Chicago, IL
April 16 – April 20, 2015

About the Annual Meeting
The AERA Annual Meeting is the largest gathering of scholars in the field of education research. It is a showcase for ground-breaking, innovative studies in a diverse array of areas -- from early education through higher education, from digital learning to second language literacy. It is where to encounter ideas and data that will shape tomorrow's education practices and policies, and where to connect with leading thinkers from the U.S. and around the world. The 2015 Annual Meeting, with an expected attendance of more than 14,000, will feature over 2,600 sessions.
2015 Annual Meeting Theme
The 2015 Annual Meeting theme is intended to focus our attention on justice—locally as well as globally—in a spirit of mutually respectful collaborative engagement with our disciplines and modes of inquiry in the context of the world around us. The aim is to make room for democratized knowledge and knowledge production in which the experiences of all people are shaped by principles and practices of justice. When we do so, our scholarly interests can align more closely with the interests of justice for those who have been and are educationally marginalized, dispossessed, and excluded.

About the College
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. Since 1996, the college has been under the steady leadership of Dean Jeanne Marcum Gerlach, PhD.

UNIVERSITY OF TEXAS AT ARLINGTON
COLLEGE OF EDUCATION
AERA 2015 PRESENTATIONS

Thursday, April 16
12:00pm – 1:30pm

Paving the Way to College: The Role of Dispositions and Aspirations

Hyatt, West Tower - Green Level, Crystal B

Presenters:
Maria Adamuti-Trache, Ph.D., The University of Texas at Arlington
Rachel Lomax, Hurst-Euless-Bedford Independent School District

Abstract: What factors influence high school students to go to college after high school graduation and choose a 4-year public, 4-year private not-for-profit or 2-year public institution in the United States? How important are students' dispositions and the aspirations of parents and students in the choice of first post-secondary institution? The analysis is based on 4 cycles (2002-2012) of the Education Longitudinal Survey of
The study contributes to understanding the notions of educational dispositions and aspirations in relation to college choice by adopting a Bourdieusian perspective supported by the use of socio-psychological measures. Study findings show that dispositions and aspirations significantly affect post-school educational behaviors, although students' choices are equally qualified by a variety of socio-demographic and family background factors.

Contact: mtrache@uta.edu

Thursday, April 16
12:00pm – 1:30pm

Effects of Student Teaching on Preservice Teachers' Sense of Teaching Efficacy and Preparedness to Teach

Hyatt, East Tower - Purple Level, Riverside East

Presenters:
Amber L. Brown, Ph.D., The University of Texas at Arlington
Denise Ann Collins, Ph.D., The University of Texas at Arlington
Joyce Myers, Ph.D., The University of Texas at Arlington

Abstract: The purpose of this study was to investigate how student teaching experiences impact the sense of teaching efficacy and feelings of preparedness of pre-service teachers in an early and elementary teacher education program (EC-6). The study used an action research, survey design. 591 pre-service teachers at a large public university in the Southwest completed surveys of preparedness to teach and teaching efficacy pre and post the student teaching semester over three years. Findings indicate that pre-service teachers’ perceptions of preparedness and sense of teaching efficacy both increased significantly (p < .001) from pre student teaching to post student teaching.

Contact: rjem@uta.edu
Thursday, April 16
2:15pm – 3:45pm

Features of Beneficial Service-Learning Experiences in Teacher Preparation
_Hyatt, East Tower - Purple Level, Riverside West_

**Presenters:**
Kathleen Tice, Ph.D., The University of Texas at Arlington
Larry Paul Nelson, Ph.D., The University of Texas at Arlington

**Abstract:** The mixed methods research features a service-learning project that has continued for six years through a course of a teacher preparation program in physical education. Preservice teachers work with low-income, minority youth in neighborhoods characterized by gang recruitment. Quantitative findings document substantial gains in efficacy beliefs of preservice teachers when they participated in service-learning. Qualitative analysis of the preservice teachers’ reflections yielded understanding of the gains in efficacy and features of beneficial service-learning experiences. Findings also are consistent with other research and tenets of theory.

Contact: ktice@uta.edu

Thursday, April 16
2:15pm – 3:45pm

Intercultural Sensitivity: Advising International Students at a Research University
_Sheraton, Fourth Level, Chicago VI&VII_

**Presenters:**
Trang Van Dinh, The University of Texas at Arlington
Yi (Leaf) Zhang, Ph.D., The University of Texas at Arlington
Abstract: Using the model of intercultural sensitivity development (Bonnett, 1986), we explored advisors’ understanding of cultural differences, level of intercultural sensitivity, and their experiences advising international students. From an intercultural perspective, this study will provide a better understanding about advising international students in U.S. colleges and universities.

Contact: lyzhang@uta.edu

Saturday, April 18
8:15am – 9:45am

Developing Critical Literacy With Young English Language Learners
Marriott, Tenth Level, O'Hare

Presenters:
Kathryn Pole, Ph.D., The University of Texas at Arlington
Carla Amaro-Jimenez, Ph.D., The University of Texas at Arlington
Meredith Labadie, Ph.D., University of Missouri

Abstract: This study explores critical literacy development with young English language learners and sheds light on ways teachers can foster comprehension with diverse learners. Using a qualitative approach, kindergarten students learning English as a second language are followed over the course of a school year as they discuss, write, and draw about social-issues themed texts read aloud in their classroom. The study is situated within a critical literacy framework, also drawing on sociocultural and constructivist theories. Findings show that offering extended time to read and revisit texts, using multiple modes of response (discussion, writing, drawing, small group activities), and reading multicultural texts around a common theme all created a supportive environment for students to develop deeper understanding of texts.
Saturday, April 18
8:15am – 10:15am

Living on the Edge: The Postsecondary Journeys of Foster Youth Alumni
Swissotel, Event Centre First Level, Zurich E

Presenters:
Barbara F. Tobolowsky, Ph.D., The University of Texas at Arlington
Elissa Madden, Ph.D., The University of Texas at Arlington
Maria Scannapieco, Ph.D., The University of Texas at Arlington

Abstract: Approximately half a million children are in the U.S. foster care system and almost 24,000 age out of care annually (U.S. Department of Health and Human Services, 2013). Youth who “age out” of foster care or more likely to face unemployment, homelessness, and incarceration, making them one of the most educationally vulnerable populations in the U.S. (Zetlin et al., 2004). Indeed, only a small percentage of foster care alumni (7 -13 percent) enroll in higher education and even fewer graduate (Casey Family Programs, 2010). Using social capital as a lens, this study seeks to better understand the college experiences of this vulnerable population based on interviews with 12 foster youth alumni who are or were enrolled in a postsecondary institution.

Contact: tobolow@uta.edu

Sunday, April 19
8:15am – 10:15am

Science and Engineering Doctorate Recipients Entering the Labor Market: Income Disparities for Underrepresented Minorities
Presenters:
Throy Alexander Campbell, Ph.D., The University of Texas at Arlington
Maria Adamuti-Trache, Ph.D., The University of Texas at Arlington

Abstract: This study examines disparities in earnings experienced by under-represented-minority groups within science and engineering fields; specifically doctorate recipients who are considered to be at the top of the education hierarchy. The study utilizes 4 cycles of longitudinal data (2003, 2006, 2008, and 2010) from the National Science Foundation Survey of Doctorate Recipients (SDR). The data include participants’ (n = 3000) demographics and work history since receiving their degrees between 1996-2000. Research findings indicate that even at the highest degree level there are differences in earnings and career paths among race groups. This shows that like challenges with educational pipelines, disparity in employment outcomes may deter minority groups from pursuing science and engineering careers.

Contact: mtrache@uta.edu

Sunday, April 19
8:15am – 10:15am

Experiences and Postgraduation Plans of International Science and Engineering Doctoral Students Attending U.S. Universities
Swissotel, Event Centre Second Level, St. Gallen 3

Presenters:
Dorothy Ugwu, Grand Prairie Independent School District
Maria Adamuti-Trache, Ph.D., The University of Texas at Arlington

Abstract: This study investigates factors associated with the graduate school experiences and post graduation plans of international science and engineering doctoral students at a public University. The study is
grounded in Tinto’s Integration Model as well as Berry’s Acculturation Model and aims at understanding to what extent graduate school experience influences their post-graduation plans. Using a survey of science and engineering doctoral students administered by the author, this study reveals that English language difficulties, social, academic, and cultural adjustment problems affect post-graduation plans. Recommendations include development of institutional initiatives to provide social, cultural and academic support and also changes in immigration policies that can sustain the retention of international doctoral students in science and engineering fields upon degree completion.

Contact: mtrache@uta.edu

Sunday, April 19
8:15am – 9:45am

Engineering Transfer Students: Validation Experiences in Community Colleges

Hyatt, East Tower - Purple Level, Riverside West

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

Abstract: Using the validation theory, we explored experiences of engineering transfer students in community colleges. We used qualitative methods and conducted two interviews with each of the 21 participants who have already transferred to a large research university. The findings of the study indicated that community colleges play a critical role in transfer students’ pursuit of engineering baccalaureate degrees.

Contact: lyzhang@uta.edu
Sunday, April 19  
10:35am – 12:05pm

Is Early Mathematics Important? Investigating Children's Math Performance From Kindergarten Through Grade 8  

*Hyatt, East Tower - Purple Level, Riverside West*

**Presenters:**  
Joohi Lee, Ph.D., The University of Texas at Arlington  
Mohan Dev Pant, Ph.D., The University of Texas at Arlington

**Abstract:** This study explored which early math knowledge and skills were most important for later mathematics achievement. The participants of this study consist of 7542 students, who were followed from kindergarten year to eighth grade as participants in the Early Childhood Longitudinal Study-Kindergarten (ECLS-K) class of 1998/99. We investigated IRT math scores at five points across elementary school and into middle school (e.g., K, 1st, 3rd, 5th, and 8th). Researchers of this study focused on five areas of math contents (e.g., number and shape, relative size, ordinality and sequence, addition and subtraction, and multiplication and division) and found all of the contents have statistically significant predictive powers for children’s mathematics achievement over time.

Contact: joohilee@uta.edu

Monday, April 20  
2:15pm – 3:45pm

**Latino Student College Choice: Public Versus Private Historically Black Colleges and Universities**  

*Hyatt, East Tower - Gold Level, Grand CD*
Presenters:
Taryn O. Allen, Ph.D., The University of Texas at Arlington
Dina C. Maramba, Ph.D., Binghamton University - SUNY
Robert Terry Palmer, Ph.D., Binghamton University - SUNY

Abstract: This study explored which early math knowledge and skills were most important for later mathematics achievement. The participants of this study consist of 7542 students, who were followed from kindergarten year to eighth grade as participants in the Early Childhood Longitudinal Study-Kindergarten (ECLS-K) class of 1998/99. We investigated IRT math scores at five points across elementary school and into middle school (e.g., K, 1st, 3rd, 5th, and 8th). Researchers of this study focused on five areas of math contents (e.g., number and shape, relative size, ordinality and sequence, addition and subtraction, and multiplication and division) and found all of the contents have statistically significant predictive powers for children’s mathematics achievement over time.

Contact: tozuna@uta.edu

Spring 2015 Presentations

Too young for algebra?
National Council of Teachers of Mathematics (NCTM) annual conference. MA: Boston.

Presenter:
Joohi Lee, Ph.D., The University of Texas at Arlington
Karen Allmond, Ph.D., The University of Texas at Arlington

Contact: joohilee@uta.edu
Teacher candidates’ attitudes about the United States and Texas Pledges of Allegiance. (Tentative)
College and University Faculty Assembly/National Council for the Social Studies

Presenter:
Leisa Martin, Ph.D., The University of Texas at Arlington

Contact: martin.leisa@uta.edu

Education’s Excellent Adventure (And Neoliberal Bogus Journey)
Paper presented at the annual meeting of the Southeast Philosophy of Education Society (SEPES), Memphis, TN.

Presenter:
Daniel Saunders, Ph.D., The University of Texas at Arlington

Contact: saunders@uta.edu

Ebola: disease modeling talk
Mini Conference at TCC-Northwest Campus.

Presenter:
Christopher M. Kribs, Ph.D., The University of Texas at Arlington

Contact: cmkz@mathed.uta.edu
A Different Kind of Transfer: The First-Year University Experience of Dual Credit Students
National Conference for the Institute for the Study of Transfer Students

Presenter:
Barbara Tobolowsky, Ph.D., The University of Texas at Arlington
Taryn Allen, Ph.D., The University of Texas at Arlington

Contact: tobolow@uta.edu

(Un)intended consequences: The first-year experience of dual credit students
Annual Conference on the First-Year Experience

Presenter:
Barbara Tobolowsky, Ph.D., The University of Texas at Arlington

Contact: tobolow@uta.edu

How does a language-ready brain recognize language? Information transfer in sign language as measured by fractal complexity of motion
Functional and Experimental Approaches to Sign Language Theory (FEAST), Barcelona, Spain

Presenter:
Evie Malaia, Ph.D., The University of Texas at Arlington
J.D. Borneman
R.B. Wilbur

Contact: malaia@uta.edu

Neural bases of interface between two prominence hierarchies: telicity-animacy interaction in time and cortical space
Functional and International Conference on Prominence in Language, Cologne, Germany

Presenter:
Evie Malaia, Ph.D., The University of Texas at Arlington

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Pragmatic inference vs. deduction: Does amount of prior information in communication matter for neural processing?
Formal and Experimental Pragmatics: Methodological Issues of a Nacsent Liaison (MXPRAG), Center for General Linguistics (ZAS), Berlin, Germany

Presenter:
Evie Malaia, Ph.D., The University of Texas at Arlington

Contact: malaia@uta.edu

Multi-method approaches to modeling human performance in neurolinguistics
Erasmus Mundus Clinical Neurolinguistics Program at the University of Potsdam, Germany

Presenter:
Evie Malaia, Ph.D., The University of Texas at Arlington

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Understanding Latino males sense of belonging in Texas HBCUs
Presentation accepted at the 34th Annual Conference on The First-Year Experience, Dallas, TX

Presenter:
Taryn Allen, Ph.D., The University of Texas at Arlington
V.B. Saenz

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Parent influence on Latino student enrollment in Texas HBCUs
Presentation accepted at the American College Personnel Association, Tampa, FL

Presenter:
Taryn Allen, Ph.D., The University of Texas at Arlington
E. Hernandez

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The Teaching of Spanish Grammar—La Enseñanza de la Gramática
Texas Association for Bilingual Education conference in El Paso

Presenter:
Luis Rosado, Ph.D., The University of Texas at Arlington

Contact: rosado@uta.edu

La transferencia lingüística y su Efecto en al preparación de maestros—Language Transfer: Implication for Teacher Education.
National Association for Bilingual Education in Las Vegas

Presenter:
Luis Rosado, Ph.D., The University of Texas at Arlington

Contact: rosado@uta.edu

Mind, Brain and Education: Identifying Educational Challenges and Solutions
American Association of the Colleges of Teacher Education

Presenter:
Marc Schwartz, Ph.D., The University of Texas at Arlington

Contact: schwarma@uta.edu
Technology and the Brain
PK-20 Ed Conference

Presenter:
Marc Schwartz, Ph.D., The University of Texas at Arlington

Contact: schwarma@uta.edu

The illusion of Understanding: From Classrooms to online
environments
University of Tel Aviv

Presenter:
Marc Schwartz, Ph.D., The University of Texas at Arlington

Contact: schwarma@uta.edu

Supporting Faculty Transitions to Impact Student Persistence
National Council of Professors of Educational Administration Annual
Conference

Presenter:
Casey Brown, Ph.D., The University of Texas at Arlington

Contact: cgbrown@uta.edu
Examining college students’ beliefs about NOS, scientific reasoning, religiosity, and understanding and acceptance of evolution
*Paper to be presented at the Annual Conference of the National Association for Research in Science Teaching, Chicago, IL.*

**Presenter:**
Ann Cavallo, Ph.D., The University of Texas at Arlington
Stephanie Gutierrez, The University of Texas at Arlington

Contact: cavallo@uta.edu

**Investigating impacts of the NSF Noyce program on science and mathematics teachers’ self-efficacy, epistemological beliefs, and constructivist practice**
*Paper presented at the Annual Conference of the Association for Science Teacher Education, Portland, OR.*

**Presenter:**
Ann Cavallo, Ph.D., The University of Texas at Arlington
Greg Hale, Ph.D., The University of Texas at Arlington
David Sparks, Ph.D., The University of Texas at Arlington

Contact: cavallo@uta.edu

**Science and mathematics teacher preparation: Successes and lessons learned from a UTeach replication site.**
*Paper presented at the Annual Conference of the Association for Science Teacher Education, Portland, OR.*
Presenter:
Ann Cavallo, Ph.D., The University of Texas at Arlington
Greg Hale, Ph.D., The University of Texas at Arlington
David Sparks, Ph.D., The University of Texas at Arlington
LeeAnn Snell-Burke, Ph.D., The University of Texas at Arlington
Robert Lopez, Ph.D., The University of Texas at Arlington
Karen Allmond, Ph.D., The University of Texas at Arlington
Erin Gonzales, The University of Texas at Arlington

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http://www.uta.edu/coehp/

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