

28th Annual NRMERA Conference

Filling the Void: Educational Research in Virtual and Real World Contexts

Mission

NRMERA is an educational organization whose purpose is to encourage quality educational research and to promote the application of the results of such research in public schools. It provides a responsive forum that promotes a trusting atmosphere in which graduate students and public school personnel have the opportunity to conduct and disseminate research. The organization facilitates an effective communication network among the regional member states relative to sharing educational research.

**Big Sky Resort,
Montana
September 30th –
October 1st**

Historical Review

NRMERA was established in 1982 to serve as a vehicle for dissemination of research conducted by faculty and graduates students of colleges and universities in the northern Rocky Mountain geographic area. Faculty of the University of Wyoming conceived the idea of an organization that would provide this type of dissemination in a supportive and collegial environment. After contacting individuals from institutions in the constituent states, Wyoming hosted the first organizational conference in Jackson, Wyoming.

From this early beginning, the organization has grown to over 150 members from the constituent states as well as across the United States. In 1986, NRMERA became an area SIG (Special Interest Group) of AERA (American Educational Research Association). In October 1994, the Constitution and Bylaws were approved by the constituent states.

Every fall, NRMERA holds its annual conference. The conference rotates between the constituents state on a bi-annual schedule with Jackson, WY, serving as the conference home base during odd-numbered years. The 2010 conference will be in Montana.

Objectives

The objectives of this association shall be:

- To establish a responsive forum for conducting educational research in the northern Rocky Mountain region of the United States as well as other regions with similar rural and/or remote challenges to conducting educational research.
- To promote a trusting atmosphere where graduate students have the opportunity to conduct and disseminate educational research
- To promote a trusting atmosphere where public school personnel have the opportunity to conduct and disseminate educational research.
- To provide for the equal and collegial interaction of educational researchers among themselves and other interested professionals without regard to formal educational recognition, or attained, rank, title, or any accomplishment.
- To establish an effective communication system for the dissemination of educational research activity and opportunity in the northern Rocky Mountain region.

Education is not the filling of a bucket, but the lighting of a fire.

~W. B. Yeats

Education is what survives when what has been learned has been forgotten

~B. F. Skinner

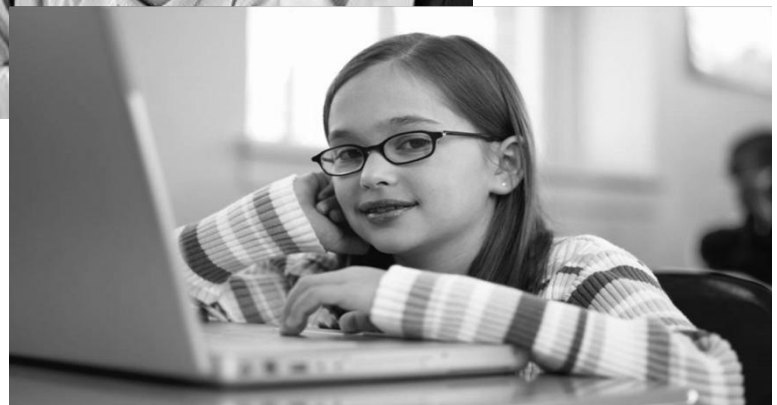
Do not train children to learning by force and harshness, but direct them to it by what amuses their minds, so that you may be better able to discover with accuracy the peculiar bent of the genius of each.

~Plato

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Summary of Schedule for Wednesday, September 29th 2010

Time	Shoshone Boardroom
7:00– 8:00 pm	Executive Board Meeting

Summary of Schedule for Thursday, September 30th 2010

Time	Gibbon	Obsidian	Dunraven	Madison
6:30-8:00	Free Breakfast at Huntley Dining Room			
8:30-9:15	--	--	--	Keynote Address
9:30-10:45	Workshop	Paper Session	Paper Session	--
11:00-12:15	Workshop	Paper Session	Paper Session	--
12:30-1:45	--	--	--	Learn-At-Lunch Roundtables
2:00-3:15	Workshop	Paper Session	Paper Session	--
3:30-4:45	--	Paper Session	Paper Session	--
6:00-8:00	--	--	--	President's Reception

Summary of Schedule for Friday, October 1st 2010

Time	Gibbon	Obsidian	Dunraven	Madison
6:30-8:00	Free Breakfast at Huntley Dining Room			
8:30-9:15	--	--	--	Business Meeting (open)
9:30-10:45	Workshop	Paper Session	Paper Session	--
11:00-12:15	--	Paper Session	Paper Session	--
12:30-1:45	--	--	--	Learn-At-Lunch Roundtables
2:00-3:15	Workshop	Paper Session	Paper Session	--
3:30-4:45	--	--	--	--
6:00-8:00	--	--	--	Conference Dinner

Summary of Schedule for Saturday, October 2nd 2010

Time	Shoshone Boardroom
8:30-9:15 am	Executive Board Meeting

Presidential Address



Dear Colleagues,

Welcome to Big Sky, MT for the 28th annual meeting of the Northern Rocky Mountain Educational Research Association (NRMERA). Attending the annual NRMERA conference, like fall fly fishing in Montana, is a time I look forward to as a new school year begins. Casting a fly into a cold, sparkling stream on a crisp autumn afternoon and visiting with my NRMERA colleagues signals the start of the beautiful fall season we experience here in the Rocky Mountain region. During my involvement with NRMERA during the past eight years, I have always been impressed by how our membership nurtures the development of researchers at all levels. NRMERA is a venue where university faculty, graduate students and other researchers from across our 10 state region can interact and make connections to further their research interests. I know NRMERA has been instrumental in helping with my own professional development as a faculty member at Montana State University. I hope that you will find your participation in NRMERA to be a valuable experience.

Our 2010 conference theme, ***Filling the Void: Educational Research in Virtual and Real World Contexts***, has important implications for current and future educational programs. The goal for this year's conference is to promote research which supports connections between real and virtual learning environments. Online learning is one of the fastest growing trends in the use of educational technology. However, a recent meta-analysis of empirical research sponsored by the US Department of Education suggests that a blend of face-to-face and web-based instruction offer optimal learning environments for students. Increased access and use of electronic classrooms, web-based conferencing tools and interactive Web 2.0 applications has changed the way that educators do business and how students learn. In this current age of accountability, it is our responsibility as educational researchers to identify researched-based practices that support learning across diverse contexts in efforts to identify educational practices that enhance the quality of students' learning experiences and achievement at all levels.

I want to offer a very special thanks to Dr. Aaron Richmond, the program chair for his efforts in moving us forward in the use of technology to collect the conference proposals. He has done the "lion's share" of the work required to organize and schedule the conference sessions. I can't thank him enough for his help. Thanks also to Leslie Rush, in her new role as Membership Chair, for all the work she has done to ensure that everyone is registered for the conference. Also thanks to Barbara Schroeder, our webmaster, whose expertise has been instrumental in creating a continually evolving website that provides our membership with current information and ease in submitting conference proposals and registrations. Also thanks to Susie Young and Richard Vineyard, past presidents of NRMERA, who were "on-call" to answer my frequent questions and to Darcy Jack our Treasurer, who helped me understand how to pay for a conference. Thanks also go out to Measured Progress, Inc. and Alpine Assessments for their sponsorship of the conference.

Most of all, thanks to all of the members of NRMERA. Please enjoy the conference, your colleagues, the presentations and conversations, Lisa Dawley, our key-note speaker, and the magnificent beauty and relaxing atmosphere of Big Sky.

NRMERA Past-Presidents

2008 – 2009	Suzanne Young
2007 – 2008	Richard Vineyard
2006 – 2007	Chad Buckendahl
2005 – 2006	Michael Brunn
2004 – 2005	Tammy Abernathy
2003 – 2004	Gail Ingwolson
2002 – 2003	Nancy Wentworth
2001 – 2002	Larry Rogien
2000 – 2001	Ray Wong
1999 – 2000	Marian McKenna
1998 – 1999	Gary Alexander
1997 – 1998	Shannon Butler
1996 – 1997	Missy Parker
1995 – 1996	Mary Lou Fuller
1994 – 1995	Janice Fauske
1993 – 1994	Gene Burns
1992 – 1993	Charlotte Farr
1991 – 1992	Steve Dempsey
1990 – 1991	Hank Slotnik
1989 – 1990	Joe Stepan
1988 – 1989	Mark Clark
1987 – 1988	Carl Edeburn
1986 – 1987	Diane Peters
1985 – 1986	Gary Render
1984 – 1985	Amy Driscoll
1983 – 1984	Wayne Lanning



**KEYNOTE ADDRESS: EDUCATIONAL RESEARCH
ACROSS A SPECTRUM OF VIRTUALITY: TODAY AND
TOMORROW**

Lisa Dawley, Ph.D., is Professor and Chair of the Department of Educational Technology at Boise State University. With over 20 years of experience in teacher education research, practice, and policy, she strives to provide innovative leadership in the design and pedagogy of virtual environments for teaching and learning. She is co-author of the Going Virtual! research series studying professional development for K-12 online teachers. Dawley received a Top 20 Bestselling Books Award for her text, *The Tools for Successful Online Teaching*. She co-founded EDTECH Island, a virtual world resource supporting international teacher education. Dawley is also co-founder and Chair-Elect of the Applied Research in Virtual Environments for Learning Special Interest Group (ARVEL SIG) affiliated with the American Educational Research Association (AERA). She was an invited research fellow at Stanford's Center for Advanced Study in the Behavioral Sciences summer institute, and recipient of grants from the U.S. Department of Education and the Spencer Foundation. Dawley is a former member of the Board of Directors for the International Association for K-12 Online Learning (iNACOL). She has received the Distinguished Research Award from the Association of Teacher Educators (ATE), and the Presidential Service Award from the Association of Educational Communications & Technology (AECT).

KEYNOTE ADDRESS: EDUCATIONAL RESEARCH ACROSS A SPECTRUM OF VIRTUALITY: TODAY AND TOMORROW

TIME: 8:30-9:15 | **ROOM: MADISON**

Lisa Dawley, Boise State University

WORKSHOP: NOT JUST TEST SCORES: AN INTERACTIVE SESSION |

TIME: 9:30-10:45 | **ROOM: GIBBON**

Fred Kuch, Le Ann Putney, & Gene Hall, University of Nevada, Las Vegas

This session is about identifying indicators of improvement in kids, other than test scores. Attendees will have the opportunity to develop and share their ideas.

PAPER SESSION: INSTRUCTIONAL TECHNOLOGY, VOLUME 1 		
TIME: 9:30-10:45	ROOM: OBSIDIAN	CHAIR: ART BANGERT
1. Cellphone in Classroom: A Literature Review		
Tenzin Yeshi, <i>University of Wyoming</i>		
<i>Abstract:</i> Cellphone is the fastest growing technology among the young generation or the net citizens. However, cellphones has been considered more as a distraction in the classroom rather than a means to support student's learning. Cell phones can be noisy and distracting. But they can also be an aid to learning (Docksai, 2009, p. 10). The presentation will therefore examine the past literature concerning cell phones use in the classroom.		
2. What is Technology: A Visual Analysis of Preschooler's Perceptions		
Denise Winsor, <i>University of Memphis</i>		
<i>Abstract:</i> Digital revolution passed by some adults, but not children. They are growing around a technology-saturated environment. Qualitative study investigates children's perceptions and interactions with technology.		
3. Undergraduates, Technology, and Social Connections		
Betsy Palmer, Susan Boniek, Elena Kalinia-Turner, Jessica Murdock, <i>Montana State University</i> Elyse Lovell, <i>Montana Tech of the University of Montana</i>		
<i>Abstract:</i> This qualitative research study examines the current use of technology such as cell phones and social network sites to maintain social connections by undergraduates.		
4. Using Technology to Increase Access and Validity of Assessments for Students with Disabilities		
Judy Snow, <i>Montana Office of Public Instruction</i>		
<i>Abstract:</i> With funding from a General Supervision and Enhancement Grant, the Montana Office of Public Instruction and research partners developed and piloted technology-enhanced assessments that were tailored to the unique learning characteristics of students with disabilities. This presentation will present the results of the studies.		

PAPER SESSION: NATIVE AMERICAN EDUCATION 		
TIME: 9:30-10:45	ROOM: DUNRAVEN	CHAIR: LAWRENCE ROGIEN
1. Success for All: Introducing a new Conceptual Model for the Academic Success of Native American Students		
William Young		
<i>Abstract:</i> This study identifies exemplary teachers, defined as teachers who are effective in the instruction of Native American students and examines their "teacher" characteristics		
2. Exploring the Educational Histories, Perceptions, and Experiences of Successful Educators of Native American Students: A Multiple Case Study		
Dawn Silva, <i>Montana State University</i>		
<i>Abstract:</i> This session presents the findings from a qualitative study of effective teachers of Native American students including Recommendations for pre-service teacher education programs.		
3. Indigenous Worldviews and American Indian Graduate Students' Perceptions of Online Learning		
William Ruff & Jioanna Carjuzaa, <i>Montana State University</i>		
<i>Abstract:</i> This study examines the perceptions of American Indian graduate students on the alignment of their cultural values with online instruction in educational leadership courses.		
4. Decolonizing Tensions Between Virtual Learning and Teaching for Social Justice in Native American Communities		
Christine Rogers, <i>Montana State University</i>		
<i>Abstract:</i> For Native students, "virtual" learning provides an alternative to traditional schools. This paper explores the tensions that exist between virtual learning and educational decolonization.		

WORKSHOP: USES, MISUSES, AND ABUSES OF HYPOTHESIS TESTING |

TIME: 11:00-12:15 | ROOM: GIBBON

Kimberlee Davison & Richard Sudweeks, *Brigham Young University*

Abstract: Null hypothesis tests are useful, but often misinterpreted or misused. This workshop provides conceptual clarity and practice in selecting statistical tools and correctly interpreting results.

PAPER SESSION: TEACHER EDUCATION, ASSESSMENT, & ACCOUNTABILITY |

TIME: 11:00-12:15 | ROOM: OBSIDIAN | CHAIR: WENDY CHIADO

1. Assessment Literacy Using Teacher Work Sample Methodology

Lynn Kelting-Gibson, *Montana State University*

Abstract: This research evaluates the effectiveness of teacher work sample methodology as a strategy for teaching principles of assessment literacy to teacher candidates.

2. Wyoming Teachers Perceptions of Teacher Quality: Effects of National Board Certification and Teacher Education Level

Jayne Hellenberg, Margaret Hudson, Kimberly Miller, & Liann Brenneman, *University of Wyoming*

Abstract: A thematic study examined effects of National Board Certification and education level on four teacher quality correlates - instructional practice, practice, classroom management, teacher efficacy, and teacher leadership.

3. The Challenges of Teacher Education Accountability and Accreditation

Nancy Wentworth & Lynnette Erickson, *Brigham Young University*

Abstract: This presentation will summarize a collection of fifteen teacher education accreditation stories. The stories reveal competing and sometimes conflicting demands of the accreditation process.

PAPER SESSION: EDUCATING ELL & GT STUDENTS |

TIME: 11:00-12:15 | ROOM: DUNRAVEN | CHAIR: SHANON TAYLOR

1. Blending Narrative Storytelling in Social Studies

Eun Kyoung Yu & Anne Gregory, *Boise State University*

Abstract: This research investigated influences of Blending Narrative Storytelling (BNS) in Social Studies on students' perceptions of the subject matter and themselves to validate their stories in class.

2. Grown up Gifted

Renee Olson, *University of Nevada, Las Vegas* & Lawrence Rogien, *Boise State University*

Abstract: It took having a highly gifted child to find myself. Moving to a university community with a center for gifted children spawned an opportunity for introspective self discovery.

3. Grown up Gifted: The Outside Observer

Lawrence Rogien, *Boise State University* & Renee Olson, *University of Nevada, Las Vegas*

Abstract: An observer's perspective of a young parent who discovers her child is highly gifted, that she herself is gifted, and how that reflects on her upbringing.

LEARN-AT-LUNCH: INTERACTIVE ROUNDTABLES TIME: 12:30-1:45 ROOM: MADISON	
Table 1: Barrier Courses and Student Retention Lee Cook & Kathryn Tanner, <i>Montana State University</i> <i>Abstract:</i> This study identifies and investigates barrier courses and examines relationships between student performance in these courses and retention from first year to second year.	
Table 2: Publish or Perish: Surviving Promotion and Tenure Gail Ingwalson & Donna Pearson, <i>University of North Dakota</i> <i>Abstract:</i> The promotion and tenure process in higher education can be an overwhelming experience. Discuss the process with two professors who have suggestions for making the experience more manageable.	
Table 3: To ABD or Not to ABD: Taking Your First Faculty Position Shanon Taylor & Ann Bingham, <i>University of Nevada, Reno</i> <i>Abstract:</i> This discussion will examine why people may choose to take a position ABD ("all but dissertation") and questions students should ask before deciding to accept that challenge.	
Table 4: A Case Study: Making the Transition to the Virtual Classroom in Higher Education Denise Winsor, <i>University of Memphis</i> <i>Abstract:</i> A case study describing developmental processes of transitioning from graduate/undergraduate face-to-face course to on-line learning in Ed. Psych. The good, bad, and ugly will be discussed.	
Table 5: Is it Ever Too Early to Learn Math with the Computer Tricia Soupir & Marla Mastin, <i>Minnesota State University Mankato</i> <i>Abstract:</i> A discussion of the study and findings will be presented. Case studies will describe the journey taken by the 3, 4, and 5 year olds as they are introduced to our technological world of learning.	
Table 6: The Do's & D'oh's of Research & Teaching Assistants: What Would the Simpsons Do? Aaron S. Richmond, <i>Metropolitan State College of Denver</i> <i>Abstract:</i> I will discuss the roles, expectations, and mistakes of research assistants (RAs) and teaching assistants (TAs). Additionally, I will discuss the benefits of becoming an RA and TA, how to obtain these positions. Finally, I will provide anecdotes of my experiences as an RA and TA, and mentoring these students myself.	
Table 7: Understanding the Adjunct's Role and Commitment to the Profession of Teaching Barbara Hudson, <i>Montana State University</i> & Elyse Lovell, <i>Montana Tech of the University of Montana</i> <i>Abstract:</i> The purpose of this study is to characterize the adjunct faculty at Montana State University and provide information on their job satisfaction and commitment to the teaching profession.	

WORKSHOP: USING MULTILEVEL MODELS FOR EDUCATIONAL RESEARCH: INTRODUCTION AND APPLICATION TO GROWTH MODELING AND VALUE-ADDED MODELS |

TIME: 2:00-3:15 | ROOM: GIBBON

Leslie Shaw & Carina McCormick *Buros Center for Testing*
Courtney Haines, *University of Nebraska-Lincoln*

Abstract: This workshop will educate researchers about multilevel models in educational research. Information will cover introductory and advanced topics such as growth and value-added models.

PAPER SESSION: INTERNATIONAL EDUCATION |

TIME: 2:00-3:15 | ROOM: OBSIDIAN | CHAIR: DENISE WINSOR

1. International Teaching Assistant Peer Mentoring: Preparation for Real World Teaching

Gwendolyn Williams, *University of Nevada, Reno*

This presentation describes a study that focused on how ITAs viewed the experience of mentoring as
Abstract: contributing to their professional development as university instructors.

2. Education Abroad at a Small Research University: Trends and Analysis, 2000-2010

Mary Ulrich, *Montana State University*

Abstract: The study creates a portrait of SRU students' participation in education abroad during the last decade and compares and contrasts this institution to national trends.

PAPER SESSION: SCIENCE EDUCATION & SCIENTIFIC INQUIRY |

TIME: 2:00-3:15 | ROOM: DUNRAVEN | CHAIR: BRETT FOLEY

1. The Role of the Elementary Pre-Service Teacher and Their Perceptions of Science and Science Education

Clinton Colgrove, *Montana State University*

Abstract: As a result of an "inquiry-based" elementary science methods course, pre-service teachers' perceptions about science and science education were positively affected.

2. National Survey of Instructor Teaching Methods in Introductory College Biology Courses

Tessa Andrews, Mary Leonard, & Steven Kalinowski, *Montana State University*

Abstract: Nationally, instructor methods in introductory Biology course were compared to conceptual change and interactive engagement methods. Instructor's predictions of student's performance were compared to performance.

3. Understanding the Foundational Modes of Classroom-based Inquiry

TJ Bliss, Pamela Cantrell, & Leigh Smith, *Brigham Young University*

Abstract: Changes in inservice teachers' understanding of and attitudes toward three fundamental modes of scientific inquiry were examined in the context of a field research experience.

PAPER SESSION: THE VERITABLE POTPOURRI OF EDUCATIONAL RESEARCH, VOLUME 1 		
TIME: 3:30-4:55	ROOM: GIBBON	CHAIR: TAMMY ABERNATHY
1. Principal Efficacy to Collective Efficacy: Implications for School Improvement		
Tena Versland & Joanne Erickson, <i>Montana State University</i>		
<i>Abstract:</i> Principal self efficacy has been identified as one of the critical characteristics of highly effective school leaders. Highly efficacious principals are instrumental in creating collective efficacy which contributes to school improvement.		
2. Considerations for an Accelerated Nursing Education		
Julie Ruff, <i>Montana State University</i>		
<i>Abstract:</i> This presentation explores the preliminary information for the establishment of a post-baccalaureate accelerated nursing option, leading to a Bachelor of Science degree in nursing.		
3. One Stop Student Services – A Staff Perspective		
Cheryl Johannes, <i>Montana State University</i>		
<i>Abstract:</i> One stop services aim to provide easy access to student services that are integrated both physically and technologically. Discover staff perspectives through this case study.		

PAPER SESSION: THE VERITABLE POTPOURRI OF EDUCATIONAL RESEARCH, VOLUME 2		
TIME: 3:30-4:55	ROOM: OBSIDIAN	CHAIR: CYNTHIA HOWELL
1. Teacher Perspectives of the Concept of Empowerment		
Nancy Hamilton, Leann Putney, & Ralph E. Reynolds, <i>University of Nevada, Las Vegas</i>		
<i>Abstract:</i> Teachers were interviewed as one part of the data collection methods. This paper will provide an in-depth analysis of Teacher's conceptions regarding empowerment as a construct.		
2. Critical Thinking Skills: The Perceptions of Undergraduate Learners		
Dallas Dallman, <i>Montana State University</i>		
<i>Abstract:</i> This phenomenological pilot study explores the perceptions of undergraduate students across the country with regard to their critical thinking - including capacity, development, and application.		
3. In the Eyes of a Counselor		
Rebecca Lyons, <i>Montana State University</i>		
<i>Abstract:</i> The purpose of this qualitative study is to understand the high school counselor's experience in college planning; specifically examining their role in early start opportunities.		
4. Wyoming's Instructional Facilitators: What are their Roles and Professional Development Needs?		
Leslie Rush, Heather Duncan, & Suzanne Young, <i>University of Wyoming</i>		
<i>Abstract:</i> The purpose of this study was to examine the roles and responsibilities and the professional development needs for instructional facilitators in Wyoming.		

WORKSHOP: INTERACTIVE RESEARCH RESOURCES AND TOOLS AS A MEANS FOR FOSTERING COLLABORATIVE AND INTERDISCIPLINARY RESEARCH IN EDUCATION |**TIME: FRIDAY, 9:30- 10:45 | ROOM: GIBBON**Elizabeth Erichsen, *North Dakota State University*Cheryl Goldenstein, *University of Wyoming*

Abstract: The workshop will investigate the nature of collaboration within education research and its interdisciplinary nature and suggest interactive research resources for fostering interdisciplinary research in education.

PAPER SESSION: MEASUREMENT & ASSESSMENT |**TIME: FRIDAY, 9:30- 10:45 | ROOM: OBSIDIAN | CHAIR: WILLIAM RUFF****1. A Divide-and-Conquer Approach to Assessing the Dimensionality of Vertically Scaled Mathematics Items with Exploratory and Confirmatory Factor Analysis**Dan Allen, Richard Sudweeks, & Joseph Olsen, *Brigham Young University*

Abstract: This study used exploratory and confirmatory factor analysis to assess the dimensionality of a vertically scaled test of algebra concepts taught in elementary school.

2. Bias in the Gamma Coefficient: A Monte Carlo StudyFred Kuch, Gregg Schraw, & Robin Roberts, *University of Nevada, Las Vegas*

Abstract: Gamma has been a statistic of choice among researchers for several decades. This Study Found that gamma has problems EVEN In the most common situations where it is used.

3. How Big is Big? A Comparison of State-level Changes in the Percentage of Proficient StudentsBrett Foley, *Alpine Testing Solutions*

Abstract: This study summarizes yearly state-level changes in the percentage of proficient students for various subgroups and subject areas for the past several years.

PAPER SESSION: INSTRUCTIONAL TECHNOLOGY, VOLUME 2 |**TIME: 9:30- 10:45 | ROOM: DUNRAVEN | CHAIR: KATHY CANFIELD-DAVIS****1. A Self-Study of Virtual Teaching: Making the Leap from Distance Face-to-Face to WIMBA Technology**Susan Turner & Stacie Gomm, *Utah State University*

Abstract: This description of a teaching self-study examines the process of technology transition from Distance Face-to-Face format to on-line WIMBA: focus on strategies, process, and practical implications.

2. Investigating Student Use of Formative Feedback in the Online EnvironmentDoris U. Bolliger, *University of Wyoming* & Colleen Halupa, *A.T. Still University*

Abstract: Researchers investigated student perceptions, preferences, barriers, use, and usefulness of formative feedback by online graduate students enrolled in healthcare management programs at a small university.

3. Moving Reading and Writing Instruction Into the Digital AgeLinda Lilienthal, *Midwestern State University*

Abstract: This study explored five pre-service teachers integration of children's literature, creative writing, and technology as a result of a literacy course assignment.

4. Using Web 2.0 Technologies in Middle and High School Physical and Environmental Science Classes for Collaborative StudiesMokter Hossain & Michael Robinson, *University of Nevada, Reno*

Abstract: This paper presents a collaborative way of using Web 2.0 Technologies in Middle and High school and Environmental Science Classes.

PAPER SESSION: EDUCATING PRE-SERVICE TEACHERS 		
TIME: 11:00-12:15	ROOM: DUNRAVEN	CHAIR: ELAINE TUFT
1. Teaching Pre-Service Educators Constructivism Constructively: What a Novel Idea!		
Aaron Richmond, Lisa Kindelberger Hagan, & Heidi Shukert, <i>Metropolitan State College of Denver</i>		
Abstract: Thirty-four pre-service educators were taught constructivism, constructively, and were administered pre and post assessments. Results indicated that using a constructivist approach helped students make significant academic gains and they enjoyed the constructivist methods.		
2. Developing pre-service elementary teachers' understanding of the nature of scientific knowledge through model-based inquiry		
Mary Leonard & Clinton Colgrove, <i>Montana State University</i>		
Abstract: As a result of using a model-based inquiry approach in an elementary science methods course, pre-service teachers gained in understanding the nature of scientific knowledge.		
3. Exploring Brain-based Instructional Practices in Secondary Education Classes		
Darcy Jack, <i>Boise State University</i>		
Abstract: This study examined whether high school teachers' perceptions of their use of brain-based teaching were consistent with strategies demonstrated in the classroom.		
4. Improving Calibration in a College Classroom: Does Enough Practice Work?		
Christopher Was, <i>Kent State University</i> Randy Isaacson, <i>Indiana University South Bend</i>		
Abstract: Extensive practice predicting performance increased undergraduates' accuracy in predicting their test scores. We describe the research and educational implications of calibration as a metacognitive skill.		

PAPER SESSION: FAMILY, AUTISM, & RURAL SPECIAL EDUCATION 		
TIME: 11:00-12:15	ROOM: OBSIDIAN	CHAIR: DARCY JACK
1. Parent Activities toward Healthy Self-determination (PATH): Family Results		
Tammy Abernathy & Ann Bingham, <i>University of Nevada-Reno</i>		
Abstract: PATH is tool for parents to evaluate their personal status in coping, knowledge of disability related issues, and advocacy.		
2. Early Communication Intervention for children with Autism: Using the Pivotal Response Treatment (PRT) model		
Ee Rea Hong, <i>University of Central Oklahoma</i>		
Abstract: Using the Pivotal Response Treatment (PRT) model, this research will show how this model is effective for primary caregivers of children with autism to use to improve the communication skills of the children with autism.		
3. Leadership of Special Education in Rural Schools		
Michael Redburn & William Ruff, <i>Montana State University</i>		
Abstract: This study reports survey results of an initial investigation into the activities of rural school leaders in administering special education programs.		

LEARN-AT-LUNCH: INTERACTIVE ROUNDTABLES |**TIME: 12:30-1:45 | ROOM: MADISON****Table 1: The Power of Collaboration: A Thematic Approach to Dissertation Research**Margaret Hudson, Jayne Hellenberg, Kimberly Miller, Liann Brenneman, Suzanne Young, *University of Wyoming**Abstract:* We will facilitate a conversation about our experience collaborating on a thematic dissertation that addressed an overall theme by combining individual but related research areas.**Table 2: The Phenomenon of Facebook Journaling - A Positive Impact for College Writing?**Elyse Lovell, *Montana Tech of the University of Montana*Betsy Palmer, *Montana State University**Abstract:* Observation and analysis of students' journaling on a Facebook wall for a college writing class to consider evolution in the learning experience within and outside of the classroom (through – social capital, learning satisfaction, psychological well being, informal peer review, and the perception of the student instructor relationship).**Table 3: Improving Calibration and Metacognition in College Students: How to Build Informational Feedback into the Curriculum to Improve Metacognition**Randy Isaacson, *Indiana University South Bend*, Christopher Was, *Kent State University*, Gary Kern, *Indiana University South Bend**Abstract:* Students can improve metacognition through reflection and practice. This session describes a curriculum that presents students with informational feedback to refine their metacognitive knowledge monitoring.**Table 4: RtI, Iotragenics, and Differentiation**Lawrence Rogien, *Boise State University*,Karen Smucker, Catherine Beals, Karen Blacklock, Lynette Hill, *Northwest Nazarene University**Abstract:* Response to Interventions is not always positive. This team looked at some negative effects and have challenged conventional notions of differentiation.**Table 5: Dissertation Bootcamp**Tammy Abernathy, *University of Nevada-Reno**Abstract:* Dissertation Bootcamp is a personally designed set of activities to help doctoral students move through the writing process of the final dissertation. Bootcamp is a time to organize data, determine data presentation, organize final chapters and model expert writing and editing.**Table 6: Staying afloat in the deluge of on-line teaching**Marian McKenna, *University of Montana*Richard Ponzio, *University of California-Davis**Abstract:* This roundtable is designed as a conversation to share discoveries about on-line teaching in Education classes where community and modeling are paramount qualities.**Table 7: NOAA's Teacher-At-Sea Program: Opportunities for Teachers to Cruise With Ocean Scientists**Richard Jones, *University of Hawaii*Art Bangert, *Montana State University**Abstract:* This paper presents an overview of the National Oceanic Atmospheric Administration's (NOAA) Teacher-at-Sea program's efforts to increase environmental literacy among the participating PK-University teachers. Opportunities for PK-University level teachers will be discussed.**Table 8. Practitioner research in the Science Classroom**John Graves & Peggy Taylor, *Montana State University**Abstract:* Practitioner researchers will present personal science classroom research projects highlighting student achievement, best practices in science and professional growth through the action research model.

WORKSHOP: CONFIRMATORY FACTOR ANALYSIS**TIME: 2:00-3:15****ROOM: GIBBON**Richard Sudweeks, Tim Walker, & Kimberlee Davison, *Brigham Young University**Abstract:* Hands-on introduction to confirmatory factor analysis using AMOS, designed for beginners. Bring a laptop with SPSS and the AMOS add-on, if you can.**Paper Session: Urban, Graduate Student, & History Through Service Learning |****TIME: 2:00-3:15****Room: Obsidian****Chair: Fred Kuch****1. Implementation and Evaluation of Service Learning in a graduate level Research and Evaluation Course**Jenny Thomas & Michael Fellner, *South Dakota State University**Abstract:* This paper will present experience and evaluation of the implementation of a service learning of a Service Learning Project on a graduate course in Research and Evaluation.**2. Civic Engagement Across the Curriculum As It Relates To Change in Student Satisfaction and Participation: One Urban University's Experience**John Garic & Elyse Lovell, *Montana Tech of the University of Montana**Abstract:* Does the incorporation of civic engagement in course curricula show increased levels of participation in civic engagement / service learning and student satisfaction in an institution in which civic engagement is an active and promoted part of the curriculum?**3. Outdoor Idaho History Museum**Monica Hansen & Cherie Major, *University of Idaho**Abstract:* Teacher candidates learn pedagogy through service-learning experiences in a real school setting where they created an Outdoor Idaho History Museum with 2nd and 4th graders. Researchers examine student's reflections and writing.**PAPER SESSION: MATH & WRITING INSTRUCTION |****TIME: 2:00-3:15****ROOM: DUNRAVEN****CHAIR: DORIS U. BOLLIGER****1. Understanding Statistical Anxiety in Undergraduate Students: A Mixed Methods Study**Courtney Haines & Leslie Shaw, *University of Nebraska – Lincoln**Abstract:* The purpose of this study was to understand undergraduate students perceptions of statistics, anxiety associated with the course, and how their attitude impacts their performance.**2. How Much Time Are We Really Spending in Elementary Mathematics Instruction and How Is That Time Spent?**Elaine Tuft & Stan Harward, *Utah Valley University**Abstract:* This session will be a report of a study that looked at the time that is spent in mathematics instruction in elementary schools.**3. The State of K-6 Instruction and Support for Student Writing in Eight Western School Districts**Stan Harward, Nancy Peterson, Susan Simmerman, & Linda Pierce, *Utah Valley University*Timothy Morrison, Brad Wilcox, Byran Korth, Jill Shumway, & Monica Billen, *Brigham Young University**Abstract:* Evidence is mounting that writing instruction is decreasing – a concern to many educators. This study documents the state of Elementary Writing Instruction in Eight School Districts.**AWARDS BANQUET****TIME: 6:00-8:00****ROOM: MADISON****DINNER PROVIDED!**

*"Nine tenths of
education is
encouragement."*

~ Anatole France

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