



School of Education and Health Sciences

School of Education
and Health Sciences

The Relationship Between Core Stability and Lower Extremity Function and Performance After Anterior Cruciate Ligament Reconstruction

STUDENTS Laura R Schemenauer

ADVISORS Joaquin A Barrios, Kurt J Jackson, Lloyd L Laubach

LOCATION, TIME LTC Forum, 1:30PM-1:50PM

School of Education and Health Sciences: Chemical and Materials Engineering, Oral Presentation- Graduate Research

Background: Anterior cruciate ligament (ACL) injury is a common injury among young athletes that has detrimental short and long term effects. The relationship between core stability and lower extremity function has not been extensively studied in this population. The purpose of this investigation was to compare core stability measures in individuals with and without history of ACL reconstruction and to determine if ACL-reconstructed (ACLR) individuals exhibit altered lower extremity mechanics during walking and a single-limb landing task. Methods: 20 ACLR subjects and 20 matched controls performed isokinetic strength testing on Biodex III and Cybex instrumented dynamometers followed by the McGill standardized testing battery to test for core strength and endurance. All subjects also underwent 3 dimensional motion analysis testing to assess gait and single-limb drop landing mechanics. Results: Trunk extensor endurance was significantly reduced in the ACLR group ($p < 0.05$). The ACLR group additionally exhibited altered hip and knee joint sagittal plane kinematic alterations. Specifically, the ACLR group displayed decreased peak knee flexion ($p < 0.05$) during gait and decreased knee flexion excursion ($p < 0.05$) and increased hip flexion at initial contact ($p < 0.05$) during the single-limb landing task. Conclusions: These results suggest that aberrant lower limb kinematics remain following ACL reconstruction and could pre-dispose ACLR individuals to future knee injury risk and osteoarthritis. The results of this study will help clinicians and researchers understand the relationship between core stability and lower extremity function and performance.

Motivations for Under-Reporting Concussions in Collegiate Athletics

STUDENTS Brenna M Bird

ADVISORS Elana Bernstein, Susan C Davies

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

The present study examined the motivations behind refraining from reporting concussions among student athletes. One hundred and ninety-three student athletes at the University of Dayton involved in high-risk sports, such as football and soccer, completed multiple-choice surveys inquiring why students choose to refrain from reporting their concussions and concussions of their teammates. Results indicated that 45% of student athletes did not report their sports-related concussions.

A Room Full of Rocking Chairs: Urban Appalachian Student Experiences in Community College

STUDENTS Rana Elizabeth Peake

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

Urban Appalachian college students (UACS) face cultural and institutional barriers that impact their ability to persist and complete college. Designed to explore UACS experiences at a large urban community college, this study provides insight into Appalachian culture and identity as they impact their success in higher education. UACSs are more likely to come from a low-income family, and be the first in their family to attend college. First-generation college students more often lack the social and cultural capital needed to successfully navigate college, further increasing the risk of failure (Bradbury, 2009). Colleges and universities must seek out ways to improve the campus environment to reflect the needs and values of the students they serve and develop support systems that nurture the development of cultural capital needed to be successful in college and beyond (Oldfield, 2007).

All the Single Ladies: Romantic Partnering and its Influence on Self-Esteem of Female College Students

STUDENTS Katherine M Marrero

ADVISORS Abd El Nasser A Abd El Razek

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LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

As college students understand and vocalize their needs, supports, and decisions, they begin to believe in their own choices and build confidence and self-esteem. Early on in their undergraduate years, many female students define themselves by their social relationships and cannot separate themselves from whom they are associated with. Thus, those in a committed romantic relationship may have more validation and support for fostering self-esteem than those who are not romantically involved. The current study seeks to understand the relationship between 250 undergraduate female students' levels of self-esteem and romantic partnerships, and projected changes if the relationship status were to change. Quantitative methodology will allow for a comparison of group averages and make supported judgments about whether or not there is a correlation between being in a romantic relationship and self-esteem in young female undergraduates. With the study findings, further research can dive deeper into the identity development of female students on college campuses and create more effective support systems for them.

Booze, Bros, and Bibles: Impact of Faith on Female Students' Decision to Engage in Risky Behaviors

STUDENTS Heather D Vlack

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

Alcohol abuse and other risky behaviors, such as illegal drug use and unplanned sex, are not uncommon on college campuses. Peers often influence these behaviors and students continue to believe involvement in them is connected to their college experience where students examine life's meaning and purpose (Dodd, Glassman, Arthur, Webb & Miller, 2010). Therefore, an understanding of this relationship is needed. Qualitative, one-on-one interviews were conducted with eight female undergraduate students. Participants were all actively involved in a faith-based student organization on campus. Findings revealed students' tendency to avoid risky behaviors due to their desire to honor their spiritual beliefs. Family, spiritual mentors and other members of their faith communities play a significant role in their decision-making process.

But It's a Party School: The Impact of Alcohol Culture on Student Initial College Choice

STUDENTS Leah M Shamblin

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

While many aspects can affect a student's decision to attend a specific institution, a college's alcohol culture can have a positive or negative effect on student choice. Research explains one of the biggest aspects to aid in a students' decision to attend a university is the perception of alcohol culture on campus (Parker, 2009). Lifestyle choices can also affect this decision. Therefore, there is a need for an examination of why students select a college based on perceived drinking culture of that institution. This study will offer an insight into why first-year students in the fall of 2013 decided to attend University of Dayton as it relates to the perceived alcohol culture of the institution. Findings allow for a better understanding of how students perceive the alcohol culture on a campus and how much it affects their decision to attend an institution.

Can they ever feel at home?: Saudi Student Experiences in Residence Halls

STUDENTS Elizabeth Cahill

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

Saudi students are choosing to pursue higher education at institutions in the United States at an accelerated rate. As a result, it is essential that administration develop ways to better serve this population. The residence halls at American institutions provide a unique challenge for Saudi students because of certain elements of their culture including religion, gender dynamics, and more. Currently, there is a lack of research on this particular topic. In a one hour semi-structured interviews, participants reflected on their experience in the residence halls as well as provided suggestions for future programming and physical space. Information collected through this study provides considerations for college and

university administrators when structuring the on-campus residential experience.

Community Despite Contingency: Working Together, Achieving Together

STUDENTS Carrie Lynn Rogan Floom

ADVISORS Michele M Welkener

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Course Project, 14 SP EDU 944 01

In the changing context of higher education, many faculty members are experiencing an increased workload, more accountability, fewer resources, and a changing student demographic (Eddy & Garza-Mitchell, 2012), which can result in a faculty who feels overworked and disconnected. Learning Communities have been used as a way to meet the needs of faculty members by developing a sense of community and reinvigorating their scholarship of teaching (Cox, 2004). While learning communities can work well for faculty, the largest growing subset of the professoriate, adjunct faculty, often do not have this support. Adjunct faculty are generally not satisfied with the support that they are offered by the institution (Hoyt, et al., 2008) and are often not integrated into the institution (Hainline, et al., 2010). Adjunct faculty learning communities, if created using learning community best practices, can provide support to adjuncts and help them to fully connect with their the institution. CAW (2012). A portrait of part-time faculty members: A summary of findings on part-time faculty respondents to the coalition on the academic workforce survey of contingent faculty members and instructors. Retrieved from: http://www.academicworkforce.org/CAW_portrait_2012.pdfCox, M.D. (2004). Introduction to faculty learning communities. In M. D. Cox & L. Richlin (Eds.). Building faculty learning communities. *New Directions for Teaching and Learning*, 97, 5-23. Eddy, P.L. & Garza -Mitchell, R.L.G. (2012). Faculty as learners: Developing thinking communities. *Innovations in Higher Education* 37, 283-296. Hainline, L., Gaines, M., Long Feather, C., Padilla, E., & Terry, E. (2010). Changing students, faculty, and institutions in the Twenty-First Century. *Peer Review*, 12(3), 7-10. Hoyt, J. E., Howell, S. L., Glines, L. J., Johnson, C., Spackman, J. S., Thompson, C., & Rudd, C. (2008). Assessing part-time faculty job satisfaction in continuing higher education: Implications for the profession. *Journal of Continuing Higher Education*, 56(1), 27-38.

First Year Chinese Student Engagement in Residence Halls: A Mixed Methods Study

STUDENTS Jamie K Chong

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

Social adjustment is tumultuous for first year international students, especially for those living in residence halls. Yet, research focused specifically on international residents in this environment is lacking (Paltridge et al., 2010). This mixed methods study assessed first year Chinese students perception of racial climate in the residence halls at a mid-sized, Midwestern private institution. The quantitative results indicated that the students' perceptions of a positive racial climate directly impacted their personal and social learning outcomes. Students' first impression of the hall environment impacted how they subsequently perceived the sense of community. The qualitative analysis revealed aspects of the social adjustment and help-seeking behavior of Chinese students, their perception of American culture and peers, and adjustment process to life in the U.S. Results suggest that the participants' stringent high school experiences positively influenced their adjustment into residential hall living. Preferring informal interactions with peers to hall programs, students may not fully capture the learning opportunities that are intentionally offered for in the residence halls. With insights on Chinese student perception and experiences, practitioners can tailor programming and educational initiatives to engage them.

Medical Education through a Learning Community Lens

STUDENTS Nancy P Silverman

ADVISORS Michele M Welkener

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Course Project, 14 SP EDU 944 01

Long considered to be a fiercely competitive environment, many schools of medicine can be characterized as learning communities. A learning community involves a group of people who come together under established guidelines for the shared purpose of learning and a commitment to reflective practice that can ultimately bring personal transformation. Collaboration is the hallmark of learning in community and becomes the vehicle whereby knowledge is socially constructed through negotiation in community with peers. The collaborative approach to learning that

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historically has characterized medical student instruction at the bedside has been introduced into the classroom and laboratory, often under the moniker of team-based learning. Students are accountable not only for their own learning successes but also for the successes of their team of peers. In addition to engaging in this highly collaborative environment, students become immersed into the medical school community through cultural integration (mentoring by upperclass peers), ritualistic performances (white coat ceremony), behavioral expectations (professionalism and accountability), and shared goals (attaining a desired residency). Medical students can benefit from the successful outcomes of learning communities as they create a sense of belonging; academic, social, and personal satisfaction; generate deeper levels of learning; incite initiative, creativity, and critical thinking; and nurture sensitivity to diverse perspectives (Cox, 2004). ReferenceCox, M. D. (2004). Building faculty learning communities. In M. D. Cox & L. Richlin (Eds.), *New directions for teaching and learning* (Vol. 97, pp. 5-23). San Francisco, CA: Jossey-Bass.

Unfamiliar Territory: A Phenomenological Study of International Students Enrolled in a Large Urban Community College

STUDENTS Laurie L Malone

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

International students are choosing community colleges for reasons of affordability, easy access, and as a good place to start their education, especially if English is their second language. There is a deficiency of research surrounding this student population despite an increase in enrollment. With little representation of the ICCS in current literature and with institutions recognizing their value more than ever, an understanding of their experience is needed. This qualitative study sought to explore and understand the shared experience of the international college student enrolled in a large Midwestern urban community college. The method of data collection included personal interviews with international students currently enrolled in a large urban community college and faculty and staff practicing at that same institution. Interviews were examined for common themes and compared and contrasted with existing research and literature. The study answer questions like why international students chose to attend community college, where ICCS' get support and information, and what are the barriers that challenge their success. Fresh information surrounding social integration was revealed, illuminating a disparity between faculty/staff perception and the ICCS experience. The findings may be of interest to professionals who work in the community college setting directly with international students and/or with students and staff who interact with ICCS.

WANTED: Bromances Impact of Hegemonic Masculinity on the Relationships of Sophomore Men

STUDENTS Zachary J Hooten

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

Hegemonic masculinity is constructed in a way that pressures men into certain behaviors and mindsets. Traditional genders roles emphasized in hegemonic masculinity call for alcohol and drug abuse, unprotected sex, and other prohibited behavior (Edwards & Jones, 2009). There is a significant lack of research aimed specifically on the sophomore year experience for college students (Gardner et al., 2010). Hegemonic masculinity (Arxer, 2011) and its foundations give way to how men translate the pressures of masculinity into relationships. The research for this study revolved around the success of sophomore students and hegemonic masculinity. The study attempted to gain a new perspective into the real issues of sophomore men. Findings will assist higher education professionals in designing support systems for sophomore men.

We're Here to Help: Assessing the Orientation Needs of Transfer Students

STUDENTS Dynea S Pope

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

The need to assist transfer students is particularly important because transfer students enter into new institutions with unique needs, perspectives, and experiences compared to non-transfer students. Many orientation programs do not address the needs of transfer students and focus

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on freshman students. Little is known about the correlation between transfer students and orientation attendance. Therefore, this study aimed to identify transfer student needs, increase their attendance of orientation programs, and to provide effective programming for them. Participants were asked questions regarding barriers to program attendance and institutional support. This qualitative study focused on eight undergraduate students at a private, midsized, religious affiliated institution that transferred during the 2013-2014 academic year. Students were interviewed and responded to a series of questions regarding reason for transfer, previous orientation experience, and recent orientation experience. The results provide student affairs professionals with future implications for designing orientation programs that directly address transfer student needs and ways to increase their participation.

Who Needs Friends...I'm a Leader! (Peer Support's Effect on Student Leadership)

STUDENTS Justen T Cox

ADVISORS Abd El Nasser A Abd El Razek

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Counselor Education and Human Services, Poster- Graduate Research

The relationship between student's leadership development and the role in which peer support enhances it, creates a phenomenon which is experienced at the University of Dayton. The concept of Proximity explains peer support as a catalyst within a student's leadership development and provides insight for their various leadership skills and competencies. This research looks at University Dayton students' leadership competencies and strength of peer support through quantitative analyses of an online survey. Results offer insights for college professional staff and administrators in leadership programming.

Students Who Serve: A Study of Undergraduate Students' Experiences in Community Service

STUDENTS Lindsay Elrod, Elizabeth M Fogle-Young, Savio D Franco, Edel M Jesse, Michael B Kondritz, Heidi Maria McGrew,

Cody L McMillen, Daniel J Trunk

ADVISORS Carolyn S Ridenour

LOCATION, TIME LTC, 4:30PM-6:30PM

School of Education and Health Sciences: Educational Leadership, Poster- Course Project, 13 FA EDU 991 01

Undergraduate students who participated in sustained community service through the Fitz Center for Leadership in Community were volunteer informants in a qualitative exploration of the meaning they make from being engaged in the Dayton community. The research team (five women and four men who were professor and eight doctoral students in educational leadership) were generously granted access to students associated with the Fitz Center. We were drawn to study "students who serve" because of our interest in student sub-cultures as well as the center's model of sustained community engagement. Fourteen students were interviewed on or near campus. Unstructured open-ended interviews (Spradley, 1979) were approximately 30-45 minutes in length. The team adopted what Saldana (2009) calls structural coding from the work of MacQueen, McLellan-Lemal, Bartholow, & Milstein (2008). Based on the purpose of the study, a three-part structure to coding was designed: the background of students who serve, students' experiences in service, and the meaning they constructed. "Meaning" was our goal, i.e., how students made meaning from community engagement and the nature of that meaning. Preliminary findings suggest that the students had background experiences with service, many of which derived from their Catholic high schools. They experienced service at diverse sites in the Dayton community, playing multiple roles (from tutor, to explorer, to leader, to fundraiser). Their experiences challenged their schedules, and their attempts to achieve a sense of balance in managing time. In their voices we heard the centrality of relationships as the core meaning of their experiences. Their community engagement expanded not only their knowledge and thinking, but also their struggles with understanding diversity and the roots of social injustice. Sustained engagement in the city deeply influenced what many students envisioned as their potential life's work.

Retrospective analysis of a 5-week summer sports program indicates health improvements in 9-16 year olds.

STUDENTS Chanelle E Brown

ADVISORS Anne Crecelius

LOCATION, TIME RecPlex, 9:00AM-10:30AM

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School of Education and Health Sciences: Health and Sport Science, Poster- Independent Research

Since 1970, Case Western Reserve University has hosted the National Youth Sports Program (NYSP), a unique summer experience for youth to participate in health, wellness, and educational learning opportunities for 5 weeks during the summer. On average, camp participants engaged in 5.5 hours of daily organized athletics and classes, Monday through Friday. The purpose of this retrospective data analysis was to determine the effect of NYSP on the anthropometric [height, weight, body mass index (BMI)] and cardiovascular health (blood pressure) of participants ages 9-16 years old (N=271). All measures were made at registration (pre) and at camp's end (post) by trained NYSP staff. Data presented as mean \pm s.d. and compared pre and post with paired t-tests. BMI was significantly reduced (23.2 ± 0.4 kg/m² vs 22.4 ± 0.3 kg/m²; $p < 0.05$) due to increases in height (1.55 ± 0.007 m vs 1.57 ± 0.007 m; $p < 0.05$) and a trend towards decreased body weight (56.1 ± 1.1 kg vs 55.8 ± 1.0 kg; $p = 0.07$). Mean arterial pressure was also significantly reduced (81 ± 0.5 mmHg vs 76 ± 0.4 mmHg; $p < 0.05$) due to lowered systolic blood pressure (107.9 ± 0.7 mmHg vs 103.1 ± 0.6 mmHg; $p < 0.05$). This preliminary analysis supports beneficial health impacts of NYSP. Further studies with standardized and additional health-related measurements would allow for more comprehensive analysis and insight into the underlying mechanisms of improvement or lack thereof.

The History of Physical Education-Activity and Sport: Stories for the Ages and Lessons from the Legends of Memorable Moments, Events, Trends, Tales, Phenomena, and Famous Women and Men: Their Teams and Times-Year 8

STUDENTS Kevin M Bogenschutz, Victoria E Bordfeld, Sarah G Busch, George M DeMarco, Michael J Dexl, David J Farwick, Ashley Christiana Fecher, Brenna L Frattaroli, Jameson T Hackett, Sara B Hamilton, Jessica E Koney, William Q Menard, Jenna M Rindler, Mckenzie L W

ADVISORS George M DeMarco

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Health and Sport Science, Poster- Course Project, 14 SP HSS 275 01

The purpose of these studies was to describe and interpret major events, trends, phenomena, and the lives and times of significant individuals in the history of sport and physical education-activity throughout the millennia. At once interesting, inspirational, edifying, and enlightening, the stories told by the students of three (3) separate sections of the course HSS 275 - History of Physical Education/Activity and Sport – during the spring semester of 2014 speak powerfully to the transcendent nature of sport and physical activity across all generations, cultures, and topical interests. This year's project titles include: Arete and Agon in the Life and Times of Major League Umpire Bill Kinnamon: The Man for Whom the Game Always Mattered Most; The History of University of Dayton Baseball 1902-2014; Sports Stigmas and the Rise and Fall of An American Icon: The Tiger Woods Scandal; Diana Nyad: The Woman Who Just Keeps On Swimming; The Greatest Two Minutes in Sports: The History of the Kentucky Derby; The Life and Times of Billie Jean King: A Passionate Athlete Who Continues to Fight Long Past Her Glory Days on Centre Court; The Hardest Hit: A History of Concussions in the NFL; Another Hopeful Head Hoopster Takes the Floor for the Flyers: The Life and Times of Archie Miller; Got Juice? The History of Performance Enhancing Drugs in Baseball; The History of Summer Camps: 1861-2014; Say It Ain't So Joe: The Chicago Black Sox Scandal of 1919; These original research projects utilized an array of primary and secondary sources, including interviews, personal narrative, documents, print media, photographs, artifacts, and vintage video to bring alive the past to teach anew life's sporting lessons from which all may learn.

The Acute Effects of Aerobic and Resistance Exercise on Cardiovascular Function and Arterial Stiffness

STUDENTS Hayleigh E Raiff

ADVISORS Lloyd L Laubach

LOCATION, TIME RecPlex, 11:00AM-12:30PM

School of Education and Health Sciences: Health and Sport Science, Poster- Honors Thesis

This study investigated how long the cardiovascular effects of aerobic and resistance exercise propagate after completion of exercise in healthy males. Cardiovascular function was closely monitored to observe changes in arterial stiffness before exercise and during recovery. Parameters used to monitor vascular function include central and peripheral blood pressure, heart rate, velocity of blood flow, and blood biomarkers of vascular function. The study required participants to complete an aerobic, resistance and control exposure. Measures of the parameters were taken at rest and at specified intervals after completion of each protocol. These measurements were analyzed to determine the acute effects of each exposure on the blood vessels' functioning, how long these effects last and how the vascular responses differed between the exercise modalities.

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This experiment served as a pilot study in developing exercise protocol for patients with Peripheral Artery Disease (PAD).

Time for a Gamble? The Ongoing Discussion of Legalizing Sports Gambling in the United States

STUDENTS Matthew J. Garbin

ADVISORS Corinne M Daprano

LOCATION, TIME RecPlex, 11:00AM-12:30PM

School of Education and Health Sciences: Health and Sport Science, Poster- Honors Thesis

The recent push for the legalization of sports gambling is a major issue which balances the desire for legalization by states such as New Jersey and the constant opposition from the NCAA and the four major professional sports leagues in the United States. There is a foreseeable economic gain to be made by states if sports gambling were to be legalized. This legalization, however, would open a door the professional leagues do not want to be opened, because it has the potential to jeopardize the integrity of college and professional sports. It is also important to note that the United States is one of the few major countries in the world that does not have widespread legalized sports gambling. This thesis research will focus on the economic benefits that may result from the legalization of sports gambling. In addition, this study will analyze how legalization may lead to easier regulation of a potentially harmful product. This study will involve examining the laws currently in place that prohibit sports gambling as well as analyzing the current sports gambling case New Jersey has just recently appealed to the Supreme Court. The researcher will also examine economic impact studies as well as social concern studies focusing on the negative effects gambling have on society in order to present the pros and cons of legalized sports gambling.

A Road Map to a Successful Career in the Event Industry

STUDENTS Lyndsey Alyse Diggs, Patrick S Kaindl, Colleen T Santella, Joseph R Tomek

ADVISORS Peter J Titlebaum

LOCATION, TIME Frericks 010, 1:00PM-1:40PM

School of Education and Health Sciences: Health and Sports Science, Oral Presentation- Course Project, 14 SP HSS 253 01

The purpose of this research study in event planning, executing, and evaluating is to understand best practices in conducting successful events from the standpoints of professional, collegiate and non-profit organizations. Professionals entering the field could apply this information to prepare for employment. A literature review in the event industry revealed a growing concern of employment readiness. After an in-depth look at some of the strengths and weaknesses of those entering the field, we wanted to ascertain if industry professionals concurred with the research. Using information gathered from this literature review, a tool was developed and validated by a panel of those currently working in the field. The tool will be used for a project for a facility management class at the University of Dayton during the spring semester of 2014. Utilizing this tool, a sample of 40 individuals each from the areas of non-profit, collegiate, and professional organizations will be interviewed, totaling 120 perspectives from the industry. These individuals will be asked the same 12 questions, focusing on the skills, knowledge, and experience needed within the profession. With these results, those looking to enter the event industry will have a better understanding of how to identify, quantify, illustrate, and speak to the skills in highest demand within the industry.

Discrepancy Between Fruit and Vegetable Consumption and Disposal in School Cafeterias

STUDENTS Sydney Marie Antolini

ADVISORS Diana Cuy Castellanos, Peter J Titlebaum

LOCATION, TIME ArtStreet Studio C, 2:00PM-2:20PM

School of Education and Health Sciences: Health and Sports Science, Oral Presentation- Independent Research

The Center for Disease Control and Prevention (CDC) estimates that nearly one in three children in the United States are overweight or obese. Additionally, childhood obesity has nearly doubled in children in the last 30 years and tripled among adolescents (CDC, 2013). Different dietary factors have been linked to obesity risk, such as low intakes of fruit and vegetables and high intakes of caloric dense foods. The consumption of fruits and vegetables in children in the US is below the recommended amount as indicated by the Dietary Guidelines for Americans. In 2012, the USDA mandated that all schools participating in the nutrition lunch program had to provide each student with one fruit and one vegetable. While many schools are working to provide healthier options (namely fruits and vegetables) in their cafeterias, research indicates that most children are throwing away, or not even choosing, the healthier options. The purpose of this literature review was to examine the attempts made

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to increase fruit and vegetable intake in school cafeterias and how student consumption follows. The general trend found that while children are being provided fruits and vegetables on their lunch trays, both the rate of consumption and disposal of fruits and vegetables increases. Although the increase in consumption is positive, food waste is also increasing. These results further unleash an are of inquiry: How do you close the gap between fruit and vegetable consumption and disposal? Having a better understanding of what is happening in school cafeterias allows dietitians, school cafeteria managers, and health professionals to determine what needs to be done to diminish the discrepancies between consumption and disposal of fruits and vegetables in school cafeterias.

Dyslexia the Ability from Disability

STUDENTS Andrew R Hanley

ADVISORS Peter J Titlebaum

LOCATION, TIME LTC Meeting Space, 2:00PM-2:20PM

School of Education and Health Sciences: Health and Sports Science, Oral Presentation- Independent Research

Dyslexia or developmental reading disorder is a learning disability that affects a person's ability to read fluently with accurate comprehension. In early childhood, symptoms of dyslexia include delay in speech and literary reversal. Signs of dyslexia continue into adulthood with difficulty in learning foreign languages, summarizing stories, word retrieval and spelling. In grade school, many children with this issue are sent to special needs school, in addition to their regular schooling, to improve their reading, writing and spelling skills. However, with current secondary education structure, many dyslexic people will find that good grades will not come as easy to them as their peers, and it will be difficult for them to keep up with their studies. This results in students being labeled lazy, dumb or immature, resulting in dyslexics feeling unintelligent and possessing poor self-esteem. Living with this disability, is one way to overcome this condition is to stop viewing dyslexia as a disability. When a person goes blind, even though it is a life-changing incident, the person gains the advantage of having their other senses heightened. As long as a blind person learns how to cope in the world without their sight, they are left with elevated senses that most people don't possess. Researchers have discovered about dyslexia - even with the weaknesses that dyslexics deal with, there are many strengths dyslexic people can use to their advantage. It may be hard to learn in school, and make good grades. However, going through life with this issue and doing things differently makes dyslexic people stronger. Dealing with dyslexia makes people persistent, driven and ambitious. Let me share the skills that can assist in making smooth transition to college environment.

Students Uncover Hidden Tools for Noteworthy Career: Closing the Gap Between Theory and Practice

STUDENTS Amy T Szymaszek

ADVISORS Peter J Titlebaum

LOCATION, TIME LTC Forum, 2:20PM-3:00PM

School of Education and Health Sciences: Health and Sports Science, Oral Presentation- Graduate Research

Students enrolled in college programs today learn about resume development and job interviews in some form, yet research suggests employers do not believe candidates can communicate or demonstrate proficiencies in resumes/portfolios. The purpose of this presentation is to provide insight into the hiring process from the perspective of the human resources (HR) professional by establishing a methodology for activating student knowledge regarding job requirements. Current research regarding resumes, networking, and portfolio development include key ideas about format and appearance, but minimal scholarship exists regarding what HR looks for in a candidate. Understanding the HR perspective, the presenter will summarize current research, identify the gap, and provide information on how to employ the five areas of influence: networking, portfolio development, resume drafting, professional development, and self-branding. By understanding how the hiring process works, and what distinguishes one candidate from another, the presenter will focus on these guiding questions: what experiences should be leveraged by the job candidate? What do hiring professionals look for in a resume? How can we assist students to get the job they want? By attempting to answer these questions, the intent of this presentation is to empower students to take ownership over the process of career-hunting and transition into an intentional career.

The Connection between Nutrition Knowledge and Healthy Food Choice in College Students

STUDENTS Natalie C Senninger

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ADVISORS Diana Cuy Castellanos, Peter J Titlebaum

LOCATION, TIME ArtStreet Studio C, 2:30PM-2:50PM

School of Education and Health Sciences: Health and Sports Science, Oral Presentation- Course Project, 14 SP HSS 255 01

Research indicates that many college students do not consume adequate nutrients in their daily diets. One's diet can be considered healthy if it adheres to the USDA's nutritional guidelines for that person's sex and age. Unhealthy diets are linked to adverse health effects such as weight gain, like the freshman 15, and higher risk for disease later in life. While there are many factors that are responsible for college students' inadequate dietary intake, one clear factor is the lack of sound nutrition information provided to students. Without this information offered to students, many do not know how to pick a healthy choice over a less nutritious option. Research shows that when college students are presented with nutrition information about food through intervention or the labeling of healthful foods, students are more inclined to pick the healthier options. This research proposes that if College food services provided the nutrient content of foods offered and/or labeled foods that were healthy options as indicated by USDA nutrition standards, then students may be more likely to consume these foods. This may then lead to more adequate dietary intakes and better health outcomes.

Civic Dietetics: Integrating Opportunities for Sustainability within the Dietetic Practice

STUDENTS Emily J Strauss

ADVISORS Diana Cuy Castellanos, Peter J Titlebaum

LOCATION, TIME ArtStreet Studio C, 3:00PM-3:20PM

School of Education and Health Sciences: Health and Sports Science, Oral Presentation- Course Project, 14 SP HSS 255 01

Registered dietitians (RD) are food and nutrition experts that have earned a bachelor's degree in nutrition and dietetics, completed 1,200 hours of supervised dietetic practice and passed a national examination. The goal of an RD is to promote health and prevent disease or disease progression. Research suggests that there is a need for dietetic professionals to increase their knowledge of environmental issues around food and incorporate the use of sustainability within their practices, as well as their own lives. Civic dietetics is a new area in the profession and places an emphasis on the importance in the connection between food choices and the sustainability of the food and agriculture system. However, the longstanding practices of dietetics may limit the extend to which the Academy of Nutrition and Dietetics and its members gravitate towards the concepts of civic dietetics. One of the greatest barriers surrounding these ideas is a lack of knowledge amongst dietitians. The findings of a study suggested that less than half of registered dietitians in Minnesota had heard about the push towards sustainability, and only about 1 in 8 dietitians had chosen to incorporate civic dietetics into their practice. Although this research was only a single study, it is indicative of the percent of dietitians who are practicing food sustainability. The purpose of this presentation is to discuss this new area of dietetics, civic dietetics, and outline current research suggesting the importance of incorporating aspects of civic dietetics into professional practice to ultimately support human and environmental health.

Evolution of Premium Food and Beverage in Sport and Entertainment

STUDENTS Danielle Denise Kloke

ADVISORS Peter J Titlebaum

LOCATION, TIME ArtStreet Studio C, 3:30PM-3:50PM

School of Education and Health Sciences: Health and Sports Science, Oral Presentation- Honors Thesis

To best understand the trends and development of the food and beverage industry in sport premium seating, it is important to look at the history of premium seating and sport. Since the Houston Astrodome added 53 luxury suites in 1965, the premium seating market has exploded (Titlebaum & Lawrence, 2009, p. 125). Food and beverage became a way to extend the premium experience and offer more than the traditional beer, hotdog, and chicken tenders. Not only did the shift provide more revenue from a premium product, but it also added value to the customer experience. Premium seating can account for up to 25% of local revenue for sport organizations (Connelly, 2011). Food and beverage options are an important part of elevating customer experiences and raising product value to customer standards, justifying a premium price tag. This industry is now dominated by four major players: Levy Restaurants, Delaware North Companies, ARAMARK, and Centerplate. Industry professionals must find a balance among consumer preferences, corporate needs, and local and national sponsors. The bottom line and the key for success is to provide quality service while meeting the premium-experience needs of today's corporate world.

The Dating Game of Startups: Which Investment Option is the Right Fit for You?

STUDENTS James E Foster

SCHOOL OF EDUCATION & HEALTH SCIENCES

ADVISORS Peter J Titlebaum

LOCATION, TIME ArtStreet Studio C, 4:00PM-4:30PM

School of Education and Health Sciences: Health and Sports Science, Oral Presentation- Course Project, 14 SP HSS 255 01

For a great majority of startup businesses, the question in the back of most entrepreneurs' minds is how to get more money invested. Of the options, the most common choices are: Angel investment, Venture Capital, banks loans, federal grants, private funding, and (of course) personal assets to fund the venture. Among all of these different options, do all entrepreneurs know which choice is the right one for their startup? They may end up simply choosing whichever option comes to them first. Even the first two choices, which are the most common, how do startups gather additional funds without often mistakenly using terms interchangeably? This causes a great deal of problems for entrepreneurs trying to receive funds, as well as the investors trying to have a high return on investment. This presentation explains the concepts and differences between private equity investments, the benefits and consequences of each, and what is a "good match" between investor and start-up consists of. The concepts and differences that will be discussed are to reduce often mistakenly using terms interchangeably, and will include the investment decision process, the size and scope of ventures that are invested in, interest rates, duration of time needed for firm to exit the venture, and the firm's return on investment.

Dimensions of support in schools

STUDENTS Virginia Abigail Saurine, Molly E Stanifer, Zachary L Valletta

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 110 H1

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research in education. The goal of EDT 110 H1 class project was to present synthesis of related literature on pertinent topics to P-12 education, specifically dimensions of support in schools.

Identification of English Language Learners as Gifted Students

STUDENTS Riley Catherine Weber

ADVISORS Stephen B Richards

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 13 FA EDT 498 H1

The United States educational system has faced several challenges and reforms regarding assessment and identification in the past fifty years which continue to change as the nation develops new goals and needs (Giuliani & Pierangelo 2012). In recent years, schools have included a large population of immigrant students from families with native languages other than English (Carter 2005). The need for educating students in English as a second language has led to new policies and programs developed specifically for ELL or English Language Learners (Elizalde-Utnick 2008). Another current topic of educational policy concerns the emphasis on assessment and high-stakes testing. In 2004, the Individuals with Disabilities Education Act, IDEA, provided legal rights and expectations for special education students which includes students with learning disabilities; however, English Language Learners are not covered under IDEA unless they are identified with a learning disability. IDEA also does not cover the rights of students who qualify for gifted and talented programs, even though students who qualify for these programs require a form of specialized education. Due to these recent educational initiatives, this research study will focus on how the assessment of English Language Learners impacts their identification and placement in gifted and talented programs. This is a current topic to research because most studies have focused on the overrepresentation of English Language Learners as learning disabled or the misidentification of students of color in learning disabled programs. However, some case studies and other forms of research have considered the underrepresentation of ELL in gifted and talented programs and whether or not students learning English as a second language can be successful in gifted and talented programs.

Increasing FAFSA Completion Rates: A Look at the Ohio 8 Coalition

STUDENTS Anna L Syburg

ADVISORS Connie L Bowman

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 13 FA EDT 498 H1

Getting students ready to excel in higher education has been a topic dominated by conversations about raising academic rigor and standards.

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College readiness covers a scope of factors including content knowledge, academic skills, behavioral skills as well as “college knowledge”. College knowledge consists of the information that students need to navigate the complex processes of applying for college as well as financial aid. Many times, students have aspirations of enrolling in higher education but fail to complete essential tasks that make them eligible for college entrance. One of those key tasks is completing the Free Application for Federal Student Aid (FAFSA), which allows students to receive government aid for their college tuition. The application asks intensive questions about an individual and their family’s finances. Many students and their families do not complete the FAFSA because of time constraints, misconceptions about the aid received, or lack of knowledge in how to navigate the system. The focus of this study is to look at the Ohio 8 Coalition of Ohio’s largest urban school districts and to examine their FAFSA completion rates. Once the districts and their respective high schools have been examined, the study looks into which programs are implemented in order to foster high completion rates. Experts on FAFSA completion and the importance of “college knowledge” for the college readiness process have been interviewed as well as the superintendents of the highest performing districts to gather the specific details about the importance of FAFSA completion and what makes their district or high schools so successful in this area. The purpose of this research is to provide districts across the nation with resources on how to increase their FAFSA completion and, therefore, increase the likelihood of their students being able to receive aid for and enroll in higher education.

Reading Interventions in Relation to the Ohio Third Grade Reading Guarantee

STUDENTS Kathryn C Auletto

ADVISORS Mary Catherine Sableski

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 13 FA EDT 498 H1

Reading is one of the most critical skills that students learn in their first few years of education. A strong foundation in reading at the early childhood level can promote success in the rest of schooling and beyond. This is especially true for children of poverty; reading abilities and the strong education that follows provide students with opportunities to break the poverty cycle. The importance of reading achievement is a political dimension, as demonstrated by Ohio’s Third Grade Reading Guarantee. This legislation, which has many implications in education, requires that all third grade students who do not pass the Reading section of the Ohio Achievement Assessment must be retained until they are on reading level. In order to prevent this retention, teachers may choose to implement a reading intervention program with students who are at-risk of retention in third grade. The Ohio Department of Education provides districts with research-based reading instructional programs that may be implemented with these students. The list includes Reading Recovery and Orton Gillingham, two reading programs that use different approaches to literacy instruction. The research conducted in this study will look into the factors affecting a low-income school’s decision to select one of these two programs. The research will follow a dual case study format, in which interviews will be conducted with principals and teachers in the selected high poverty schools. The interviews, along with collected data about these schools and the two programs, will provide an illustration of how the Third Grade Reading Guarantee is affecting curriculum, as well as how schools are choosing these reading programs in accordance with the new legislation. The research may provide valuable information for low-income schools in this selection process for choosing the appropriate intervention for their struggling readers.

Research on aspects of the classroom environment in p-12 schools on student learning

STUDENTS Bridget Jocelyn Bielski, Moira M Bonadonna, Renee Katharine Brown, Nikole S Kamp

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 110 H1

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research in education. The goal of the EDT 110H1 class project was to explore different learning environments that affect student learning.

Research on Learning and the Brain

STUDENTS Elizabeth Anne Martin, Kira Marie Ogburn

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 110 H1

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research

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in education. The goal of the EDT 110H1 class project was to present syntheses of related literature on pertinent topics to p -12 education. Our research focuses on the brain's role learning in the areas of gender differences and the arts.

Research on Single Gender Environments

STUDENTS Sarah E McGrath, Miranda M Melone

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 110 H1

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research in education. The goal of the EDT 110H1 class project was to present syntheses of related literature on pertinent topics to p - 12 education, specifically the benefits of single gender environments on student achievement.

Research on Single Gender Environments

STUDENTS Katie M Anderson, Elizabeth A LaVigne

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 110 H1

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research in education. The goal of the EDT 110H1 class project was to present syntheses of related literature on pertinent topics to p - 12 education, specifically the benefits of single gender environments on student achievement.

Research on Technology in P-12 Classrooms

STUDENTS Courtney A Arand, Gabriela Mae Sanfilippo, Rebekah R Schwall

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 110 H1

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice and current research in education. The goal of the EDT 110-H1 poster is to discuss both the positives and the negatives associated with the evolving use of technology in the classroom.

Research on the Approaches to School Safety

STUDENTS Jacob David Criminski, Kelly I Drayton

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 110 H1

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research in education. The purpose of this project is to discover different approaches to school safety.

Research on the Effect that Teacher Education Standards have on Teacher Formation in the United States and Finland

STUDENTS Caroline Ann Goodill, Caroline Elizabeth Herrmann, Danielle P Tout

ADVISORS Susan M Ferguson, Kathryn A Kinnucan-Welsch

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 110 H1

Standards for the teaching profession emphasize the importance of awareness, understanding, and integration into practice of current research in education. Our goal of the EDT 110H1 class project is to present syntheses of the effects on teacher professional development based on education standards in Finland and the United States.

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Teaching English Learners with the Common Core State Standards

STUDENTS Jenna Mackenzie Griffin

ADVISORS Patricia M Hart

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 14 SP EDT 340 01

As the world increasingly becomes more global, teaching English Learners (ELs) has presented a challenge for many educators who are unprepared for this type of diversity within the classroom. The drastic achievement gap between ELs and English-speaking students demand more attention to addressing this issue. However, as the Common Core State Standards (CCSS) are being adapted in nearly every state, the demand for a focus on academic language development shows progressive improvement. My research focuses on the impact that the implementation of the CCSS is having on ELs in our country, particularly on academic language. I will also examine effective instructional strategies, environmental structures and the learning needs of ELs in relation to their academic accomplishments.

Understanding the Common Core State Standards and their Role in Catholic Education

STUDENTS Annemarie Fisher

ADVISORS Jacqueline M Arnold

LOCATION, TIME RecPlex, 9:00AM-10:30AM

School of Education and Health Sciences: Teacher Education, Poster- Course Project, 13 FA EDT 498 H1

In 2009, the Common Core State Standards (CCSS) revolutionized academic standards, providing a format adopted by states across America that focused on raising Math and English Language Arts standards as preparation for colleges and careers. In conjunction with the adoption and implementation of the CCSS across the United States, Catholic schools have worked towards the strengthening and advancement of their own educational systems. This thesis first examines the background of the CCSS, including implementation and professional development, as well as the opposition regarding the standards. The paper presents an overview of the history of academic standards in Catholic education and then explores the current role of the CCSS in Catholic schools. Through interviews with teachers, principals, and superintendents in Catholic education, the methodology examines how the standards are being understood and implemented in Catholic schools.

Improving Female Science Scores Through STEM Curriculum

STUDENTS Erin M Yacovoni

ADVISORS Mary Kay Kelly

LOCATION, TIME RecPlex, 11:00AM-12:30PM

School of Education and Health Sciences: Teacher Education, Poster- Honors Thesis

Currently in education there is a stress on career readiness. Specifically in science education, teachers are expected to educate their students not only on science concepts but also careers that involve Science, Technology, Engineering, and Mathematics (STEM). According to the United States Department of Education (2013), the United States is falling behind on mathematics and science education, ranking 25th and 17th in the world. These numbers must increase in order to prepare students for success in STEM fields as they graduate. One approach teachers use to ensure that students are well versed in the STEM fields is STEM education. In STEM education, students are taught using a method that focuses on real world application and engineering. This study focuses specifically on how middle-school females are affected by STEM education. Female success in science under the STEM method of teaching has been observed through a review of literature and a survey.

Preparing Pre-Service Teachers to work with English Language Learners

STUDENTS Alexandra N Hill

ADVISORS Stephen B Richards

LOCATION, TIME RecPlex, 11:00AM-12:30PM

School of Education and Health Sciences: Teacher Education, Poster- Honors Thesis

English Language Learners (ELLs) can be misidentified as students with special needs. Teachers often watch these students struggle in school and assume they have a cognitive delay, when in reality; they may just be struggling with their language delay. To be identified as needing special education services, these students undergo assessments to test their abilities. These assessments were created for students who speak English. Studies have shown that "Familiarity with Standard English accounts for more than 50% of the total test variance on IQ and achieve-

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ment test measures for fourth graders and 60% to 90% of the variance for seventh graders” (Abedi, 2002). Therefore, ELLs are put at a further disadvantage during the testing period. If placed in a special education program, the student rarely receives the language instruction needed. The current structure creates an environment where ELLs can easily be misplaced into special education programs where they will continue to fall further behind in their education. To prevent this problem, pre-service teachers need to gain experience with ELLs so that they can give them the instruction and support they need. Not all pre-service teachers have access to classrooms with ELLs. In order to try to replicate this experience, instructors turn to video case studies that show pre-service teachers authentic footage, assessments, and class work of an ELL. The goal of this research is to determine the effects of video case studies on pre-service teachers, and what questions were generated as a result of the in class clinical experience.

The Themes of Catholic Social Teaching Integrated into the work of UD’s Center for Catholic Education’s (CCE) Urban Child Development Resource Center (UCDRC)

STUDENTS Julie A Iuliano

ADVISORS Susan M Ferguson

LOCATION, TIME RecPlex, 11:00AM-12:30PM

School of Education and Health Sciences: Teacher Education, Poster- Honors Thesis

Schools today are challenged to meet the mental health concerns of students due to an emphasis on academic testing and a lack of communication within schools to identify and treat the needs of the students. The needs of the student travel beyond the classroom into the non-academic barriers to learning. The University of Dayton’s Urban Child Development Resource Center (UCDRC), works in five local schools in the Dayton area and strives to help students cope with these non-academic barriers to learning. This study focuses on three of the Seven Themes of Catholic Social Teaching as stated by the United States Conference of Catholic Bishops: Call to Family, Community, and Participation; Option for the Poor and Venerable; Life and Dignity of the Human Person; and how UCDRC implements these three themes into its program.

Upper Grade Level Literacy: Instructional Strategies for Struggling Readers

STUDENTS Claire M Shaw

ADVISORS Treavor Bogard

LOCATION, TIME RecPlex, 11:00AM-12:30PM

School of Education and Health Sciences: Teacher Education, Poster- Honors Thesis

Education research has shown that a quarter of eighth-grade students perform below basic reading proficiency. Despite this, reading instruction often ceases after eighth grade while text structure and content area language become more difficult. This research project focuses on studying strategies used for struggling readers in seventh through twelfth grade and includes a case study of a struggling reader in order to identify some of the characteristics and needs of struggling readers. This research synthesizes ideas from previous studies, analyzes teacher interviews for literacy instruction strategies, and, in the case study, uses observation, primary source study, and reading assessments.

Stiegler’s “Distrust,” Digitalization, and the Integration of Two Knowledges: The Academy’s Struggle to Integrate the Technical with the Theoretical and Its Effect on Technology Adoption and Transformation

STUDENTS Russell A Thomas

ADVISORS Joseph L Watras

LOCATION, TIME LTC Studio, 1:00PM-1:20PM

School of Education and Health Sciences: Teacher Education, Oral Presentation- Graduate Research

Today’s transition from printed text to digital media has exposed academic scholars to a technical knowledge typical of technology professionals but different from their own. According to French philosopher, Bernard Stiegler, this “radical displacement of technical knowledge” has created a “crisis of trust” that short-circuits technology adoption and hinders transformation. At the heart of this “distrust” is a lack of awareness of the nature of technology and the process of transformation that occurs when the introduction of a new technology holds out the promise of improving current thinking and practices but instead challenges and disrupts them. Distrust is overcome when one becomes aware of a

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technology's pharmacological nature, as both a poison and cure, disruptive when first introduced and only later beneficial when adopted; and of technology as a process, as not just how something is done (the technical realm of the technologist) but also what is being done (the conceptual realm of the academic). The misunderstanding of these creates incorrect expectations and distrust, and indicates that there will be difficulties with a technology's adoption and a reduction in the benefits of transformation. The question then is how are we to increase understanding and decrease distrust? This presentation introduces a study whose purpose it is to determine how academic scholars are to make use of the technical knowledge they have been exposed to due to digitalization in a way that it increases understanding and advances adoption and transformation. It is the culmination of the researcher's work over the past decade and something he has written about and presented on in the past including here at the Stander Symposium.

Promoting Historical Literacy in High School Classrooms

STUDENTS Randall S Helm, Brendan M Lewis, Michele M McDonald, Emily L Mobley, Jordan Thomas Seitz, Conor William Squier, Anna L Syburg
ADVISORS John J White

LOCATION, TIME Marianist Hall Learning Space 218, 2:30PM-3:10PM

School of Education and Health Sciences: Teacher Education, Panel Discussion- Course Project, 14 SP EDT 323 01

This spring in our EDT 323 class, Historical Thinking and Literacy we have been looking into what are the most effective methods for teaching today's high school students to read historical documents and secondary works. We have read research about the topic of how to most effectively help students to develop the strategies of historical literacy and we have examined the ways in which historical literacy differs from virtually every other type of reading. Historical Literacy is the process by which students read and understand historical texts. It involves being able to find evidence in texts, synthesize this evidence with evidence found in other texts, and form and defend an argument using this evidence. Students must learn to read for sourcing, context, subtext, and corroboration as well as for close reading. This process of learning to think like an historian allows students to work with historical texts and other documents and artifacts. This engages the students in a way that more common methods of teaching history have not. When it comes to building historical literacies, much of the research we have read finds that teaching from the common history textbooks found in classrooms today can be more harmful to students understanding of history than helpful. Most textbooks generally found in high school history classrooms present history as a set of facts that are settled and should only be memorized. However, history is actually a constantly developing field that is always being debated and reinterpreted as new evidence comes to light or as new perspectives emerge on existing evidence and interpretation. By presenting primary documents and other assorted resources to students rather than textbooks, teachers are allowing students to explore history on their own and create their own ideas, based on evidence, of how the past worked.

Family Engagement Partnerships: How Early Childhood Students Demonstrated the Marianist Mission through Community-based Learning

STUDENTS Shauna M Adams, Magdalene L Egan, Marie N Garcia, Emily C Girouard, Mary K Jehling, Allison E. Scheid
ADVISORS Shauna M Adams

LOCATION, TIME LTC Studio, 3:00PM-3:40PM

School of Education and Health Sciences: Teacher Education, Oral Presentation- Course Project, 13 FA EDT 344 01

This presentation will focus on the work of a group of students who selected a family engagement project as part of a community-based course assignment. After a brief overview of the course assignment and its connection to the Family Engagement Collaborative of the Miami Valley, the students will describe their work in selecting the project, developing a relationship with the school-based partners and working with the partners to organize a family literacy event for children and families in a high poverty school. Throughout this project, the students engaged in learning, leading and serving while also coming to understand the power of partnering with families. The family literacy event was attended by over 250 persons and was an evening of family fun and learning. Upon completing the project, the team worked with the school principal to complete a self-evaluation of the Family Engagement Program and to develop an action plan for improvement. A question and answer session will close the presentation.

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Teaching Historical Literacy by Examining Primary Sources

STUDENTS Justin T Parker, Sarah A Williams

ADVISORS John J White

LOCATION, TIME Marianist Hall Learning Space 218, 3:30PM-4:10PM

School of Education and Health Sciences: Teacher Education, Oral Presentation- Course Project, 14 SP HST 490 P2

Due to changing standards in education, both history students and teachers of history are now being challenged to actively engage with primary sources in the classroom. Throughout the duration of our student teaching it has been our goal to introduce a variety of primary sources to promote student engagement. At the same time, historical literacy has unique demands that require students to develop ways of reading that are different than for any other subject area. The purpose of this presentation is to demonstrate and share our strategies for incorporating primary sources as an alternative to traditional textbook learning and to illustrate strategies for increasing historical literacy in secondary school students.