



Proceedings for the
International Organization of
Social Sciences and Behavioral Research

Spring 2013
April 11-12

Trump Plaza Hotel and Casino
Atlantic City, New Jersey

Future Conference Dates

Fall 2013 Meeting

Las Vegas, NV

October 10-11

Fall 2013 Meetings

New Orleans, LA

October 24-25

www.iossbr.com

Even Ethics Professors Can Be Bribed!!

Andrew W. Getz, St. Mary's University

Over the course of more than 15 years, my undergraduate introductory ethics classes have always included a section on economic justice - particularly the implications of an uneven distribution of economic goods and resources. Experiential learning has played a strong role in developing the students' understanding of how acting in a truly just manner affects everyone in the community. I now use one of the things that students value most - test grades - to make the somewhat abstract concepts of social justice more tangible for all of the students in the class. Using differing pedagogical methods, (specifically the way that certain money can be used to "buy" points on their tests,) the in-class methodology has developed to the point that the students can now "bribe" me into raising some of their test grade. As a result of this real-life experience this section on economic justice has become one of the most effective sections of the course. This paper will trace the development of various methods that I have instituted in the classroom and provide a brief overview of some of the students' responses as they consider topics of individualism, solidarity, entitlement, earned income and means for redistribution of wealth.

Multiple Literacies for Democratic Ideals & Civic Engagement: An Annotated Bibliography

Nancy Barno Reynolds, Binghamton University

This bibliography is a compilation of articles and essays from scholarly and peer reviewed journals, with the exception of one anthology of essays on critical literacy. Although most included articles/research were created recently (2005-2011), earlier research (1986-2004) is also included in order to offer a broader historical picture of both literacies and democracy in public school education. The focus is on changes and emergent patterns in these fields since the implementation of No Child Left Behind (NCLB) and Race to the Top (RTT) in the United States. With a national core curriculum which focuses primarily on Math and Language Arts (often at the expense of many others like arts, sciences, social sciences, including civic education), research and recent interviews with veteran teachers point to lost opportunities for the deliberate teaching for democratic ideals and the practical application of civic education.

Theoretically, the explosion of multiple forms of literacy and information literacies (ILs) has the potential to offer teachers and students greater avenues for participatory education. Whether they are able to use these literacies for the pursuit of democratic ideals and civic engagement remains to be seen in the United States, as practical application requires time for engagement and is not always measurable by the standardized means available. The evidence of this bibliography seems to suggest that in countries where national core curriculum is grounded in democratic principles instead of homogenous performance, the use of multiple literacies is key to student engagement, lifelong skills like critical analysis, and an increased and prolonged desire to participate in democratic processes and activities which create avenues for freedom, equity, and social justice. The research from these countries includes comparisons with Australia and the UK.

Creativity in Culturally Linguistically Diverse Students

Mahchid Namazi, Kean University

In our Western society, we associate “thinking outside the box,” with thinking that is creative and unconventional. Recent evidence shows that teaching creative thinking improves academic performance. Our freshmen arrive at College having been through an educational system that rewards the “right answer” instead of a range of “possible answers”. According to Lingo and Tepper (2010), 84% of undergraduates surveyed said that creativity is an important or very important skill. Creativity has been shown to be a more reliable predictor than both the SAT or the high-school GPA for freshmen academic success.

Guilford (1967) first conceptualized creative thinking as divergent and convergent thinking. Divergent thinking, which is the focus of this presentation, involves a broad search for information and the generation of numerous novel alternative answers to problems. Divergent thinking has also been implicated as an enhanced skill in individuals who are bilingual and has further been linked to cultural variation (Ricciardelli, 1992). However, verbal measures can place the bilingual individual at a disadvantage. The development and expression of creative thinking are largely influenced by one’s culture and language (Kharkhurin & Samadpour, 2008). It has been suggested that Western individualistic ideology considers unconventional ways of thinking as a virtue of the creative endeavor, whereas creativity in the Eastern, more collectivist cultures would be valued as adherence to the sociocultural norms and traditions.

The diversity of our modern college classrooms requires us to re-evaluate creative thinking as a construct emphasizing originality. To summarize, the research on creativity and the measurement of creativity will be reviewed in the context of our multicultural and multilingual college classrooms. I will propose strategies for teaching and measuring creativity in a culturally and linguistically unbiased fashion such that our college students who come from non-mainstream cultures or speak other languages are not inadvertently placed at an academic disadvantage.

**‘Doing History’ Using Local Case Study Analyses: Learning from the History
Of and Current Restoration of Rosenwald Schools in North Carolina**

Christine M. Shea, East Carolina University
Clay Smith, East Carolina University

This research study into the early history of African American education in the South began with four main purposes: first, it is designed to review the history of the Rosenwald School movement as it unfolded in the South during the Jim Crow era; second, it is designed to connect the more well-known (and competing) national level accounts of the history of Rosenwald school movement in the United States to the more local and case based studies of the Rosenwald school movement as they unfolded particularly in North Carolina, with a focus on the counties in eastern North Carolina. Third, this study aims to provide a collective snapshot of the efforts that have been made over the past ten years by committed African American communities to identify, recognize, preserve, and restore these important endangered sites for new adaptive uses in rural communities throughout North Carolina. Fourth, in this particular paper, we would like to report on our preliminary findings from our exploratory analyses of data uncovered in three recently completed local case studies of particular Rosenwald Schools in North Carolina. Our study will show how an analysis of this local data challenges major assumptions and assertions underlying the two major competing historical accounts of the Rosenwald Schools movement in the South from 1912 - 1932. Lastly, our research also seeks to highlight the time-sensitive imperatives that necessarily make the preservation of both the Rosenwald schools themselves and the preservation of the memories of the earliest attendees of these early Rosenwald schools a timely concern for every American.

Virtual Teams: An Important Tool for Online Education and Health Care Managers

Joseph T DeRanieri, University of Delaware- School of Nursing

Management education and practice for health care professionals is dynamic and can no longer be restrained by physical boundaries. Health care professionals and students are becoming more and more dependent on global resources in caring for patients as well as in their own education. It is no longer acceptable for a student to work in isolation even in the distance education arena.

Virtual teams can help build community in online education as well as provide a platform for new exchanges of information in one's current and future practice. Virtual teams allow industry experts from around the globe to influence education and learning and also help to provide a process and structure for a new thought process. These teams add a new dimension to the group process both in learning and practice.

Electronic Medical Records Pros and Cons for Physicians and Patients

Dorothy D. Steed, Lanier Technical College

Electronic medical records are simply the medical record of a patient in digital format. The information is commonly stored in a data warehouse and may be accessible both on site at the hospital or physician office, or may be accessed remotely if the user has proper security clearance. Although there are both positives and negatives to the implementation of digital format, there is still some resistance in the healthcare community to adoption of EMR.

Pros

- Ability to instantly update record
- Ability to be viewed by multiple physicians
- Improved communication between primary & specialty physicians and mid-level staff
- Improved communication between physician referrals
- Legibility of orders, notes, prescriptions
- Reduction of medical errors, duplicate testing & redundant treatments
- Reduced cost of dictation & chart pulls
- Improved test scheduling & results reporting
- Automatic transfer of patient information when approved and applicable
- Reduction of pharmaceutical errors through electronic physician order entry
- Improved efficiency in identifying least expensive drugs & those covered by patient's insurance
- Identification of allergies and drug interactions
- Automated reminders and alerts
- Prevention guidelines for chronic conditions
- Billing efficiency
- Expansion of medical research and faster disclosure of results
- Public health disease surveillance

Cons

- Cost of implementation
- Record transfer time and cost
- Staff training
- Security breach risk
- Maintaining patient privacy and confidentiality, access authorization
- Preventing identity theft
- Tampering of information by hackers
- Physician resistance to advanced technology
- Physician complaints that electronic systems are time-consuming; more geared to bureaucracy than physicians
- System crash vulnerability
- Medication errors – Technical glitch may randomly post medication orders to the wrong patient
- Ability to make fraudulent billing easy

Built in templates that encourage over documentation and over billing
Interface problems with other systems
Vendor pressures, sales pitches and contract language that may leave healthcare providers vulnerable to legal actions
Cloned documentation – omission of medical necessity and medical decision making.
Copy and paste functions
Drop down menus of so called “best practices”
Lack of industry regulation

**Examining Tobacco Outlet Concentration in New Jersey:
Does Income and Ethnicity Matter?**

Robert J. Reid, Montclair State University
Cory M. Morton, National Development and Research Institutes (NDRI), Inc.
Pauline Garcia-Reid, Montclair State University
N. Andrew Peterson, Rutgers University
Danlin Yu, Montclair State University

This study examined the geographic association between tobacco outlet density and the following demographic indicators – e.g., median household income and percentage of Hispanic residents – across the state of New Jersey. Tobacco outlet density was assessed by examining year 2004 licenses for all tobacco retailers in New Jersey; and demographic variables were based on year 2000 census data. Results indicated that the percentage of Hispanic residents and median income were both salient predictors of tobacco outlet density across the state. We also observed that the level of income moderated the relationship between percent Hispanics and tobacco outlet density. Implications for environmentally-based tobacco prevention and control initiatives are discussed.

**Our Voice Matters: A Qualitative Inquiry that Explores the Substance Abuse
and HIV Prevention Needs of Urban Minority Girls**

Pauline Garcia-Reid, Montclair State University
Robert J. Reid, Montclair State University

Ethnic and racial minority female adolescents are disproportionately impacted by health disparities including those associated with the dual impact of HIV/AIDS and substance use. Guided by a multicultural feminist lens, this qualitative study used focus group methodology to examine gendered perceptions, social support, and HIV/AIDS and substance abuse knowledge among a sample (n=19) of African American and Hispanic adolescent girls residing in a high poverty urban environment in the United States. The findings emphasized the multiple stressors that can interfere with positive youth development and the resources and strategies that can be organized to improve health outcomes. Recommendations include identifying and challenging culturally bound beliefs and practices that may increase risk, recruiting allies that can help young women begin exercising their own personal and collective power, ensuring that health promotion information is accurate and readily available, and examining community conditions that can contribute to negative behavioral choices.

**Different Strokes for Different Folks: Is Stroke
Pathophysiology Different in Diabetes?**

Aisha I Kelly-Cobbs, Georgia Health Sciences University
Weiguo Li, University of Georgia
Roshini Prakash, University of Georgia
Bindu Pillai, University of Georgia
Safia N. Ogbi, Georgia Health Sciences University
Maha Coucha, Georgia Health Sciences University
Maribeth Johnson, Georgia Health Sciences University
Susan C. Fagan, University of Georgia
Adviye Ergul, University of Georgia

Cerebral hemorrhage can aggravate acute ischemic stroke (AIS) especially in diabetic patients receiving thrombolytic treatment with tissue plasminogen activator (tPA), the only approved drug for the treatment of AIS. In addition to greater vascular injury, the ensuing neurological deficits and post-stroke mortality rates are also higher in diabetic populations. Singly, diabetes alters vessel structure and function; however, the combined effect of diabetes and stroke on cerebrovascular integrity, stroke pathophysiology, and neurobehavioral outcome is unclear. The objective of the current study was to determine the effects of anti-inflammatory and antioxidant therapies on the deleterious effects of cerebral hemorrhage using a diabetic model of cerebral ischemia. Ischemia was induced surgically in type 2 diabetic Goto-Kakizaki rats and in normoglycemic controls. After inducing stroke, treatment groups received a single dose of anti-inflammatory or antioxidant therapy. At the conclusion of the study, the extent of cerebral injury and neurological deficits were evaluated. Our findings suggest that both anti-inflammatory and anti-oxidant therapies were more effective in reducing cerebral hemorrhage and improving post-stroke neurological outcomes in diabetic animals, compared to their normoglycemic counterparts. This suggests that stroke pathophysiology may be different in normoglycemic individuals and those with diabetes-induced vascular disease. Understanding these subtleties is critical in identifying targets for neurovascular protection and for developing therapeutic strategies tailored to this burgeoning at-risk diabetic population.

The Problem of Problem Definition in Social Research

Paul Anaejionu, Huston-Tillotson University

Those who have studied social science research methods agree that the key to successful research is the ability to recognize and articulate a problem clearly and concisely. This is, unfortunately, something that most students have never been taught to do. Too often they believe that research means collecting and summarizing information—an approach that does not promote disciplined reasoning and clear thinking. The result is well known to instructors in colleges and universities across the country—research papers that are unclear, poorly organized, and lacking in focus. Owing to their inability to do meaningful and productive research, students often do poorly in college, are denied admission to graduate schools, and fail to achieve success in their careers.

The purpose of this paper is to promote the adoption of a structured method of problem definition for conducting social science research. The 14-step process begins with a topic, generates a series of questions about the topic, and then transforms those questions into a focused problem or research question. The process also guides subsequent research, and helps determine the structure of the research report.

Persistent Focal Behavior and Physical Activity Performance

Stephen E. Erfle, Dickinson College
Corey M. Gelbaugh, Ohio State University

Background: Erfle and Gelbaugh (2013) examine the implications of the regularly irregular spikes in curl-up and push-up performance during the fall 2009 Active Schools Program (ASP) assessment. They argued that:

... these spikes are related to focal points, a game theoretic concept popularized by Nobel Laureate Thomas Schelling. Being focal on one test makes one more likely to be focal on the other. Focal students (whose push-up score is a multiple of 5 and whose curl-up score is a multiple of 10) behave differently from their nonfocal peers. ... Students who systematically stop at focal outcomes appear differentially motivated toward physical activity performance. (p. 1)

Objectives: This paper extends the analysis of the performance attributes of focal students by examining systematic focal behavior across time and across activities.

Methods: A total of 9,345 students from 39 schools had at least one curl-up and one push-up in both assessments. These students were analyzed using 2 four-way partitions of students according to focal behavior, one across time the other across activities.

Results: Systematic focal behavior extends across time periods for individual activities at about the same rate as across activities for a single time period. Each of the individual forms of systematic focal behavior is more than twice as likely as one would expect based on random placement. Not only are there more students who are systematically focal than random placement would predict, they also outperform their peers who do not exhibit systematic focal behavior on three activities at both assessments.

Conclusions: Focal behavior is not random in nature. It persists across time as well as across events. Students who are systematically focal exhibit superior physical activity performance than their nonfocal peers.

**Emotions as Speech: Revising Habermas's Communicative Action to
Include Emotions, Care Ethics, and Relationships in Development Projects**

Siobahn Stiles, Temple University

This project seeks to examine the role of emotions, relationships, and care ethics in better understanding Jurgen Habermas's theory of communicative action. Drawing from the works of Alison Jaggar, Seyla Benhabib, and Leslie Steeves, among others, I expand the limitations of speech acts to consider emotions as speech acts that must be given equal weight in human understanding and interpersonal communication in development projects. Using ethnographic and interview data from a case study of an individually-based development program for women recovering from addiction and prostitution, I demonstrate the need to develop the theory of communicative action with feminist revisions that would include valuing emotions, care ethics, and relationships in communication and human development. Essentially, this is a revision of communicative action through a feminist lens that combines theory and praxis.

My findings corroborate the theoretical critique of Habermas's ethics of justice and demonstrate—through this case-study—that an ethics of care would be more based on real human communication in development projects. In addition, the power of emotion to communicate, make sense of the world, and emancipate underprivileged populations cannot be overstated, and therefore emotions must be included in a revision of communicative action. Deeply embedded in both emotional release as communication and the ethics of care is the need for an understanding of the role relationships play in development and interpersonal communication oriented towards mutual understanding. All three aspects—emotions, relationships, and care ethics—of what I call “feminist communicative action” would work towards revising Habermas's theory to make it more applicable in development projects and more grounded in real situations of interpersonal communication and mutual understanding.

Student Perceptions of a New Online Graduate Program in Criminal Justice

Jennifer M. Allen, University of North Georgia

This paper investigates the reasons that graduate students signed up for a new online degree program, their understandings of the program prior to enrollment, and their perceptions of the program after beginning classes. Subjects were also asked about their understandings of profit and non-profit degree programs. The investigator used online surveying techniques to complete the study demonstrating that the online environment can be used for research and academic growth.

Serving Children of LGBT Families: Challenging Assumptions, Bridging Divides, and Exercising Hospitality

Dennis A. Sheridan, California Lutheran University

This paper presents the findings of a 2012 study of 573 P-12 educators regarding their experiences, attitudes, and perspectives relative to children of LGBT families. Respondents were generally aware and supportive of such children, but they also consistently reported that their school environments are sometimes hostile to members of this population.

The research literature of the past 20 years affirms that children raised by LGBT parents show little if any difference in psychological well-being, family identity, and the capacity to form healthy relationships when compared with children raised by heterosexual parents (Patterson, 2006). However, a recent study by van Gelderen et al. (2012) revealed that half of the adolescents with lesbian parents they interviewed had experienced homophobic stigmatization—most typically in their school settings and most often from their peers.

Children with LGBT parents form an almost invisible, and yet still vulnerable, population of students. They are no more likely than children raised by heterosexual parents to be LGBT themselves, yet they are likely to be subjected to negative stereotypes and hostility, as van Gelderen et al. (2012) have documented.

Educational leaders have a moral and ethical responsibility to serve all students in their care and to ensure that their school environments are safe and hospitable. In order to fulfill this responsibility effectively, however, teachers and school administrators must become aware of their own biases, assumptions, preconceptions, and limitations in knowledge and awareness.

Latina College Students & Self-Blame

Amanda R. Romero, Mount St. Mary's College

Inherent in the Latino culture are the collectivistic values of placing priority on the groups needs over the needs of the individual (Nakamura, 2003). Participant's participation in the higher education institution requires special attention to the academic and social needs of the individual. A qualitative narrative methodology was selected for this study in order to explore the ways in which the Latino family influences their female students' educational goals and examine the potential areas of conflict Latina college students experience between their educational goals and traditional cultural gender roles and expectations. Participants were selected utilizing purposeful sampling methods. Ten students were interviewed, completed journals, and participated in two focus groups. A significant finding the emerged from the data was the amount of self-blame the participants placed of themselves for their personal goals and career aspirations. Self-blame was described as "feeling guilty," "shame," and "wanting to do things differently [regarding college and/or major choice]." Many felt guilty for the amount of time and money being spent and allocated on their goals. The participants also felt guilty for not being readily available for their families.

Enriching the Design and Analysis of Interdisciplinary Qualitative Research With Pre-Defined, Structured Frameworks

Clare Cotugno, Electronic Ink
Shannon L. Fitzhugh, Electronic Ink
Raegan M. Hoeft, Electronic Ink

Our UX consulting firm has recently intensified its commitment to interdisciplinary research, design and development. Now both in the field and the lab, as we conduct contextual inquiries, interviews, user testing, and the like, we researchers find ourselves paired with interaction designers, content strategists, developers and project managers. These less research-savvy teammates lack systematic ways for recording their data and insights. They hand over their raw data for analysis in unwieldy formats, like scrawled notebooks that follow no known conventions. This makes incorporating the data time consuming at best and at times, impossible. Recently, we have begun identifying frameworks to drive data collection and analysis and to facilitate the performance of our interdisciplinary teams. For example, a framework as simple as (a) individual level factors, (b) team level factors, and (c) management level factors influenced by a macroergonomics approach allowed for our interdisciplinary team members all to participate in the analysis phase of gathering the qualitative data for a specific client. They reported feeling they could make more substantial contributions that they had on past projects. They felt they were turning over more useful and complete data, could actively participate in analysis, and had a stronger understanding of how researchers were analyzing this data – an excellent foundation for the project phases to follow. Our initial findings have shown that using one of these frameworks can provide the entire team with shared expectations by creating more transparency within the research process. Further, we believe that this transparency will also solve an issue we struggle with on a regular basis: demonstrating the value and ROI of research. The purpose of this presentation is to present our concept and examples of these pre-defined, structured frameworks and to engage the audience in a discussion about how this problem has been addressed in other domains.

Negotiating Disclosure: Doing Sexualities in the Workplace

Jonniann Butterfield, Austin Peay State University
Annie Tuttle, Onondaga Community College
Roxanne Gerbrandt, Austin Peay State University

This paper examines the factors affecting disclosure of sexual orientation at work for 32 gays and lesbians in Florida; we compare the experiences of lesbian and gay workers who are protected by city or organizational sexual orientation non-discrimination laws and policies to those who are unprotected. Through in-depth interviews we explore the reasons that LGB workers decide to conceal or reveal a homosexual identity at work and the importance of non-discrimination policies, workplace climate, and interpersonal interactions. We find that sexual orientation, akin to West and Zimmerman's conceptualization of gender (1987), is not a fixed category to be occupied, but something that is *done*. In other words, disclosure of sexual orientation is actively negotiated and performed in interaction with others; we call this "doing sexuality." Disclosure is interactionally specific; employees read interactional clues and render decisions about whether disclosure is "safe" or if they should "pass" as heterosexual. Our findings suggest that the workplace interactions trump institutional protections in the decision to reveal or conceal sexual orientation at work.

Oral Implications of Psychiatric Disorders

Vaishali Singhal, University of Medicine and Dentistry of New Jersey

Oral health is important to the physical and psychological well-being of each individual. Unfortunately, psychiatric disorders can have a serious detrimental effect on oral health, negatively impacting physical health as well as self-esteem. A literature review conducted for primary studies of the impact of psychiatric disorders on oral health reveals that there are multiple factors that lead to the decline of a healthy oral condition. However, not all of the factors are considered to be significant. Furthermore, improvement in oral health is evident in this population when programs that provide oral hygiene instruction on a regular basis are available. Thus, evidence demonstrates that addressing the significant factors that impact the deterioration of oral health and implementing oral hygiene instructional programs in this particular population can lead to the greatest improvement. The information provided by this literature review should prompt oral health care professionals and the patient's psychiatrist to collaborate in order to ensure that the patient receives the oral care needed to prevent deterioration of the dentition and its supporting structures. Furthermore, this literature review suggests that oral healthcare professionals should receive training in the appropriate identification and management of patients with psychiatric disorders.

Hegemonic Whiteness as a Checkered Driver of Globalization: Limits to the Expanded Reproduction of Racialized Dominance

Kez Gabriel, Bowie State University

With a few exceptions, the leading exponents of both classical and contemporary theories of globalization have been either ambivalent or negligent regarding what racialized dominance has to do with it. Drawing on Max Weber's ideas of Structures of Power and expansionary Great Powers, this paper argues that capitalism and/or new technologies have not been the only drivers of globalization. Instead, a compelling dynamic orchestrating the myriad modes and means of transnational power exertion and associated inequalities called globalization is the worldwide elaboration of the interlocking structures, contradictory processes, and ideological projects of White racial hegemony. The paper views WASP-originating Whiteness as an expansionary great power that historically has tended to modulate its successive hegemonic crises through the mechanism of selection and incorporation of the next set of preferred peoples into its reformulated dominion. The paper also argues that global-hegemonic Whiteness confronts an organic crisis at this historical conjuncture, and much like global capitalism itself, is attempting to reformulate its structural-ideological rationalities through a tenuous extension of membership to the ascendant economies and expanding light-skinned, business-professional middle classes of strictly non-European and non-White peoples of Asia, Latin America, the Middle East and elsewhere. Practically, Whiteness as we know it will likely implode because neither a merger, nor an acquisition, nor even a consolidation of peoples into racialized business as usual seems viable under the circumstances.

The Influence of Culture on Commitment of Sport Event Volunteers

Keunsu Han, Towson University

The main focus of this study is to investigate the cultural differences of commitment between Korean and American volunteers in the Professional Baseball Leagues (MLB: Major League Baseball; KBC: Korea Baseball Championship). The instrument of volunteer commitment developed by Han (2007) has been utilized to attain the purpose of this study. The instrument consists of 12 commitment statements (5point likert-type scale) that divided into 4 bases including affective commitment (AC), normative commitment (NC), continuance commitment-high sacrifice (CC-HiSac), and continuance commitment-low alternative (CC-LoAlt). Data was collected and analyzed from 332 volunteers who participated in professional baseball leagues in MLB and KBC.

A multivariate analysis of variance (MANOVA) results showed that Korean volunteers in KBC were more committed in volunteer service by AC and NC factors. While American volunteers in MLB were more committed with CC-HiSac and CC-LoAlt.

Committed volunteers are a core component in the operation of various sport events. The findings of this study provide volunteer administrators or sport event managers with a more effective application of strategies for better human resource management based on understanding of cultural differences.

Resentment, Memory, and Evaluation

Alireza Maghsoudlou, New Mexico Highlands University
Maura Pilotti, Ashford University
Tyler Broderick, New Mexico Highlands University
Elizabeth Long, New Mexico Highlands University

Schemata are knowledge structures, representing a person's understanding of the world (Rumelhart, 1980; Sims & Lorenzi, 1992), which shape thoughts and actions. The extent to which emotions contribute to such knowledge structures is a hotly debated issue. The conceptualization of human memory as an adaptive device predicts that a threat to one's survival (e.g., the recollection of a past event in which one has been wronged) would selectively facilitate memory of related information (Nairne & Pandeirada, 2008; Nairne, Pandeirada, & Thompson, 2008), and perhaps influence preferences for objects that can enhance survival. The purpose of the present experiment was to assess whether feelings of resentment, elicited by asking participants to think about a time when someone wronged them, could selectively enhance not only recall of threat words, but also preference for products related to aggressive or self-defensive acts. The experiment involved four phases: Phase 1 assessed pre-existing individual differences; Phase 2 introduced the instruction manipulation, which was intended to activate a network either of concepts related to having been wronged or of neutral concepts (getting dressed); Phase 3 assessed whether the network of concepts activated by the instruction manipulation would selectively affect memory; and Phase 4 examined whether the activated network would influence the evaluation of products related to aggression (e.g., a knife) and/or self-defense (e.g., Band Aids), but not of emotionally neutral products (e.g., a comb). No differences in recall were observed between the neutral and the hurt-provoking instructions for neutral, positive and negative words. However, threat words were recalled at a higher rate following the hurt-provoking instructions than the neutral instructions. Band-Aids, but not neutral products, were evaluated as more desirable following the hurt-provoking condition than following the neutral condition. These results are consistent with the notion of adaptive memory. Interestingly, the recollection of a hurt-provoking event evoked preferences for self-defensive tools rather than tools related to aggressive actions.

**Relationships between Demographic Characteristics and
Levels of Social Dominance Orientation and Right-Wing
Authoritarianism in a Hispanic Sample**

Michiyo Hirai, University of Texas Pan American
Mark Winkel, University of Texas Pan American
Jason Popan, University of Texas Pan American

Social dominance orientation (SDO) and right-wing authoritarianism (RWA) have been seen as variables that may affect one's perceptions and attitudes toward different groups. Past studies investigating SDO and RWA in relation to demographic variables were performed in predominant Caucasian samples. Not much is known about these behavioral tendencies in individuals with different cultural backgrounds, such as Hispanic individuals. The current study used a Hispanic college sample (n=126) from a state university in the border region of Texas and performed a series of regression analyses to identify demographic variables that might influence levels of SDO and RWA. Among the demographic variables of gender, education level, generation status, and SES, SES was the only significant contributor to levels of SDO and RWA. Higher SES was associated with higher levels of SDO and RWA. Gender was marginally significantly associated only with RWA. No other demographic variables were related to these behavioral tendencies in the Hispanic sample. Implications will be discussed.

Extrinsic Contingencies on Faculty Productivity Inversely Correlated with Program Development Grant Awards

James Aldridge, University of Texas-Pan American
Wendy James-Aldridge, University of Texas-Pan American
Mark Winkel, University of Texas-Pan American

Previously the current authors correlated administrative policies at the University of Texas Pan American with faculty research grant awards from the National Science Foundation and the National Institutes of Health between 1972 and 2009. During this period the university transformed from one almost exclusively supporting teaching to a Ph.D. granting university. Detailed review of policies over this period revealed a change from an orientation in which research was not considered to one voicing support for research to one with specific positive and negative consequences intended to influence faculty behavior. When effects of inflation and faculty head count were removed it was surprisingly revealed that no change in award levels had occurred over the entire period. Hypothesizing that the lack of effect of contingencies on obtaining research grants might have resulted from the shift from a teaching orientation to a research orientation less familiar to many faculty, the present study was conducted on awards from the same agencies to the same departments of program development grants. Once the effects of inflation and head count were removed a correlation between policy changes and grant awards was observed, but it was not the one hypothesized. Awards were much higher during the period between 1976 and 1982, when policies emphasized support for research without specific contingencies placed on individual faculty. After 1982 a sharp shift to an individual consequences approach accompanied a precipitous drop in program development awards, to a level that had not recovered by 2009. It thus appears that in this case study a shift to an approach emphasizing individual consequences had no effect on obtaining research grants, and a detrimental effect on obtaining program development grants.

**A Multidimensional Approach to Understanding the
Relationship between Education Level and Prejudice in a
Predominantly Mexican-American Enclave of South Texas**

Mark Winkel, University of Texas-Pan American
Michiyo Hirai, University of Texas-Pan American
Jason Popan, University of Texas-Pan American

Certain types of intergroup perceptions can cause significantly negative consequences. It is important to investigate how level of education, social, and cultural factors are related to one's perceptions and attitudes toward members of other social groups. While recent studies have identified several potential determinants of prejudice that include education, personality, and political ideology, such studies were conducted primarily with Whites/Caucasians. Studies that addressed prejudice in minorities such as in Hispanics are sparse. Our project, therefore, aims to investigate possible factors, including educational background, that are related to prejudice toward several domains, including homosexuals and different ethnic groups, in a predominantly Mexican-American college student sample in south Texas. This study is the first phase of a series of investigations in prejudice in Hispanics and will serve as a pilot study for subsequent research including lab experiments and controlled trials. Data collection is ongoing.

Preliminary analyses using standard linear regression resulted in a significant overall model when subject gender and years-in-college were used to predict attitudes toward gay people. Years-in-college were positively correlated with attitudes about gay people and females expressed more positive attitudes than males. Results have implications for greater levels of education in mitigating certain prejudiced attitudes and possibly discrimination.

Learning Outcomes and Values: Some Suggestions from the New Institutionalism

William D. Buhrman, St. Mary's University

The current public pressure on universities to provide evidence of institutional effectiveness has resulted in the increased importance of programmatic learning outcomes. Typically described as what a program wants its students to know and do, learning outcomes appear strictly pragmatic and utilitarian. As anyone who has attempted to write one experiences, learning outcomes condense several years of highly specialized study into four to five statements that are general enough to include all the different aspects of a course of study and yet specific enough to distinguish it from other fields, all while being written in such a way as to be jargon free and understood by non-experts. There is little wonder that faculty bristle at the need to develop such statements and then measure student success in comparison to them.

This paper proposes that student learning outcomes are first and foremost statements of what an institution values. In order to make this case, it will rely on a very eclectic and idiosyncratic borrowing of the premises of what the social sciences refer to as the New Institutionalism. Certainly, any alteration in the conception of learning outcomes must allow them to maintain their role in demonstrating institutional effectiveness. However, drawing on ideas from the new institutionalism helps to highlight that while learning outcomes are often generic expressions of disembodied fields of study, they cannot help but simultaneously to expose the values (often hidden) espoused by university programs.

Authentic Science: The Electronic Curriculum for K-8

Rebecca Slayden-McMahan, Austin Peay State University in Clarksville

Technology-facilitated instruction allows students the opportunity to learn the principles of research and empowers them by developing skills that promote self-paced and intrinsically rewarding learning. Proper use of the resources of the World Wide Web literally “brings the world” into your classroom.

Bringing “science concepts to life” in the science classroom is not a new notion. I believe that this is now, and has always been, the mission and purpose of “School”. Advocates for infusing the curriculum with technology always mention the opportunity for teachers to use the resources of the World Wide Web in teaching and many advocate a constructivist curriculum approach where the student is taught to critically think, conduct research, and take a major role and responsibility for learning. It is because I concur with this philosophy and belief, about how students learn, that I undertook the challenge for developing a complete electronic standards-based curriculum for grades K-8 using the best resources of the Internet to create online learning opportunities linked to literally thousands of resources. The electronic curriculum has one hundred (100) web quests on different topics containing three or four activities per web quest.

Through the great and somewhat limitless resources available to us, as teachers and learners, we can “travel to remote places”, “travel forward or backward in time”, and involve ourselves in a virtual way in lifelong learning without time constraints and other limitations of real world settings. The “curiosity and imagination of the child” is fed as he or she becomes an astronaut, sails on the Beagle with Darwin, or work in a lab alongside Albert Einstein. As conceptual understanding emerges the learner additionally develops an appreciation for knowledge and an intrinsic reward for the efforts involved in learning that just may grow into a profession or the passion of a lifetime!

The Diversity Research Consortium: A Higher Education and Public School System Partnership

Rebecca Slayden-McMahan, Austin Peay State University in Clarksville
Moniqueka Gold, Austin Peay State University in Clarksville
Anthony Sanders, Austin Peay State University in Clarksville
Erin Lynch, Austin Peay State University in Clarksville

The College of Education (COE) at Austin Peay State University has partnered with the Clarksville-Montgomery County School System (CMCSS) in Clarksville, Tennessee in the creation of a Collaborative Diversity Research Consortium (CDRC). The College of Education has a dual mission with the CMCSS in preparing teachers to effectively teach diverse student learners.

College of Education data indicates that teacher candidates are challenged in meeting the instructional needs of diverse students. Clarksville-Montgomery County concurs that this is one of the greatest challenges for the veteran teachers in the local school system. The university is responsible for the initial preparation of teachers while CMCSS provides continuing professional development to classroom teachers. The two agencies are ideal partners to launch an initiative that provides current research and validated best practices for effective instruction of diverse learners and assesses the practices of classroom teachers who are effective in teaching diverse learners based on data from summative annual assessments.

The purpose of the consortium is to combine strengths and talents of individuals in each agency to research effective instructional methods for diverse students and elements of successful learning environments. The CDRC is comprised of university faculty with expertise in diverse learners and key central office personnel from CMCSS dedicated to promoting and supporting diverse learners in the mainstream of the educational process at both the university and in the CMCSS. The consortium will implement research-based knowledge on effective instruction of diverse students and elements of productive learning environments through mini-seminars interjected into key courses during the undergraduate program in teacher education and through professional development sessions for classroom teachers and on a regional scale through an annual diversity conference. All activities of the project promote and support the fostering of an educational climate that is supportive of diverse learners.

Flipping the Script: Using You Tube Videos to Assess 21st Century Learners

Amy M. Williamson, Angelo State University

Because the very nature of teacher preparation is based on modeling practices, applying theories, and learning strategies in a traditional face to face format, some find it hard to believe that an online program could not only provide students with these same fundamentals, but also engage them and adequately prepare them for their own classrooms, as well. Despite the consistent tendencies of higher education faculty to utilize single testing formats (i.e. essay or multiple choice), education research indicates that effective assessment of student learning must incorporate multiple formats. With the surge of online courses, programs, and universities in the last 20 years, there is an increasing need to align student assessments with the technology available to them. Allowing pre-service teachers enrolled in online classes the opportunity to demonstrate their learning through the creation and posting of You Tube and Teacher Tube videos not only provides them an outlet for creativity, but they are required to use higher order thinking skills, develop their technological skills as a future educator, and self-reflect on what they have learned in their course work. This session would specifically focus on the use of You Tube, student-created videos as a means of assessment for 21st century online teacher preparation courses.

Rethinking the Basic Public Speaking Course: Challenging Traditional Models of Instruction

William G. Thomas, Fayetteville State University

This paper reports the results of a study examining the effects of changes to the traditional model of instruction used for teaching the basic public speaking course at a public historically black university. Specifically, a new model that deemphasized small class size and presentation of multiple speech types was tested and its effect on student satisfaction, student communication apprehension, and student performance were measured and compared to measurements of those same variables in traditional models. Several sections of the course made use of a traditional model for teaching public speaking that capped students at 30 students per section and that required students to give four different speeches (introduction, informative, persuasive, and a fourth that was selected by the respective instructor) with different topics while several other sections used a non-traditional model with either 40 or 60 students per section and that made use of either two or three major speeches (introduction and informative and/or persuasive) with all of non-introduction speeches being on the same topic. The purpose of this study was to attempt to identify an alternative model that can increase the amount of students served at any given time by the public speaking course while simultaneously increasing student confidence and lowering communication apprehension (which should be one of the primary goals of the public speaking course in higher education).

The Federal Plain Language Act of 2010 and Corporate Styles: Responses to a Communications Sea Change

W. Dees Stallings, Park University
Dennis Gresdo, Park University

In today's high-tech and globally-oriented professions, workers and managers communicate exponentially more in writing than in past decades. Their success depends not on their ability to write well based on traditional standards taught in the schools, but according to the standards of the organizations and professions they join.

While high school and university curricula may meet the immediate academic needs of students, few are aware of the emerging standards – including federal legislation and compliance requirements – for clear writing in the government, financial and health services, and other professions.

In order for educational institutions and training organizations to confidently prepare students for success in the 21st century workplace – as well as help reduce the astounding costs of bad writing in the professions – they must understand the sea change in written communications and the standards the federal government and other organizations have put in place to cope with information overload.

This session will first delineate the wide scope of empirical and other research findings documenting the causes, costs and risks of unclear writing in professions including health services, financial services, government agencies, the military, sociology and historical research, business management, and other fields.

Presenters will then focus on specific standards being implemented in different disciplines and professions, highlighting the Plain Language in Government Act, signed by President Obama in October of 2010.

In an interactive closing, the presenters will provide strategies, techniques, and resources for meeting students', workers', managers', and readers' needs for good writing in the professions. The session will include demonstrations of technology-based and manual readability analyses and an explanation of techniques for instituting a system of *document development process improvement*. Handouts will also be provided.

**Yanomami: Traditional Culture of Twelve First-Contacted
Amazonian Indigenous Communities as a Reference for
Modern Day Programs of Development**

Kenneth Good, New Jersey City University

In this paper I argue first, that contemporary basic and applied research need to consider the more **traditional or unacculturated Yanomami** natives as a baseline to better understand subsequent changes in the lifestyle, society, and culture. Secondly, I argue that consideration of the political relationships between more acculturated communities living on or near major rivers and more traditional communities living in the backwoods is also crucial. I demonstrate through first-hand experience how the marked difference in acquisition of manufactured goods by communities located at or near Western bases of operation has significant impact on inland more isolated communities. This is demonstrated in part by hundreds of documented trading sessions that occur at every visit from another community. These points are illustrated with my ethnographic field data from living fifteen uninterrupted years with the Yanomami from 1975 to 1989 and also drawing on recent research at communities living near missionaries and medical stations. I discuss how taking into consideration these two propositions can enhance the successful outcome of developmental programs among the Yanomami including the control of inter-community aggressions.

**Crafting a Message to Engage Public in Discourse,
Development, and Acceptance of Environmental Resiliency
Policies Related to Advancing Sea Level Rise**

Cynthia L Tomovic, Old Dominion University

Yi-Ching Lin, Old Dominion University

Poornima Madhavan, Old Dominion University

The citizens of Norfolk, VA, the built environment, and the natural environment are vulnerable to the impact of sea level rise and have already begun to experience increased flooding due to surge during storms at high tide. In fact, a number of local and national newspaper articles and television specials have focused on the impact of sea level rise in Norfolk (Kaufman, 2010; Bragham, 2011). To their credit, the Hampton Roads Planning District Commission (McFarlane & Walberg, 2010), Old Dominion University (Harper, 2010), and non-for-profit Wetlands Watch (Keywood, 2011) have taken action. Nevertheless, at the time this study was conducted, the formation of public action groups has been slow. The purpose of this study was to construct and test a process model of communicating climate change and sea level rise in order to garner information on how best to inform the public base. The assumption was that once informed, the public would become more involved in the discussion, development, and acceptance of environmental policies designed to increase environmental resiliency. Like other communities along the eastern coast of the U.S., Norfolk cannot afford to let the messages of impending sea level rise fall on deaf ears.

Three Case Studies: Exploring Positioning, Praxis, Equity, & Engagement Through Multicultural Literature Choices

Nancy Barno Reynolds, Binghamton University

The manuscript includes three case studies combining results of interviews, observations and relevant literature reviews with teachers in one school building who share students either across grade level or curriculum. Specifically, interviews and observations were conducted to perceive praxis, and responses were evaluated using Gee's *Discourse analysis* and critical theory. Definitions and rationales were ranked on a continuum of multiculturalism, from assimilationist to culturally pluralistic. Additionally, participants chose both mandated and self-identified examples of multicultural literature which were critically analyzed. The research uses positioning theory to suggest a correlation between teachers' definitions of and rationales for using multicultural literature ("ideas of" multiculturalism) and degrees of evidential critical praxis.

Powering Demand: Solar Photovoltaic Subsidies in California

Ken Reddix, University of North Carolina at Chapel Hill

Over the last decade state and federal policy makers have implemented a variety of subsidies to achieve an independent sustainable market for solar power. California alone has spent over \$2 billion on subsidies for solar installations. The subsidies have achieved increasing solar adoption rates but have not reached the level of adoption the state intended. In order to achieve this goal, what is required is a better understanding of consumer demand and how it is affected by subsidies. This paper empirically investigates the effect of subsidies on consumer demand for solar panels in a dynamic model that addresses both consumer and product level heterogeneity. Moreover, the model explicitly accounts for an important aspect of the consumer's purchasing decision: uncertainty over future subsidies, prices, and technological innovations. I assemble a new dataset that tracks all solar panel installations from 1998 through 2006 in California over three different subsidy regimes. The data include characteristics at both the individual and product level. Using simulations based on the demand estimates, I demonstrate how consumers would change their behavior in response to different subsidies

Impact of Monetary Policy in the Presence of Theft

Devika Hazra, Texas A&M University

Money is the most pliant medium of exchange; yet the character of anonymity triggers activities like theft and robbery of cash. Although, at a macroeconomic level, a national cash system is used by the monetary authority to reach inflation goals, yet, the official provision of cash could potentially lead to furthering of these unofficial activities. Introducing alternative non-cash method of payment in such an economy, allows individuals to substitute cash with the alternate means of payment and ameliorate the impact of theft, if the incidence of theft increases. Expansionary monetary policy has positive impact on such an economy. This model yields a result that negative nominal interest rates are feasible. Friedman Rule is not optimal.

**The Mentalite' of Expanding Frontiers: Business, Labor and
Consumer Patterns in Eighteenth-Century
New Jersey and Pennsylvania**

Michael V Kennedy, High Point University

For forty years, beginning with Dr. James Henretta's Annales-esque posit of a "pre-Capitalist mentalite' " in Colonial America, many Historians have continued to believe that industrialization, consumerism, and commercialism were foisted on the great majority of Americans who had little choice or ability to oppose economic modernization. Debates over WHEN commercial and industrial capitalism have formed the center of the argument, off and on for decades, with the timing of a "transition to capitalism" pushed back from the early 19th century to the last quarter of the 18th century, but without addressing the question of the supposed mentalite' of early Americans.

In this paper, based mainly on several dozen sets of 18th century business accounts from the Raritan River basin and the Muscanetcong River Valley in New Jersey and the Delaware and Lehigh River Valleys in Pennsylvania, the argument will be made that land frontiers move mainly on entrepreneurial spirit and that the majority of colonists in all areas either accept or embrace commercial and industrial action, choosing to settle in areas that enhance and benefit both consumer and labor opportunities. Only a small minority of colonists choose to avoid or escape capital development and exhibit the kind of mentalite' that Henretta and a generation of his supporters see as a pervasive cultural attitude.

Both consumer behavior and labor indicate a willingness among colonists to take advantage of whatever opportunities were available. I would, however, not suggest that a majority had a "pro-Capitalist mentalitie' ", as that would overstate a situation that was multi-faceted, multi-dimensional and dependent on every family's particular situation.

Determinants of Redemption Rates Over Time

Brian M. Batson, Colorado School of Mines
Roderick G. Eggert, Colorado School of Mines

Why have beverage container recycling rates declined over the past two decades in the United States despite growing public awareness about environmentalism? On average, beverage containers represent two-thirds of the total aluminum, glass, and plastic materials recycled in the municipal solid waste stream. Policies such as pay-as-you-throw programs, curbside recycling programs, and deposit-refund systems have been implemented across the U.S. to encourage household recycling. Specifically, deposit-refund systems have generated high levels of container recycling by providing cash refunds when beverage containers are returned for recycling purposes. Ten states have deposit-refund systems, which observe container recycling rates 2.5 times higher than states without deposit-refund systems. However, households account for the costs incurred when making the decision to recycle. They weigh the benefits received from cash returns and saving the environment against the costs it takes to clean, sort, store and return the containers (i.e. cost of gasoline and time used to take the containers to a recycling center). With the exception of California, states with deposit-refund systems have not increased their refund value since their initial implementation, all while transportation costs and values of time (using income as a proxy) have increased. This prompts the question of how effective are deposit-refund systems over time when taking into account inflation, no to little revision to refund values, increasing transportation costs, and increasing value of time? We use data from California, Massachusetts, Michigan, and New York over time to measure the effects of refund values, travel costs and the value of time on redemption rates. Our analysis not only demonstrates that refund values encourage recycling behavior, but that refund values over time matter. Simply adjusting the refund value for inflation can result in an increase of hundreds of millions of beverage containers recycled via the deposit-refund system annually.

How corruption causes threat to security and stability of Tajikistan?

Sharofiddin Soliev, George Mason University

Corruption in Tajikistan is one of the grand problems that directly or indirectly influence the different aspects of people's lives in particular, and the society in general. Transition countries like Tajikistan have mostly been vulnerable to corruption. To-date corruption in Tajikistan has become pervasive and exists in all societal areas including the public sector. Moreover, corruption that impede socio-economic development, undermined effective governance and negatively influenced to different aspects of the Tajik citizenry can cause risks to security and stability of the country.

Corruption in Tajikistan is a soft hidden threat that steadily decays the society and Tajik statehood. Widespread corruption in Tajikistan can catalyze the emergence and development of the many threats to the country's security and stability as following:

First widespread corruption triggered the emergence and increasing of extremist, radical and terroristic groups in Tajikistan. Extremist and radical groups and movements want to gain legitimacy in society by criticizing corruption pervasiveness, and by this way call for people to join their ranks.

Second widespread corruption in Tajikistan triggered the growth of transnational crime in the country and region, especially terrorist groups, drug and illicit trade. Tajikistan located in a sensitive geopolitical region as it is located close to one of the main producers of narcotic drugs – Afghanistan, and a big consumption market.

Third, pervasive corruption in Tajikistan devastated social and economic life of peoples, hinders development, and undermined social and economic security perspectives in the country. Economic monopolization that exists in country strikes free competition in markets and investment in economy. This condition makes the problem of social security and unemployment to remain unsolvable.

Fourth irrational use of scarce resources as the consequence of pervasive corruption increases tensions in society that increased the probability to the violent revolutions.

In sum, pervasive corruption in Tajikistan undermines successful political and economic reforms, creates unsecure space that undermined development of country, forced peoples to live in poor social, economic, education and medical care conditions, without belief in better future.

Developmental Education and Digital Fluency

Maggie L. Brown, Lenoir Community College

Developmental education is an increasingly essential component of the community college experience. As employers of unskilled labor move their production away from rural American towns, these workers are turning to community colleges for job retraining and degrees. These nontraditional students lack the digital and visual literacy skills necessary to succeed in a twenty-first century classroom. The purpose of this paper is to provide evidence of a correlation between low income and nontraditional students with the introduction to digital literacy obtained through developmental education classes. A survey given to the entire developmental population of one rural community college will provide insights to the students' backgrounds and digital media experiences. Survey results will measure the students' self-reported degree of computer knowledge prior to their first semester taking one or more developmental classes and the level of technological ease they feel after having been in those classes. The survey answers will also provide information on the frequency of use, type of digital instruction, and learning within those classes as well as how the students feel the digital media supports their learning experience. The paper will provide examples of optimal academic digital communication practices based on the students' answers to the survey. The conclusion is that developmental education is not just a gateway to higher curriculum, but also provides a necessary access to digital fluency that is vital to equalize those nontraditional students with their younger, more affluent classmates.

The Effect of Parent Fidelity of Implementation on the Child's Challenging Behavior

Amanda Little, University of Texas Austin

The purpose of this presentation is to share with the participants the process of supporting parents through the functional behavior assessment (FBA) and behavior intervention planning (BIP) processes. The intervention processes implemented were based on the principles of positive behavior support (PBS). PBS has been shown to be an evidence-based practice for young children who exhibit challenging behavior (Sandall et al., 2005). However, in much of the PBS research, fidelity of implementation of the parents' strategies is not reported (Conroy et al., 2005). This presentation will show that parents were taught to successfully implement interventions and this resulted in a decrease in the child's challenging behavior. Parent behavior change was assessed by using a checklist measuring fidelity of implementation to document the use of strategies by the parent prior to and after collaborative planning with the professional. Parents demonstrated an increase in the use of targeted strategies across all routines after collaborative planning (e.g., average of 24% during baseline (range, 8-38%) and 83% during intervention (range, 73-82%). A reduction in child challenging behaviors was observed following intervention by the parents (e.g., average of 59% during baseline (range, 32-75%) and 19% during intervention (range, 12-25%)). The presenter will present child and parent data, as well as specific examples of intervention plans created and videotaped footage prior to intervention (baseline), following intervention, and at a one-year follow-up. The presenter will discuss the level of fidelity of implementation in each of the phases (i.e., baseline, intervention, and follow-up) and how this may affect the rate of child challenging behavior.

Pass the Popcorn: Gaining Real Life Teaching Lessons from Education Drama

Amy M. Williamson, Angelo State University

Many educators and non-educators alike enjoy education-oriented movies. Examples like *Mona Lisa Smile*, *Dangerous Minds*, *Freedom Writers*, and *Ron Clark Story* have permeated television and movie screens over the past twenty years. Audience members and viewers at home often leave their screens having felt compelled or touched, but not realizing what useful resources these films can be for the classroom. Strategies for classroom management, dealing with diversity, and thinking outside the instructional “box” are found in educational dramas, and can be both an entertaining and easily accessible tool for teachers and for teacher candidates. This session would be comprised of such scenes, as well as group analysis and scenario discussions for how to take these big screen antics and translate them into real life classroom tools.

Enhancing Graduate Student Learning by Integrating Service-Learning into Advanced Level Architecture Design Studio Courses

Benjamin King Shacklette, Texas Tech University

This study examines pedagogy for teaching a graduate level architecture course combining formal instruction with a related community service project. The setting is an advanced level design studio required in an NAAB Accredited Professional Architecture Degree Program at a state funded American university. The subject is "service-learning" defined as a method of instruction where the course curriculum is purposely structured to afford students the opportunity to learn and develop through active participation in thoughtfully organized service that:

- a. Is conducted in and meets the needs of a community
- b. Is coordinated with institution of education, or community service program
- c. Helps foster civic responsibility
- d. Is integrated into and enhances the academic curriculum in which the participants are enrolled
- e. Provides structured time for the students or participants to reflect on the service experience.

This study focuses on three selected service-learning experiences that each represents an architecture design project assignment completed in one regular 15-week semester. The first two projects examine different results ranging from unsuccessful to very successful regarding final learning outcomes for student participants, and actual benefits to community participants. The third study is a comparative analysis of two separate semesters where each group of cohorts finished the same identical course assignment -the architectural design of a medium scale multi-purpose community cultural center. The first studio class was not a service learning experience, and the second studio class was a service-learning experience engaged with a community service recipient. Student course evaluation comments are compared as are measurable student learning outcomes revealing the positive and negative impacts of integrating service learning into the curriculum.

Vernacular Languages of Space and Form in the Built Environment

Benjamin King Shacklette, Texas Tech University

This study explores the cultural necessity for creating distinctively local languages of space and form in the built environment and how contemporary architecture, sensitively derived from cultural memories, can reinvigorate the synthesis of spatial cognition, contextual aesthetics, and settlement patterns of historically significant places. The subjects of this study are the French Quarter in New Orleans, Louisiana and the Plaza District of Santa Fe, New Mexico. Based on evidence gathered through first-hand field study including mapping, the identification of building typologies, and the classification of decorative arts and motifs, this study examines two of the oldest city centers in the United States contrasting the predominant characteristics of traditional vernacular architecture as an experiential art form.

The analysis of this data finds that each place shares common cultural origins but have developed unique responses to different climatic, political, and economic conditions. Evidence presented reveals a structured process for maintaining vibrant urban centers by preserving and perpetuating the particular place memories embodied in traditional architectural arts and crafts, local building methods, and building form and spatial conventions particular to each city. The conclusion of this study demonstrates social significance in a modern disciplinary vernacular practice of architecture that can accommodate modern human aggregation referencing the unique memories situated in local history, implicating the possibility for a deeper, more meaningful relationship between society and artifact.

Sexual Harassment and Bullying Experiences from Middle and High School

Delores D. Liston, Georgia Southern University
Regina Rahimi, Armstrong Atlantic State University

Adolescents in today's middle schools and high schools find themselves traversing a difficult terrain. In the midst of their emerging adulthood, they are pushed toward individuality and self-sufficiency, while simultaneously pressured by peers and adults to conform to ideals that are often competing rather than complimentary. Often these pressures cross the line and become harassment.

Research has estimated the percentage of middle and high school students who witness or are victims of sexual harassment as high as 90% (AAUW, 2001), the low estimates are around 50% (Walsh et. al, 2007), still a significantly high number. These students report a myriad of effects of sexual harassment on their lives. They report everything from relatively minor inconveniences such as avoiding certain hallways on campus, to more significant effects such as not being able to sleep or concentrate on school work, to highly negative effects such as dropping out of school, serious health problems, mental health problems and some even resort to suicide to get the harassment.

This proposed presentation will explore sexual harassment through the experiences of middle and high school students using a review of the research literature in conjunction with studies conducted by the authors drawing upon the memories of college freshmen. Utilizing a Critical Race Feminist (Wing, 2003) framework which identifies sexual harassment as a gendered phenomenon, we will address the effect of sexual harassment on the lives of middle and high school students; looking first at female students, then addressing the effects of sexual harassment on male students, and concluding with a section addressing harassment of LGBT students.

The Single-Sex College: Educational Treasure or Antiquated Artifact?

Edith L. Simms, Lynchburg College

Do single-sex institutions provide a valid function in a changing global society or have they ceased to offer an education for our times? After reviewing a brief history of America's higher educational system that evolved from all-male and all-female institutions to a landscape of fewer than 55 single-sex colleges —52 women's and three men's — in 2012, I offer an in-depth analysis of their current existence.

Through the assessment of the literature, graduation rates, alumni success, alumni giving, and face-to-face interviews I conducted at Hampden-Sydney and Sweet Briar Colleges in Virginia, data suggest single-sex colleges may afford their students advantages that coeducational schools do not. Students from the single-sex schools develop more higher-order thinking skills, report closer interactions with faculty, and graduate in higher percentages after four years than many of their peers at coeducational colleges. Nonetheless, do these benefits derive solely from the all-male or all-female setting or do other possibilities exist such as the liberal arts curriculum, size and/or tradition? I explore these questions as well.

I also consider whether we need single-sex colleges since females comprise over 57 percent of the undergraduate population and males dominate our patriarchal society. How important is the liberal arts curriculum in a changing technological world? I conclude the presentation with a discussion of the movement towards large-scale universities and its benefits or if the American higher educational system loses opportunities and diversity with a perceived concept of progression.

Charting the Unsung Legacy of Two Southern African-American Activists and Their Respective Atlanta Georgia Based Organizations

Delores D. Guillory, Georgia Piedmont Technical College

This paper examines the pathways of two Atlanta Georgia African-American women social activists, Dorothy Lee Bolden Thompson, Ruby Parks Blackburn and their respective organizations; two unsung heroes that some history books failed to give the proper recognition that they so deserved. It encompasses the challenges, civic work, social justice, and efforts as they emerged as social activists. Additionally this study is based on the premise that these two noteworthy southern African-American organizations, The National Domestic Workers Union established by Dorothy Lee Bolden Thompson and The Georgia League of Negro Women Voters founded by Ruby Parks Blackburn made a major impact in the Atlanta area. Although they were both from two different lifestyles, it is without a doubt that these two fearless women originators of these successful organizations were instrumental in joining together African-American citizens of Atlanta Georgia.

A Critical Look at Racism and its Influence on Today's U.S. Academia

Amir Salehi, Community College of Baltimore County

Unlike popular beliefs in America, the proposal claims that there is ongoing racially based prejudicial treatment in research, including evaluation of faculty in social and behavioral sciences. Specifically, I argue that obsession with Euro-centrism is still dominant and functions as a form of racism in research by preventing the academic study of many meaningful and promising concepts, such as the notion of “intuitive knowledge” in psychology.

In this regard, the leading question is, why the above mentioned notions remain virtually ignored and pushed to the side, as if they do not exist or are not worthy of academic consideration in spite of their great potential to contribute to the advancement of social sciences in general and psychology in particular.

The proposal identifies and demonstrates how prejudicial views tied to euro centrism in conjunction with “political correctness” are dominant factors that have prevented genuine dialogue about racism in U.S academia. Further, I aim to establish that while “political correctness” has become the unspoken and unofficial but commonly practiced social policy concerning racism in U.S., it is not a “real solution” or response to the problem.

In search of a better solution, the proposal claims that a new definition of “racism” is needed. In this context, the proposal examines what features the new definition must include if the objective is how to eliminate the existing disruptive influence of racism on research in social and behavioral sciences, or at least how to minimize racial and prejudicial influences on scientific studies.

Followership and Serving the ‘Least of these’

Davitta Ealy, Bradley Kirk Group, LLC.
Wendy M. Edmonds, Bowie State University
Marsha E. Jackson, Bowie State University

The face of homelessness is ever increasing. It is more than just the person you notice on your way to work...it could very well be the person in the cubicle next to you. According to the Substance Abuse and Mental Health Services Administration (SAMHSA) 2011 report on Current Statistics on the Prevalence and Characteristics of People Experiencing Homelessness in the United States, women made up 77.9% of adults among homeless families in shelters from October 2009 through September 2010.

The pain as a follower of generational dysfunction can be a relentless haunting. It is the intricate dynamics of social histories-the realities of adversity-and anticipations of African American women that greatly inhibit many of them from reaching their potential. Although their allegiance to the streets and slavery to addiction was the norm, the women in this study overcame fear to find value in submitting to a different style of leadership...servant leadership. Robert K. Greenleaf coined the term “servant leadership” in 1970. Primarily, this style of leadership is concentrated on the growth and well-being of people and the communities to which they belong. This is done by putting the needs of others first and helping people to develop and perform to their greatest potential.

This research is exploring the lives of women who were homeless and suffering from substance abuse and mental health illnesses for many years. Using followership and servant leadership as theoretical frameworks, the focus is to gain a better understanding of the perceptions and attitudes involved in the realm of homelessness and the impact servant leadership had in their transformation into productive citizens. Despite the adverse experiences, these women are successful in their own right.

**Presidential Persuasion and the Bully Pulpit: Expanded
Evidence on Strategies of Presidential Leadership**

Chad Murphy, University of Mary Washington

While the power of the bully pulpit was long accepted as a stylized fact by political scientists, politicians, and members of the media, recent research has argued that presidential speeches are not nearly as powerful as once thought. We test these new findings by examining over 30 years of presidential rhetoric related to legislative votes on identical bills and comparing outcomes from when presidents made a speech to when they do not. By looking at a change in votes on these two bills, we present a test of persuasion rather than simply observed behavior and ultimately find that presidents are able to sway a small, but significant, number of legislators through public speeches. These findings challenge the status quo and demonstrate the need for a renewed focus on presidential speech-making at the national level.

Group Integration

Dan Pfeffer, Queen's University, Canada

This paper aims to address the following: how should we study the integration of newcomers so as to better incorporate immigrants into their new society? To respond to this question, this paper introduces and defines the concept of group integration. It is true that the integration of composites of individuals has long been studied in both the fields of sociology, and political science. Examples of composite individual integration include rates of linguistic apprehension, or political participation among members of a specific community. However, few studies have looked at factors that are proper to the group, such as the number of lobby and community groups that the group has, and its social capital in the general sense. This paper argues that we ought to favour group integration, since a well-integrated group provides resources which influence the ability of individuals to integrate into their new host society, and promotes better relationships between groups and host societies.

Leaving on a Jet Plane: Obama and the “Political Drama” of Travel Abroad

David Reilly, Niagara University
Jamie Pimlott, Niagara University

The American president is an increasingly global public figure who uses political drama—in the form of speeches, trips, and diplomatic agreements—to shape public relations and opinion. Their rhetoric becomes condensed through media outlets that pull sound and view bites to capture the essence of a speech or a visit. But this drama serves a specific purpose: to convince the public that the president is doing his job and managing affairs. With his inauguration speech in 2009, Obama became characterized as a charismatic rhetorician. With his first six months in office—during which he traveled internationally more often and for greater lengths of time than any of the prior five presidents—he established a reputation as a commander-in-chief of foreign affairs. But is Obama’s strategic political drama effective? In order to assess the effect of Obama’s foreign travel, we analyze public opinion survey data on Americans who approve or disapprove of the job Barack Obama is doing as president before, during, and after each trip abroad. Our research assesses the extent to which the Obama administration has managed political drama and public opinion. We offer conclusions regarding his second term and the complex balance of legacy-building and establishing an effective doctrine of foreign policy.

Lights, Camera, Action: The Victim's Role in the Criminal Justice System

John C. Lovett, Everest University

In the movies, characters are played by several players that make up the cast of the film. Similarly, the criminal justice network is comprised of several members that include judges, prosecutors, and defense lawyers. The defendant and victim are also necessary for the existence of the criminal justice network; however, the victim is rarely the star of the "production". The term production does not imply that trials are put on or acted out, but signifies how all parts work together to produce an outcome: the trial disposition. This research aims to illustrate the victim's limited role in the criminal justice system by examining the role of the victim throughout history and current practices.

Studies show that the victim is most often the injured party (e.g. physically, financially, and mentally). Historically, victims had to act in their own interests to remedy the action that was taken against them. For example, spousal abuse and sexism was tolerated in the early colonial period and beyond. Over time, movements had an influence on victim roles. The feminist movement initiated rape crisis centers and the special victims unit. Today's contemporary victims assume a limited role. After reporting the crime, many do not have to testify.

The limited role may also be due to lack of reporting of crimes. Reasons for failing to report crimes have been noted as concerns regarding: privacy, the significance of the crime and reporting to a non-police entity. The media plays a key role in victim reporting. The internet and social networking can be used to expand the role of the victim via support groups and education.

Victims can and should play a greater role while maintaining the delicate balance between victim and defendant rights. Throughout history, the victim has moved from the star of the show to co-star status.

The Effects of Detention on Juvenile Offenders in Essex County, New Jersey

Brian Kelly, Felician College

Gangs are a fact of life in today's society. We, as a society, have already acknowledged their presence in large cities, but we are beginning to realize that all communities are now confronted by serious gang problems – Essex County, NJ, no different. The apparent relationship between juvenile gangs in the county and larger criminal organizations have resulted drug-dealing ties, gun trafficking, prostitution, and a host of other heinous crimes between and among the county gang and their more experienced counterparts. In summary, among the purposes of this research study, one will realize an increased awareness and understanding of the scope and nature of juvenile gang activity and our Criminal Justice System's response to manage this growing epidemic in America. The study will focus on juvenile gang statistics, arrest and conviction rates, and the correlation between detention and rehabilitation; the major resolution against recidivism.

The purpose of this study is to investigate the effects of detention for juvenile offenders, as a deterrence, and/or sentence. There have been many studies conducted on juvenile delinquency/juvenile gang activity, but this study will focus specifically on juvenile study subjects in Essex County, NJ, and those arrested, detained, and/or convicted and sentenced to a detention facility. Gangs will be a strong focus as well.

Does incarceration serve to deter and diminish future juvenile gang offenses?
To what extent do juvenile detention facilities provide rehabilitation?
Is there a correlation between detention and recidivism rates?
Is there a difference between gang crime rates and "normal" juvenile crime?

This study will be limited to criminal gang activity strictly in Essex County, NJ, among juvenile offenders between the ages of 13 through 17 inclusively. The study will further focus on these juvenile subjects that were detained in a certified facility, and subsequent offense arrests and convictions and the impact of the incarceration upon recidivist rates.

The genesis of this study topic was prompted by the researcher's experiential background in the Correctional Field – one that was in constant feed from juvenile offenders/gang members.

The Value of the Budgetary Commitment to After Care Services from DJJ

Brandy Driggers Schultz, Paulding RYDC

As a social worker, working in a youth detention facility, it is effortless to support the recent budgetary commitment by the state of Georgia to the continued after care services for juvenile delinquents. You may ask, “Why would I support a budgetary commitment for community based programs, when obviously it would cut funding for programs within the facility?” The answer is simple, “we all know social workers didn’t sign up for their jobs expecting high salaries.” The goal of social workers is quite simple; improve the quality of life of an individual, group, or community. Governor Deals’ recent reform is to improve the juvenile justice system by allowing more community based programs for rehabilitation that focus specifically on the crimes committed.

My support for his funding is based on the statistical analysis of the recidivism rate of juveniles completing a transitional phase after detainment versus juveniles not completing a transitional phase after detainment. A mathematical analysis of the cost of incarceration of a juvenile versus the monetary commitment from Governor Deal supports the decision to improve the juvenile justice system by funding more community based programs. The purpose of this research is not to provide new information, only to justify Governor Deals recent reform, by providing additional statistics of the Department of Juvenile Justice system (DJJ), including past/present funding and past/present results. In the end and after a review of the statistical facts I am convinced that you too will see the value of budgetary commitments to after care services for juvenile delinquents.

Gaming and K-12 Curriculum Integration

Laura Zieger, New Jersey City University
Matthew Farber, New Jersey City University

In an era of high stakes testing, game-based learning (GBL) provides students a safe environment to fail. GBL is self-directed, constructivist, and can often involve problem-solving skills. Directions in games are different than the traditional instructional model. In a video game, the first level or mission is typically a constructivist tutorial. As the game progresses, the player is given more information and complex tasks. Rewards are based on hard work and intensive decision-making. Similarly, educators have begun to adopt the reward structures in video games, such as badges for meaningful achievements, into their lesson planning.

Just as Legos were designed to be a toy, not as an engineering tool for science classrooms, some of the best educational games were originally intended for entertainment. Valve's puzzle game Portal 2, released in 2011, is one of the most successful video games of all time. The game is a test of practical physics, spatial learning, and problem-solving. It was not, however, designed to be used in schools. Nonetheless, Portal 2's applications for teaching physics, spatial reasoning, and collaborative problem-solving are far-reaching.

The new millennium brought a new wave of educational video game design. iCivics, founded by Supreme Court Justice Sandra Day O'Connor, teaches civics and government by taking a constructivist approach. iCivics's games are matched with curriculum and lesson plans. Other simulation-type educational games include Mission US, a long-form history game, and Kerbal Space, a science simulation.

This research focuses on the educational value of games and game design in educational settings. The structure of game-based design will be considered as well as learning theories that support game-based learning. Questions to be explored include: How does game-based learning support the common core standards? What games are currently available for K-12 teachers and in what disciplines? How can games support a social constructivist model of teaching? As a result of this research, lesson plans for integrating games into the K-12 curriculum aligned with the common core standards will be developed and offered as resources.

An Analysis of Creativity Cultivation in Education of USA

Xiaying Xu, Shenzhen Institute of Technology, China
Virginia L Dixon, California State University Sacramento

This article analyzes students' creativity cultivation in USA from the perspective of cognitive, psychological and behavioral approaches. Saying that creativity cultivation is a system: first, one uncovers the mystery of creativity, knowing it can be cultivated by education; secondly, one builds a safe atmosphere to encourage students to question, explore and practice creativity; thirdly, one integrates creativity into content teaching and expands critical thinking and creativity to be an important factor of students' life.

Sentimental Readers: Emotion, Imagination, and the Rise of Critical Reading

William McGinley, University of Colorado at Boulder

The idea that literature examines the landscape of human emotion and personal imagination is beyond doubt. That there are those who would doubt this is just a little bit beyond belief. However, in the last decade, several authors have characterized instructional perspective aligned with such a view as restrictive and marginally appropriate to engaging critically with stories. In fact, a growing number of researchers have expressed concern that teaching literature in public school suffers from the influence of a single authoritative conceptual perspective, namely personal response (e.g., Appleman, 2009; Gillespie, 2010). However, in his recent book, *A Scream Goes Through the House: What Literature Teachers Us About Life*, Weinstein (2003) wrote that emotion and feeling are the fundamental, yet largely unrecognized, fact of literature and art. Dutro (2011) similarly noted that readers' feelings and emotions are the most resonate resource for supporting their connections to the visceral aspects literary engagement. Interestingly, in his essay, "Last Will and Testament of an Ex-Literary Critic," Lentricchia (1996), described his own "secret" encounters with stories as ones in which he experienced literature as something other than "the most devious of rhetorical discourses with political designs upon us all." (p. 26).

Drawing upon related work in literature education, literary theory, philosophy, anthropology, and law (e.g., Bruner, 2002; Edmundson, 2004; Marcus, 2002; Morson, 2007; Nussbaum, 1995; Sumara, 2002), this paper explores the idea that a vital part of what stories offer readers requires their emotional, imaginative, and empathetic participation. These engagements with literature are not only linked to making the "insights of compassionate imagination" possible, as Nussbaum, (1995) noted. The ability to engage in critical readings of texts in ways that are also ethical is contingent upon readers' disposition to enter emotionally into the textual worlds of others as they are portrayed in stories. In *The Sentimental Citizen*, Marcus (2002) provides insight into the important interplay between emotion and reason further suggesting that emotions play an essential role in creating the conditions for reason, enabling rationality and supporting critical analysis. I draw on this work as it inspires and gestures toward a more "Sentimental Reader" and the possibility of teaching young students to read critically, as well as sentimentally.

Throughout, I explore the idea that responding to stories with imagination is vitally connected to cultivating a vision of social justice and democratic equity.

Anticipatory Ethics, Technological Research and Development, and Innovation

Richard Wilson, University of Maryland at Baltimore County

In this presentation, a novel approach to applied ethics will be developed and presented. The ideas that will be developed will focus on the ethical issues that will arise due to technological innovation and due to the development of new artifacts. As technological innovation continues to occur and as new artifacts continue to develop, there are a variety of items that must be included in our moral considerations. As new technologies continue to develop we must attempt to develop, and we must be prepared to deal with, the ethical and social issues that will arise. Anticipatory ethics attempts to identify and evaluate the broad range of ethical issues that can be anticipated that will arise as the result of new technology. An explication of the basic criteria of Anticipatory Ethics will be conducted by focusing on the subject of cognitive enhancement.

The Codes of the Street as Precursory Factor Analytic Indicators: Determining Theoretical Loadings

Daniel C Dahlgren, University of Maryland-Eastern Shore
David Spinner, University of Maryland-Eastern Shore

Street or urban ethnography has been utilized to identify pieces of shared subjective reality, which ultimately results in an informed understanding of behavioral patterns within American urban areas. Elijah Anderson's (1994) "Code of the Streets" exemplifies this approach, and yet provides considerable opportunity for more deductive and even quantitative strategies for such urban phenomena. The current project argues that empirical testing of these patterns can exemplify a convergence of both inductive and deductive research strategies. As such, a confirmatory factor analytic model will be proposed to test alternative theoretical models (factors) and relevant indicators (code(s)) loadings. By identifying and testing previously obtained codes (Dahlgren 2013), the current project will establish a confirmatory factor analytic schema and a means of identifying and developing a theoretical discourse most relevant to this urban behavior.

An Exploratory Study of College Students' Dietary Choices Relative to Independence

Emily Raines, Montclair State University
Douglas Murray, Montclair State University

The college years have been acknowledged as a time of emerging adulthood, during which students develop habits and make choices that endure long into their future (Arnett, 2000). Unfortunately, limited research exists that examines the college population, particularly in relation to diet. The purpose of this study is to explore the dietary choices college students make as they transition from the home and develop autonomy and to help fill the gap in literature. Four focus groups were organized (n=24) to reveal themes intrinsic to the development of dietary habits during the on-campus experience. The focus groups were recorded with participant consent and IRB approval. The recordings were transcribed and coded for analysis by the researchers to ensure inter-rater reliability and data corroboration of the four emergent themes: 1) three stages of development, 2) food lifestyle at home, 3) food lifestyle at school, and 4) dietary and health perceptions. A thorough understanding of dietary choices and habits cultivated during the college years has implications for improving food choice availability on college campuses, as well as revealing the need for nutrition education programs that may help prevent the development of poor habits, overweight and obesity, and other diet related diseases through adulthood.

Using Popular High School Films to Interrogate Constructions of Schooling

Randall Wright, California State University – San Bernardino

This presentation critically examines education in "Hollywood High Cinema" such as *Coach Carter*, *Dangerous Minds*, *Dead Poet's Society*, *the Substitute* and *Stand and Deliver* for their ability to provoke and mask reflection by teachers, students and the public about the role of education in modern American Society. Hollywood films mobilize particular meanings, desires, and values related to our everyday understanding of the teaching profession and education. They play a crucial role in legitimating the purpose of schooling as well as philosophies of teaching and learning. They suggest "important" classroom knowledge and behaviors, identify "good teachers," and describe/prescribe student behaviors. They often stereotype and mask issues of race, class, gender, poverty and social justice. Given their power to shape political policy, public opinion, and educational practice, it is important to closely examine this genre and what it "teaches" the American public about our schools.

Investigating the Relationship between Flexibility, Reaction Time and Obesity among College Youth

N.K. Rathee, Delaware State University

Obesity is spreading in US like an epidemic and according to latest statistics available, more than 35% of U.S. men and women were reported to be obese and about two-thirds of Americans are overweight. A group campaigning against obesity predicts that by 2030 more than half of the people in 39 states will be obese. The present study was conducted to explore the relationship between flexibility, reaction time and obesity among students who regularly participated in physical activities (activity group) and those who did not do so regularly (non-activity group). The subjects were 54 students aged 21-25 years (N=25 from physical activity group and N=29 from non-activity group). The levels of flexibility, reaction time and obesity of the subjects were assessed at the start of the semester and again at the end of the semester. It was found that subjects from activity group had significantly higher level of flexibility, a better reaction time and a significantly low percentage of obesity among them as compared to the non-activity group, both at the start and at the end of the semester. Significant gender differences were also noticed among the non-activity group. The subjects of activity group sustained their body weight, exhibited a significant increase in their levels of flexibility, and an improvement in their reaction time at the end of the semester. A significant correlation was noticed between flexibility and obesity as well as between reaction time and obesity. Findings of this study suggest the need to probe the possibilities of physically interactive curriculum in non-activity based courses to help us combat the looming threat of obesity.

**The Global Epidemic of Dropping Out of School:
The Results of Current International Research**

Gregory W. Smith, Hartwick College
Paul J. Riccomini, Pennsylvania State University
Imani Nero, Hartwick College

School systems in the U.S. have addressed the student dropout dilemma for years. However, research demonstrates that dropping out of school is not just a problem plagued by school systems in the U.S., but is a global phenomenon. Countries, both developed and undeveloped, are currently faced with a crisis: youth and young adults are not completing their high school education. The authors reviewed current international literature relating to school dropout. These studies provide a view of the existing international research instruments, procedures, analysis, and designs that are being implemented around the globe to combat the alarming rate of which students are dropping out of school. In some countries, dropout prevention programs have yielded promising results, and thus demand a closer look. With the dropout rate reaching epidemic proportions at home and abroad, a rigorous study of the current international research on school dropout is imperative.

The Tomboy in the Womb: Behavioral Investigations of the Influence of Testosterone in Females

Sylvia Rolloff, Brown University

The field of behavioral endocrinology, like many medical fields, is notorious for its historical focus on the male subject and disregard of the female. One notable exception to this is the infamous research project investigating the “overexposure” of testosterone to female fetuses. This phenomenon of high testosterone exposure served as a test case for hormonal theories of subsequent psycho-social behavior.

Thought to replicate certain laboratory animal tests, the female subjects studied were considered “critical experiments” that could extend hormonal hypotheses regarding mammalian psycho-sexual behavior to humans. I examine the philosophical and scientific motivations behind this long-term research project that took place from the late 1950s to the late 1970s, when it was abandoned due to ethical concerns.

The Women of Cuban Revolutionary Film as seen in *De Cierta Manera*

Alexandra Martinez, Jacksonville State University

The purpose of this article is to study women's representation and the contention of space in Cuban Revolutionary film, in order to analyze the way in which the films reflect societal values regarding gender roles and, consequently the way the nation is represented. The Cuban film I examine is *De cierta manera*, directed by Sara Gómez. My hypothesis is that although this film was commercially successful, groundbreaking and innovative; it was ultimately marked by some of the gendered contradictions and the feminist questionings of its time. In fact, my analysis reveals that, although the film raises many issues and questions about an egalitarian society for both men and women, it falls short in many ways in terms of a progressive politics of gender.

Music as a Tool for Empowerment

Pauline E. Bullen, Brooklyn College, CUNY
Judith Corbett Carter, Brooklyn College, CUNY

This work examines music as resistance and empowerment. It looks at Rai and Reggae as forms of resistance to colonial oppression and “sufferation”. Rai, a music that began in Algeria, draws from flamenco, Gnawa, French cabaret, Berbers, and Arab nomads. Algerian migrants developed Rai as a response to oppression of European settlers. Rai music themes are about social issues such as poverty, alienation, and sexuality. Of particular interest for this discussion are women because it enabled them to work and provide for their families even though singing and dancing in public was considered taboo and dishonorable. Rai music gave voice to those who were considered social outcasts.

In Zimbabwe, Reggae music was embraced at a grass roots level as resisters challenged the political ideology of the ruling colonial elite. Bob Marley’s historic performance in April 1980 in recognition of Zimbabwe’s independence empowered Zimbabweans to truly embrace reggae as a form of ‘rebel’ music that spoke to revolution and emancipation from colonial exploitation. Today, particularly amongst ‘ghetto’ youth, reggae is used to project Blackness not only as a politics but as “livity” – as a way of proclaiming their humanity as Black Africans. Reggae music is used as a vehicle to speak out against being tricked by mercenaries and to address issues of marginality, few economic opportunities and continued oppression in the concrete jungle of high density areas.

Questions to be addressed in this presentation are 1) How does Rai and Reggae illuminate the life of the people and challenge the status quo? 2) Has Rai and Reggae been interwoven with politics to usher in social change?

Deception Detection Textual Analysis

James Warner, College of Southern Nevada

I propose to present my research on detecting deception in written statements. I will present the development of the Field Deception Detection Textual Analysis technique (FDDTA). The presentation will include a brief review of my research results and the practical applications of detecting deception for educators or investigators.

Currently, my research has focuses on developing two lie detection techniques: The Field Deception Detection Textual Analysis (FDDTA), and the Drawing Interviewing Technique (DIT), in addition to quantifying the importance of audio and visual communication cues relating to truthfulness and deception. I have completed a study on detecting deceptiveness within emotionally based written materials. The analysis of text based materials has gain new interest because of the inundation of textual communication in our everyday lives, e.g. twitter, e-mails etc...

Deception detection research over the decades has lead to confusion for practical application. Reviews of meta-analysis research adds to the confusion of what behaviors are and aren't valid indicators of lying. For example, many researchers will present evidence that gaze divergence is an indicator of deception whereas other researchers will contradict those conclusions. A fresh approach is required. I am developing lie detection techniques that can be used without a complex matrix and will aide individuals when attempting to identify deception.

Textual analysis studies are also inconsistent. For example, text based analysis researchers attempt to identify categories of language, e.g. Clarity, Uncertainty and Complexity. However, many of these categories are not applied with consistency. Text based studies conceptualize categories of words prior to conducting research in order to quantify their findings. The objective of my research is to synthesize deception detection text based research findings and create new practical deception techniques.

There are four goals I wish participants will achieve: 1) The importance of detecting deception, 2) Dispel preconceived myths of deceptiveness and/or truthfulness, 3) Gain a fundamental understanding of current deception detection techniques (specifically written analysis) and increase an interest in the field of deception detection, encouraging interested participants to collaborate in future research.

Piracy Responses Which Work and Which Don't

Richard R. E. Kania, Jacksonville State University of Alabama

When Somali pirates seized the *Maersk Alabama* in 2009 the American public and our political leadership abruptly became far more aware of the activities of pirates in international waters. Those unfortunate Somali pirates helped thrust piracy to journalistic center stage in the United States for a short time and led to some serious reconsideration of the international responses to piracy. Coordinating our efforts with those of our allies and getting help from some countries not usually cooperating with us, the maritime nations of the world seem to have reduced the threat of piracy substantially. The statistics show that the Somali piracy problem has diminished greatly in the past four years. This contemporary case of piracy mitigation provides an opportunity for field testing criminological and political science theories. In this review of the subject, what seems to have been most successful is compared to what seems to have done little to stabilize the problem. So what has worked and what has not? A strong naval presence off Somali seems to be the key factor, while economic measures to help the Somali people seem to offer little. Somalia remains resource poor and serious over-fishing in Somali waters has been offered as one explanation for why its people turned to piracy. Political instability remains a source of problems for the Somali people and a radical Islamic insurgency complicates matters ashore. These and some other possible answers will be reviewed in this report.

Dissent Management of the Public Sector in Taiwan

Ta Yu Chao, National Chi Nan University, Taiwan

Because everyone has different viewpoints, it is inevitable that there will be disagreements between superiors and subordinates. Therefore, the phenomenon of dissent is a very important topic which is unavoidable in both public and private organizations. Especially, public affairs often involve conflicts between multi-dimensional values. It is thus very common for superiors and subordinates to have different opinions in government. However, disagreement in organizations can have quite negative effects. The sooner this kind of problem is resolved, the less harm to the organization's efficiency and effectiveness. According to the minutes of the Civil Service Protection and Training Commission in Taiwan, I found that there are at least 16 civil servants that belong to different public sectors who have filed complaints against their organizations more than 10 times during the last ten years. This research is primarily concerned with the theory, phenomenon, and effectiveness of dissent management in the public sectors in Taiwan. I plan to revise Professor Rosemary O'Leary of Syracuse University's theoretical framework, which includes perspectives on bureaucratic politics, organization management, ethics, legal system, psychology, and culture. The research methods which this study will adopt are document analysis and interview. Based upon the study findings, suggestions will be offered to improve the effectiveness of dissent management within the government of Taiwan.

The Evidential and the Tautological

Gilbert Fulmer, Texas State University

Philosophy is not explicitly listed for this conference. But my examples are Steven Pinker, a psychologist, and Richard Dawkins, a biologist who is, however, writing in the present instance as a political scientist. My thesis is that philosophy can contribute to understanding in such cases.

Pinker illustrates how evolutionary psychology produces sympathy for others. Dawkins argues that adherence to unfounded beliefs is a legitimate ground for deciding votes. Both have, I will argue, made the same error. In Pinker it is harmless; but in Dawkins, potentially not so. Pinker says the evidence refutes two "old theories": psychological hedonism, that we do only that which gives us pleasure; and psychological egoism: that we do only that which benefits us. This might be called the "evidential" use of these terms. But Pinker notes that there are "circular versions (p. 582) of these theories, in which either that which gives us pleasure is defined as what we do; or that which benefits us is defined as what we do. I will call this the "tautological" use of the terms.

My thesis is that neither Pinker nor Dawkins fully understands the difference between the evidential and the tautological senses of their words. Pinker dismisses the tautological sense as "untestable." Dawkins seems to be inconsistent in his use of terms like "intelligence" and "critical." Sometimes he uses the evidential criteria of "intelligence," etc.; and sometimes the tautological. The result is confusing to the reader; and may represent a confusion in Dawkins' own thinking.

**Policing, Race, and High Discretionary Traffic Stops: The Perceived Effect
of Social Distance on Officer Decision Making**

Daniel C. Dahlgren, University of Maryland Eastern Shore
Nicholas Kugler, University of Maryland Eastern Shore

Several factors may influence an officer's decision to stop a vehicle. Vehicle stops can be divided into two categories of police discretion, which are low-discretion and high-discretion stops. The officer often has very limited, if any, discretion in low-discretion stops; however, high-discretion stops are based on officer rationality and allow the officer to utilize his/her best judgment. The complexity of the concept of discretion emerges often in this type of stop. Intentional or unintentional abuse of social distance can go undetected during high-discretion stops. Dr. Daniel E. Georges-Abeyie acknowledges that the characteristics of physical delineation are almost limitless but identified twenty-seven delineators essential to the computation of social distance (2006). Identifying the characteristics of social distance that are perceived by police officers is essential to gaining a better understanding of officer discretion.

Postindustrialization, Class, and Ideology in Contemporary Europe

Matthias Wasser, University of Maryland College Park

European voting patterns and ideological identification have classically been centered around class. With the decline of the industrial working class, many scholars have claimed the declining significance of class to politics. Using data on 22 countries from the European Social Survey, I test the effect of post-industrialism on the salience of class to political identification. I find that both at an individual and national level, neither women's employment nor male employment in the tertiary sector are associated with decreased association between positional left-right identification and either union membership or positional income, and for some combinations of these the salience of class is significantly greater.

NASCAR's Obama Phenomena and the Overculturalized Conception of Modern Fan

Lee G. Streetman, Delaware State University

This paper explores the perception that there is widespread opposition toward diversity among those who attend NASCAR races. Ethnographic and survey data collected at racing events during 2008-2012 examined exposure to what cultural theorists have describe as the “racialized and politicized spaces of NASCAR” on fan attitudes toward diversity in racing. Analyses reveal overall ambivalent attitudes toward increasing diversity in the sport. Social background characteristics accounted for most of the variation in attitudes toward diversity. Older fans, those with higher educational attainment, and those with lower levels of income expressed less opposition toward increasing diversity in racing. Contrary to what cultural theorists maintain, repeated exposures to stock car racing events had little impact. This perhaps signals an “overculturalized” conception of fan. Heightened ethnic boundary making, such as support for flying the Confederate flag at racing events, increased during the presidential campaigns of 2008 and 2012. Following the 2008 election, the level of opposition toward increasing diversity declined somewhat, suggesting evidence of the “Obama Phenomena.”

The Applications of Human Capital Theory in Career Development for Individuals with Psychiatric Illnesses

Ni Gao, University of Medicine & Dentistry of New Jersey

Human capital, the acquired ability and skills from education, job training and work experience, is a critical personal input variable in the Social Cognitive Career Theory (Lent, Brown, Hackett, 1994). Human Capital Theory concludes that higher level of educational attainment or job training correlate with higher employment rate and wages in the general labor force (Borjas, 2005), and investing in education and job training can improve employability and earning potentials among workers with lower skills and income (Abadie, Angrist, & Imbens, 2002; Bojas, 2005; Danziger, Kalil, & Anderson, 2000). However, the Human Capital Theory has not been tested among individuals with psychiatric illnesses, nor has investment in education and job training been a focus of career development for these individuals. Unemployment rate among individuals with psychiatric disabilities is the highest among all disability groups (Bertram & Howard, 2006; Jans et al., 2004; Salkever et al., 2007).

This study tests the applicability of Human Capital Theory among people with psychiatric illnesses. Using a correlational, and “non-equivalent groups with matching” design, the study analyzes the effect of educational attainment and job training on employment outcomes of two groups of participants, 100 individuals with mental illness and the other 100 individuals with no reported disability. Re-employment rates and wages within six months after they became unemployed are compared. The study also examines the predictability of educational level, work history, and psychiatric symptoms on employment outcomes.

This presentation will report the study findings and discuss the implications of the findings. The most important finding of the study is that higher educational level and longer work history predicted higher wages among participants with psychiatric illnesses. These findings suggest that assisting mental health consumers with the pursuit of education and job training may improve their rates of participation in the workforce and earning potential. Some of the findings have been published (Gao, Schmidt, Gill, & Pratt, 2011; Gao, Gill, Schmidt, & Pratt, 2010).

Effect of Dress, Behavior, and Judges' Instructions in a Sexual Harassment Case

Jessica Mark, Rowan University
Rebecca Mark, Rowan University
Christopher Huff, Rowan University
Jonathan Tarbous, Rowan University
Rachel Kirshner, Rowan University
Eleanor P. Gaer, Rowan University

The current study examined how a juror's perception of a male plaintiff will affect the outcome of a sexual harassment trial. It was hypothesized that juries would find a female defendant in a sexual harassment case less liable if the plaintiff's dress and behavior were inappropriate for the workplace. Researchers recruited 386 undergraduate students at Rowan University. Participants were divided into four groups and viewed one of four different videos depicting a male being sexually harassed by a female co-worker in the workplace. The same actors and script were used in all four conditions. The appropriateness of the dress and the appropriateness of the behavior of the plaintiff were varied in each video. The plaintiff's dress and behavior were appropriate in condition one (ADAB). The other three conditions were varied with appropriate dress/inappropriate behavior (ADIB), inappropriate dress/appropriate behavior (IDAB), and inappropriate dress/inappropriate behavior (IDIB). After viewing the video, the participants were asked to act as jurors in a sexual harassment case. For each condition, half of the participants were given reasonable person instructions, and half were given reasonable victim instructions. The participants completed a questionnaire designed to detect if the defendant was liable for sexual harassment. Results show that when the plaintiff dressed and behaved appropriately, jurors found the defendant to be more liable and found the conduct to be more unwelcome than when the plaintiff dressed and behaved inappropriately and in conditions ADIB and IDAB. Results also show that jurors considered the environment to be more hostile when the plaintiff behaved appropriately than when he behaved inappropriately. When judging from the reasonable person perspective, jurors found the environment more hostile than when judging from the reasonable victim perspective in conditions ADAB and ADIB.

An Integrated Model of Parental Control & Male Peer Influence on Female Adolescent Substance Use

Sarah G. Whiteford, Hartwick College

Central to many theories of deviance and delinquency (differential association, social learning, and social bond) are peer and familial influences on deviant behavior. A conceptual framework that incorporated both peer and familial influence to address the role of cross-sex peers on female deviance was built based on a review of the literature. The conceptual model incorporated three measures of parental control—parentally granted autonomy, parental presence at home, and time spent in shared activities with parents—that were used to test the effects of male associates on female substance use. Analyzing data from the National Longitudinal Study of Adolescent Health (Add Health), one combined measure for male associates was regressed on female substance use while controlling for parental control measures to determine if the effects of male associates on female substance use were mediated by parental control.

Though both relationships with male associates and parents significantly affected female substance use, results indicated that the effects of male associates were significant even with the inclusion of parental control measures. Thus the results did not provide support for the conceptual model and provided greater support for theories of peer influence than parental influence. Future research should continue to examine the interaction between parental and peer influences on adolescent deviance, particularly with regard to gender differences in behavior, cross-gender peer influence, and parental control.

**Social Environment, Ideology, and Changing Therapy Practices:
An Analysis of Transition/Trajectory Theory**

Michael Ryan, Eastern New Mexico University

Outside forces such as changing social structure or ideology have intervened in the treatment of mental health issues, activating many transitions and specifying different treatment trajectories. This paper applies Transition/Trajectory Theory to mental therapy motifs at seminal points in history. It provides a content analysis of the interaction between social environments, ideologies, and therapy theories and reveals therapy practices that emerged at these influential transition points in the history of mental health. The fall of the Roman Empire, the moralism of the Middle Ages, the iconoclasm of the Enlightenment and Renaissance, the scientific and technological dimensions of World War II, and the recent debate over the authenticity of therapy-induced repressed memories provide the transitions examined. Particular attention is allotted to how these social environments gave rise to new therapy practice trajectories while precipitating a termination, or at least attenuation of importance of previously sanctioned treatment practices.

Middle School Students' Perceptions of Behavioral Functioning

Brandi J. King, Murray State University
Aaron Hale, Murray State University

Zero-tolerance policies have become popular in many schools, yet there is no evidence of their overall effectiveness (Martinez, 2009). The students involved are punished by means of suspension, expulsion, and often face long-term consequences as a result. The goal of this research project is to analyze students' perceptions of the frequency that they take part in specific behaviors that are typically labeled as bullying-related. Labeling based on deviant behaviors occurs in adolescence when schools implement interventions to correct these behaviors (Bernburg & Krohn, 2003). Rather than reduce delinquency in these students, labeling impedes the students' educational and employment opportunities and make them more likely to engage in future deviant activities.

Social context is a component of behaviors that this research project seeks to analyze because O'Brien and Bierman (1988) conducted a study assessing adolescents' perceptions of peer influence. The percentages of 5th and 8th grade students' perceptions of peer pressure were greatest for social behaviors. Therefore, this study seeks to look at frequency of bullying-type behaviors in the social context of exhibiting these behaviors toward close friends versus toward individuals who are not close friends.

The number of students participating in bullying-type behaviors is increasing. Schools have responded to increases in the number of students participating in these behaviors by enacting policies such as zero-tolerance. These types of policies often overlook social context and punish students that do not perceive their behaviors as bullying. This research project implements the development of a new instrument for measuring students' perceptions of their own behaviors and is psychologically necessary for middle school students who are at the identity formation stage because middle school students who are labeled as bullies could suffer from long-term identity crises. The expected outcome is that a significant percentage of students will report taking part in bullying behaviors.

**Closing the Gap between What We Know and What We Do:
A Theoretical Framework Using the Innovative Program,
*Extended Family for Kids***

Johanna Jones, University of Motevallo

The purpose of the research paper is to examine existing information regarding the effects of incarceration and present new information that will explore steps to reduce incarceration rates by enlisting support, research and intervention. Other avenue will be explored thru the National Organization of Fetal Alcohol Syndrome of Alabama. Furthermore, the paper will enlist solicitation from a conference that utilized the curriculum, *Extended Family for Kids*, that offered solution-based sessions designed to build self-esteem, ease feelings of shame and isolation, decrease stress, address anger issues and strengthen communication skills

ESL Professional Development: Do Effects Persist?

Jane Manner, East Carolina University

Much of the United States is experiencing a rapid change in traditional demographics, resulting in significant numbers of new residents with diverse needs related to learning the English language. The numbers of culturally and linguistically diverse (CLD) students in schools are growing more rapidly than the ability of many districts to respond. Many schools are scrambling to provide professional development to their instructional staff in order that their burgeoning population of English language learners (ELLs) receives appropriate educational services.

This paper examines the persistence of the effects of a highly successful model for ESL professional development on teachers' actual classroom practice. It relates to a partnership between a university's teacher education program and five surrounding school districts. The focus of the model is to provide professional development in ESL to participating teachers so that they, in turn, can provide appropriate services to ELLs in classrooms. While participant teachers were all using the model's instructional strategies at the close of the program, the research question here is whether or not they continue to do so in the months after the program's conclusion.

The subjects in are teacher participants who received professional development in ESL through this grant-funded program supported by the U.S. Department of Education, Office of English Language Acquisition (OELA). Following a period of twelve months, subjects were asked to complete a questionnaire, asking them to select statements regarding their continued use of program strategies that most closely reflect their current level of use in the classroom. These data will be subjected to chi-square analysis to examine whether teachers continue to use the recommended strategies to a significant extent, or the extent to which the original effects of professional development in ESL degrade over time. Approaches for supporting continued use of recommended strategies will be discussed in light of conclusions.

The Concept of Critical Mass and Diversity

Moniqueka E. Gold, Austin Peay State University
Charmaine Lowe, Austin Peay State University
Anthony Sanders, Austin Peay State University
Erin Lynch, Austin Peay State University

Given the increase of diversity within our global society, higher education sees the need to prepare our students for effective interactions with people from diverse cultures. During the college experience, a racially and ethnically diverse university student body can have far-reaching, significant benefits for all students, students of the minority and majority alike. Students learn better in such an environment and are better prepared to become active participants in our global, democratic society beyond graduation (Gurin, 1999). This presentation proposes to discuss what constitutes a critical mass of African American undergraduate students in college classes and how that relates to retention, academic success and graduation rates. The concept of “critical mass” is crucial for minority students, specifically, African Americans. Often African American students are alone or one of few minorities in class. The adverse consequences of this phenomenon are compelling. This study focused on students and their impressions of critical mass. A total of 12 focus groups using qualitative research methods for analysis were used to identify any emerging trends. Recommendations for further research will be offered.

Small-Group Word Study Instruction: Who Talks and What About?

Kathy Ganske, Vanderbilt University
Robin Jocius, Vanderbilt University

The Common Core State Standards for K-12 Language Arts (CCSS Initiative, 2010) provide performance indicators across the grade range for discussion and talk. This new emphasis on discussion suggests that time and attention beyond that of traditional classroom literature discussions are needed if teachers are to prepare students to meet standards expectations. Small-group word study is an area that holds potential for developing children's discussion abilities while at the same time improving their vocabulary knowledge and understandings of how words work to advance their reading and writing. In this paper, the authors share findings from their qualitative study, in which they examined small-group word-study instruction in culturally diverse 3rd and 4th grade classrooms. Findings reveal that despite the potential of talk and discussion during word study, teachers often feel pressured by curricular needs and "push through" lessons with recitation oriented interactions, short-changing meaningful talk about words and the student thinking, questioning, and reflecting associated with that talk. The authors close with a call for turning what are often mini-interrogations into instructional conversations that not only can foster deeper word knowledge and motivation for word learning, but can also help develop students' discussion abilities.

Promoting a Sociocentric Worldview in Behavioral and Social Science Courses: Perspectives That Work!

Randall E. Osborne, Texas State University - San Marcos

Eight theoretical perspectives (Critical Psychology, Liberation Psychology, Post-Modernism, Social Constructivism, Social Identity Theory, Social Reduction Theory, Symbolic Interactionism, and Vygotsky's Sociocultural Theory) are used as a framework for getting students to develop a more sociocentric worldview across three different behavioral and social science courses.

- 1.) Critical psychology challenges mainstream psychology to apply psychological understandings in more progressive ways, often looking towards social change as a means of preventing and treating psychopathology.
- 2.) Liberation psychology aims to understand the psychology of oppressed and impoverished communities by addressing the oppressive sociopolitical structure in which they exist. Psychology was critiqued for its 1) view of science as neutral; 2) assertion of universality; 3) societal irrelevance.
- 3.) Postmodernism stems from a recognition that reality is not simply mirrored in human understanding of it, but rather, is constructed as the mind tries to understand its own particular and personal reality.
- 4.) Social Constructivism as envisioned by Vygotsky rejects the assumption that it is possible to separate learning from its social context.
- 5.) Social Identity Theory suggests we: (1) categorize—place people and objects into categories, (2) identify—we align ourselves with groups and gain identity and self-esteem from it, and (3) compare—we compare ourselves to others.
- 6.) Social reductionism argues that all behavior and experiences can be explained simply by the affect of groups on the individual.
- 7.) Symbolic interaction theory focuses attention on the way that people interact through symbols: words, gestures, rules, and roles. Understanding these symbols is important in understanding human behavior.
- 8.) Vygotsky's sociocultural theory of human learning describes learning as a social process and the origination of human intelligence in society or culture. Social interaction plays a fundamental role in the development of cognition.

**The Impact Iclickers Have Upon 3rd and 4th Graders'
Attitude toward Lesson Participation in Math within an
Academic After-School Program**

Elizabeth Wright, Daemen College
Lisa Waterrose, Daemen College
Robin O'Dell, Buffalo State College

The purpose of the study was to examine the impact iclickers had upon 3rd and 4th grade students' with learning disabilities (n=25) attitude towards participation in math lessons. The study was conducted at two after-school instructional sites, one suburban and one urban. All students were randomly assigned to a treatment or control group. Dependent variables were measured at pre- and posttest by curriculum-based measures and at regular intervals throughout the intervention.

During the intervention, students received a prescribed 10 minute remedial lesson (11 lessons total) aimed at improving content knowledge in relation to math vocabulary found on the New York State math assessment. Each lesson was taught by Graduate Assistants who are New York State certified teachers pursuing their Masters Degree in Special Education, using a PowerPoint lecture. Students in the treatment group were asked to participate in the lesson by answering multiple choice questions using an iclicker. Students in the control group received the same lesson, but were asked to participate by raising their hand and write paper and pencil responses. All data was tracked either on log sheets (control group) or with the iclicker software (treatment group). All students were pretested and posttested with a math vocabulary content matching test and a participation attitude survey. Math content learning outcomes were also measured based on an "I DO", "WE DO", "YOU DO" instructional approach.

Overall, the presence of iclickers improved the attitude of treatment groups and improved incidences of participation. Despite iclickers ability to foster increased engagement in students, the presence of iclickers negatively impacted the independent practice measure outcomes. Also, the presence of iclickers did not improve vocabulary learning outcomes. However, both groups significantly improved learning outcomes from pretest to posttest measures.

Supportive Housing for Pregnant and Parenting U.S. Teens: The Young Parents' Point of View

Deborah Byrd, Lafayette College
Terry Roman, Easton Area Neighborhood Centers, Inc.

This presentation is based upon a survey and semi-structured interviews that were conducted with a dozen pregnant and parenting teens at a large public high school in Easton, Pennsylvania. The young parents (primarily moms) are voluntary participants in a mentoring program called the Family Development Research Program. Through the FDRP, young parents receive material supplies (diapers, formula, car seats, etc.), academic assistance (tutoring, help with college applications, college scholarships), and information about good parenting practices, healthy relationships, and social services to which they're entitled. The young parents also may apply for an apartment in Roofover, a transitional housing facility with targeted case management that is run by Easton Area Neighborhood Center, the non-profit that funds and staffs the FDRP. This apartment and the support services that accompany it are available both for short-term crisis situations or for a longer residency of up to two years.

Roofover is a facility that serves homeless families with children; the parents (whether male or female, single or married) are generally in their mid-twenties to early 40s. Like many U.S. shelters, Roofover is based on a deficit model: on the assumption that the adults have been prone to and need to rid themselves of behaviors that are at odds with economic self-sufficiency, good mental and physical health, and/or effective parenting. As a result, many aspects of the residents' lives are closely monitored and controlled, from their bank accounts to the hours they may spend outside the facility. Not surprisingly, Roofover is not appealing to FDRP participants, even when they are in rather desperate need of safe, affordable housing. After all, these young parents are undergoing the typical adolescent struggle to achieve a sense of autonomy, independence, and self-reliance—and they may not have “failed” at relationship-building or tasks like time and money management.

The primary goal of the survey and semi-structured interviews (both of which are ongoing) is to find out what kinds of regulations, case management policies, facilities, and required programming would be acceptable to or even welcomed by this group of young parents, and which features would be so distasteful that the young parents would reject the opportunity to participate in a supportive housing program. Ultimately, the non-profit agency hopes to use this research to design and obtain funding for a supportive housing facility that not only meets government safety and liability standards, but also is “teen parent-friendly.”

Can exposure to an unthreatening natural environment restore attentional resources at the end of a workday?

Maura Pilotti, Ashford University
Eric Klein, Ashford University
Devon Golem, Ashford University

Two general types of attention exist, which are synonymous with James's (1892) voluntary attention and involuntary attention. The mode of attending promoted by voluntary attention tends to result in mental fatigue due to the effort required by the inhibition of distracting information (Boksem et al., 2005). Mental fatigue has undesirable consequences, including increased fallibility (Baker, Olson, & Morisseau, 1994) and resistance against further effort (Meijman, 2000), propensity towards less analytic information processing (Sanders, 1998), and mood changes (Holding, 1983). Because its consequences are especially undesirable in the workplace, means of counteracting mental fatigue by restoring mental resources have significant practical applications. Attention Restoration Theory (ART; Kaplan & Kaplan, 1989) posits that exposure to environments laden with stimuli which capture involuntary attention allows the inhibitory mechanisms of directed attention to rest and restoration of attentional resources to occur. Evidence supporting ART comes primarily from students serving as participants, which questions whether the purported effectiveness of exposure to nature generalizes to work settings. To this end, student advisors participated in the present investigation at the end of their workday. Participants were shown a video either of a pristine natural environment (restorative condition) or of a busy city street (non-restorative condition). Then participants performed an oddball task consisting of 5 blocks of 500 trials. Their task was to press a response key if a tone of a given frequency was detected on any given trial. The task was selected to mimic being on the phone, a main aspect of student advisors' daily activities. Response latencies increased across blocks after exposure to the non-restorative environment, whereas they remained stable after exposure to the restorative environment. Although within the norm, systolic blood pressure increased after exposure to the restorative environment, but remained stable following the non-restorative environment. Long-term memory of key aspects of the experimental procedure was also better. Subjective reports of arousal and emotional state did not differ significantly between conditions. These findings indicate that a brief exposure to an unthreatening natural environment at the end of a workday can be invigorating, improving one's ability to sustain attention and memory, even though awareness of one's vigor may not be present.

Name	Affiliation	Page
Aldridge, James	The University of Texas-Pan American	25
Allen, Jennifer M.	University of North Georgia	15
Anaejionu, Paul	Huston-Tillotson University	12
Batson, Brian M.	Colorado School of Mines	39
Broderick, Tyler	New Mexico Highlands University	23
Brown, Maggie L.	Lenoir Community College	41
Buhrman, William D.	St. Mary's University	27
Bullen, Pauline E.	Brooklyn College, CUNY	68
Butterfield, Jonniann	Austin Peay State University	19
Byrd, Deborah	Lafayette College	87
Carter, Judith Corbett	Brooklyn College, CUNY	68
Chao, Ta Yu	National Chi Nan University, Taiwan	71
Cotugno, Clare	Electronic Ink	18
Coucha, Maha	Georgia Health Sciences University	11
Dahlgren, Daniel C.	University of Maryland Eastern Shore	61, 73
DeRanieri, Joseph T	University of Delaware- School of Nursing	6
Dixon, Virginia L	California State University Sacramento	58
Ealy, Davitta	The Bradley Kirk Group, LLC.	50
Edmonds, Wendy M.	Bowie State University	50
Eggert, Roderick G.	Colorado School of Mines	39
Erfle, Stephen E.	Dickinson College	13
Ergul, Advive	University of Georgia	11
Fagan, Susan C.	University of Georgia	11
Farber, Matthew	New Jersey City University	57
Fitzhugh, Shannon L.	Electronic Ink	18
Fulmer, Gilbert	Texas State University	72
Gabriel, Kez	Bowie State University	21
Gaer, Eleanor P.	Rowan University	77
Ganske, Kathy	Vanderbilt University	83
Gao, Ni	Rowan University	76
Garcia-Reid, Pauline	Montclair State University	9, 10
Gelbaugh, Corey M.	Ohio State University	13
Gerbrandt, Roxanne	Austin Peay State University	19
Getz, Andrew W.	St. Mary's University	2
Gold, Moniqueka	Austin Peay State University	29
Gold, Moniqueka	Austin Peay State University	83
Golem, Devon	Ashford University	88
Good, Kenneth	New Jersey City University	33
Gresdo, Dennis	Park University	32

Guillory, Delores D.	Georgia Piedmont Technical College	48
Hale, Aaron	Murray State University	80
Han, Keunsu	Towson University	22
Hazra, Devika	Texas A&M University	37
Hirai, Michiyo	University of Texas Pan American	24, 26
Hoeft, Raegan M.	Electronic Ink	18
Huff, Christopher	Rowan University	77
Jackson, Marsha E.	Bowie State University	50
James-Aldridge, Wendy	The University of Texas-Pan American	25
Jocius, Robin	Vanderbilt University	84
Johnson, Maribeth	Georgia Health Sciences University	11
Jones, Johanna	University of Motevallo	81
Kania, Richard R. E.	Jacksonville State University of Alabama	70
Kelly-Cobbs, Aisha I	Georgia Health Sciences University	11
Kelly, Brian	Felician College	55
Kennedy, Michael V	High Point University	38
King, Brandi J.	Murray State University	80
Kirshner, Rachel	Rowan University	77
Klein, Eric	Ashford University	88
Kugler, Nicholas	University of Maryland Eastern Shore	73
Li, Weiguo	University of Georgia	11
Lin, Yi-Ching	Old Dominion University	34
Liston, Regina	Armstrong Atlantic State University	46
Little, Amanda	University of Texas Austin	42
Long, Elizabeth	New Mexico Highlands University	23
Lovett, John C.	Everest University	54
Lowe, Charmaine	Austin Peay State University	83
Lynch, Erin	Austin Peay State University in Clarksville	29, 83
Madhavan, Poornima	Old Dominion University	34
Maghsoudlou, Alireza	New Mexico Highlands University	23
Manner, Jane	East Carolina University	82
Mark, Jessica	Rowan University	77
Mark, Rebecca	Rowan University	77
Martinez, Alexandra	Jacksonville State University	67
McGinley, William	University of Colorado at Boulder	59
Morton, Cory M.	National Development and Research Institutes (NDRI), Inc.	9
Murphy, Chad	University of Mary Washington	51
Murray, Douglas	Montclair State University	62
Namazi, Mahchid	Kean University	4
Nero, Imani	Hartwick College	65

O'Dell, Robin	Buffalo State College	86
Ogbi, Safia N.	Georgia Health Sciences University	11
Osborne, Randall E.	Texas State University - San Marcos	85
Peterson, N. Andrew	Rutgers University	9
Pfeffer, Dan	Queen's University, Canada	52
Pillai, Bindu	University of Georgia	11
Pilotti, Maura	Ashford University	23
Pilotti, Maura	Ashford University	88
Pimlott, Jamie	Niagara University	53
Popan, Jason	University of Texas Pan American	24
Popan, Jason	The University of Texas-Pan American	26
Prakash, Roshini	University of Georgia	11
Rahimi, Regina	Armstrong Atlantic State University	46
Raines, Emily	Montclair State University	62
Rathee, N.K.	Delaware State University	64
Reddix, Ken	University of North Carolina at Chapel Hill	36
Reid, Robert J.	Montclair State University	9, 10
Reilly, David	Niagara University	53
Reynolds, Nancy Barno	Binghamton University	3, 35
Riccomini, Paul J.	Pennsylvania State University	65
Rolloff, Sylvia	Brown University	66
Roman, Terry	Easton Area Neighborhood Centers, Inc.	87
Romero, Amanda R.	Mount St. Mary's College	17
Ryan, Michael	Eastern New Mexico University	79
Salehi, Amir	The Community College of Baltimore County	49
Sanders, Anthony	Austin Peay State University in Clarksville	29, 83
Shacklette, Benjamin King	Texas Tech University	44, 45
Shea, Christine M.	East Carolina University	5
Sheridan, Dennis A.	California Lutheran University	16
Simms, Edith L.	Lynchburg College	47
Singhal, Vaishali	University of Medicine and Dentistry of New Jersey	20
Slayden-McMahan, Rebecca	Austin Peay State University in Clarksville	28, 29
Smith, Clay	East Carolina University	5
Smith, Gregory W.	Hartwick College	65
Soliev, Sharofiddin	George Mason University	40
Spinner, David	University of Maryland-Eastern Shore	61
Stallings, W. Dees	Park University	32
Steed, Dorothy D.	Lanier Technical College	7
Stiles, Siobahn	Temple University	14
Streetman, Lee G.	Delaware State University	75

Schultz, Brandy Driggers	Pauling RYDC	56
Tarbous, Jonathan	Rowan University	77
Thomas, William G.	Fayetteville State University	31
Tomovic, Cynthia L	Old Dominion University	34
Tuttle, Annie	Onondaga Community College	19
Warner, James	College of Southern Nevada	69
Wasser, Matthias	University of Maryland College Park	74
Waterrose, Lisa	Daemen College	86
Whiteford, Sarah G.	Hartwick College	78
Williamson, Amy M.	Angelo State University	30, 43
Wilson, Richard	University of Maryland at Baltimore County	60
Winkel, Mark	The University of Texas-Pan American	24, 25
Winkel, Mark	The University of Texas-Pan American	26
Wright, Elizabeth	Daemen College	86
Wright, Randall	California State University – San Bernardino	63
Xu, Xiayoing	Shenzhen Institute of Technology, China	58
Yu, Danlin	Montclair State University	9
Zieger, Laura	New Jersey City University	57