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The SOSA Approach to Personality Assessment

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SOSA assesses individual schemas, and differences, by having participants place stimuli on a virtual three dimensional board to represent relationships they perceive among them. Placement of each stimulus in a SOSA task affects the placement of each of the others; SOSA therefore allows individual stimuli to be examined in context of their relationships to others. Because the distances used to represent relationships are not constrained by unidimensional scale values, SOSA also provides very accurate representations of these relationships. Because virtually any type of stimuli and board background may be presented, SOSA may be applied in a wide range of experimental setting. Two examples are provided

Religious Perception participants arranged figures representing nine world religions and a 'me' figure to represent the relationships they perceived among them. Christian Orthodoxy and Right Wing Authoritarianism were highly positively correlated with each other and with religious scales scores, and highly negatively correlated with distance between 'me' and 'Christian' figures. High COS participants demonstrated larger distances between figures, and fewer moves to complete patterns, than low COS participants; suggesting that high COS participants saw more differences between members of different religions and were more sure of their decisions. RWA comparisons on these measures did not approach significance, though COS and RWA scores were highly correlated, suggesting that these observations stem from Christian Orthodoxy.

Participants for the emotion study completed the NEO PI-R, and placed a stimulus set consisting of a figure labeled 'me' and 10 'emotion pegs'. With the exception of Activity and Excitement Seeking a unique combination of SOSA emotion scores predicted each of the facets for Neuroticism and Extraversion (no linear combination predicted Activity or Excitement seeking). Linear combinations of SOSA emotions scores also served as predictors for a number of facets within other NEO PI-R domains.

Hebby he'It (good health): Mental and Physical Health in Cultural Context

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Human experiences of suffering have culture specific explanations of their cause and meaning as well as remedies and practices for improving individual well-being and quality of life. After reviewing definitions of cultural competency, participants learn about diverse cultural perspectives on health and healing. This paper presents an evidence-based model for organizing diverse cultural ideas and concepts that systematize the ways in which people think about and express their health-related experiences. This paper also explores insights gained from research on mental health disparities and use of complementary and alternative medicine across race and ethnic groups as well as rural populations in the southeastern United States.

Poker, Play, and The American Way

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The academic study of gambling began in earnest in the United States in the 1950s with an emphasis on the psychoanalytical approach – gambling was considered a mental illness, a compulsion. In the 960s and 1970s, sociologists began to look at gambling as a social problem, but this approach did not gain much traction in changing the psychoanalytical view of gambling’s acceptance by the general public. In the ensuing decades, the study of gambling behavior shifted to a genetic approach, with genes being held responsible for what was now referred to as pathological gambling (PG). This change is reflected in the most recent iteration of the American Psychiatric Association’s bible, the *Diagnostic and Statistical Manual of Mental Disorders (DMS-5)*, which places PG as of the category of “Substance-Related and Addictive Disorders.”

In this paper, I challenge this new definition of pathological gambling (PG), seeing it as more of a cultural phenomenon, a result of capitalism’s emphasis on competition, and blaming the victim for not succeeding, than as an addiction. Using the participant observer methodology of free poker playing in bars and pubs (specifically, the phenomena of “Texas Hold’em”), along with a survey of participants who frequently engage in poker at live casino’s, I challenge the current definition of gambling as a mental illness and offer an alternative theory of gambling – one based on social rather than psychiatric factors.

Technological Literacy: A Qualitative Study of College Students

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The United States has become increasingly dependent on technology and its use. Yet ironically, most of us never think about how technology impacts our society. According to a recent publication, “American adults and children have a poor understanding of the essential characteristics of technology, how it influences society, and how people can and do affect its development...neither does the educational system nor the policy-making apparatus in the U.S. recognize the importance of technological literacy” (Pearson and Young, 2002). The term “technological literacy” refers to one's ability to use, manage, evaluate, and understand technology (ITEA, 2000/2002). As part of the undergraduate lower-division requirements at Old Dominion University, students are offered courses in the Impact of Technology option through the university's Ways of Knowing Courses. Ways of Knowing courses are designed to develop students' critical and analytical thinking abilities, and to help students understand various approaches to problem solving. In STEM 370, Technology and Society, students are exposed to films, readings, and assignments that impact the development of their level of technological literacy. Based on the results of a qualitative study of over two hundred students' final assignments over a three year period, common themes emerge as students' voice their opinions as to why technological literacy should be a required standard of learning in high school curriculums in the Commonwealth of Virginia.

Teenage Pregnancy-A Global Health Care Issue: Programs and Evidence-Based Interventions for Prevention of Teenage Pregnancy That Work

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Teenage pregnancy is a global health care issue. Teenage birth rates are higher in USA than other developed countries. Teen parents are often unmarried. Teenage pregnancy is a social issue in developed countries. In developing countries, malnutrition during teen pregnancy contributes to maternal/infant health problems. Africa has the highest rate of teenage pregnancy in the world. Canadian and European teenage pregnancy rates have declined. Britain has the highest teen pregnancy rate in Europe. Teenage pregnancy rates are increasing in Philippines/China. This presentation describes research on: factors contributing to/outcomes of teenage pregnancy in different countries; programs/evidence-based interventions that have been evaluated and work to prevent teenage pregnancy in the global literature and from researchers' experiences.

Factors contributing to teenage pregnancy: decreasing age of menarche; poverty; substance abuse; poor school performance; unhappy childhood; low self-esteem; limited career goals; peer norms; sexual coercion; less knowledge about contraception/sexual health services. Teenage pregnancy is related to: birth of preterm/low birth weight infants; infant mortality; childhood cognitive/behavioral problems; poor maternal emotional health; lower educational achievement.

From a global perspective, a variety of teenage pregnancy prevention programs, sex education programs, family-planning services, school-based education, youth development, and multiple component programs exist. Many abstinence-education programs and comprehensive sex education programs have not been formally evaluated. Research evidence indicates sex education/improved sexual health care services do not alone prevent teenage pregnancy. Controlled trials have evaluated the effects of interventions on prevention of teenage pregnancy. Intervention programs which include youth development, family involvement, are culturally relevant have positive outcomes related to teenage pregnancy prevention.

To promote effective global pregnancy prevention, health professionals need to educate youth and family about teenage pregnancy. Teenage pregnancy is a complex issue. No one approach prevents teenage pregnancy. Interventions need to include multiple components and be culturally relevant for teenagers in different countries.

Reusable Software Architecture Patterns for Web Based Data Collection Systems Supporting Large-Scale Human Subjects Research with Substantial Reporting Requirements

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Managing data collection for any research project can be a time consuming task. It can quickly become overwhelming if you're collecting data on thousands of human subjects and have additional requirements of reporting results at multiple levels of analysis and producing thousands of standardized reports for many research stakeholders. As a result, more time is spent managing data than using data; taking precious time away from research. My team at the International Data Evaluation Center has developed reusable software patterns to overcome these challenges, patterns that can be applied to different areas of research. We have been using them for 14+ years to manage data for Reading Recovery at The Ohio State University and have adapted them for other projects in the U.S. and abroad.

To manage data collection for these projects, we have used implementations of the following systems:

- Registry Management System
- Web-based Data Collection System
- High-Volume Reporting System

The Registry Management System is responsible for keeping track of the people and organizations participating in a project and how they are related to each other. The Web-based Data Collection System interacts with the people responsible for entering data, enforcing data entry rules and logic to help ensure reliable data. The High-Volume Reporting System is responsible for producing standardized reports for project stakeholders. It follows a template-based approach so stakeholders receive reports that all have the same look, but have customized data in them. These patterns are not tied into any particular software platform, so developers are free to choose platforms that best meet their needs.

If implemented effectively, these systems allow many projects to be managed by a small team rather than an army of graduate assistants. This approach requires a large investment upfront, but pays huge dividends once implemented and allows researchers to focus on their passion: research.

General Education Teachers' Perceptions of Inclusion in First Through Third Grades: A Pilot Study

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Background: Educating students with disabilities in general education classrooms is essential as mandated by disability laws as well as laws to ensure an appropriate education for all students. As a result of inclusion, general education teachers are now primarily held accountable for the education of special education students. In a time of high stakes testing, general education classroom teachers who have extensive content knowledge, sometimes lack experiences for addressing individual learning needs and differentiation of content for students with disabilities.

Purpose: This research investigates the perceptions of general education teacher preparedness, teacher accountability, teacher expectations of students with disabilities, and the success of inclusion amongst first through third grade teachers.

Methods: Sixty-seven first, second and third grade teachers completed a survey that assessed their perceptions of accountability, preparedness, and expectations of students with disabilities and the success of inclusion programs using a scale of 1-5, indicating strongly disagree to strongly agree, respectively. Correlation and regression statistics were computed between perceived inclusion success measures and accountability, preparedness, and expectations measures.

Results: Both accountability measures indicated a median score of 4, indicating that general education teachers feel that special education teachers should be held accountable for the test scores of students' with disabilities. Preparation measures ranged from 2-4. Expectation measures ranged from 2-4. Inclusion success measures ranged from 2-3. Correlation statistics suggest that accountability, preparedness and expectation measures are significantly associated with inclusion perceived success.

Conclusions: General education teachers do not feel as if they should be held accountable for the success of students with disabilities. Also, they feel that the district should take more responsibility in training them to successfully teach students with disabilities. Lastly, teachers feel as if students with disabilities should not have to meet the same standards as regular education students and that the current inclusion programs are not successful.

An Examination of Administrators' and Teachers' Perceptions of Common Core State Standards

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The Common Core State Standards Initiative is the latest development in a long history of standards-based reform in the United States. In 2013, ASCD (formerly the Association for Supervision and Curriculum Development) reported, “forty-six states, the District of Columbia, four territories, and the Department of Defense Education have adopted the Common Core State Standards.”

This study examined the relationship between elementary principals' commitment to a standard change, awareness of obstacles to the change, knowledge of the change, and clarity of the role in its implementation. One Likert type scaled survey was designed to measure factors relating to the principal's attitudes toward the implementation of the change and factors related to teachers' attitudes toward the implementation of the change. The results of the study demonstrated that teachers differed from school administrators in their attitudes and perceptions of the implementation of these standards. In cases where the principals were in agreement, the teachers expressed disagreement. This suggests that principals have to devise strategies for building a team of educators that are more unified as they strive together as a team to instill academic excellence in their students.

SEL + Service-Learning = SUCCESS in Student Learning

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In this day of strong accountability and high stakes testing, many educators neglect the personal growth, respect and sense of community that is vital to the maturation of students. Social and Emotional Learning (SEL) opens the door for students to grow and succeed as responsible adults. Research shows that students who understand and show respect, build a sense of community among themselves, the teacher and with the larger community are more successful students at test time.

This purpose of this study was to compare service-learning experiences of college-age students in different sections of the same course. Students in the on-site course of Diagnosis and Evaluation did not participate in service learning. Students in the on-line section did participate in Service-Learning in their community schools (K-12) and tutored students in math & reading. Blogs and discussion boards were utilized to develop discussions on successes and issues to solve. All sections were given a pre- and post-test on academic content. A Social-Emotional Learning Self-Report Survey was given to all students to indicate perceived social-emotional competence and perceptions of the learning environment. Preliminary results indicate higher confidence rates in social-awareness skills and relationships skills among those who participate in service-learning projects.

This study will contribute to the field of research, which advocates for service-learning opportunities that identify and build SEL competencies at the collegiate level.

Online Middle School Financial Literacy Study – What Were the Results

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University of Memphis

Melinda Hallock
Shelby County Schools

MoneySKILL, a project of the American Financial Services Foundation, employs a direct instruction/mastery learning approach to learning by providing presentation slides that contain the instruction content, with audio voiceovers that narrate the slide content. It focuses on a direct presentation of content using practical examples to which the students may readily associate.

Study sites were determined purposefully, with the researchers contacting teachers with whom the researchers were professionally acquainted. One of the sites involved a rural west Tennessee school with approximately two-thirds of the students eligible for free or reduced price lunches according to Common Core Data of the Institute for Education Sciences. The other site was a school in a distant town in Central Illinois school in which approximately two-fifths of the students eligible for free or reduced price lunches.

Data consisted of student scores on the pre- and post- program quizzes as well as scores on quizzes completed at the end of each program module. The researchers employed descriptive analysis to interpret patterns of student performance on the program.

There were 128 cases for which the researchers received consent from both parents and students to analyze their scores. Of these 128, 98 were from Tennessee and 30 from Illinois. The removal of cases in which all modules were not completed yielded 71 usable cases, 41 from Tennessee and 30 from Illinois. MoneySKILL® does not collect data with regard to gender or other user traits.

With regard to student performances on the modules, on average, the percentage (74.46) of correctly answered questions for the quiz taken after completion of the modules was less than the percentage (77.66) of correctly answered questions for the quiz before the participation in the program.

The findings of this research study indicate that students answered a smaller percentage of the post-test items correctly after the MoneySKILL intervention than they did on the pre-test before the intervention. These findings may be explained through at least two considerations: the instructional approach of the program and the lack of student input into content development.

Inference and Learning Process

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Indiana University of PA

This case study will focus on a student's inference in acquiring a second language. The researcher believes that inference plays an important role in the learning process and it helps in advancing to the second level of learning. The main questions in this study are related to how the teacher guides students during the inference process, and what are the situations of learning that are associated with student's inference.

The main problem of this case study is that when learning a non-native language I mean a critical language like Arabic, the students depend on the teacher's help and support most of the time to learn new concepts. During this process of learning Arabic the students focus on memorizing the new vocabulary and depend on learning all the grammatical rules and they became mechanical during the learning process. Therefore, the students do not give themselves the opportunity guess the new text or discover the context because they rely heavily on the teacher, in that they cannot link their prior knowledge or figure out the meaning without the support of the teacher. Hence, this study will focus on both the teacher and the students' interactive process of acquiring a language and how inference occurs during learning Arabic language.

The Illusion of the Objectivity of Numbers

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Many people believe that, while words are subject to interpretation (i.e. subjective), numbers are objective, and are not subject to multiple interpretations. Such deference given to numbers, and “data-driven” decisions based primarily on numerical data can be attributed to both quantophobia (excessive reliance on or a subservience to a belief that quantification is the most, if not the only valid basis for decision making) as well as the illusion of the objectivity of numbers. Many decisions based on numbers have far-reaching consequences. We discuss, from a wide range of areas, some of these decisions and consequences -- advertisements, the Census, law, medicine, politics, polls, and research studies. The seductive power of numbers we discuss include the following: numbers used to quantify ill-defined concepts/traits, such as “10% happier”; the Census by the Census Bureau; legal cases—some even life or death cases--whose outcome hinged on numbers, such as Sally Clark being convicted of murdering her 2 infant children, based on a probability of 1 in 73 million that 2 infants could die by SIDS—Sudden Infant Death Syndrome -- in the same family; medical tests that are 97% accurate; counting number of votes to decide which political candidate won, when there was a very close race, such as 2,912,790 votes versus 2,912,253 votes; results of polls, such as the average American man sleeps with 7 women; studies of trends, such as female marathon runners would run faster than men in the Olympic Marathon). We discuss also why we tend to rely so much on these numbers, how easy it is to misuse/misinterpret such numbers, and what we can do to guard ourselves from being seduced by the seeming objectivity of such numbers.

Knowledge of PTSD Symptoms Does Not Increase Empathy Levels for Victims

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Current world events have made Post Traumatic Stress Disorder (PTSD) a topic of increasing importance as it continues to affect more people. This disorder affects people's everyday lives and empathy towards those suffering is an essential factor in adjustment to society. Research (Pinkston, 2008) shows that it is possible to increase medical students empathy towards patients with AIDS after being presented with an intervention on the topic. In the current study, researchers investigated a relationship between individuals' knowledge of PTSD and empathy levels. Participants were tested on the causes, symptoms, and treatments of PTSD, using a questionnaire. They then took the Toronto Empathy Measure (TEM); watched an informative video on PTSD lasting approximately 4 minutes and using sketches in order to present the facts. Participants retok the PTSD knowledge test and TEM after the video.

Researchers hypothesized that PTSD knowledge would increase between the pre- and post-test. A second hypothesis was that the level of empathy would increase between the tests. The second hypothesis was based on the fact that previous studies indicated empathy levels increased after video intervention.

Using a paired t-test, there was a significant difference between pre- and post- PTSD tests. A paired t-test resulted in no significance between the empathy measures.

Through presenting an informative video people gain more knowledge of PTSD but do not become more empathetic. This is important because more needs to be done in order to create more empathy for these victims of PTSD. Previous research has used actual actors in their interventions and the current video used cartoon sketches. Empathy levels may not be affected by knowledge; perhaps actual sufferers of the disorder must be seen. Future research is planned using a video of people talking about the facts of PTSD and the emotional tolls and this may increase empathy levels.

A Review of Two Major Routes of Ebola Transmission Include Fomically via Surfaces on Aircraft Interiors and Zoonotically via Insects

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**Hypothesis: Two Major Routes of Ebola Transmission Include Fomically via Surfaces
on Aircraft Interiors and Zoonotically via Insects**

Methodology: This two part student directed research project focuses on the risk of the transmission of the Ebola virus via two different venues: 1) Fomites on the interiors of aircraft, and 2.) Via insect vectors infected after biting domesticated animals. A historical data review was conducted of all open source data available as well as the most current sources available to aviation, public health, and veterinary health student researchers worldwide. Both quantitative and qualitative data were derived and entered onto two separate Access data bases, one aircraft and one for zoonotic vectors. The data on the databases were stored and analyzed using distributions, correlations, and probabilities to determine risk levels. Initial results indicate that fomite transmission of viable Ebola particulates is possible; however zoonotic transmissions to humans are not initially indicated but supposed. The most updated data, which may change prior knowledge, will be presented.

Student researchers acknowledge the support provided by the United States Department of Homeland Security's National Center for Risk and Economic Analysis of Terror Events at the University of Southern California.

American's Perception of Airport Safety

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The Transportation Security Administration was created following 9/11 in an attempt decrease the possibility of a terrorist attack occurring via the use of United States aircrafts. In order to assess Americans perception of airport safety following the creation of the TSA, a quantitative study was conducted. The research consisted of 191 participants. A closed ended survey was provided to answer the research question “After going through the Transportation Security Administration’s (TSA) body and baggage screening process at the airport, how safe did you feel as an airline traveler”. A multinomial logistic regression was conducted to determine the extent to which perceptions of safety was related to the outcome measured.

**Estimates of Factors That Can Affect the Performance of Economic Growth:
A Mississippi Analysis - Skype**

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There are many factors that can contribute to economic growth. However, this research will focus on factors that play an important role in the local, community, and state growth. This paper examines how economic determinants will influence the Gross Domestic Product (GDP) by using the generalized least square (GLS) technique. This model examines the investment of education along with the Aggregate Demand and Aggregate Supply models to determine the effects of taxation and trade decisions on economic growth. Thereby, a clearer interpretation can be used to determine their influence on GDP. Further, this analysis (1) identifies the educational importance towards the quality of workforce implementation and (2) reinforces the influence of taxation, job growth and trading of goods and services on GDP. By recognizing the economic influence of each of these variables, policy makers can gain a better understanding towards creating and maintaining economic prosperity.

Business and Autonomous Vehicles: An Anticipatory Ethical Stakeholder Analysis

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The endless development of new technologies is unfolding on many fronts. Not every emerging technology will alter the business or social landscape—but some have the potential to disrupt the status quo, alter the way people live and work, and rearrange social existence. If government regulators approve autonomous driving, the benefits provided by improved safety, time savings, productivity increases, and lower fuel consumption and emissions could have a total economic impact of \$200 billion to \$1.9 trillion per year by 2025. Technology is not likely to be the biggest hurdle in realizing these benefits. In fact, after 20 years of work on advanced machine vision systems, artificial intelligence, and sensors, the technology to build autonomous vehicles is within reach for businesses. A growing number of successful experimental vehicles have already demonstrated. What is more likely to slow adoption is establishing the necessary regulatory frameworks and winning public support. In order for businesses to realize the dream of bringing autonomous cars to the marketplace the benefits of such vehicles such as reduced congestion, infrastructure investments would need to create special lanes and install sensors to control traffic flow on major arteries. For businesses to be able to make the transition to producing Autonomous vehicles there will be legal and ethical questions that need to be addressed, such as who bears responsibility when an autonomous vehicle causes an accident and how to program a computer to make life-and-death decisions (such as weighing whether to swerve to avoid a pedestrian against the chance of injuring passengers).

Nevertheless, autonomous vehicles are coming, in fact, some autonomous features, such as self-parking systems, are already available in production vehicles. While the economic impact driven by this technology could be quite large, it may take many years to fully materialize. Autonomous vehicles *will transform life, business, and the global economy*, and this could drive massive economic transformations and disruptions in the coming years. This analysis will examine how Autonomous Vehicles could change our world, as well as their benefits and challenges, and will attempt to anticipate the technical and ethical challenges that businesses and other institutions will face in trying to develop and bring to the marketplace Autonomous vehicles.

Qualitative and Quantitative Evidence Regarding the Intrusiveness of Recording Devices in Naturalistic Research - Skype

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Critics of naturalistic social science research charge that participant awareness of the existence of a recording device alters the behavior of the research participants, known as the “Hawthorne effect.” This study compares segments of talk in which participants explicitly orient to the recording device against segments of talk without such orientation to determine how and if such orientation alters the behaviors of participants. Conversational data were gathered over a six-year period comprising 64 independent conversations involving 213 subjects. Data were transcribed and coded following the conventions of Conversation Analysis. A total of 18 of the 64 transcribed recordings (28.1%) contained references to the recording device. A total of 284 lines in these eighteen transcribed conversations had references to the recording device and/or the researcher, out of a total of 3,906 lines in the 18 transcriptions (7.3%), or out of a total of 11,675 lines in the entire conversation library (0.02%). Lines from both types of compared segments were coded for turns-at-talk by individual participant. A total of 227 unique turns-at-talk (3.3% of total) in which the recording device was directly addressed were compared to 6,597 unique turns-at-talk in which the recording device was not relevant to the content of the conversation. Results indicate that no statistically significant differences occur between compared segments of talk, thus failing to find evidence to support claims of a “Hawthorne effect” in naturalistic social science research.

Dealing with Sexual Assault at American Colleges and Universities: A National Discussion

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Over a period of several months in 2014 President Obama initiated a major effort to focus national attention on assaults at college and university campuses, showing a particular concern with male-on-female rape. His recommendations continue to spawn a wide ranging discussion among the American people on the environment contributing to rape, on the traits of the perpetrators and the victims, and on the outcomes of the assaults. A major area of interest centers on a proper definition of “rape,” including a listing of all the features necessary for the act to occur. An effective approach to the study of the whole topic, as presented here, relies on an understanding of rational decision making by the discussion participants with attention paid not just to the evidence presented by them but to the reasoning process employed.

Facial Expressions of Emotion and Consumer Preference

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This study examined the role that facial expressions of emotion play in marketing research and consumer choice. In particular, this study explored how individuals emotionally and cognitively experience their preference in response to fragrance stimuli and the extent to which their facial emotional responsiveness to the fragrance predicts their choice and ratings of the products. The results of self-report indicated that overall rating were somehow problematic in predicting preference choice. High scores on overall rating did not always lead to high frequencies on preference selection. The overall pattern for emotions suggested that there was a significantly higher rate of expression of negative emotions for the non-selected products than the selected products. Although positive emotions were not clearly evident, negative emotions seemed to be a decent indicator of non-selection. The results of this study suggest the possibility that facial expressions of emotion may be used as a reference point of consumer preference as well as lead to more valid evaluation of consumer preference than self-reported measure alone.

The Federal Plain Writing Act of 2010 and Writing in the Professions, Part IV: Standards and Measurements

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In today's high-tech and globalized workplace, professionals communicate exponentially more in writing today than in previous decades. As a result, government, corporate, and academic organizations have a need to produce graduates and train employees to apply specific standards for clear writing in their professions.

Our previous presentations have documented an ongoing reluctance on the part of organizations to recognize standards for professional writing, including those of the federal government's plain writing laws.

This presentation will add a quantitative and technological perspective to our discussions on organizations' responses to federal government and other standards put in place to cope with the increasing quantity of written information in the 21st century. Focusing on the need for organizations to produce clear writing in the professions, we will review selected programs, policies, style guides, measurement techniques, and technologies designed to meet that need.

We will again cover examples from industry, government, and academic environments, emphasizing the potential that systematic approaches and technology hold for increasing learning and productivity in written communications. We will demonstrate how to apply metrics in the classroom and the workplace to the standards of the Plain Writing in Government Act.

We will also discuss recent examples of "the paradox of technical communications" as they have applied to unsafe and costly writing and other communications skills, including memory, speaking, and reading, in various professions and via various media.

In closing, presenters will provide resources for meeting workers', managers', students', and readers' needs for clear writing in the professions. These will include techniques and technology for evaluating readability, with explanations of how they are used in various professional and academic scenarios. Handouts, including software, will be provided.

Utilizing the Curse of Caste: A Slave Bride as a Class Resource

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Lycoming College

Amy Rogers
Lycoming College

With aid of grant funding from the Woodcock Foundation for the Appreciation of the Arts, a professor of education introduces the life and work of Julia C Collins to her students, who in turn, share this profound work with their students in Language Arts and Social Studies classrooms. Julia Collins is the author of the first novel published by an African-American woman, written in 1865 when Collins was the school teacher for the African American students of Williamsport.

Participants in this session will walk away with an understanding of how racism and prejudice actions played a major role in the life of the author, Julia Collins, and in the lives of the characters in the novel, the Curse of Caste. In today's diverse society, it is imperative that students learn about the various roles that minorities have played in history, and more so, student's local community. The use of the book, *The Curse of Caste: A Slave Bride*, will open up the lines of understanding and appreciation of the role of minorities and women leaders during a time when women traditionally did not assume leadership positions. Additionally, topics addressed include:

1. How to use the historical implications of societal changes and cultural understandings to connect students to place based education
2. How to use literary aspects and analytic techniques to discuss the book and gain a more clear understanding of social injustices of the time period
3. Lesson plans and instructional strategies will be provided at the middle, high, and collegiate level for incorporating the book into the curriculum.

The Impact of Student Assessment Modules on Teacher Effectiveness

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Background. Today's teachers are all too familiar with the current push to be "effective" in the classroom. The scramble is on to find ways not only to teach current teachers effective methods of working to improve the academic success of students but also ways to teach candidates how best to begin this process and come out of their programs, whatever the route, more effective (Ball & Cohen, 1999; Grossman, 2010).

The model. In 2008, a deficit in the teacher candidate's understanding of student data for the purpose of decision making was found within our teacher preparation program. A program was designed to work with teacher candidates to ensure that, as graduates and beginning teachers, they are well versed in assessment to best read, interpret, create and utilize various assessment measures to make appropriate instruction decisions in the classroom. This model has major policy implications in that it can be included in teacher education programs without a redesign of curriculum. This study is designed to compare our graduates that have completed this initiative against other graduates of comparable demographics that have not received this additional training. It is our thought that graduates that have been exposed to the initiative will be better at improving the academic achievement of students than graduates not exposed to this initiative.

The results. Data will be presented by cohort with several years of trend analysis available to provide the participants with an understand of the success of the program in changing perceptions of the importance of data and their knowledge of how to read, create, interpret, understand and communicate various types of data to appropriate constituents. Initial results reveal that teacher candidates participating in the program are more effective teachers as compared to other candidates that did not elect to participate.

**Natural Disaster and Academic Performance:
Evidence from Chile's 2010 Earthquake and Tsunami**

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University of Maryland

Sergio Urzua
University of Maryland

Susana Claro
Stanford University

Natural disasters can have significant emotional, behavioral and health impact on children, including post-traumatic stress disorder (PTSD) as well as physical responses. This may impair their ability to succeed in an academic environment. Exploiting a major earthquake occurred in Chile in 2010, we examine the impact of such event on students' academic performance. We use a rich dataset containing students' test scores and a complete census of school damages. We rely on a difference in difference approach to estimate the consequences of the earthquake on test scores and student reallocation. Our findings suggest a negative and significant impact on academic performance and stress the importance of providing adequate post-event treatment to mitigate this effect.

21st Century Instructional Leaders

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Among the innovative world of education preparation and increasing student success, teaching and leadership are often treated as separate and competing issues in policies, programs and priorities at various levels of education. In preparing instructional leaders, programs and instruction should facilitate in bridging the connection between educational leaders and how their work influences teachers and student outcomes. This connection is strengthened through a variety of leadership strategies.

The purpose of this research is to examine effective leadership styles, trends, and strategies of successful 21st century instructional leaders. This research highlights multiple types and aspects of leadership in education settings. The findings provide insight into a myriad of strategies to guide the enhancement of instruction for producing effective instructional leaders.

An Ecological Approach to Experiential Learning in an Inner-City Context

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In-depth, qualitative interviewing was employed to describe processes and competencies experienced by family science interns, who practiced in a high-risk ecological context. Twenty interns from a three-year period were recruited; all had interned on the same federally funded, HIV/substance abuse prevention grant in the same focal city. Within this sample, it was determined that experiential learning—vis-à-vis the internship—facilitated both intrapersonal processes and ecological competencies for family science interns, who may otherwise have lacked said knowledge when assuming professional roles. Implications for policy and practice are discussed.

Exploring Consumer Literacy

Virginia Moore
University of Mississippi

Amber Carpenter-McCullough
University of Mississippi

The dizzying array of available products coupled with technologically enhanced market innovation dictate a need for increasing student awareness, skill and knowledge for making informed decisions as consumers. Current social studies standards, *National Curriculum Standards for Social Studies: A Framework for Teaching, Learning, and Assessment*, address the need for consumer literacy as do other standards such as Next Generation Science Standards and Common Core State Standards (NCSS 2010). Through the use of critical analysis with product and food labels, teachers facilitate student exploration of the social studies theme of production, distribution, and consumption (NCSS 2010). Methods for facilitating students' standards-based consumer literacy are addressed via the use of problem solving with food and product labels. Fifth graders: (1) provided detailed analysis of food and product labels; (2) recognized large themes including production, distribution, and consumption; and (3) explored consumer decision-making skills.

Exploring Relationship Instability Across Different Unions

Deniz Yucel

William Patterson University of New Jersey

With deinstitutionalization of marriages and cohabitation on the rise, more recent research has explored different types of unions. In this study, I test the predictors of marital instability across four unions: couples who cohabited before marriage, couples who got married without cohabiting first, current cohabitators without plans for marriage in the future and current cohabitators with plans to marry in the future. Results suggest that married couples who didn't cohabit before marriage report the highest marital stability, whereas married couples who cohabited before report the same level of marital stability as the current cohabitators with plans to marry. Lastly, across these four unions, current cohabitators with no plans to marry in the future report the lowest marital stability. These findings have implications for researchers who seek a better understanding of the relationship dynamics within marriages and cohabiting relationships.

The Sexual Bilateralism of the Early Vietnamese Diarchy and Its Existential Implications for the Postmodern Family

Chánh Công Phan
San Jose State University

One of the perennial questions of humanity I like to address in this paper can be posed in this manner: What should be the right relationship between the human female and the human male?

I shall start with a micro view by looking at the early Vietnamese response to this fundamental question before a macro view can be brought into dialogue. On the early Vietnamese response, most scholars have claimed that the early Vietnamese had preferred the female over the male and only after the Han-Chinese rule (111 BCE-939 CE) that the male have ascended over the female under the political umbrella of Chinese-Confucianist patriarchy and male sexism. With his political history view, William S. Turley says, “the role of women in traditional Vietnamese culture was determined [partly] by ... indigenous customs bearing traces of matriarchy” (1972: 793). Taking “the first three persons leading insurrections against China were women,” Peter C. Phan postulates that “ancient Vietnam was a matriarchal society” and “the ancient Vietnamese family system was most likely matriarchal, with women ruling over the clan or tribe” until the formal introduction of “the patriarchal system” from China (Phan 2005: 12). In his important work, *The Birth of Vietnam*, Keith Weller Taylor also adheres to the matriarchal thesis but with different arguments (1983: 338).

I strongly disagree with this standard theory. I shall now like to offer the following alternative thesis:

In contrast to the male sexism of Chinese patriarchy in ancient East Asia and the male sexism of Hindu patriarchy in ancient South Asia, the paper argues that there had existed a third perspective that can be called the gender bilateralism of early Vietnamese diarchy, which had evolved from the matriarchal tradition (focus) in ancient monsoon Southeast Asia.

The paper will first offer a philosophically interdisciplinary reconstruction of the gender bilateralism of the Vietnamese tradition as it is manifested in the Vietnamese family life and its ethics of the child (đạo hiếu 道孝), the Vietnamese story of world creation (“Truyện Bọc Trăm Trứng” [Story of the Sac of 100 Eggs]), and the political leadership role of Vietnamese women. To further strengthen the stated thesis, the paper will examine the artistic symbolism on the early Vietnamese bronze drums*** with the hope that a philosophical foundation of the early Vietnamese bilateralism of the gender can be explicated.

The paper will then attempt to deconstruct the root causes that had given rise to Southeast Asian matriarchy in the Austroasiatic South and the emergence of early

Việtnamese diarchy in the wet-rice growing Red River delta in relation to the rises of Chinese and Hindu patriarchies in the Mongoloid North (Yellow River valley and Eurasian steppes).

And finally, attempt shall be made to discuss some implications for the postmodern family to emerge as the crisis of the nuclear family has run its course.

The Power of Uncertainty: A Case for the Liberal Arts

John Loase
Concordia College NY

Dr. Loase's 11th book, *The Power of Uncertainty*, has just been released. Participants should take the following Uncertainty Test. Loase's talk is designed to increase your uncertainty—a n antidote for our myriad blind pursuits.

Uncertainty Quotient Test

Please give a ranking from 1 to 5 for each of the following statements.

- 1 – Certainly True
- 1 – Certainly False
- 2 – Likely True
- 2 – Likely False
- 3 – Moderately Uncertain
- 4 - Deeply Uncertain
- 5 – Completely Uncertain

- _____ 1. $1 + 1 = 2$
- _____ 2. We discover Mathematics in the same way we progress in science.
- _____ 3. Our language simply expresses our thoughts.
- _____ 4. Science rests on a secure foundation in mathematics.
- _____ 5. We freely choose our direction in life.
- _____ 6. Our 18-25 year olds are narcissists.
- _____ 7. Calculus is free of controversy.
- _____ 8. Death and taxes are certain.
- _____ 9. My job has valid qualifications.
- _____ 10. Assessment improves teaching.
- _____ 11. Prescription drugs have been proven effective.
- _____ 12. The higher your level of education, the higher your level of certainty.
- _____ 13. I have a clear set of values.
- _____ 14. Mathematics is certain truth.
- _____ 15. The Uncertainty Quotient Test is sound.

Please rate yourself from 1 to 5 on each of the fifteen items. Your lowest possible score is 15. Your highest possible score is 75.

Keep this score in a safe place. Write it on your hand with permanent marker if you are prone to losing things. This is your Uncertainty Quotient. Your IQ supposedly does not change. At least that is what I thought before I developed IQ items for the Multiple Intelligence Test designed by one of my mentors – Dr. Philip Merrifield of NYU. Let us not rely on the current muddle in IQ tests to guide your Uncertainty Quotient.

Portrayals of Victims & Offenders on Popular Television Shows

Sarah G. Whiteford
Hartwick College

This research analyzed prime time crime show dramas that had run at least 3 full seasons since 2005 and portrayed a clear criminal event followed by a law enforcement investigation. The final sample included 203 episodes from full seasons of 11 different television shows. Victim and offender portrayals were analyzed side-by-side to draw comparisons of such portrayals across gender, age, race/ethnicity, occupation, parental/marital status, and other demographic characteristics. Though both males and females are likely to be portrayed as victims, 78.2 percent of offenders are portrayed as male in the episodes analyzed. Portrayals of victims and offenders were similar across age categories but offenders were portrayed as slightly younger than victims. Both victims and offenders were most often portrayed as white/Caucasian (85.9% of victims; 81.4% of offenders) and, more often than not, portrayed as being single or not married (54.7% of victims; 68.5% of offenders) as well as childless (79.4% of victims; 89.2% of offenders). These findings provide insight into the ways in which TV crime dramas portray victims and offenders and future research should focus on the extent to which these findings are reflective of actual crime patterns in society.

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