

# 2010 Ph.D. in Education Poster Presentations: 2009 Class

UC Irvine Department of Education 3200

September 24, 2010  
11:00 am – 1:00 pm

## 2010 Presentations

	<p><i>Title:</i> The Effect of Baby Books on Mothers' Reading Beliefs and Reading Practices</p> <p><i>Abstract:</i> Research has shown that reading beliefs influence reading practices. Given that reading contributes to language development, it is important to examine if providing free baby books to low-income mothers can change reading beliefs. Data come from the NICHD-funded Baby Books Project. Low-income women (n=198) were randomly assigned to either receive educational or non-educational baby books, or no baby books. Multiple regression was used to test the relationship between treatment and maternal reading beliefs and reading practices. Women who received baby books had significantly higher global reading beliefs and verbal participation reading beliefs when their child was 12 months old. However, no treatment group differences in reading practices were found.</p> <p><i>Poster Presentation Advisor:</i> Greg Duncan</p>
	<p><i>Title:</i> Learning to Learn from Teaching: Promoting Student-Centered Instruction in a Pre-Service Teacher Education Program</p> <p><i>Abstract:</i> A teacher's influence on the quality of student learning has been documented in the literature and recognized by policy makers (Darling-Hammond, 2010). Acknowledging that teaching is complex and that all that needs to be known cannot be learned during a credentialing program, teacher preparation programs are shifting away from teaching discrete skills to developing dispositions such as reflecting on practice and creating student-centered learning environments (Borko, 2004; Heibert et al., 2007; Jansen &amp; Spitzer, 2009). This study sought to increase understanding the influence of a new course in a teacher preparation program on the way participants enacted and reflected on their own teaching. Analysis of videos and written reflections from the PACT teaching event reveal shifts toward student-centered instruction.</p> <p><i>Poster Presentation Advisor:</i> Elizabeth van Es</p>

Anamarie Auger  
EPSC

Tara Barnhart  
LCD



Tracy Bennett  
EPSC

*Title:* Attendance in an Academically Aligned After-School Program and Changes in Academic Achievement

*Abstract:* In a high-stakes accountability era, some school districts are using after-school programs as a way to bolster achievement for at-risk students. This study examined attendance in one such program and changes in academic achievement. Students in the treatment group attended the after-school program at least one day whereas students in the comparison group never attended the program. Multiple regression was used to determine if higher dosage of program attendance was linked to positive gains in students' English Language Arts and Mathematics test scores from baseline to follow-up. Program attendance was significantly associated with positive gains in English Language Arts scores, but not Mathematics.

*Poster Presentation Advisor:* Deborah Lowe Vandell



Mary Cashen  
EPSC

*Title:* Tracing the Experiences of the First Graduating Class of an Urban California Charter High School

*Abstract:* On average, previous research has failed to show significant gains for urban charter schools as compared to typical public schools. This study investigates how one urban California charter school has made such gains. Qualitative semi-structured interviews of the class of 2010 were conducted to determine what factors contributed to the success of these students. Themes that emerged were the strong supportive community, lack of gang presence, and focus on rigorous academic curriculum. One remaining obstacle students face is legal status and access to affordable post-secondary education. These results have implications for similar student populations at both charter and typical public schools.

*Poster Presentation Advisor:* Liane Brouillette



Huy Chung  
LCD

*Title:* The Many Faces of Teaching: Comparing and Contrasting Pre-Service English Language Arts Teachers' Conception of Teaching

*Abstract:* Current national policy has called for greater scrutiny of teacher education programs. Using the Performance Assessment of California Teachers (PACT) portfolio results of nine English Language Arts pre-service teacher candidates, qualitative methods were used to elucidate how candidates compared and contrasted along four different dimensions of pre-service teacher developmental expectations (Feiman-Nemser, 2001). Themes that emerged from the data revealed that most candidates need more help in promoting student collaboration, holding students to high expectations in writing, providing learner feedback, and studying classroom discourse. These results can influence the design of teacher education programs and policy changes needed to equip candidates with the tools they need to become more effective teachers.

*Poster Presentation Advisor:* Elizabeth van Es



Daniel Flynn  
EPSC

*Title:* Freshman Engineering Project Participation and Achievement in Core Engineering Coursework: A Pilot Study

*Abstract:* Studies of college engineering students suggest that “hands-on” projects, early in the curriculum may improve retention. Since few institutions offer a project based early coursework, few empirical studies connect early college project coursework with academic achievement. This study evaluates the E98 project-based engineering course for incoming freshman offered at the UCI School of Engineering. Using a quasi-experimental design with roughly matched treatment and control groups of freshman engineering students during Fall 2009, this project establishes a link between the E98 project coursework and academic achievement in core coursework (Math, Chemistry and Math). The analysis associates an increased number of completed core units and higher achievement following participation in the E98 project course.

*Poster Presentation Advisor:* Thad Domina



Ernest Johnson  
LLT

*Title:* Technology Use and Student Achievement

*Abstract:* Recently, there has been a great deal of attention to the relationship between home access to computers and academic achievement. This study examines this issue through use of the Early Childhood Kindergarten Study (ECLS-K), which followed a national cohort of children from kindergarten in 1998-1999 through the completion of eighth grade in 2007. A value added model is used to measure the effect of having access to computers and other technology at home at an early age. The study includes control variables similar to Fryer and Levitt (2006). With these controls in place, this study found that having a home computer in kindergarten is positively associated with gains in 8<sup>th</sup> grade math, reading, and science test scores.

*Poster Presentation Advisor:* Mark Warschauer



Sabrina Kataoka  
LCD

*Title:* Experiences in High-Quality After-School Programs and Adolescent Outcomes

*Abstract:* Program quality and program attendance have been hypothesized to contribute to the inconsistent effects of after-school programs on adolescent developmental outcomes. In this study, four aspects of program experience (i.e., students’ reports of emotional support, autonomy/privacy, peer affiliation, and feelings of belonging) along with records of daily attendance in one year are considered relative to adolescent outcomes the following year. Results indicate that emotional support in Year 1 predicts improvements in teacher reports of task persistence and work habits in Year 2. Feelings of belonging in Year 1 also predict improvements in student reports of self-efficacy in Year 2. Furthermore, higher program attendance in Year 1 predicts small decreases in Year 2 teacher reports of prosocial behavior with peers.

*Poster Presentation Advisor:* Deborah Lowe Vandell

 <p>David Lee LLT</p>	<p><i>Title:</i> Metaphorically Speaking: Metaphor Processing and Reading Comprehension</p> <p><i>Abstract:</i> This study examines the relationship between reading comprehension and the processing of figurative language by analyzing undergraduate students' ability to generate metaphors. 34 undergraduate students were individually administered measures of working memory, vocabulary, print exposure, reading, reading comprehension, and metaphor production. While previous studies demonstrated significant impact of working memory and inhibitory control on the ability to comprehend metaphors, the results of this study suggests that individual vocabulary knowledge was a stronger predictor than working memory on the ability to generate both apt and conventional metaphors in those with low reading comprehension skills. Compared to lower comprehenders, stronger comprehenders may have reached a ceiling on vocabulary skills, which may allow for more working memory space to be used for higher cognitive processing</p> <p><i>Poster Presentation Advisor:</i> Penny Collins</p>
 <p>Alex Lin EPSC</p>	<p><i>Title:</i> African American Male Students in the "So-Called" Post-Racial America: Perceptions on Race, School Inequality, Aspirations, and Expectations</p> <p><i>Abstract:</i> The academic performance of African American males has plummeted to levels of tragic and dangerous proportions. The perpetuation of negative stereotypes and continued low societal expectations of African American males may be a difficult, seemingly impossible trend to reverse. However, Obama's election as the country's first Black president—a time period characterized as post-racial-- has generated a positive transformation in the expectations of African American males. In this study, we explore how Black high school boys perceive their career aspirations in a "so-called" post-racial society. The implications of this study call for a reemphasis on the relevancy of race in improving the career aspirations for African American males and provide strong caution to an early declaration of a post-racial society.</p> <p><i>Poster Presentation Advisor:</i> Gilberto Q. Conchas</p>
 <p>Jennifer Long LCD</p>	<p><i>Title:</i> Investigating the Nature of University Supervisor's "Noticing" of Classroom Lessons</p> <p><i>Abstract:</i> One important skill for teaching is learning what to attend to and how to reason about classroom interactions, what Sherin (2007) refers to as a professional vision of teaching. One context for developing professional vision is through interactions with university supervisors, who observe pre-service teachers and provide feedback on their practice. Supervisors "notice" important events and help student teachers learn what to attend to and how to make sense of the complexity of teaching. The questions for this study are: (1) What do supervisors attend to when they observe lessons? and (2) What do they communicate as the important dimensions of learning to notice? This study has implications for the role of supervisors in helping pre-service teachers develop professional vision.</p> <p><i>Poster Presentation Advisor:</i> Elizabeth van Es</p>



Emily Penner  
EPSC

*Title:* Do Teachers Have an Effect on Student Height and Weight? A Falsification Test of Value-Added Models

*Abstract:* Policy makers and school districts increasingly rely on Value-Added Models (VAMs) to evaluate teacher effectiveness. However, recent research questions the accuracy and reliability of these models due to measurement error and non-random sorting of students into classrooms (Rothstein 2008, 2010). Using kindergarten data from the nationally representative Early Childhood Longitudinal Study (ECLS-K), this study provides a new falsification test of VAMs by comparing teacher effects on student achievement with teacher effects on height and weight. Results show that teacher effects for height and weight are one-third to one-half as large as teacher effects for reading and math. These findings underscore the need for further falsification tests of VAMs as they are incorporated into teacher evaluation, retention, and compensation policies.

*Poster Presentation Advisor:* Thad Domina



Teomara Rutherford  
LCD

*Title:* Emotional Well-Being and Matches between Child and Parent Educational Aspirations and Expectations

*Abstract:* Previous research has shown that discrepancies in actual and ideal selves or between expected and hoped for selves can have negative implications. This poster extends these concepts to look at conflicts in *educational possible selves*. Using the 2007 Panel Study of Income Dynamics Child Development Supplement, student and parent educational aspirations and expectations were categorized and classified as matching or not matching. The impact of these matches on concurrent measures of student emotional well-being was investigated. Regression analysis reveals associations between matches and emotional well-being: in high school students when considering student self matches and in middle school students when considering student to parent matches. These results are in line with previous studies of possible selves in domains different from educational attainment.

*Poster Presentation Advisor:* Margaret Burchinal



Chenoa Woods  
EPSC

*Title:* Student-School Counselor Ratio and Counselor Influence on Student Behaviors Associated with Applying to College

*Abstract:* This study examines the relationship between high school student-school counselor ratios and students meeting with counselors about college information, as well as the association between meeting with a counselor and SAT and Advanced Placement (AP) test taking. Data are from the nationally representative Educational Longitudinal Study of 2002, a study of high school tenth and twelfth graders. OLS regression identifies a positive curvilinear relationship between the student-counselor ratio of a high school and talking to a counselor; there is some evidence to suggest that for students in schools with very high ratios, the generally negative relationship between ratio and student-counselor meetings is less pronounced. Logistic regression determines that students who meet with a counselor are more likely to take the SAT and/or an AP test.

*Poster Presentation Advisor:* Thad Domina



Binbin Zheng

LLT

*Title:* Digital Media and Writing in Upper Elementary Schools: A Mixed Methods Study

*Abstract:* There has been little systematic study of the relationship between new technologies and writing in K-12 schools. This one-year long study investigated the use of three new forms of technology – netbook computers, automated writing evaluation, and social media – and their impact on learning process and outcomes in two school districts. Our observations, interviews, and surveys indicated that netbooks were used extensively in classrooms, especially in writing; new media were especially beneficial for helping English Language Learners strengthen their identity as writers in English. Analysis of students’ writing achievement on standardized tests showed that after introduction of the new technology, test scores increased for 4th and 6th grade students, but decreased for 5th grade students.

*Poster Presentation Advisor:* Mark Warschauer





