

2009 Ph.D. in Education Poster Presentations: 2008 Class
UC Irvine Department of Education 3200
September 29, 2009
11:00 am – 1:00 pm

2009 Presentations



Alejandra
Albarrán

LCD

Title: Development of Maternal Self-Efficacy for First-Time Mothers and Its Influence on One Year-Olds' Cognitive Development

Abstract: Maternal self-efficacy is a sense of competence in parenting and linked to maternal behaviors that effect infant developmental growth. First-time mothers' maternal self-efficacy changes and develops as they gain experience with their new child. The study seeks to better understand how new mothers develop their sense of parenting efficacy over the first year of motherhood and whether their maternal self-efficacy impacts their infant's early language development at 12 months. Primiparous mothers (n=122) completed the Maternal Self-Efficacy Scale at 2, 4, 9, and 12 months postpartum. Infants were assessed at 12 months of age using the Preschool Language Scale (PLS). Maternal self-efficacy significantly changed over time and did not predict infant 12-month language ability.

Poster Presentation Advisor: Stephanie Reich



Karina Cuamea

EPSC

Title: Latino Perspectives: Parental Involvement among Spanish-speaking and English-speaking Latinos

Abstract: This study reflects on parental involvement perspectives of Latino Spanish-speaking and English-speaking parents of middle and high school students. Paramount value has been placed on parental involvement due to the positive impact it has on student performance in school. Research has demonstrated that it is important for student success and achievement such as reading and math scores, grades, and college enrollment (Desimone, 1999; Ho & Willms, 1996; Perna & Titus, 2005). Central forms of parental involvement have revolved around at-home (i.e. helping with homework and school curriculum) and in-school (i.e. attending parent conferences and volunteering) activities. The Latino parents in this study stressed *consejos* as a key part of their parental involvement, which oftentimes is not recognized as a mainstream behavior.

Poster Presentation Advisor: Leticia Oseguera



Briana Hinga
LCD

Title: Preparing the Next Generation of After-school Educators: College Students' Perceived Learning and Civic Engagement Associated with the CASE Program

Abstract: This study reports first-year evaluation findings from the University of California, Irvine Department of Education's Certificate in After-school Education (CASE) program. The goal of CASE is to educate and train the after-school workforce. For the first year evaluation, students enrolled in CASE courses were surveyed to measure perceived course understanding, civic interests and engagement, and multicultural appreciation. A comparison group of students were also surveyed. Students in CASE courses report higher levels of course understanding, academic satisfaction, and civic responsibility than students in the non-CASE course ($p < .05$). Students enrolled in CASE courses requiring fieldwork report greater course understanding and empowerment than CASE students without fieldwork. The findings suggest the program is achieving several of its early goals.

Poster Presentation Advisor: Joseph Mahoney

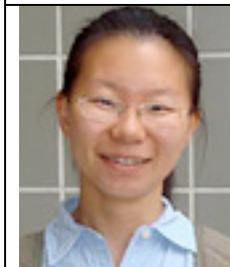


Melissa Courtney
Kibrick
EPSC

Title: A Cognitive Model of Constructivist Reform Adoption

Abstract: Utilizing a cognitive models approach, this study analyzed constructivist reform adoption among teachers and administrators. Through interviews with teachers and administrators and observations of classes and professional development sessions, individual cognitive models of the reform were developed. From these it was found that the teachers framed their knowledge of the reform through their past experiences and pedagogical expertise. The administrators' strong models of the reform were not shared either with each other or the teachers. The final result of the study is a consolidated model of the reform for the administrators use in moving from free discovery toward guided discovery professional development.

Poster Presentation Advisor: Mark Warschauer



Wei-Lin Li
EPSC

Title: Is Center Care Important? For Whom?

Abstract: There are many studies emphasizing the importance of center care quality; however, few studies concentrate on which group center care shows its importance. Also in some cases, center care seems important to children maybe because of the "occasional" high quality of the sampling center care. In this project, a 2-level linear model was used to estimate center care effects for different social/cognitive groups on children's cognitive development, with controlling ORCE scores for setting group level. The results show that before 24 months, center care has strongly significant effect for all children, especially for children with mothers having at least bachelor's degrees, and between 24-54 months, center care has significant effect only for children with higher cognitive level at 24 months.

Poster Presentation Advisor: Greg Duncan



Sonja Lind

LLT

Title: Technology Access and Use Among English Language Teachers in the United States

Abstract: This study examines the current access to and use of technology for instructional English language teaching (ELT) in three geographical regions worldwide, including East Asia, Latin America and the United States. One-day case studies were conducted at ten educational institutions in southern California, Japan, Brazil and Mexico. The case studies involved interviews with teachers, students and administrators, as well as observations of classes in which technology is being used by both teachers and students. The observations and interviews were summarized and findings were compared across institutions.

Poster Presentation Advisor: Mark Warschauer



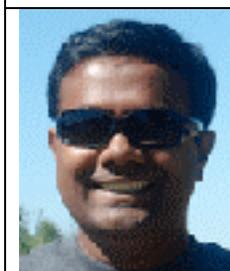
Tina Matuchniak

LLT

Title: Beyond Family and Culture: Expressions of School Failure

Abstract: This study examines 50 college students' perceptions of school success and failure as disclosed through their essay responses to the question "What factors are responsible for educational inequality and the achievement gap?" Prior to writing these essays, these students spent 10 weeks taking a college course in Multicultural Education in which they read current and seminal literature in the field of educational inequality and the achievement gap and conducted fieldwork in urban after-school programs. Students identified six different categories of factors that they believed contributed to school failure: Economic, Social, Cultural, School, Political, and Individual factors. Additionally, they adopted four different stances in their essays—Summary, Alignment, Rejection, and Ambivalence—that further elaborated their perceptions of school failure and success.

Poster Presentation Advisor: Gilberto Conchas



Paul Rama

LLT

Title: Video Games and Learning

Abstract: Video games show outstanding potential for providing learning opportunities. The existing research on games and learning draws upon theories asserting the existence of learning principles embedded in good games. This project seeks to identify the most prevalent types of learning that take place during video game play. The goal of the study is to help establish a research-based foundation upon which to consider claims of the role of video games and learning, and thus lay the basis for future implementation and study of educational uses of games.

Poster Presentation Advisor: Mark Warschauer



Lauren Shea

LLT

Title: Students Talk, Teachers Learn: A Study of a Professional Development Model for Teaching Science to English Language Learners

Abstract: A synergy exists between science and language learning. Yet, the majority of teachers are unprepared to integrate the science and language teaching. For English language learners (ELL), this missed opportunity can contribute to increased student failure. This research shows how a professional development (PD) program explicitly embedded language learning strategies, including promotion of academic student talk and student interaction, into modeled science lessons to attempt to increase achievement in science literacy, improve production and comprehension of academic science vocabulary, and practice structures of the English language. The subsequent teacher learning, teacher perceptions, and classroom implementation demonstrate that the PD program provided teachers with a noninvasive and accessible model to incorporate more academic student interaction into science lessons.

Poster Presentation Advisor: Terry Shanahan and Mark Warschauer



Adam Sheppard

EPSC

Title: Youth Sports Participation and Problem Behaviors: A Longitudinal Analysis of Directions of Association

Abstract: This longitudinal study examined the direction of association between time spent in sport and problem behavior among 1692 adolescents. Greater time spent in sport in childhood was associated with lower levels of internalizing behavior in adolescence, even when controlling for previous internalizing behavior. There was no evidence that sports participation was associated with higher levels of externalizing behavior. Higher levels of internalizing behavior in childhood was associated with less time spent in sport in adolescence, whereas there was no relation between previous externalizing behavior and duration of sport participation. Overall, these findings suggest that sport-based intervention programs should target youth with higher internalizing behavior, as they may not participate on their own.

Poster Presentation Advisor: Joseph Mahoney



Shelly Vanamburg

LCD

Title: Dance Transcends Language Barriers in Kindergarten Classrooms

Abstract: This study used the lens of Movement Play Theory to examine the impact that a nine-week series of dance lessons had on the social-emotional development and oral English language skills of five kindergarten classes in Southeastern San Diego. Over 80% of the students were English language learners (ELLs). The arts lessons were integrated with the English language arts curriculum. Research methods included observation and interviews with teachers using the program. Findings suggested that the dance lessons helped students build interpersonal skills and vocabulary. Most helpful to ELLs was using oral English during lessons. This study may help identify means by which classroom teachers may use multimodal methods of instruction to facilitate learning and development in ELL kindergarten classrooms.

Poster Presentation Advisor: Liane Brouillette



Dale Webster
LCD

Title: A Meta-Analysis of Vocabulary Interventions for K-12 English Learners and At-Risk Students

Abstract: There has been growing recognition that disparities in reading achievement beyond the primary grades between children from high and low SES backgrounds, and between Anglo and Latino/a children may be attributed to disparities in vocabulary knowledge. In an effort to identify effective instructional practices for teaching vocabulary to at-risk children, the author conducted a meta-analysis of the vocabulary intervention literature (Grades K-12). Experimental and quasi-experimental studies were examined for vocabulary learning and growth in English learners and at-risk students. A thorough search yielded 143 studies that were evaluated for inclusion. The author identified 13 studies with 18 effect sizes that were appropriate for the meta-analysis. The author calculated an average weighted effect size for vocabulary instruction of 1.17.

Poster Presentation Advisor: Penny Collins

Beyond Family and Culture
EXPRESSIONS OF SCHOOL FAILURE

Tina Matuchniak

RESEARCH QUESTIONS
What **factors**, according to students, are responsible for educational inequality and the achievement gap? What **stances** did students adopt in their responses to the essay prompt?

BACKGROUND
The Problem: Despite a considerable body of research indicating the mediating role of structural factors such as socioeconomic, social capital, and class in school success (Epstein, 2000; Corwin, 2006; Noguera, 2003), there remains a tendency in the public perception to problematize the issue of school failure in terms of "cultural" factors such as race and ethnicity.
The Context: 200 undergraduate students of diverse ethnic groups at a large public university research on a multicultural education course in which they read and discussed research on the factors that impede inequality in schools and the factors that promote achievement among children in urban settings. The course required students to conduct 20 hours of fieldwork in select urban after-school programs as a means to contextualize their classroom learning. In addition, the students were required to submit a final essay that explicated their views on the classroom readings, their responses to the field work, lectures, and their perceptions of success and failure in public schools.
The Study: The motivation for the study stemmed from a common belief among students in the multicultural education course (Asian American school success), despite exposure to structural and empirical evidence that this direction requires more nuance and complexity (see, for instance, Carter, P. J., 2000; Corwin, G. C., 2006; Fabelo, et al., 2005; Lee, S. J., 1996; Noguera, J., 2003). Therefore, a qualitative pilot study exploring how college students express inequality and opportunity in U.S. public schools was conducted. The focus of the study was to analyze student essays in order to ascertain how they expressed opportunity and inequality. In particular, the study sought to identify student perceptions on the achievement gap, if it existed, and to explore how students perceived and felt responsible in diverse educational contexts.

DATA ANALYSIS
The essays were analyzed using the heuristic of constant comparison, wherein each student's responses were compared to the responses of other students. Each student was marked on the essay codes and responses. The data were then grouped into the broad categories: Economic, Social, Educational, Cultural, and Political. Finally, the frequency count of factors by category were coded a descriptive summary of student expressions of school failure.

FINDINGS: FACTORS
Factors Contributing to School Failure
Economic: Neighborhood Poverty, Individualized Facilities/Materials, etc.
Social: Social Capital, Student Hyper-organization, etc.
Cultural: Parent Factors, Language, Cultural Capital, etc.
Political: Teacher Factors, Academic Segregation, etc.
School: School Accountability, Political Support, etc.

FINDINGS: STANCES
Stances Adopted by Students in Their Essay Responses
Summary: Students demonstrated agreement with the literature and provided examples of the same. For example, Student 118: "American schools are reproducing a culture of oppression in which we disadvantage entire populations based on their race in the name of the parent where they are institutionally disadvantaged against, often leading them to fail their grades and educational goals. Beyond the school curriculum is structured specifically to advantage those with proficient English skills and with knowledge of the dominant American culture, it marginalizes those who might not speak English natively or who do not have the cultural knowledge or framework necessary to understand and act, and ultimately results in underprepared Latino students failing to understand homework assignments and succeed academically perpetuating social inequality."
Agreement: Students demonstrated agreement with the literature and provided examples of the same. For example, Student 118: "American schools are reproducing a culture of oppression in which we disadvantage entire populations based on their race in the name of the parent where they are institutionally disadvantaged against, often leading them to fail their grades and educational goals. Beyond the school curriculum is structured specifically to advantage those with proficient English skills and with knowledge of the dominant American culture, it marginalizes those who might not speak English natively or who do not have the cultural knowledge or framework necessary to understand and act, and ultimately results in underprepared Latino students failing to understand homework assignments and succeed academically perpetuating social inequality."
Ambivalence: Students demonstrated an understanding of the literature but not on "cultural" explanations for failure. For example, Student 118: "In the combination of various components, 'let's be realistic most of the time, providing is spent trying to bank their reputations, Latino students do not consider themselves as one of the top priorities. And, ultimately in the end, 'Asian students are typically high achievers because of the greater educational resources they have."
Rejection: Students rejected the literature and expressed alternative Latino sociopolitical explanations for failure. For example, Student 117: "Throughout all of my studies I have seen most of the points the author is making prove wrong."
Student 121: "Socioeconomic status is not... Middle class can be best explained through the lack of motivation and the lack of parental support."
Student 122: "In reference to the income minority people, there is a correlation between Asian culture and educational success, as well as a correlation between Latino culture and that of educational success."
No Stance: Essays were either inconclusive or took no particular stance.
Exposure to Multicultural Education and Shared Ethos: 34% of students took a stance of either Ambivalence or Rejection as compared to 20% of students who took a stance of Agreement, suggesting that, for many students, exposure to multicultural education and field work did not have the effect of shifting their perceptions.

IMPLICATIONS
Advanced Exposure to Structures of Both Success and Failure: Researcher should be more aware of a multicultural education and the importance of this work. Some students continued to hold on to prior beliefs and perceptions even after fieldwork, suggesting that a more grounded and contextualized view may be necessary to shift students thinking. Further, students may need to experience the exposure to success and achievement that promotes social equity, rather than just being in a multicultural program such as AVID and the Field Project. It is important to note that while fieldwork is being in the classroom of public schools.

FUTURE DIRECTIONS
• Explore student perceptions on the beginning and the end of the course (Pre- and Post Essay).
• Use interview data as a means of triangulation.
• Explore courses with differing curriculum and pedagogy.
• Explore students to feedback experiences in varied contexts.
• Use relevant data sources.

LIMITATIONS
Essay Analysis Limitations
The problematization of student responses (SRs) suggests that at least a side source may be limited for assessing students' perceptions. Other sources such as interviews are suggested for data triangulation.

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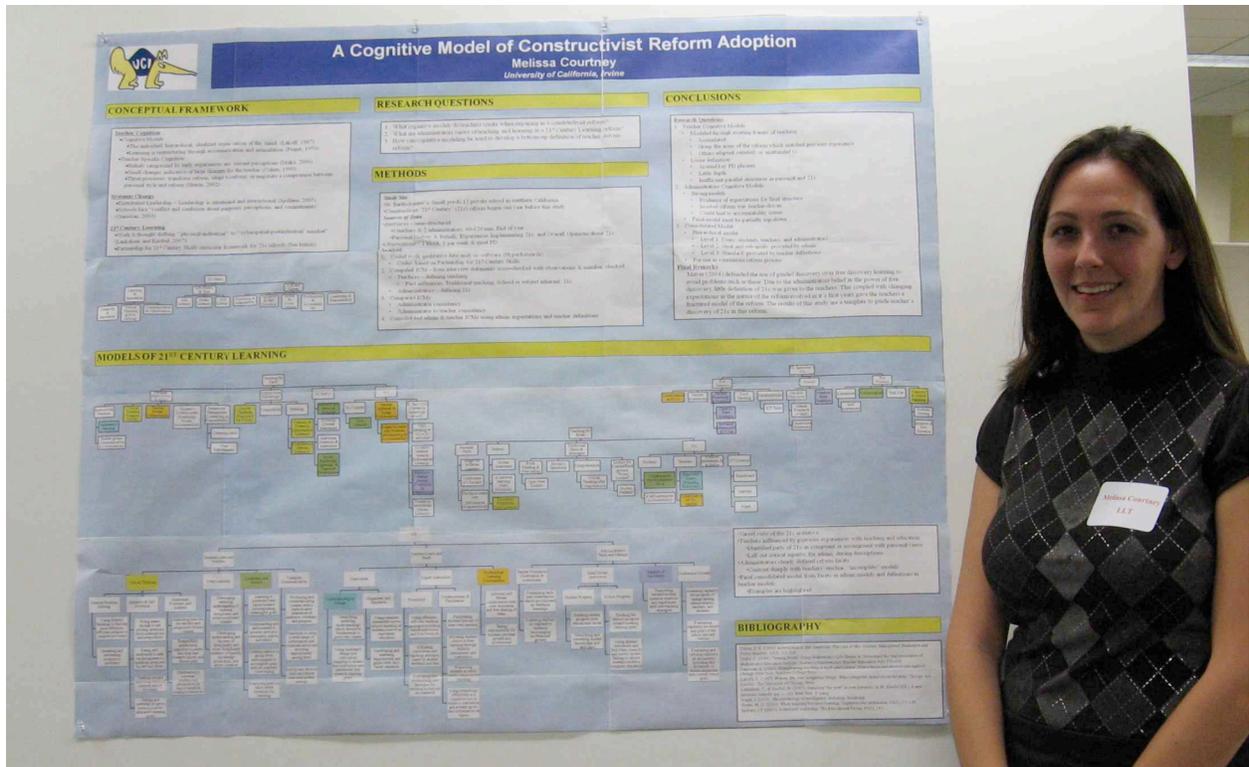
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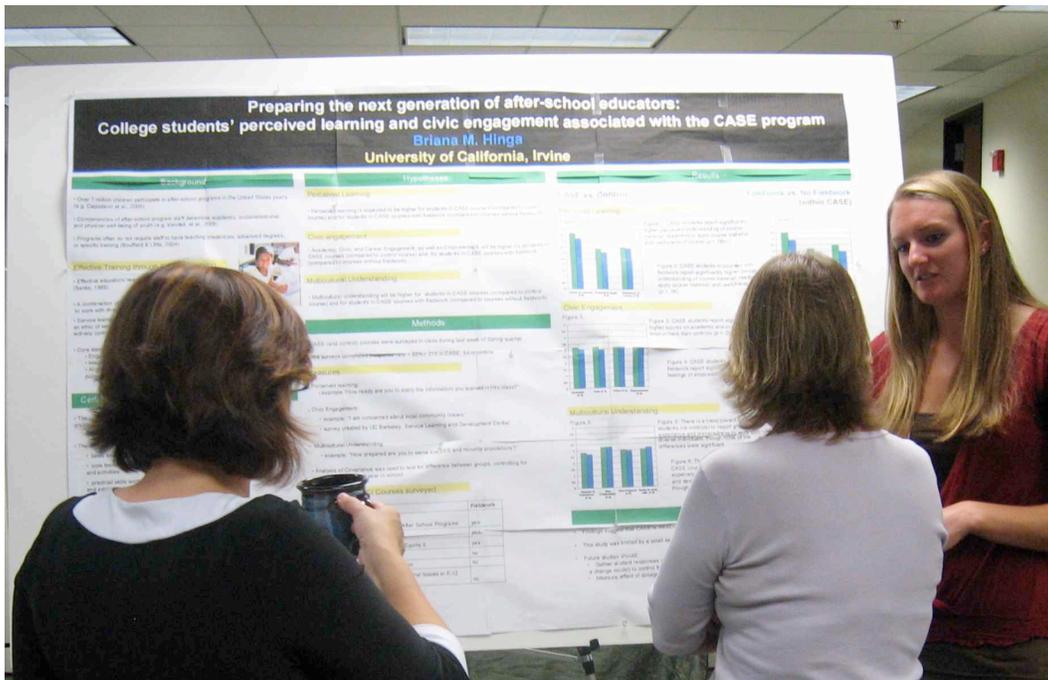
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