

University of California, Irvine

School of Education

Ph.D. in Education

2013 Poster Presentations

featuring

First Year Student Research

in

Learning, Cognition, and Development (LCD)

Educational Policy and Social Context (EPSC)

Language, Literacy, and Technology (LLT)

September 27, 2013

11:00 am – 1:00 pm

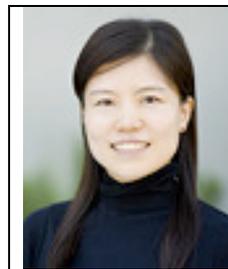
2013 Ph.D. in Education Poster Presentations

UC Irvine School of Education 3200

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2013 Poster Abstracts



NaYoung Hwang
EPSC

Title: How Does Paid Work Influence Educational Achievement?

Abstract: Using data from the Education Longitudinal Study (ELS), this study examines the links between adolescents' working hours at part-time jobs and their educational achievement. Since ELS is a nationally representative sample, the results of the analysis present a general examination of the consequences of working hours. By controlling for school-fixed effects as well as other covariates, results suggest that increasing working hours is negatively associated with student achievement. In particular, working six or more hours per week is associated with a decline in GPA, while working twenty-one or more hours per week is associated with a decline in standardized math test scores. The analysis supports a threshold theory.

Poster Presentation Advisor: Thad Domina



Brandy Jenner
EPSC

Title: The Gender Gap in Military Enlistment for 2004 U.S. High School Graduates

Abstract: This study investigates various factors that contribute to the gender gap in military enlistment -- as one potential pathway to higher education -- compared with college enrollment. I hypothesize that the gender gap in military service can be explained by three sets of factors: background and family transmission, opportunity set, and social milieu; and that opportunity set in particular should have a significant positive impact for men and women. The data source used is the ELS:2002/2006, and the method of analysis is multinomial logistic regression. Overall, I find that opportunity set factors play a major role in influencing post high school outcomes among men and women, but that much of the gap remains unexplained.

Poster Presentation Advisor: Thad Domina



Grace Lin

LCD

Title: iSelfControl: Cases of Using Assistive Technology to Support Behavioral Interventions for Students with Disabilities

Abstract: A common intervention to address emotional, behavioral, and attentional disabilities is to build self-regulatory skills through self-monitoring and mindfulness exercises. Digital media can potentially facilitate the traditional paper-pencil format of these exercises. This study followed four students enrolled at a school providing cognitive-behavioral interventions and examined the feasibility of using a web-based app, iSelfControl, as a tool for self-monitoring. Overall, the ratings yielded from iSelfControl were consistent with the schools' existing behavior rating system and were sensitive enough to show agreement in the staff and student ratings. Additionally, newly enrolled students showed greater variability in both their own ratings and teacher ratings, suggesting that they may have faced the dual tasks of addressing their maladaptive behaviors and learning the behavior rating system.

Poster Presentation Advisor: Penelope Collins



Judy Liu

LLT

Title: Analyzing the Relationship between Online Reading and In-Class ELA Reading

Abstract: This project explored the relationship between out-of-school and in-school reading of urban adolescents in the northeastern U.S. Data from the Carnegie Content-Area Literacy Survey (CALs) were used in both descriptive statistics and multiple regression analysis. The results from the combined seventh and eighth graders' (male=138, female=153) data showed that students who self-reported as frequenting music websites every day for more than one hour per week were also the readers in English Language Arts (ELA) classroom who reported low levels of reading frequency. Conversely, high ELA readers were self-reporting as accessing and reading more informational websites and different texts. While no causal claims can be established, this project investigates the leisure reading habits of adolescents and raises questions of reader identity.

Poster Presentation Advisor: Joshua Lawrence



Kerri McCanna

LLT

Title: Design of Mobile Assistive Technology Systems for Adolescents and Young Adults with Special Needs

Abstract: The number of youth with Autism Spectrum Disorders continues to rise; they are entering the teens and transitioning into adulthood. Currently, "paper and pen" reminder methods and generic technology-based calendars assist these youth with schedules, hygiene tasks, and school/work assignments, though iPods/iPads utilization is increasing (Ennis-Cole and Smith 2011). This observation, survey, and interview study aimed to uncover ways in which mobile technologies can be best used in fostering independence and successful completion of daily life tasks. The questions explored were: (a) What daily tasks do adolescents and these youth struggle with? (b) What strategies and systems do they already use? and, most importantly, (c) How might mobile devices best support daily life skill success in this population?

Poster Presentation Advisors: Rebecca Black & Gillian Hayes



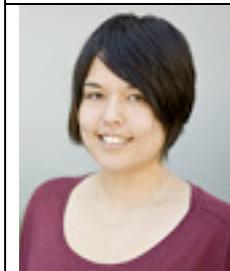
Veronica Newhart

LLT

Title: Barriers and Facilitators to Dental Care for Head Start

Abstract: Poor dental health impacts children’s growth, function, and behavior, as well as school readiness. Sadly, low-income children experience the greatest amount of dental disease and fewest dental visits. This study sought to identify factors that might prevent or facilitate receipt of adequate dental care for low-income children. Using a qualitative approach that enabled non-English speaking and illiterate caregivers to participate, this study identified a unique and important set of barriers and facilitators. Literature-supported topics were identified and used for analysis, as was a grounded theory approach in which themes emerged from the data. Literature-identified barriers were not cited by participants as barriers, but quality of care emerged as both the greatest barrier and the strongest facilitator.

Poster Presentation Advisor: Stephanie Reich



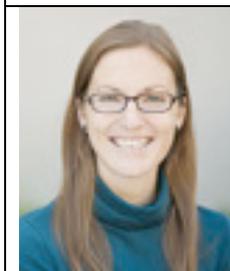
Melissa Niiya

LLT

Title: Cramming, Spacing, and Technology Multitasking in Undergraduate Students

Abstract: Among college students, cramming and procrastination are associated with lower self-efficacy for self-regulation, lower grades, and less effective studying. As technologies such as laptops and smartphones become increasingly ubiquitous on college campuses, students must also manage their technology use, switch between multiple tasks and devices, cope with interruptions, or otherwise multitask. While Millennials, often called digital natives, use technology more often than any other generation, their technology skills and uses vary widely. This study examines the relationship between college student technology multitasking and cramming behavior. Although overall time studying was not significantly different between the groups, logit regression showed that out-of-class task switching predicted cramming.

Poster Presentation Advisor: Mark Warschauer



Maureen Spanier

EPSC

Title: Early Childhood Math Predictors of Fraction Knowledge

Abstract: Even though adequate fraction knowledge is a major goal of K-8 education, many children and adults cannot perform basic operations involving fractions and decimals. Using data from a diverse and large longitudinal dataset, I attempt to identify what domains of math knowledge at 54 months are predictive of fraction computation knowledge and fraction word problem knowledge in fifth grade. Students’ knowledge of addition and subtraction and classification predicts students’ knowledge of fraction computation when controlling for a range of child and family characteristics. Yet, only students’ knowledge of counting is predictive of students’ knowledge of fraction word problems. Letter-word identification is predictive of both types of fraction knowledge. Further research is necessary to better understand these findings.

Poster Presentation Advisor: George Farkas

 <p>Christopher Stillwell LCD</p>	<p><i>Title:</i> Influence of Math Mastery Goals on ELA Achievement</p> <p><i>Abstract:</i> Using a large data set of middle school student responses to motivation questionnaires, as well as achievement test data, this study examines the interplay between motivational orientations and achievement by using ordinary least squares regressions to look at associations between students' math and language achievement test results and their achievement goals as expressed on motivation surveys. The influence of math mastery goals on math and ELA achievement outcomes is found to be small but significant, with ELA outcomes influenced only slightly less than math outcomes. On the other hand, math performance approach and performance avoidance goals are not found to be significantly associated with achievement outcomes in math or ELA.</p> <p><i>Poster Presentation Advisor:</i> Greg Duncan</p>
 <p>Tyler Watts EPSC</p>	<p><i>Title:</i> Early Growth in Math Skills Predicts High School Math Achievement</p> <p><i>Abstract:</i> This poster presentation investigates the relationship between early academic and attention skills and later math achievement by relating changes in key skills between preschool and 1st grade to math achievement in 3rd grade, 5th grade, and at age 15. Using longitudinal data from the NICHD Study of Early Child Care and Youth Development, we use OLS regression to model growth in math, reading, and attention skills and later math achievement, as measured by the Woodcock Johnson- R Applied Problems subtest. We find that gains in early math skills are highly predictive of math achievement through age 15, and substantially more predictive than gains in reading or attention skills.</p> <p><i>Poster Presentation Advisor:</i> Greg Duncan</p>
 <p>Soobin Yim LLT</p>	<p><i>Title:</i> The Role of Academic Vocabulary in Second Language Writing</p> <p><i>Abstract:</i> This study aims to explore the role of second language (L2) learners' vocabulary knowledge in their writing achievement and whether that role can differ by language proficiency. Using multiple regressions with school fixed effects, I examined the vocabulary and writing gains of middle school students who participated in an academic vocabulary program called Word Generation. Major findings include that (a) L2 students experienced greater gains in writing than English Only (EO) students, controlling for vocabulary and student characteristics, and that (b) the lower the students' language proficiency, the more their writing gains depend on vocabulary. The findings underscore the need to understand L2 students' heterogeneous characteristics (i.e., language proficiency) to support their diverse needs in writing development.</p> <p><i>Poster Presentation Advisor:</i> Mark Warschauer</p>

