**Faculty and Student Scholarship Available to Friends of EPC**

Dr. Ralph Brockett brockett@utk.edu


**Abstract:** The purpose of this study was to investigate the relationship between technology integration and self-directed learning readiness among K-12 teachers in one large southeastern school district. The intent was to determine the extent to which self-directed learning might predict the level of technology integration. In this study, the Levels of Teaching Innovation (LoTi) (Moersch, 2010) instrument was utilized to measure the level of technology integration (Technology Integration), current instructional practices (CIP), and personal computer use (PCU) of K-12 teachers. Additionally, the Self-Directed Learning Readiness Scale (SDLRS) (Guglielmino, 1977) was employed to measure self-directed learning readiness in K-12 teachers. To conduct this study, one large, southeastern K-12 school district was chosen as the population. Of this population, 15 schools agreed to participate, 10 elementary schools, four middle schools, and one high school. Of these 15 schools, 722 teachers were contacted and 135 responded. Analysis was conducted to investigate the relationships between the major variables of self-directed learning readiness, levels of technology integration, current instructional practices, and personal computer use. Demographic variables of age, experience, grade level, and subject area also were examined. This study revealed that self-directed learning readiness has both a significant relationship with and is a predictor of levels of technology integration and current instructional practices, two of the three factors of teaching innovation. Additionally the study showed that elementary teachers have higher levels of current instructional practices, which means they are more likely to utilize student-centered learning activities, than their secondary counterparts. Finally, the results of the study showed that personal computer use had no significant relationship with other variables, indicating that the age of the user and the comfort level of the user have no bearing on their level of self-direction in using technology. Thus, the major significance of this study is that self-directed learning is a predictor, though a weak model, of teaching innovation and therefore professional development in schools should focus more on self-directed learning when trying to integrate technology.


**Abstract:** The purpose of this study was to investigate the relationship between self-directed learning and information literacy. Participants completed the Personal Orientation in Self-Directed Learning Scale ([PRO-SDLS], Stockdale, 2003) and the Information Literacy Test ([ILT], James Madison University, 2003). The PRO-SDLS is a self-report scale consisting of 25 statements about self-directed learning preferences in college classrooms. The ILT is a 60-item multiple-choice test that assesses the information literacy skills of college students. Correlation, ANOVA, and multiple regressions were used to test relationships and differences between self-directed learning and information literacy. Despite claims that teaching information literacy creates self-directed learners, composite scores on the PRO-SDLS and the ILT indicated no statistically significant relationship exists. Likewise, no statistically significant differences were found between the bachelors, masters, or doctoral level participant scores. While composite scores on the PRO-SDLS did not predict scores on the ILT, there was a negative, statistically significant relationship between the Initiative factor on the PRO-SDLS and ACRL (2000) Information Literacy Competency Standard 5 – Ethics & Understanding sub-scale of the ILT. Implications for practice and suggestions for further research are proposed along with discussions and conclusions.

**Abstract:** This dissertation is a narrative study designed to address the changing meaning of adulthood for youths matriculating into adult basic education programs by drawing from the interdisciplinary perspectives of postmodernism, critical social theory, and narrative methodology. The purpose of this study was to explore the lived experiences of adult basic education students, ages 18 to 25, and their construction and performance of adulthood. Twelve GED students, ages 18 to 25, enrolled in local non-profit adult education programs, were interviewed individually regarding their experience of leaving high school, transitioning into an adult education program, and their construction and performance of adulthood. Data sources included interview data and field notes. Data analysis was carried out at multiple levels and included structured narrative analysis and thematic analysis of interview data. Layered re-representations were used to present data highlighting participants’ experiences of leaving high school and transitioning into adult education classes, their inaugural moments of adulthood, and their construction and performance of adulthood. Findings did not support popular theories of development that sanction young adulthood as a sequential period of developmental tasks or those theories based on age-graded normative development markers. Instead, the interview data revealed a disruption to the traditional development sequences that psychologize the meaning of adulthood but revealed the social and structural factors that determine the sequence of development, when transitions to adulthood occur, and how adulthood is constructed and performed. For high school leavers, structures such as education, teachers, and teacher-student relationships play an important part in youth transitions out of high school, into adult education, and into adulthood. The following conclusions were drawn from the findings: (a) adulthood is accelerated for some youths depending upon circumstances, structures, and agency, (b) construction and performance of adulthood are analogous, structurally produced and culturally framed, and (c) life experience and financial independence, rather than age, are deemed the most important factors in reaching adulthood. The findings point to the complex, ambiguous, and uncertain nature of adulthood, made up of multiple disconnected routes indicating that traditional development theories cannot and should not be packaged as a normative path to understanding.


**Abstract:** With the knowledge age evolving, colleges and universities should be ever vigilant to assure that the pedagogies practiced are adequately preparing future workers with skills required to keep pace (Scardamalia & Bereiter, 2006). Business managers have identified self-direction and technology use as increasingly important in the 21st century (Partnership for 21st Century Skills, 2006), yet a gap in research of pedagogies that advance self-directedness and promote technology use has been found. To help identify new pedagogies, the purpose of this study was to identify the relationship between self-directed learning (SDL) and technology use of people entering the workplace. A sample of 572 recent university graduates represented the new workforce entrants. Based on the Personal Responsibility Orientation (PRO)-Model of SDL (Brockett & Hiemstra, 1991), factors of self-direction were identified and measured by the Personal Responsibility Orientation -Self Directed Learning Scale (PRO-SDLS) (Stockdale, 2003). Attitudinal factors of technology use were measured by the Computer Technology Use Scale (CTUS) (Conrad & Munro, 2008). Results of this study indicated that while significant relationships between SDL and technology use were found, the effect size of the model tested is low (less than .03). Hierarchical regression indicated the factors of SDL as predictors of computer self-efficacy, attitudes toward technology use and computer anxiety are significant in some cases but account for less than 7% of the variance for any one factor. Additionally, both instruments used in this study are relatively new. While reliability for the PRO-SDLS was found to be consistent with previous research, this study indicates that caution should be taken in using the CTUS. Based on these results, this study includes implications for practice as well as recommendations for future research.


**Abstract:** Self-direction and technology use are both identified as increasingly important skills for the 21st century workforce. In an effort to define effective pedagogies for students entering the workplace, this study examines the
relationship between selected factors of self-directed learning and factors influencing technology use. University seniors provided a sample representing new workforce entrants and the workplace of the immediate future. Examining self-direction using the PRO-model of self-direction and technology use through the lens of computer self-efficacy, 572 graduating seniors provided a look at their preparation for the workplace for self-direction and technology use. Results indicated a significant but very weak relationship between self-direction and technology use that accounted for less than 7% of the variance for any one factor examined. Based on these results, this study includes implications for practice as well as recommendations for future research.


Abstract: The purpose of this study was to develop a reliable and valid instrument to measure self-directedness in learning among college students based on an operationalization of the personal responsibility orientation (PRO) model of self-direction in learning. The resultant 25-item Personal Responsibility Orientation to Self-Direction in Learning Scale (PRO-SDLS) was found to be a highly reliable instrument in the selected sample of graduate and undergraduate education students. Confirmatory factor analysis established that a four latent variable model fit the data. Scores from the PRO-SDLS were significantly related to criterion variables thought to demonstrate self-direction and to a known instrument of self-direction while accounting for additional variance. Recommendations for further research in the ongoing process of scale validation and implications for practice are provided.


Abstract: This article offers an examination of Cyril Houle’s key role in the development of self-directed learning as an area of research. He did this in two ways: (a) through the publication of his classic work, The Inquiring Mind and (b) through the influence of two of his doctoral graduates: Allen Tough and Malcolm Knowles. Together, Houle, Tough, and Knowles were central to laying the groundwork for subsequent research on self-directed learning.


Summary and Conclusion: In this chapter, we have examined several aspects of the processes and strategies of writing and offered tips that can assist writers in their efforts to become published. We discussed searching and selecting research topics, phases of the manuscript preparation process, mechanics of manuscript preparation, deciding where to submit the manuscript, working with editors, seeking feedback from others, and building momentum by generating multiple articles from a single idea. In each of these discussions, we shared the knowledge gained from our personal experiences with publishing.

We conclude with four takeaway messages that represent common themes within this chapter. First, remain strategic, and always understand what you are trying to accomplish in each step toward publication. Second, be realistic, and acknowledge that it is sometimes better to start publishing in journals that are less prestigious and more receptive to new writers. With experience, you can target efforts toward more competitive journals. Third, pay strict attention to details, especially manuscript mechanics and submission guidelines. Fourth, use editorial feedback to improve your efforts; even the most highly published researchers and scholarly writers have encountered rejections along the way. Remain positive, and the likelihood is high that you will be published.

Abstract: Over the past several decades, self-directed learning (SDL) has been one of the most active areas of inquiry within adult education and learning. Several studies have identified trends in this body of knowledge (e.g., Brockett, Stockdale, Fogerson, Cox, Canipe, Chuprina, Donaghy, & Chadwell, 2001; Conner, Carter, Dieffenderfer, & Brockett, 2009; Kirk, Shih, Holt, Smeltzer, & Brockett, 2012). Since 1987, an international symposium has been held annually to share the latest thinking about SDL theory, research, and practice. In 2002 the International Journal of Self-Directed Learning also began publication.
Dr. Jeff Cochran  jcochr11@utk.edu

Brief Bio:

Dr. Jeff Cochran’s primary areas of expertise are: at-risk children and youth, play therapy, and other counseling skills applications. His primary service-research project is the UT REACH Project, providing and researching direct-to-child counseling for at-high-risk children http://web.utk.edu/~edpsych/Reach/reachhome.html. He also has expertise in action-research, often partnering with alumni & other counselor practitioners researching their work in service to very difficult populations, and approaches to case study research.

Dr. Cochran’s books are:


While Dr. Cochran partners with research groups on a range of topics, the following top 5 articles of 2010-2013 represent his primary area of expertise:

Top 5 Cochran articles 2010 - 2013


Abstract: In this case study the therapist struggles to maintain unconditional positive regard (UPR) for a child whose behavior in child-centered play therapy (CCPT) creates a need for limits. CCPT was provided within a program to prevent juvenile delinquency among at-risk children at an urban, high poverty elementary school. The client was referred for highly disruptive oppositional behavior persisting months into his kindergarten year. Data evidencing progress is provided as a reference point, while analysis focuses on conceptualization of process and mechanisms of change. The client’s experience of UPR, as well as use of limit testing to explore possibilities in relationships and self-concept, is related to his apparent progress, as is his therapist’s growth and development toward providing consistent UPR, even when behavioral limits are needed.


Abstract: This article presents case studies exploring two boys' uses of limit testing as a therapeutic tool in child-centered play therapy (CCPT). Both boys were referred for behavior that was abnormally disruptive for their age and setting, which was kindergarten in an elementary school that serves a very high poverty community and is accustomed to handling misbehavior. Data evidencing progress is provided as a reference point, while analysis is focused on conceptualization and mechanisms of change related to each child's use of limit testing in CCPT. The authors suggest that each boy used limit testing in CCPT to try out the therapeutic relationship as a stand-in for other relationships, to rethink relational expectations inside and outside of therapy, revisit unmet needs and meanings of early experiences, and change self-concept in ways that affected positive behavioral change.


Abstract: Descriptions in this case study of child-centered play therapy (CCPT) for a boy referred for highly disruptive behavior include observations of his process through stages of CCPT, teacher and parent ratings on the Child Behavior Checklist (Achenbach & Rescorla, 2001), and explanations of how CCPT worked for him.

**Abstract:** This article presents a rationale for and example of extending child-centered play therapy (CCPT) to highly aggressive teenage boys. CCPT is commonly considered to be applicable to children ages 3–12 (Carmichael, 2006; Landreth, 2002). The extension presented aims to meet the needs of highly troubled older teenage boys (ages 15–18) who were otherwise thought to be reluctant to therapy, awkward in relating to a counselor and to have difficulty talking about personal concerns and feelings. This application of CCPT offers a means to reach a population of very high-need clients who might otherwise not be reached, by providing an alternative means for them to experience counselor empathy, unconditional positive regard, and genuineness, without pressure to talk.


**Abstract:** This article provides case examples from a study that extended child-centered play therapy to reach older teenage boys who were referred for highly aggressive behavior and who were seen as otherwise resistant to psychological contact and counselor services. The boys were seen in an alternative school for highly troubled youth. Descriptors include teacher ratings across repeated, timed measures on standardized scales and setting specific goals. Discussion of individual client processes and qualities of change are included.
**Research Interests & Projects**

**Growth & Change**
Originally clients in practice, this changed to students as CE

- Readily accessible, not actively counseling, community access more difficulty
- Course related data collection
- Experiential teaching/learning
  - Field experiences
  - Practicum and internship
    - Stages
    - Reflective writings
  - Peer advising and mentoring
  - Human sexuality – student perspective
- Shifted to interest in helping students present, publish & search own interests (this aspect of their growth and change)
  - Helping students conduct their own research
    - Career
    - Group
    - School
    - Multicultural
    - First responders

### Current Project

<table>
<thead>
<tr>
<th>Co-authors</th>
<th>Stage</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>College Student Career Planning</strong></td>
<td>Luke &amp; Gibbons</td>
</tr>
<tr>
<td><strong>School ASCA Model Assessment Instrument</strong></td>
<td>Heidel, Breckner &amp; Studer</td>
</tr>
<tr>
<td><strong>Cross cultural counseling</strong></td>
<td>Lin &amp; Chan</td>
</tr>
<tr>
<td><strong>Infusing dispositions into a counselor education program: A gatekeeping tool</strong></td>
<td>Spurgeon, Gibbons, &amp; Cochran</td>
</tr>
<tr>
<td><strong>Dropout, absenteeism</strong></td>
<td>Kennedy &amp; Kronick</td>
</tr>
<tr>
<td><strong>Career Counseling Practical Strategies</strong></td>
<td>Luke</td>
</tr>
<tr>
<td><strong>Human Sexuality – Questions and Secrets/Fantasies</strong></td>
<td>Pollard &amp; Gamble</td>
</tr>
<tr>
<td><strong>Describing the Cognitive Complexity of Counselors-in-Training Enrolled in a Group Dynamics and Methods Course</strong></td>
<td>Davison &amp; Woodside</td>
</tr>
<tr>
<td><strong>Responding to First Responders: Prevention and Counseling Strategies</strong></td>
<td>Bussey &amp; Gamble</td>
</tr>
<tr>
<td><strong>Appalachia to the Big Apple: Distance Internship</strong></td>
<td>Glose, Banks, Burton, Reviere</td>
</tr>
<tr>
<td><strong>PMI – Group Case Study</strong></td>
<td>Jones-Basner</td>
</tr>
<tr>
<td><strong>PMI – Individual Case Study</strong></td>
<td>Tammi Hillhouse-</td>
</tr>
<tr>
<td><strong>Stories in Human Services</strong></td>
<td>Woodside, McClam, Varga</td>
</tr>
<tr>
<td><strong>Humor in counseling: it’s supposed to be funny</strong></td>
<td>Marone</td>
</tr>
</tbody>
</table>
Melinda M. Gibbons  

**mgibbon2@utk.edu**

**Research Interests:**
My research focuses on career development across the lifespan. Within this broad theme, I tend to focus on the unique career-related needs of underserved populations, including first-generation college students, K-12 students from low-income and low-education households, and students with intellectual disabilities. I am particularly attracted to narrative and social-cognitive career counseling, and how these theoretical approaches might be used with diverse populations. In addition to this primary focus, I also research school counseling best practices and professional identity development.

**Recent Publications with Abstract:**


The authors explored student reactions to the integration of personal dispositions, or characteristic attitudes, into a counseling program. Results suggested participants liked focusing on personal dispositions and were able to identify areas of personal growth related to these characteristics. Integrating humanistic principles by using dispositions is recommended when training future counselors.


An increasing number of students enter college underprepared. These students do not have the academic skills to take college-level courses and are placed in remedial classes. Career counseling can help underprepared college students make educated career decisions based on their current situations. This article explores the characteristics of underprepared college students, examines career-related issues these students face, and reviews the literature on narrative career counseling. The life design method is applied to a case example of an underprepared college student to demonstrate how to best serve the needs of these students.


There is a dearth of research exploring the career and work development of adults and the influence of family of origin on that development. In this qualitative study, the authors used a phenomenological approach to examine the career and work experiences of women whose parents have no education beyond high school and the influences of family on these experiences. Findings revealed 5 invariant themes, or constituents, that shaped the experiences of these women: being a daughter/woman, support and encouragement, what matters, why I chose, and limits and options. Perseverance was found to be a related underlying component, or essence. Authors present implications for counselors working with adult women whose parents lack postsecondary education.


Gifted children from low-education backgrounds often experience barriers to educational and career success. This article reviews the growing body of literature regarding gifted students from low-education backgrounds and the related literature on the challenges and characteristics of first-generation college students. A mother and daughter interview provides a contextual example of the issues identified in the literature review. Implications for educators and practitioners are suggested, including ways in which elementary and middle schools can proactively address the issues facing low-education background students in gifted programs.

Many career and educational plans are made well before high school graduation. School counselors' efforts to support these plans are limited by the lack of assessments of middle school students' college-going beliefs. Development of the College-Going Self-Efficacy Scale for middle school students is described in this article. Initial evidence of validity and reliability from three separate studies is reported, and suggestions for using this scale with students are provided.
Abstracts


Over the last twenty years, society has forced our schools to take on many roles in addition to that of teacher, such as caregiver, doctor, disciplinarian, social worker, etc. It could be because the parents are not there or just feel overwhelmed by the role of provider and parent, or maybe never had such a role model themselves. To have any hope of breaking this cycle, the child must be viewed as part of a system that contains many separate systems (the family, the school, the neighborhood, etc.) with each interacting and influencing the other. This systems theory viewpoint has been held by many as far back as the 1930s. The idea that behavior was a function of the individual and his or her environment was provided by social psychologist Kurt Lewin (1890-1947) in his 1936 theory B=f (P,E). (Behavior equals Function of the Person and their Environment – http://en.wikipedia.org/wiki/Kurt_Lewin). Systems thinking theory was also promoted by Ulric Bronfenbrenner (1917-2005), a developmental psychologist, who contributed Ecological Systems Theory in 1979. This theory described four types of nested systems that contained roles, norms, and rules that could shape human development.


Many would agree that any change in higher education usually moves at a glacial pace. While the idea that universities and colleges were designed to develop leaders who can invent, create, and help navigate the most complex social issues, it seems ironic that institutions of higher education (IHEx) are so resistant to change. To be sure, some universities respond to social challenges quicker than others.

This chapter illustrates some of the tensions encountered by faculty and administrators at the University of Tennessee who are trying to encourage their southern land grant university to be more socially responsive and transformational in its approach to student learning and civic engagement and are finally having some success. We will look at how the University of Tennessee, Knoxville (UT) and its University Assisted Community Schools (UACS) provide a model for effective service-learning for our UT students and resources for communities in need. It will show how the theories developed at the Chicago School helped shape the model for UACS and how the original purpose of land grant institutions also supports the premise for UACS and other modes of civic engagement. The chapter concludes with a connection back to the cultural tensions that
arise in the context of the University of Tennessee, Knoxville (UT), service-learning and civic engagement.


Service-learning is serving while learning, acting to assist and benefit others while feeding one’s own mind and heart. Those words are vague, and they obscure the exciting experiences that university students can have through participation in a service-learning program. Service-learning cannot be constrained by a tightly bound definition. Service-learning is open ended, limited only by the way of creativity of someone who helps another and who in turn is enriched by what he or she has learned from the other.


Civic engagement, service learning, and university-assisted community schools are strong forces in making universities, as anchor institutions, engaged and responsible within their spheres of influence. By helping solve social problems, universities engage in the highest form of learning, come to understand social issues and problems, and escape the problem of inert knowledge, knowledge that is valuable only in a classroom.


Institutions of higher education have generally stuck to a mantra of “teaching, research, and service,” with many more closely aligning with a “research, research, research” paradigm than with a paradigm of institutional support for community-engaged scholarship (O’Meara & Rice, 2005). Schools and colleges of education, despite their practitioner orientation, face challenges as they attempt to more deeply connect with local schools (Labree, 2004). Faculty members in schools of education routinely find themselves at the bottom of the ‘status ladder’ when compared to faculty from other colleges around the university. Educational researchers face the challenge of studying problems grounded in the complex realities of the practical and sometimes convoluted world of schools – sites where local, state, and federal policies converge, social class structures are reproduced, racial inequities are implicitly and explicitly displayed, and adults and children alike are asked to make academic progress. The “ubiquity of interactions” within schools makes all-important context difficult to control (Berliner, 2002, p. 18). As Berliner noted, educational researchers “do their science under conditions that physical scientists find intolerable” (p. 18). Simply stated, “the public
school is the realm of practice" (Labaree, p. 203) and is often layered, complicated, and unpredictable. Such dynamics make working "on the ground" in schools challenging.

**Student Dissertations**


The purpose of this exploratory, qualitative single case study was to explore the Full Service Community Schools model in one, urban elementary school. More specifically, the study sought to understand the impact this model had on students and teachers at one particular research site. This study was also intended to examine the impact the Full Service Community School model had on the role of the school administrators. The research questions that guided this study were:

1) How does the Full Service Community School model impact students?

2) How does the Full Service Community School model impact teachers?

3) What impact does the Full Service Community School model have on the role of school administrators?

The study found students who were struggling academically were assigned a volunteer that served as a tutor and provided individualized instruction to the students. These students were found to complete their classwork and homework when working with tutors while practicing academic skills they had not mastered. Findings also suggested students formed relationships with their tutors, which prompted personal dialogues to occur. Students would talk to their tutors about problems they were facing at home and school. In addition, this study also found aggressive and defiant students were provided a volunteer who served as a mentor. These students would work on social, emotional and behavioral skills. Mentors would motivate the students to behave appropriately in school and reward them when this was accomplished. Lastly, the after school component of Full Service Community Schools model was found to impact students because it gave students a safe and structured environment to attend when the regular school day had ended.

The findings of the study found the Full Service Community Schools model impacted teachers in several ways. Volunteers serving as mentors and tutors worked with the most challenging students. This gave teachers more instructional time to work with other students. When volunteers listened to students' problems, teachers were freed up to continue teaching. Also, teachers were able to relinquish responsibilities to the volunteers who worked with students. The volunteers gave teachers an extra set of hands in the classroom.

Lastly, this study found the Full Service Community School model impacted the role of administrators the least. The model put extra responsibilities on principals due to having
extra individuals in the building during and after the school day. Administrators also had to coordinate the schedules of these individuals. On a positive note, volunteers working with disruptive students did assist administrators because these students were less likely to visit the office.


This dissertation study is focused on operationalizing and validating the construct of isomorphism in supervision. Liddle and Saba (1983) defined isomorphism as the "recursive replication" of processes and content between counseling and supervision. The construct has not been validated in the literature (Bernard & Goodyear, 2004), occurs in supervision at an unconscious level (Williams, 1997), and yet plays an integral and foundational role in how supervision is facilitated and structured (Gentry, 1986; Liddle, Breunlin, Schwarz, & Constantine, 1984; Liddle & Saba, 1983; White & Russell, 1997).

In order to operationalize and validate the construct, a self-report survey was created to measure for levels of isomorphism using a survey creation methodology proposed by Colton and Covert (2007) and Loundsbury, Gibson, and Saudargas (2005). The eight steps of the aforementioned methodology were conducted by the researcher and this dissertation constitutes the methods and results of steps seven and eight, the pilot study and validation study.

The results of the study found that the Isomorphism Scale has an acceptable level of internal consistency reliability (Cronbach's alpha=.893) with 30 items. An exploratory factor analysis found nine underlying factors accounting for 68.65% of the variance. There was weak convergent validity evidence for the composite and factor scores of the Isomorphism Scale when compared to the subscales of the SWAI-Supervisor (correlations ranged between .134 and .195), and the SSI-Supervisor (correlations ranged between .121 and .358). There was also incremental validity evidence found with the composite score of the Isomorphism Scale accounting for a significant amount of variance in the "Attractive" subscale of the SSI-Supervisor, $\Delta R^2 = .016$, $F(1,1269) = 6.87$, $p = .009$, and the "Interpersonally Sensitive" subscale of the SSI-Supervisor, $\Delta R^2 = .026$, $F(1,1267) = 10.34$, $p = .001$. There was no concurrent validity evidence found in the analysis. The results show that the Isomorphism Scale is a reliable and valid instrument that validates several of the core facets of isomorphism posited by White and Russell (1997).
Dr. Steve McCallum mccallum@utk.edu

Dr. McCallum is Professor and Head of the Department of Educational Psychology and Counseling Department. His research focuses on assessment-related issues, particularly assessment of cognition, academics, and social functioning; he is the author or co-author of numerous scholarly works including books, book chapters, articles, tests, and national/international conference presentations. His tests include the Universal Nonverbal Intelligence Test (UNIT), and the Universal Multidimensional Abilities Scales (UMAS), both published by PRO-ED Publishing Company, and the Assessment of Reading Instructional Knowledge- Adults (ARIKA), published by Psychoeducational Associates. Books include Essentials of Nonverbal Assessment, published by John Wiley & Sons, Handbook of Nonverbal Assessment, published by Kluwer Academic/Plenum, and the Handbook of Reading Assessment published by Allyn & Bacon/Pearson. He is co-founder and consulting editor of the Journal of Psychoeducational Assessment, published by Sage Publishing Company. He works with students and colleagues to regularly produce articles in refereed journal and papers at national/international conferences.


The purpose of this article is to present a model for screening for twice-exceptional status (i.e., gifted students who have a learning disability). Curriculum-based measures (Monitoring Instructional Responsiveness: Reading and Monitoring Instructional Responsiveness: Math) were administered to 1,242 third-grade students within a Response to Intervention paradigm. When gifted status is tentatively defined as high performance (i.e., 84th percentile and higher) on a Monitoring Instructional Responsiveness reading probe, 5.48% of students exhibited deficits in (math) performance consistent with a significant discrepancy between reading and math (i.e., reading score – math score); 4.83% exhibited a discrepancy in reading (i.e., math score – reading). These values are based on observed scores using the following formula to define a discrepancy: 1.5(SEe) × SD. Only 2.1% exhibited a math discrepancy and 1.13% a reading discrepancy based on predicted scores, which takes regression to the mean into account. Using various cut score criteria, practitioners can select from less than 1% to about 10% for screening purposes. When using predicted (rather than observed) scores and more stringent cut score criteria, percentages decline, as expected. Recommendations for using this process for screening are provided, as are implications for best practice, particularly the impact of using more or less conservative criteria for screening twice exceptional students.


Educational interventions seeking to improve food handling behaviors are more likely to be successful when they also increase participants’ self-efficacy. However, very little is known about the relationship between self-efficacy and food handling behaviors. For this reason, this study developed and validated an instrument to measure self-efficacy of food safety in adolescent populations for the purpose of further investigating the hypothesis that raising adolescents’ food safety self-efficacy can improve their food handling behaviors. A rigorous instrument development protocol, securely grounded in psychometric theory, was implemented, which included special consideration for conducting research in underage populations. The instrument development protocol consisted of four distinct phases: (1) item construction; (2) field testing; (3) instrument refinement; and (4) scale confirmation. The final instrument contained 12 items with coefficient alpha of .90, suggesting the Self-efficacy of Food Safety Scale (SEFSS) has strong internal consistency. The instrument also demonstrates strong test-retest reliability across test administrations (r = .78, P < .001) and is stable across gender, F (1, 68) = .977, P = .327, and race, F (5, 64) = .652, P = .661. The results of this study suggest that adolescent food safety self-efficacy can be accurately measured by the SEFSS instrument.

Because there are few brief reading fluency screeners available for older adolescents and adults we developed one, then investigated its psychometric properties, obtained for 161 college students. Two experimental versions of this unique, silent, group-administered screener of reading fluency and comprehension require adolescents and adults either to read and identify ideas or words (i.e., word chaining) within connected text of increasing difficulty. Both instruments and the Nelson-Denny Reading Test (Brown, Fisheo, & Hanna, 1993) were administered in counterbalanced order. Results indicate moderately strong relationships ($r$ values ranged from .52 to .63) between both versions of the screener and Nelson-Denny comprehension and rate scores. These data provide preliminary evidence of validity for these screeners for this population. The format requiring examinees to identify ideas produced slightly higher correlations with Nelson-Denny comprehension scores than did the word chain format. Both may be useful because they can be created from existing curriculum materials and are efficient (i.e., group administered) and quick (requiring only 5 minutes).


Relationships between foreign language learning and four characteristics— anxiety, aptitude, attitudes and attributions for success—were investigated for 95 students enrolled in introductory level Spanish classes at a large, southeastern university in the United States. Examination grades resulted in significantly positive correlation with an aptitude measure and significantly negative correlation with luck attributions for foreign language success ($p < .05$). Students identified as gifted tended to score higher than those with learning disabilities on exams, though not significantly higher, perhaps as a result of the small sample size and highly variable performance of the gifted students ($p < .05$). In addition, the gifted students reported less anxiety ($p < .04$). Females reported higher anxiety ($p < .001$) than males though they earned (non-significantly) higher scores (than males) on exams ($p > .05$). Modern Language Aptitude Test Part IV and luck attributions significantly predicted exam grades within a multiple regression analysis. In a second multiple regression analysis, only effort and ability attributions significantly predicted anxiety. Results underscore the importance of understanding and addressing both cognitive and affective variables in learning a new language.


We used an adapted alternating treatments design to evaluate and compare the effects of 2 spelling interventions on spelling acquisition and maintenance, word reading, and vocabulary in three first-grade students. The first intervention, Cover, Copy, and Compare (CCC), involved having participants look at a word, cover it, write it, then compare the written response with the original stimulus. For the second intervention, Cover, Copy, and Compare + Sentence Definition (CCC + SD), CCC was supplemented with the experimenter reading a sentence containing the word and a brief definition of the word. Results showed that both interventions increased participants’ spelling at an equivalent rate, which was greater than a control condition. All participants showed greater gains in word reading in the 2 interventions than the control condition, and only 1 participant was better able to define words learned in the CCC + SD condition relative to the CCC condition.
Dr. Jennifer Ann Morrow- jamarrow@utk.edu (University of Rhode Island) focuses her research on three main areas: program evaluation, college student development, and teaching research methods and statistics. In the area of program evaluation she conducts evaluations primarily in higher education settings as well as K-12 educational settings and community-based health promotion settings. She conducts research on students’ sense of belonging, substance misuse, and persistence and retention in the area of college student development. Lastly, she investigates the effectiveness of utilizing peer mentors and web-enhanced and collaborative pedagogies in statistics and research methods courses.

Dr. Morrow’s publication abstracts can be seen at: http://web.utk.edu/~edpsych/f_s/morrow.html
Dr. John M. Peters  japeters@utk.edu

My research interests include reflective practice, collaborative learning, faculty development, and action research. The bulk of my research takes place in practical settings such as community education organizations, businesses, and in higher education classrooms. I also work with faculty who are doing various forms of action research in their classrooms in a variety of disciplines.

Abstracts:


We discuss our reflections on the process and outcomes of a blended online and face-to-face (ftf) post-graduate course in action research. The uniqueness of this course is three-fold: First, it is framed by a typology of teaching and learning that guides the design and implementation of online and ftf class sessions. Three types of teaching and learning are utilized in the course, but the primary type is collaborative teaching and learning. Second, the content is driven by a model-based action research planning process that students and instructor use to develop detailed research proposals that serve as the product of the course. Third, eighty percent of the class sessions are held online and twenty percent are ftf. Evaluations of course offerings over a period of three years showed that the combination of ftf classroom interaction and online interaction made it possible for students and instructor to form a community of inquiry. Our paper focuses on the ways that technology and limited ftf interaction enhanced participants’ ability to form a community of inquiry where they successfully engaged in collaborative learning and two other types of teaching and learning.


This chapter describes the relationships between Community of Inquiry (CoI) presences (Garrison, Anderson, &Archer, 2000) and the types of teaching and learning described by Peters and Armstrong (1998). Specifically, we describe our experiences exploring the relationship between the elements of CoI (teaching presence, cognitive presence, and social presence) and perceived learning and satisfaction in two different types of online teaching and learning environments with human service-focused content. The intent is to share some hard-learned insight with educators in mainstream higher education with respect to engaging adult learners in a distance environment in meaningful ways that also maintain the integrity of their academic programs.


This paper describes ethnographic action research that explored experiences of the first author and her undergraduate students as they engaged in collaborative learning (CL) activities in a university Japanese language course. The purpose of the study was to generate new practical knowledge of CL for her that she might subsequently improve her teaching practice. A thematic analysis of the interview and descriptive data revealed that the incorporation of CL helped promote a comfortable environment and reduce the effects of hierarchical authority. While facing new challenges, the class also co-constructed its own knowledge about the reading content, language concepts, and cultural matters by working as a collaborative group. These findings are represented in the form of a performative text to invite readers to actively engage with the study in multiple ways. Implications include the importance of growing comfortable with new classroom roles and responsibilities and overcoming conflicts of classroom expectations.

This chapter presents a history of teaching and learning centers, a snapshot of current practices at leading teaching and learning centers, and the contributions expected in the field of faculty development associated with the ongoing growth of teaching and learning centers.


This paper is about a particular aspect of a cultural change project undertaken by a large organization, itself part of an even larger organization and its broader culture. The overall change involved organizational restructuring and changes in the roles and relationships of its personnel, including the organizational management group. This paper focuses on the personnel change component of the overall organizational change, specifically how employees were selected, screened, and hired to work in the newly-structured organization. Specifically, we describe a new process for selecting and screening employees developed by the authors at the request of the organization’s management team. We begin by describing the context for our part of the organizational change project. Next, we discuss the task given to us by the organization, the theoretical framework used to guide our part of the overall project, the resulting conceptual model that guided development of the selection process, details of the process, and the outcomes of our efforts.
Christopher H. Skinner, Ph.D, cskin11@utk.edu, is Professor and Coordinator of School Psychology Programs at The University of Tennessee, Department of Educational Psychology and Counseling. He has co-authored over 175 peer-review journal articles. For Dr. Skinner, research is a team effort, and he brags that his accomplishment can be directly traced to his work with exceptional graduate students, practitioners, and colleagues. Please note the names in bold are either current and former students. Most of his research is designed to empirically validate applied intervention procedures. Dr. Skinner and his students have published studies evaluating interventions for sight-word reading, passage reading fluency, reading comprehension, listening comprehension, sustained leisure reading, putting accuracy, math accuracy, math fluency, writing, spelling, geography, science, calling-out, out-of-seat, on-task, academic engagement, decreasing yips, following directions, and increasing peer-reports of classmates’ incidental pro-social behaviors. These studies have included adult learners, general education students (grades K-Adults), English language learners, at-risk students, and students with intellectual disabilities, attention deficit disorder, autism, emotional/behavioral disorder, learning disabilities, and schizophrenia. Skinner has co-authored research and service proposals that total more than $5 million.


Using alternating treatments designs, we compared learning rates across two 3-min computer-based flashcard interventions: a traditional drill intervention with 15 unknown words and an interspersal intervention with 12 known words and 3 unknown words. Each student acquired more words under the traditional drill intervention. Discussion focuses on the need to account for instructional time when evaluating and comparing learning procedures.


After students acquire a skill, mastery often requires students to choose to engage in assigned academic activities (e.g., independent seat work, homework). Although students may be more likely to choose to work on partially completed assignments than new assignments, the Partial Assignment Completion (PAC) effect may not be very powerful. The current studies were designed to replicate previous research and determine if the amount of sunk effort was related to PAC effect strength. Together, these studies (1) provide the only current replication of PAC effect, (2) support previous researcher which suggest that the PAC effect is not very powerful, and (3) extend the theoretical research on PAC effects by showing that sunk effort did not influence PAC effect strength. Discussion focuses on implications for educators and directions for future theoretical research designed to identify the causal mechanism responsible for the PAC effect.


The success of Response-to-Intervention (RTI) and similar models of service delivery is dependent upon educators being able to apply effective and efficient remedial procedures. In the process of implementing problem solving RTI models, school psychologists may have the opportunity to contribute to and enhance the quality of our remedial-procedure evidence base. We describe and analyze how the broad scale implementation of RTI may allow school psychologists to collaborate with others to apply, develop, adopt, and adapt contextually valid remedial and research design procedures. Additionally, we describe how the demands of practitioners applying RTI procedures has influenced and will continue to influence applied researchers to use more precise and sensitive measurement and evaluation procedures. To this end, researchers can conduct comparative effectiveness studies that allow them to determine which procedures remedy problems the quickest.

Because teacher-to-student ratios often make it difficult for teachers to work individually with students on skill-building activities, educators and researchers have developed and evaluated procedures in which audio recordings are used to improve basic academic skills. In the current paper, we describe and analyze reading, math, and spelling interventions that use audio-recordings to prompt and pace rapid rates of accurate responding. In this review, we provide evidence of internal and external validity of easy-to-use, low-tech, recorded interventions across students (general education students and students with disabilities) and contexts (e.g., individually administered and class-wide). Discussion focuses on future theoretical research related to causal mechanisms and applied research on modifying recorded interventions to enhance learning rates.


Alternating treatments designs were used to evaluate and compare the effects of two computer-based flashcard sight-word reading interventions, one with 1-s response intervals and the other with 5-s response intervals. During Study I, each intervention was applied for 3 min. Although students completed six learning trials per word during each 1-s sessions and only two trials per word during each 5-s sessions, results showed similar gains in sight-word acquisition rates across the 1-s and 5-s words. During Study II, for each intervention session learning trials were constant (three trials per word). When we measured learning using cumulative instructional sessions, both interventions appeared to cause similar increases in sight word acquisition rates. When we measured and plotted the same learning data using cumulative instructional seconds, all participants showed greater learning rates under the 1-s intervention. Discussion focuses on how measurement scale can influence comparative effectiveness studies.
Gary J. Skolits gskolits@utk.edu

Gary is the Director of the Institute for Assessment and Evaluation at the University of Tennessee’s in the College of Education, Health, and Human Sciences. He is a tenured associate professor in the Evaluation, Statistics, and Measurement Ph.D. program. His research interests include program evaluation methods, the evaluation of educational interventions, P-16 /college access program evaluation as well as higher education assessment and accountability.

More information on Dr. Skolits’ research interests and publications can be viewed here: http://web.utk.edu/~edpsych/f_s/skolits.html
Dr. Barbara Thayer-Bacon’s Abstracts- bthayer@utk.edu

Books


Democracies Always in the Making develops Barbara Thayer-Bacon’s relational and pluralistic democratic theory, as well as translates that socio-political philosophical theory into educational theory and recommendations for school reform in American public schools. John Dewey warned us long ago that a nation cannot hope to be a democracy someday without paying attention to how it educates its young future citizens. Democracy is a goal, an ideal which we must continually strive for that can guide us in our decision-making, as we continue to live in a world that is unpredictable, flawed, and limited in terms of its resources. There are key political philosophers of education who we can turn to for help. They offer us important ideas that will help us re-check our assumptions and critique our daily practice. Existing school models also offer us important examples of how to structure schools as well as various methodologies and curriculum that we can elect to use to help us move closer to the ideal of a democracy (Amazon.com)


Education Feminism is a revised and updated version of Lynda Stone’s out-of-print anthology, The Education Feminism Reader. The text is intended as a course text and provides students a foundational base in feminist theories in education. The classics section is comprised of the readings that students have most responded to in classes. The contemporary readings section demonstrates how the third-wave feminist criticism of the 1990s has an impact on today’s feminist work. Both of these sections address critical multicultural educational issues and have an inclusive, diverse selection of feminist scholars who bring race, class, sexual orientation, religious practices, and colonial/postcolonial perspectives to bear on their work (Sunypress.edu).

Book Chapters


This book is a collection of letters to 21st century educators of all age levels and content areas. It has been compiled with the goal of fulfilling our responsibility to share with the next generation of educators our vision of the future, just as our predecessors and role models shared theirs with us. Informed by the past but oriented toward the future, this collection aims to inspire in present and future educators hope, wisdom and imagination for addressing the educational challenges shaped by bureaucratic, economic and cultural forces.

Articles


Thayer-Bacon uses this opportunity to further explore Rancière's ideas concerning equality as described in The Ignorant Schoolmaster and their connection to democracy, as he explains in Hatred of Democracy. For Rancière, intelligence and equality are synonymous terms, just as reason and will are synonymous terms. Rancière recommends the only way to really teach a student is by viewing the student as an equal. Thayer-Bacon learned to view students as equals through her experience as a Montessori teacher, and so she brings Montessori into conversation with Rancière to further explore the idea of equality between teachers and students, as well as between citizens in a democracy. There are problems with both Rancière's perspective and Montessori's that feminist theory, in the form of a relational ontology and epistemology, can help us solve by finding our way out of the paradoxes of democracy and on to trusting our students, our future democratic citizens.

In this essay Thayer-Bacon explores the issue of a chilly climate in higher education that is generated by some women, in particular White women, and the destructive behavior they bring to higher education that damages their programs, as well as their working relationships with colleagues and students. The author seeks to find ways to befriend women in higher education, her sisters of color as well as her White sisters. Thayer-Bacon's focus here is on White women. Her approach is to use stories from the field to illustrate problems that are analyzed, using a narrative style of philosophical argument.

Dr. Barbara Thayer-Bacon’s Chair of Dissertations Committees


This research study specifically addressed; how vocational preparedness programs effect the career aspirations of Black youth, within the context of the Middle Tennessee Council Boy Scouts of America’s Exploring program. The goal of this research is to represent Black youth participating in a vocational preparedness program. The research includes interviews, journals, and rich, thick descriptions are utilized in this work. Using the lens of narrative inquiry and cultural studies, I hoped to further the field of career development through the experiences of some of its key players, African American youth. Within the context of their stories five major themes surfaced around the ideas: (1) Advancement via Individual Determination. (AVID), (2) Career Self-efficacy, (3) Roles of significant others in career development, (4) Perceptions of the Exploring program, and (5) what would you like to see happen in the Exploring program? Beyond themes expressed by the research participants, the following underlying factors also came to light; (1) giving voice to Black youth which are part of the marginalized minority population and restoring a sense of narrative power and authority to the youths telling the stories, (2) The Advancement Via Individual Determination (AVID) program as a significant influencer, (3) structure and organization of the Learning for Life program, (4) the role of Black women as significant others in the career decisions of participants, and (5) career choice – trade vs. careers


*Awarded Helen B. Watson 2011 Dissertation of the Year by the College of Education, Health, and Human Sciences

This Cultural Studies dissertation comes from extended research on three East Tennessee school districts as they attempted to integrate after the Supreme Court mandated an end to segregation in the United States. The study focuses on the experiences of former students of Austin High School, the segregated black school on the eastern edge of Knoxville, Tennessee. From looking at their schooling experiences in the context of the area's failed attempts to integrate, I address the myriad ways these participants and white citizens took up the term community to advance or block integration efforts. Community, I argue from this research, is a socially constructed discourse situated in a specific context of power that can simultaneously empower and oppress targeted groups in its creation. This study that centers on the stories of alumni of Austin High shows the negotiation of local power as defined through the efforts to maintain geographically separate spaces for each race in their schools and neighborhoods. In my research, I developed a methodology called historical ethnography to address these questions. By employing a historical ethnographic approach, I attempted to show that the history of education must take into account that schooling is not an experience lived and remembered, but one that is continually relived in every act of remembering. Therefore, it is not a standard historical account of a segregated school. It is an interdisciplinary exploration of how power can be recreated in schools through claims to community and how my participants engaged that power still in recounting their own school experiences.

China’s curriculum system has been undergoing substantial transformations since 1986. In response to public criticism of the highly prescribed national curriculum, the central state of China is attempting to build a more inclusive system which is composed of national curriculum, province curriculum and school-based curriculum. The new curriculum system accommodates more flexibility in carrying out national curriculum policies and even encourages local input in curriculum development and management. Apparently, the current curriculum reform in China is moving toward decentralization.

The purpose of this work is to demonstrate the complexity of decentralization reform in China’s curriculum system and examine the dynamics of policy formulation and outcomes of reform efforts in great depth. The main argument made in this socio-philosophical work is that the on-going Chinese curriculum reform is a process of centralized decentralization, which merely transfers work to the local level but not real authority. With an inquiry into the impetus of current Chinese curriculum reform, this theoretical research illustrates that centralized decentralization is taken as a strategic imperative by the state to avoid loss of control over school curriculum that carries particular social and political significance for China in a transitional period. Another major task for this cultural studies research is to problematize the strategy of centralized decentralization, investigating the consequences of the superficial decentralization in reality and analyzing the bottlenecks in promoting current Chinese curriculum reform.

In this research, Mark Hanson’s conceptual framework of education decentralization is used to clarify ambiguity in defining decentralization reform in the education sector in China. Meanwhile, Foucault’s theory about power/knowledge and governmentality and Williams’ theory about hegemony are used to deepen the understanding of the state-education relationship in contemporary China. Besides a descriptive analysis of phenomena in current Chinese curriculum reform, the discussion is deployed through pragmatic approach and logic-based reasoning. Most data are obtained from literature review, including previous studies on Chinese education reform, government documents, laws and regulations related to current Chinese curriculum reform.


In this philosophical research project, the author examines the question: How can the case be made that there is an imperative need to change the trajectory of current efforts to reduce “achievement gaps” in the United States and (re)vision a transformation of our school settings through conscious-raising sensitivity regarding issues of equity towards equality amongst educators that harnesses the work of philosophy of education scholars? She engages the reader in a theoretical hike through a philosophical argument for attending to philosophical theories of education, extending the work of Jane Roland Martin regarding sensitivity and drawing heavily on the scholarship of Barbara Thayer-Bacon regarding relational “(e)pistemologies,” constructed thinking, and democratic community. Contending that there is a tandem need to address issues of diversity as they pertain to equity and work towards inclusion of dominant community and marginalized groups to establish a new equality of dominant and marginalized groups working together, the author explores guiding graduate level education students to personal preparation for conscious-raising regarding issues of sensitivity to diversity for equity with the imperative of inclusion for equality. The case is made, through theory infused with illustrative narrative, that a critical philosophically positional approach can raise consciousness regarding diversity for equity and inclusion to advance toward an ideal of equality, resulting in pedagogical praxis in educational practitioners which the author claims will help advance the vital aim of reducing “achievement gaps” in schools in the United States.
Michael Waugh- waugh@utk.edu

Brief Biography

Michael Waugh is a professor of Instructional Technology in the Department of Educational Psychology and Counseling at UT. His research interests focus on online collaborative problem-solving, project-based and problem-based learning. He is currently studying factors related to the development of effective online courses and programs.

Abstracts of recent published works (selected)


This paper shares the authors’ experiences in developing and implementing an Online Master of Science (M.S.) degree program in Instructional Technology (IT), the WebIT program, at The University of Tennessee (UT), during 2008-2010. The paper focuses on the organization, implementation and funding of the degree program rather than details of the curriculum design. The overall attrition rate in the first WebIT cohort (N=25) was 56%; 12 students withdrew from the program and 2 students were removed from the program due to academic difficulties. Data and interpretations regarding possible links between program attributes and attrition are discussed.


This paper describes results from a case study that focuses on the initial implementation of a new, online instructional program, the WebIT M.S. in Instructional Technology, offered at the University of Tennessee at Knoxville during 2008-2010. Survey data were collected from two groups of students: a self-selected sample of those students who dropped out of the WebIT program within the first year (DROPPERS), and the students who successfully completed the WebIT program in the Spring of 2010 (COMPLETERS). These two groups of students were compared in an attempt to identify possible differences that would help program faculty make future admission decisions; and, to identify program design characteristics for possible program revision. Eleven findings are reported and discussed. These findings may be of value to others currently involved in the delivery of an online program or those who may be interested in developing a new online program.


This paper compares the perceptions of two groups of students who participated in the first cohort of the WebIT online Masters of Science Degree (M.S.) in IT program, at The University of Tennessee at Knoxville during 2008-2010. The first group, the program COMPLETERS (N=11), are the students who completed the WebIT program and graduated at the end of Spring semester, 2010. The second group, the DROPPER-respondents (N=5), are those students who dropped out of the WebIT program and elected to complete a survey about their WebIT experiences. These comparisons illustrate several possible differences between the two groups that provide insight into the high rate of attrition observed during the first cohort of the WebIT program.
This study describes initial findings of students’ learning processes and attitudes in constructing wiki sites in Technology-Enabled, Active Learning (TEAL) classrooms. TEAL classrooms aim to provide a collaborative, computer-rich, and interactive learning environment with a flexible seating arrangement. As an open source knowledge management tool for collaborative authoring, a wiki provides the pedagogical opportunities of collaborative learning while helping students create and maintain actual learning content. In this study, the wiki sites were constructed using the Blackboard (Bb) learning management system. This study used qualitative research techniques such as interview, observation, and document analysis, to examine the student use of wikis in collaborative learning projects. In addition, data were gathered on the teachers and students’ perspectives towards the learning strategy, and the students’ motivation and higher-order thinking activities during the collaborative projects.


This paper shares the perceptions of a group of 11 successful online students regarding the value of the collaborative learning community that developed as part of their participation in the first cohort of the WebIT online Master of Science Degree (M.S.) in Instructional Technology program, at The University of Tennessee at Knoxville during 2008-2010. All 11 students began the program in the Summer semester of 2008 and graduated at the end of the Spring semester, 2010. These students voluntarily completed an electronically-administered Program Completion Survey to provide the WebIT program faculty with information to help improve the design and delivery of the program. The survey consisted of 66 items, 17 of which constituted a subscale that addressed aspects of collaborative learning community. These seventeen items were further grouped into 6 concept clusters that serve to organize the discussion in this paper.


This paper describes findings from the results from a case study that focuses on the initial implementation of the WebIT M.S. in Instructional Technology, offered at the University of Tennessee at Knoxville during 2008-2010. Survey data were collected from two groups of students: a self-selected sample of those students who dropped out of the WebIT program within the first year (DROPPER-respondents), and the students who successfully completed the WebIT program in the Spring of 2010 (COMPLETERS). These two groups of students were compared in an attempt to identify possible differences that would help program faculty identify program design characteristics for possible program revision. The findings reported may be of interest to others currently involved in the delivery of an online program or those who may be interested in developing a new online program.
Dr. Bob Williams - bobwilliams@utk.edu

My major research interests are the role of critical thinking, strategies for promoting class discussion, self-recording class discussion, and rewarding students for a variety of performance measures.

Published articles
- How and to What Extent Do Two Cover, Copy, and Compare Spelling Interventions Contribute to Spelling, Word Recognition and Vocabulary Development?
- Individual and Group Credit for Class Participation.
- Role of Self-monitoring in Assessing Individual Students’ Quantity and Quality of Comments in Large Class Discussion.
- Balancing Participation across Students in Large College Classes Via Randomized Participation Credit
- Reliability of Students’ Self-recorded Participation in Class Discussion
- Multiple-Choice Exams: Explanations for Student Choices
- The Relationship of Academic Self-Efficacy to Class Participation and Exam Performance
- The Effect of Self-Recording and Contingent Credit on Student Participation in Class Discussion in Large College Courses

Dr. Williams - Publications


Marianne Woodside primary works on research teams of colleagues and students to explore how students and individuals learn, both formally and informally. With her research focus, she focuses on topics that help both teachers and learners construct a positive learning environment and enhance positive counseling outcomes.


Abstract: Since informal learning occurs outside of formal learning environments, describing informal learning and how it takes place can be a challenge for researchers. Past studies have typically oriented to informal learning as an individual, reflective process that can best be understood through the learners’ retrospective accounts about their experiences. While reports on the individual lived experience have been the privileged way of understanding social reality (including informal learning), the linguistic/discursive turn of the 1980s proposed a shift in our view of the function of language as creating rather than representing versions of the world. Accordingly, we propose resituating informal learning from the reflective process occurring in an individual mind to the meaning making which occurs in group conversations. We present an exploratory analysis of a single thread from an online hiking community to introduce discourse analysis as a framework to study informal learning as a group meaning making process.


Abstract: The purpose of this article is to explore the meaning of time within the human service delivery system. We analyzed interview transcripts of 46 human service professionals across the United States for themes related to time. The analysis illustrated the complexity associated with time as a construct. Themes included pace, change, choices, and service delivery. The themes described how human service professionals talked about the impact of time in their work, which provides new perspectives and recommendations on how to educate students as they prepare to enter the field of human services. Implications for human service education based upon the findings conclude the article.


Abstract: It is known that first-generation college students have lower retention rates than their peers and confront barriers hindering college success. Less information exists about the effect that first-generation college status has after college completion; this qualitative study examined the career development experiences of adults from families without college education. Three themes, the role of the father, expectations about career, and expectations about college, were identified. Implications for college counselors are provided.


Abstract: The concept of wellness provides a positive view of life development that can support psychological support and counseling. There is little in the literature about wellness and seniors, especially women. This study describes one senior woman’s wellness across the life span addressing two research questions: What are the experiences of one woman’s wellness across the life span as analyzed through the lens of the Indivisible Self (Myers & Sweeney,
2004; Myers & Sweeney, 2005) model of wellness? What experiences does one woman describe related to the model’s second order factors: the Creative Self; the Coping Self; the Social Self; the Essential Self; and the Physical Self? We used an oral history method to gather the narrative and analyzed her narrative using the Indivisible Self model of wellness. Findings include a descriptive picture of wellness for this woman as it relates to the Second Order factors of the Indivisible Self model.
Mary Ziegler – mziegler@utk.edu collaborates with students and other faculty to study how adults learn in different contexts. Her recent research focuses on learning in online, workplace, and adult literacy environments.

**Journal Articles**


**Abstract:**
Since informal learning occurs outside of formal learning environments, describing informal learning and how it takes place can be a challenge for researchers. Past studies have typically oriented to informal learning as an individual, reflective process that can best be understood through the learners’ retrospective accounts about their experiences. While reports on the individual lived experience have been the privileged way of understanding social reality (including informal learning), the linguistic/discursive turn of the 1980s proposed a shift in our view of the function of language as creating rather than representing versions of the world. Accordingly, we propose resituating informal learning from the reflective process occurring in an individual mind to the meaning making which occurs in group conversations. We present an exploratory analysis of a single thread from an online hiking community to introduce discourse analysis as a framework to study informal learning as a group meaning making process.


**Abstract:**
Community-based correctional education has received scant attention in adult literacy research yet mandatory education is a growing part of the legal system and is fueled by research that suggests a link between correctional education and lower rates of recidivism. Growth in alternative to prison programs affects local ABE and GED programs. Adults who attend community-based correctional programs as a condition of their probation or parole face many challenges. The purpose of this existential-phenomenological study was to understand the experience of those adults. Findings describe students’ experiences of being forced to attend a GED program. Opening a space for these stories may help adult educators in community-based programs improve their practice by understanding how students experience the GED program.


**Abstract:**
The purpose of this paper is to describe briefly the development and utility of the Assessment of Reading Instructional Knowledge-Adults (ARIK-A), the only nationally normed (n = 468) measure of adult reading instructional knowledge, created to facilitate professional development of adult educators. Developmental data reveal reliabilities ranging from 0.73 to 0.85 for five ARIK-A scales (alphabetics, fluency, vocabulary, comprehension, and assessment) and 0.91 for the composite score; factor analytic data and expert review provide support for construct validity as well. Information on how to use the ARIK-A to determine mastery and relative standing is presented. With two alternate forms, the ARIK-A is a promising and needed tool for adult education practitioners within continuing education and professional development contexts.

**Abstract:**
The new workplace is a key arena for learning in today’s society. The spiraling demand for knowledge in the workplace has increased interest in learning, especially team learning. Team learning can be viewed from multiple perspectives, making it difficult for career and technical educators (CTEs) to know how to prepare students for a team-based work environment, especially one that includes virtual teams. In addition, emerging technology adds to the confusion about how to provide effective learning experiences that mirror what is occurring in the workplace. To prepare the workforce of tomorrow, CTE instructors can become facilitators of team learning by providing ample opportunity for learners to practice team skills in a low-risk learning environment. By providing the exposure and practice to team learning skills and technology tools, CTEs may help equip students with added skills in entering a global workplace.

**Dissertations (Chair)**


**Abstract:**
Nationwide, 26,547 youth emancipate from foster care each year (U.S. Department of Health and Human Services, 2011). Many of these youth are left to fend for themselves with little or no support. The purpose of this study is to learn about the experiences of former foster youth in higher education. The voices of former and current foster youth are missing from literature. This study will give former foster youth the opportunity to share their stories about their personal experiences about being a foster youth and attending college. The goal of this study is to provide educators and social services providers a better understanding of this population.


This study examines the experiences of teachers working with court-mandated students in GED/ABE programs. While there is a considerable body of literature on adult correctional education, this literature almost exclusively deals with teachers and students working within incarceration settings, where students are in jail or prison. There is a lack of research on the experiences of teachers working with students who are a part of the correctional system but are placed within the community, i.e., students who are in community corrections programs such as probation and parole. This study begins to fill that void in the research literature. This research is phenomenological, using existential hermeneutic phenomenology as both a guiding philosophy and as a methodology, and is concerned with teachers’ experiences working with GED/ABE students in community corrections. The phenomenological methodology follows that used by the University of Tennessee phenomenology group, led by Sandra Thomas and Howard Pollio. The findings of the study indicate a special relationship (*chiasm*) between teachers and students as the ground with four themes, representing changes within the students, as experienced by the teachers, and changes within the teachers themselves. A discussion of the significance of these findings for adult education and educational psychology, including implications for professional development within adult education and educational psychology, is included.