Faculty and Student Scholarship

Friends of Educational Psychology and Counseling

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Introduction

*Friends of EPC* was created in part to provide linkages between the scholarship of Departmental faculty/students and you-- alumni, supportive professionals who share common interests, faculty colleagues within the community and across the country, and potential students. This document provides a compilation of faculty research interests by showcasing recent scholarship (e.g., books and book chapters, journal articles, conference presentations, grant work). In short, it documents faculty expertise and productivity. The samples of faculty scholarship included here are representative of contributions to the literature in a variety of sub-disciplines, illustrates faculty commitment to collaboration with students, and demonstrates the active engagement of EPC faculty in promoting the quality of life for students and others we serve, locally, nationally, and internationally. We hope this compilation will serve as a resource for you in your own professional life and that you will call on us if we can assist you in any way.

--Steve McCallum

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Sherry K. Bain, Ph.D.
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Research interests:
Dr. Bain’s professional underpinnings are in school psychology in three general areas. Her published research focuses on perceptions and misperceptions of teachers and teachers-in-training regarding children who are gifted and children who have special needs (e.g., learning disabilities); research on the personality and behavioral characteristics of children who are gifted; and more recently, investigations of bullying and victimization rates among children and adolescents.

Publications:

Abstract: We investigated whether there was a noticeable shift in focus from general to specific learning disabilities, and in the types of articles (narrative or empirically based) in the Journal of Learning Disabilities (JLD) between 1995 to 2000. A pilot study had revealed an increase in empirically based articles and a shift toward specifically delineated learning disabilities across three journals focusing on learning disabilities between 1995 and 2000. To attempt to delineate a specific year for the change, we examined all JLD articles from 1995 to 2000. We found a dramatic increase in articles focusing on specific learning disabilities (designating area of academic weakness) and on the percentage of empirically based articles beginning in 1999. We speculate on the relationship between this increase and evolving practices emphasizing research-based interventions, particularly those that predated No Child Left Behind and the reauthorization of the Individuals with Disabilities Education Act.


Abstract: A total of 47 gifted and non-gifted African American and Euro-American elementary students were rated by their teachers on a multidimensional instrument developed to minimize language considerations and to rely on local norms (Universal Multiple Abilities Scales [UMAS; McCallum & Bracken, 2012a]). Results from two factorial MANOVAs revealed no significant composite mean differences between African American and Euro-American students. There was a significant difference in scores based on placement, with gifted students scoring higher on the composite mean from the three general aptitude subscales and the composite mean from the three academic aptitude subscales. There were no interaction effects for Placement × Race. A discriminant function analysis created by the six subscales of the UMAS resulted in 76.70% of participants correctly classified as gifted or nongifted. Results suggest use of multidimensional scales that minimize language and relies on local norms may be useful for identifying gifted students in traditionally underrepresented groups.


Abstract: Bullying and victimization rates among 90 gifted and nongifted, high-achieving (HA) high school students were assessed by using the Reynolds Bully Victimization Scale (BVS; W. M. Reynolds, 2003). The mean scores indicate that gifted and HA high school students bully others and are victimized.
by others generally at unelevated rates based on BVS scores. Rates of bullying and victimization found among gifted and HA high school students were not significantly different from each other either. Bullying and victimization rates for male and female participants were also compared, and no significant differences were found between males and females for either bullying or victimization. Results from this study do not provide support for social interventions for gifted students as a group but suggest that gifted programs continue to focus on promoting primarily advanced intellectual endeavors (N. Colangelo, S. Assouline, & M. U. M. Gross, 2004). However, individual gifted students may need targeted interventions focused on reducing bullying and victimization.
Ralph Brockett, Ph.D.
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Research interests:

Dr. Brockett’s research interests include self-directed learning, adult learning and development, ethics in adult education, and adult education as a field of study and practice.

Publications:


Summary and Conclusion: this chapter examines several aspects of the processes and strategies of writing and offered tips that can assist writers in their efforts to become published: 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. Holt, L. and R. G. Brockett (2012). Self-direction and factors influencing technology use: Examining the relationships for the 21st century workplace. Computers in Human Behavior, 28(6), 2075-2082.

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.
Jeff Cochran, Ph.D.
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Research Interests:

Dr. 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.

Publications:


Summary: *Child-Centered Play Therapy: A Practical Guide to Developing Therapeutic Relationships with Children* offers how-to direction and practical advice for conducting child-centered play therapy. Filled with case studies, learning activities, and classroom exercises, this book presents extensive coverage of play therapy applications such as setting goals and treatment planning, as well as recommendations for family and systemic services that can be provided along with play therapy.


Summary: Counseling is about the bond between client and counselor. That's the premise behind *The Heart of Counseling: A Guide to Developing Therapeutic Relationships* and the thirteen concrete and detailed therapeutic relationship skills.


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.
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Research interests:

Dr. Diambra’s areas of interest focus on the growth and development of counseling students, group work, and supervision. Experiential learning, practicum and internship, and student growth and development are his primary research interests.

Publications:


Abstract: This expository article explores the challenges college sophomores face in making academic decisions and choosing a major. We review findings from previously conducted empirical studies as a foundation for this exploration and identify implications for college counselors serving this student population. We also offer practical strategies for college counselors to better assist sophomore students.


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.


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 professional talked about the impact of time in their work, which provides new perspectives and recommendations on how to educate and train students as they prepare to enter the field of human services. Implications for human service education based upon the findings conclude the article.
Research interests:

Dr. Dunn’s research interests are in the area of forensic rehabilitation and legal issues in vocational rehabilitation and disability. Dr. Dunn has applied his skill and knowledge not only in his research but also as Chairperson of the Academy of Forensic Rehabilitation Research, and as the editor of *The Rehabilitation Professional*, the professional journal of the International Association of Rehabilitation Professionals (IARP). In 2012, Dr. Dunn was recognized by IARP with its Outstanding Rehabilitation Educator award.

Publications:


**Abstract:** This manuscript investigated the potential for state caps on medical malpractice awards to limit the capacity for victims of medical negligence to be fully and appropriately compensated for their losses. Dr. Dunn’s contribution to this manuscript was a discussion of the various types of damage “heads” available through a court of law and how they were likely to apply in such circumstances.


**Abstract:** This manuscript focused specifically on life care plans for individuals with tardive dyskinesia and their characteristics according to states with or without medical malpractice caps. Dr. Dunn’s contribution to this manuscript involved a legal analysis of a line of federal court cases concerning regulations specific to the liability of drug companies who dispense medications linked to tardive dyskinesia.


**Abstract:** This survey of IARP membership, conducted at the 2011 IARP Forensic Conference in Las Vegas, NV identified opinions and perceptions of rehabilitation practitioners concerning needs and priorities for scholarly research related to forensic rehabilitation.


**Abstract:** This manuscript discussed the lack of formalized training at the master’s and doctoral level in forensic rehabilitation and proposed a format for a multidisciplinary doctoral training program specific to forensic rehabilitation.
Scott Ellison, Ph.D.
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Research interests:

Dr. Ellison’s research interests include international trends in education policy & reform; educational equity and social justice; cultural studies and qualitative research methodologies; and social theory & political philosophy.

Publications:


Abstract: The task of this article is to interrogate the Knowledge Is Power Program (KIPP) model to develop a more robust understanding of a prominent trend in the charter school movement and education policy more generally. To accomplish this task, this article details the findings of a synthetic analysis that examines the KIPP model as a Hegelian whole concept operative in a specific mode of social reality. The guidance for this analysis is grounded in a rather straightforward research question. Given the prominence that the KIPP model has achieved in the charter school movement in the United States, what can a synthetic analysis tell us about not only KIPP, but also the larger charter school movement?


Abstract: The task of this article is to carry out a synthetic analysis of the concept of the educational marketplace as it is used in the popular discourse of education reform so as to unpack what has become a commonsensical idea in American politics. It is a conceptual framework that has opened an ever-expanding sovereign space in the American state for the colonization of a public institution by the private sphere by means of public policy. The results of this analysis suggest that the reform policies associated with the concept of the educational marketplace are ineffective in raising average student achievement, have a high probability for generating significant social costs, and are a manifestation of an articulation of power now in ascendancy in the United States.


Abstract: In this theoretical essay, my primary task is to develop a methodology for engaging the conceptual normativity, or common-sense ideas, at work in the popular discursive practices of modern society. To do so, I will draw upon theories associated with continental philosophy, Deweyan pragmatism, and sociological theory that trace their lineages to the works of G. W. F. Hegel in order to construct a methodology for the clarification of terms and concepts of popular discourse that works within and through conceptual failure and contradiction. It is an approach that is at once ontological, epistemological, and methodological. My secondary task is to articulate the utility of the method
developed here to the sociological consciousness implicit in philosophic inquiry. There is an active component to such philosophical tasks as clarifying the conceptual knowledge informing public policy and social action that is rooted in the link between knowledge and action, between understanding and activity. This is an issue of particular importance to theorists in an applied field such as educational theory.
Dr. Gibbons’ research focuses on career development across the lifespan. Within this broad theme, she tends 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. She is 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, she also researches school counseling best practices and professional identity development.

**Publications:**


*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.


*Abstract:* 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.


*Abstract:* 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.

Abstract: 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.
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Research interests:

Dr. Greenberg’s research focus is the study of means to improve learning environments and meet hidden needs, particularly for marginalized learners. Along with doctoral students, she continues the development of a research and theory based educational approach designed to improve learning how to learn (Cognitive Enrichment Advantage/CEA, formerly one of 12 national models funded by the USDE Follow Through Program for the improvement of learning in schools serving children from low income families), family-school partnerships, dynamic assessment, and how teachers integrate theory into their professional praxis. Dr. Greenberg received a Fulbright Research Scholars Award, 1986-87, and collaborated with researchers and a primary theorist at his research institute in Jerusalem, Israel. She has consulted with educators in more than 7 countries, working with learners of all ages, in learning how to adapt the approach to their particular needs.

Publications:


Abstract: This study explored the experiences of nine South African teachers working with underachieving students. The participants were drawn from different geographical areas and educational settings: five teachers worked in formerly White schools racially integrated at the moment of the study in a metropolitan area. Four other teachers worked in smaller towns and a township. Their schools were racially integrated. We used a phenomenological research methodology to shed light on teachers’ personal experiences. The study revealed that within the challenging context of South Africa, teachers created a special place within their classrooms where they could make changes in students’ academic and life trajectories. This study supports Todd and Mason’s (2005) conclusion that immediate interactions in the classroom strongly influence students’ learning even in very challenging socio-economic and political context. Teachers’ expertise in the Cognitive Enrichment Advantage educational approach (Greenberg, 2000) significantly enhanced their ability to reach underachieving students.


Abstract: Attrition of Black students from predominantly White institutions (PWIs) is a tremendous problem. The purpose of this phenomenological study was to obtain first-person accounts of the experience of struggling Black undergraduates at a Southern flagship state PWI. Data were obtained via in-depth interviews and focus groups with 22 first- or second-year students defined as "struggling." Despite being well qualified to succeed (e.g., good high school grades), these students were shocked to find themselves on academic probation. Prominent in students' narratives were disappointing interactions with professors they perceived as aloof and uncaring. Study findings suggest that faculty devote greater attention to improving the classroom climate for minority students. Retention of students who struggle must receive greater emphasis.

**Abstract:** We explore in this article how Vygotsky's ideas on the role of language and discourse in the formation of the higher forms of behavior can be integrated with theory of mind research and the Cognitive Enrichment Advantage educational approach for facilitating metacognitive development in children. This synthesis leads us to conclude that children's spontaneously developed metacognitive knowledge can be brought to the level of awareness and control in a constructivist discourse about learning. The use of a metacognitive vocabulary in this discourse facilitates the development of scientific concepts about one's mind (i.e., systematic metacognitive knowledge and independent metacognitive regulation). It is suggested that metacognition can be defined as "a form of discourse within a community of learners."
Mary Catherine “Cathy” Hammon, Ph.D.
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Research interests:

Dr. Hammon’s research interests include education public policymaking in the USA particularly as it relates to the teaching profession; Politics of education; Teacher voice in public policymaking process; Teacher Political Self-Efficacy Scale; PreK to 12 public learning systems; and Corporate learning systems

Publications:


Abstract: The purpose of this quantitative study was to develop a reliable and valid psychometric instrument, the Teacher Political Self-Efficacy Scale (TPSE Scale), for measuring K-12 teachers’ political self-efficacy in abilities to engage in activities that may directly or indirectly influence education public policymaking. Using Bandura’s Social Cognitive Theory as a theoretical lens and the TPSE Scale for measurement, the problem of weak classroom teacher voice in education public policy process is explored. Two separate studies confirmed the reliability of the TPSE Scale. Construct and other forms of validity were confirmed using additional measures of Political Efficacy as citizens, teacher Instructional Efficacy, and teacher level of actual Engagement in political/civic/professional activities. Other elements to the investigative framework included Number of Years teaching, Gender, level of Educational Attainment, School Setting, and teacher perception of adequacy of school district Funding. Teachers’ reported overall low levels of TPSE which was also positively and significantly correlated to level of Engagement. While Political Efficacy as citizen and Number of Years teaching were positively and significantly related to TPSE, Instructional Efficacy was not. Male teachers were found to have significantly higher means of TPSE compared to female colleagues but there were relatively few men in the sample. Teachers with advanced degrees had significantly higher means for TPSE compared to those with bachelor’s degrees. Teachers who held perceptions that their school district had inadequate Funding had significantly lower means for TPSE compared to their colleagues who felt otherwise. There were no significant differences in the means for TPSE based on School Setting. In addition to establishing TPSE Scale reliability and validity, study results contribute to the understanding of marginalized K-12 teacher voice in education public policymaking. Results may inform the design of interventions for building teacher confidence and skill in this political domain of functioning. Scale use may also sensitize teachers to existing avenues for exercising voice that have been previously underutilized or that were not fully understood as opportunities for influencing a political process. It may influence teachers’ future choices about level of engagement.


Abstract: Historically, colleges and universities have shouldered the task of preparing the nation’s teachers for service in K-12 school settings. Amidst calls for school reform in the 1980s, however, the teacher education landscape in America was forever changed. As a matter of public policy, states began introducing alternative teacher preparation and certification programs. These programs have grown significantly over time and are now providing one-fifth of the nation’s K-12 teachers. This paper is a review of the literature on the origins of alternative teacher preparation programs, the public policy
problems they were designed to address, and the effectiveness of the programs in producing intended policy outcomes. Three mature programs – New Jersey’s Provisional Teacher Program, Teach for America, and Troops to Teachers – are examined in more depth for program history, organizational purpose, and program features. Program effectiveness in light of stated goals is characterized using available evidence. Implications for the field of teacher education are discussed.


**Abstract:** Given its role as an accreditor of teacher education programs, the National Council for Accreditation of Teacher Education (NCATE) has had over 50 years to contribute to the teaching profession. The nature of NCATE contributions as well as the organization’s overall value to the profession is explored from multiple perspectives and various stakeholders within the larger educational community. The review is situated historically and structurally by providing summary and context for the origins of accreditation of higher education in the United States and the evolution to accrediting specific professional programs. Issues associated with whether or not teaching is a distinct profession are characterized and serve as backdrop for the discussion on NCATE’s specific impact. Included in the review is the eventual creation of the Teacher Education Accreditation Council (TEAC) in 1997 as an alternative accreditation option. NCATE and TEAC governance structures, organizational goals, and accreditation processes are compared and contrasted. Implications for NCATE’s likely future are discussed.
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Research interests:

For the past 2½ years, Schuyler (Sky) Huck has functioned as Project Coordinator of an ambitious effort to use social media to increase statistical literacy around the world. The Facebook component of this undertaking has generated interest on the part of over 1,470 individuals—located in 88 different countries on 5 continents—who have chosen to become “fans” of the Project’s FB page and who thereby receive a regular string of new posts focused on statistics. Two of the project’s posts appear below.

Research projects:

Many books, instructors, and websites claim that a correlation between 2 variables never signifies a causal relationship. “Correlation never equals causation. NEVER!” asserts one blogger, except his actual statement repeats the 1st “never” 15 times!!! Not so. First, data from tightly controlled experiments (in which an independent variable is manipulated) can be, and often are, summarized by a correlation. Second, correlations from descriptive studies can reveal causal relationships if all competing explanations are judged to be implausible.

BACKGROUND: 100 males & 100 females from each of 6 age groups were asked: “Do you like beer?”
The accompanying bar graphs show the percent who said “Yes.”

QUESTION: Based on the data in the 2 graphs, who seems to lose their “taste for beer” more quickly as they age, males or females? (Look now at the graphs and answer the question.)

ANSWER: Males & females are the same, for the blue bars & pink bars are based on exactly the same data. The graphs look different because the vertical scales are dissimilar, extending from 0-100 for males but only from 70-100 for females.

NOTE: Graphs with truncated scales appear often in media reports; they distort trends.
Research interests:

Dr. Kronick’s primary focus is on university-assisted community schools, service learning, and civic engagement.

Publications:


Abstract: 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.


Abstract: 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 (Labaree, 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 challenges 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.


Abstract: 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.

Abstract: 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.
Steve McCallum, Ph.D.
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Research interests:

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.

Publications:


Abstract: 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(SD) × SEe. 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.


Abstract: 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.


Abstract: 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, Fishco, & 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).


Abstract: 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.


Abstract: 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.
**Tricia McClam, Ph.D.**  
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**Research interests:**

Dr. McClam’s research interests are in counselor education, international/intercultural education, service learning, and grief and loss in children.

**Books:**


**Publications:**


**Abstract:** Eighteen students enrolled in a professional orientation and ethics course as part of a counseling training program participated in a study designed to assess the cognitive complexity of first semester master’s counseling students. We used a one-minute question and analyzed the results based on Bloom’s taxonomy for the cognitive domain. Results suggest a relationship between course content and level of cognitive development. Implications for counselor training and development are discussed.


**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:** This article reviews the status of women in the United Arab Emirates, an intersection of Arab and Islamic culture, and identifies the challenges it presents for faculty and students in human service education in one institution. Segregated campuses, field experiences, and transportation are examples of the concerns that are present in a human service program that uses a western template in a non-western setting. Implications for human service educators include understanding the influence of the sociopolitical context on education and increased knowledge of Arab Muslim culture related to gender.
Jennifer Ann Morrow, Ph.D.
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Research interests:

Dr. Morrow’s research agenda has focused on three main areas or strands: 1) program evaluation, 2) effective strategies for teaching methodology courses, and 3) college student development. In the area of program evaluation, she oversees program evaluations in the areas of higher education and health promotion and conducts research on the teaching of program evaluation. In the area of effective strategies for teaching methodology courses, she researchers the effectiveness of utilizing peer mentors, development of student-friendly methods for teaching research methods, the importance of field-based experiences in training novice evaluators, and the use of collaborative pedagogies in her courses. Lastly, in the area of college student development Dr. Morrow primarily focuses on college students’ sense of belonging, the first-year experience, and strategies for reducing substance misuse in college students.

Publications:


Abstract: Understanding and conducting research is a complex, integral skill that needs to be mastered by both undergraduate and graduate students. Yet many students are reluctant and often somewhat apprehensive about undertaking research and understanding the underlying statistical methods used to evaluate research (Dauphinee, Schau, & Stevens, 1997). Research methods courses are routinely seen as ‘dry’ and ‘irrelevant’ by students (Edwards & Thatcher, 2004). The primary purpose of our paper is to demonstrate a hands-on activity that faculty can use to get their students excited about research methods and to make the topic of quantitative research more appealing and relevant to them. The pedagogical design of this activity is to reduce power differentials in the classroom to promote a more prolific learning environment by incorporating students’ names as well as their own specific research interests within the research scenario. Secondarily, the purpose of the classroom activity is to help students identify the independent and dependent variables, the specific quantitative research design, and the most appropriate statistical analysis for a student-centered research scenario.


Abstract: At public Ph.D. granting institutions in the United States, approximately 22% of First-Year college students do not return for their sophomore year (ACT, 2011). It was hypothesized that higher levels of sense of belonging and lower levels of perceived isolation would be related to self-reported intention to persist as well as actual second-year retention. It was expected that higher levels of positive motivational attitudes and lower levels of less positive motivational attitudes would be related to intention to persist and second-year retention. When sense of belonging and motivational attitudes was included in the same prediction model, sense of belonging was no longer significantly related to intention to persist or retention.

Abstract: Evaluator training field experiences seek to reinforce applicable content knowledge and promote applied skills. For students, even a small-scale field experience focusing on limited components of a larger evaluation process can seem particularly challenging. Students often do not recognize the relevance of established evaluation resources capable of focusing, situating, and guiding their early professional practice efforts. For example, anticipating relevant evaluation standards and ethical principles and understanding the potential guidance they offer—in the context of student’s field experiences—requires more than their cursory acknowledgment. This article identifies the challenges that students encountered with course-embedded, small-scale field experiences and introduces the development and application of an instructional tool to help them: (a) more strategically focus evaluation field experiences; (b) situate experiences in terms of the larger evaluation to which it is contributing; as well as (c) ground experiences in terms of relevant evaluation standards, ethical principles, and evaluator competencies.
Trena Paulus, Ph.D.
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Research interests:

Dr. Paulus uses conversation and discourse analysis research methods to study what happens when people talk together, both online and face to face, in particular how these conversations impact teaching and learning. She has consulted and conducted research with faculty across campus on designing and developing online and blended learning environments, and she also explores the use of technology for conducting qualitative research.

Publications:


Abstract: The increasingly common practice of engaging consulting firms to assist states with educational policy agendas requires an analysis of the role these consultants play in the what is positioned as a democratic decision-making processes. In this study we examine the discourse of a state-level advisory committee formed to develop a new teacher evaluation policy under Race to the Top. We used discourse analysis methods to analyze audio recordings of eleven meetings of this committee. We identified two patterns of consultant talk as it related to committee decision-making (making decisions through validation, and deferring and redirecting decisions) and describe their implications.


Synopsis: Digital Tools for Qualitative Research shows how the research process in its entirety can be supported by technology tools in ways that can save time and add robustness and depth to qualitative work. It addresses the use of a variety of tools (many of which may already be familiar to you) to support every phase of the research process, providing practical case studies taken from real world research. The book also considers important ethical issues surrounding the use of various technologies in each chapter. On the companion website, you'll find lots of additional resources including video tutorials and activities.


Abstract: Research into peer conversations in online grief support groups remains scarce. The authors used discourse analysis to examine 107 initial posts to one such group to examine how newcomers constructed their initial posts to display their eligibility for membership. The authors identified three discursive features: formulating unusual stories of loss, describing uncontrollable emotional and physical states, and engaging in “troubles telling.” These discursive patterns illustrate how grief is constructed in ways that may simultaneously conform to and resist norms around grief that exist offline. Implications for practitioners include the need to support individuals through validation of their “nonnormal” grief.


Abstract: Graduate students often receive their first training in qualitative methods during an introductory course. The textbook that is chosen often sets the tone for how qualitative research is understood. We conducted a discourse analysis of the ways in which 11 introductory qualitative methods texts took up the
relationship between technology and qualitative research. One text included virtually no mention of technology use, five discussed technology only in relation to the data collection, transcription and analysis domains of research, and the remaining five discussed technology primarily in relation to those three domains with minimal attention to how it could support the additional domains of researcher reflexivity, literature review, representation of findings, ethics, and collaboration. We contrasted texts which took up a discourse of possibility with those who took up a discourse of caution around technology use. We call for greater dialogue around how emergent technologies might inform the qualitative research process.


**Abstract:** We report findings from a discourse analysis study situated within a discursive psychology framework that examined how undergraduate nutrition science students took up a computer-mediated communication task in which they were asked to write about what they learned after attending a lecture. Students made learning displays by orienting to the lecture as a news receipt and making assessments of this new information in variable ways. Some did this by marking an extreme change of state through surprise tokens and realization patterns, functioning to position the new information as so extreme that anyone would have learned something new. Others displayed more neutral assessments of the information or claimed no change of state at all, functioning to distance themselves from having learned anything. Both strategies are ways of “doing being ordinary,” while completing a delicate task that presented them with a potential dilemma of displaying their learning for an invisible audience of their peers.


**Abstract:** Relatively little research has aimed to understand autism from an emic perspective. The majority of studies examining the organization of the talk of individuals with autism presume that autism organizes discourse rather than examine ways in which talk itself constructs the notion of autism. This study explored the meanings of autism performed in and through the talk of the parents of children with autism and their therapists. Drawing from a larger ethnographic study, we report on findings generated from interview data with parents and therapists. Situating this study within a discursive psychology framework, we attend to the ways in which ‘normality’ and ‘abnormality’ are performed, drawing upon critical notions of disability, poststructural understandings of discourse, and conversation analysis. We point to the importance of situating the construction of an ‘ordered’ or ‘disordered’ body in relationship to the exclusionary practices and policies that individuals with autism and those close to them experience daily.


**Abstract:** Within the field of instructional technology, scholars have long worked to define the scope and purpose of research and its role in informing practice. Increasingly, researchers outside of the instructional technology field are conducting studies to examine their use of technology in educational contexts. Few studies have been done on how researchers in other disciplines are designing such studies. We conducted a content analysis of 60 proposals submitted from 2006 to 2010 to our internal grant competition for faculty research on instructional technology to better understand the kinds of studies being proposed. Categories explored within each proposal included academic discipline, collaboration, knowledge of previous literature, context, goals of study, and research design. A majority of proposals came from outside of the education field and were submitted by individuals rather than collaborative teams. Just under half of the proposals cited previous literature to justify their study, and just over half sought to
examine classroom contexts. Roughly a third proposed to study distance education contexts. Most proposals were to examine the implementation of a new instructional strategy (rather than to conduct a media comparison study) and just over half utilized a quantitative research design collecting performance or satisfaction data. We include recommendations for those who may be interested in how better to support researchers in designing effective studies to investigate instructional technology use, highlighting the use of design-based research as a viable methodology.
Research interests:

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.

Publications:


Abstract: 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.


Abstract: 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.


Abstract: 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-restructured 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.


Abstract: 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.


Abstract: 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.
Research interests:

Dr. Skinner’s current research interests include enhancing the online learning community experience of diverse adult students. Recent completed activities and selected abstracts associated with this line of research include the following publications.

Publications:


Abstract: This chapter will describe the relationships between Community of Inquiry (CoI) presences and the types of teaching and learning. 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.


Abstract: The purpose of this study is to examine the relationships between teaching presences and all three types of teaching and learning described by Peters and Armstrong (1998). Specifically, we explored the relationship between the elements of Community of Inquiry (teaching presence, cognitive presence, and social presence) and perceived learning and satisfaction in two different types of teaching and learning environments where the subject matter was Rehabilitation Counseling.

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Research interests:

Dr. Skinner 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. 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.

Publications:


Abstract: 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.


Abstract: 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.

Abstract: 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.


Abstract: 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.


Abstract: 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.
**Research interests:**

Dr. Skolits is the Director of the Institute for Assessment and Evaluation at the University of Tennessee in the College of Education, Health, and Human Sciences and 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.

**Publications:**


Abstract: This article argues that intervention pilot test evaluations have focused insufficient attention on the measurement of project fidelity and the subsequent use of fidelity results for (a) interpreting variations in project outcomes and (b) understanding the rationale for teachers' deviations from implementation protocols. The authors report on the establishment and application of an evaluation methodology for measuring and analyzing implementation fidelity for a middle school instructional improvement pilot project. The authors found that the highest implementation fidelity scores were not correlated with the most desirable project outcomes, as lower fidelity scores--in the 70-79% range--produced the most favourable gains on pre-post student outcomes. Moreover, application of the fidelity evaluation methodology provided insight into teacher deviation from implementation protocols; such deviation from the implementation protocols typically reflected meaningful professional classroom judgements. (Contains 4 tables.)


Abstract: The current evaluation literature tends to conceptualize evaluator roles as a single, overarching orientation toward an evaluation, an orientation largely driven by evaluation methods, models, or stakeholder orientations. Roles identified range from a social transformer or a neutral social scientist to that of an educator or even a power merchant. We argue that these single, broadly construed role orientations do not reflect the multiple roles evaluators actually assume as they complete the activities encompassing an external evaluation. In contrast to the current literature, this article suggests that typical evaluation activities create functional demands on evaluators, and that evaluators respond to these demands through a limited number of specified evaluator roles. This depiction of a set of specific multiple evaluator roles, generated in response to particular evaluation activities and their associated
demands, has implications regarding how evaluation is conceptualized, practiced, and studied. This article concludes with a discussion of these implications.
Research interests:

Dr. Thayer-Bacon’s research interests focus on philosophy of education, pragmatism, feminist theory and pedagogy, and cultural studies in education.

Publications:


Abstract: 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)


Abstract: 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).


Abstract: 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.

Abstract: 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.


Abstract: 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.
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Research interests:

Dr. Waugh’s 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.

Publications:


**Abstract:** 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.


**Abstract:** 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.


**Abstract:** 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.


Abstract: 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.


Abstract: 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.


Abstract: 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.
Research interests:

Dr. Williams’ 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.

Publications:


Research interests:

Dr. Woodside’s primarily works on research teams of colleagues and students to explore how students and individuals learn, both formally and informally. She focuses on topics that help both teachers and learners construct a positive learning environment and enhance positive counseling outcomes.

Publications:


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: 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 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: 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.
Dr. Ziegler 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.

Publications:


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.
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