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**22nd Annual  
Graduate Research Showcase  
Program**

**Saturday, April 29, 2017**

**8:00 a.m. ó 12:00 p.m.**



Rhatigan Student Center  
Wichita State University  
Main Campus



# 22<sup>nd</sup> Annual Graduate Showcase

## Message from the Dean

The WSU College of Education, as part of a research university committed to innovation and impact, believes firmly in the benefits of university research and innovation for the betterment of society. For that reason, students in the College of Education are provided opportunities for applied learning and inquiry as an integral part of their program. Such endeavors prepare leaders and innovators who promote advances in health and wellness, education, and the sport industry that cross the lifespan. From wearable technology to instructional design, faculty and student projects that have either sparked insights or spurred the development of tools needed to marks a beginning step toward explorations and career opportunities that continue to make a positive impact. Congratulations on your contribution to the showcase and thank you for participating.

Shirley Lefever, Dean

## Acknowledgements 2017

The 22<sup>nd</sup> Annual College of Education Graduate Research Showcase event and this program are the results of special efforts and collaboration of a large number of individuals. Thank you to all the graduate candidates whose work is being showcased. We apologize for those names that may have been omitted from this program.

Graduate Showcase Committee: Mara Alagic, C&I; JaeHwan Byun, C&I; Craig Elliott, Committee Chair, Durano, C&I; Ashlie Jack, COEd Assistant Dean/Accreditation Officer; Pat Terry, CLES.

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**22nd Annual**  
**WSU College of Education**  
**Graduate Showcase**

**Coordinators/ Facilitators**

**Edd in Educational Leadership**

Coordinator: Dr. Jean Patterson

**District Licensure**

Coordinator: Dr. Craig Elliott

**MEd in**

## **History of the Graduate Research Showcase**

The Graduate Showcase started with a grant from KSDE. The grant was written by Dave McDonald, Darla Smith







**22nd Annual**  
**WSU College of Education**  
**Graduate Showcase**

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**ORAL PRESENTATIONS: Thesis**

*Miracles in the Classroom: How to Engage All Levels of Readers Using Multi-Modal Literacy?*

9:15 am, Room 256

**Kelly Connelly**, USD# 263, Mulvane High School, Mulvane, KS

*MEd in Learning and Instructional Design - Literacy*

Students hate reading. Studies show that students report a decline in reading for enjoyment starting in 6th grade, by the time students reach high school they spend less than an hour on average reading for enjoyment. Through research, combined with data collected in my classroom, multimodal literacy has proven to be a way to reengage students who have grown to dislike reading. Graphic novels, comics, videogames, and movies are classified as multimodal literacy, which is literacy that goes beyond just words. Multimodal literacy can actively engage all levels of readers while also meeting 21st century literacy needs. When students are more engaged, it increases their comprehension, enjoyment, and interest in the subject. Multimodal literacy helps struggling readers learn to love reading and help challenge advanced readers in new ways.

**22nd Annual  
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**ORAL PRESENTATIONS: District-Level Licensure**

*Digging Deeper into SAEBRS*

10:35 am, Room 256



*Systems of Support for Educators New to Andover USD 385*

9:15 am, Room 257

**Traci Holder**, USD# 385, Andover Public Schools, Andover, KS

*District-Level Licensure - New Teacher Induction and Mentoring*

Research indicates that beginning teachers benefit from a multi-year comprehensive induction program. This project and presentation examines the elements identified in research as being critical for induction programs and details a plan for implementing a two-year induction program for beginning educators for the 2017-2018 school year. The project also includes an overview of a new plan of support designed especially for experienced teachers who are new to Andover Public Schools.

*Developing a Professional Learning Evaluation Survey for a Large Urban School District*

10:35 am, Room 257

**Amy Johnson**, USD# 259, Wichita, KS

*District-Level Licensure - Professional Learning*

Professional Learning occurs throughout school districts in various methods and to various degrees. The Professional Learning Evaluation Survey was developed in order to identify topics and needs of professional learning as a large urban school district first,



### ***Technology Distractions in the Middle School Classroom***

10:35 am, Room 258

**Amy Rishell**, USD# 205, Leon, KS; **Brian Anderson**, USD# 259, Wichita, KS

#### ***MAT - Transition to Teaching – School Provided Technology Compared to Bring Your Own Device***

The purpose of this study was to compare the level of distraction between a group of middle school students who have students who have one-to-one iPads and a group of students who have only have access to personal hand-held technology in the classroom. The researchers measured the level of distraction in each classroom. A tally of recorded distractions related to hand-held electronic devices were kept. The researchers categorized students by gender and electronic device type (personal vs. school supplied). In addition, students kept track of when they thought they are distracted by the electronic devices within their possession. Having the students perform a self-assessment of their own distractions allowed the researchers to identify the difference between students and teacher's definition of being distracted. Comparing the number of distractions tallied by both students and teachers creates an opportunity to examine perceptions of distractions. The students in the study will be split up: school A will be made up of forty students and school B will be made of 107.

### ***Time of Day and its Effect on Academic Achievement in Secondary Mathematics***

11:10 am, Room 258

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**Molly Dunlap**, USD# 260, Derby, KS

#### ***MAT-Transition to Teaching- Sleep Habits and Achievement in Mathematics***

The idea of being an early bird or night owl has significant implications at the high school level. Many students experience a shift in their wake and sleep cycles as they progress through puberty. What effect does this have on academic achievement? Does time of day have an effect on a high school students' achievement in math class? Would that achievement be more evident if a student was allowed to choose what time of day math was learned? This research will involve high school students taking a math class in a suburban high school in the Midwest. Their end of semester scores will be analyzed to find differences between morning and afternoon scores and to determine if students taking a math class at their preferred time of day will achieve higher scores than those who were not taking math at their preferred time of day.

*Effect of Instrumental Music Instruction on Science Academic Performance of High School Students*

9:15 am, Room 264







## *Effects of Music on Achievement for Middle and High School Students*

9:15 am, Room 238

**Jonathan Sobonya**, USD# 259, Southeast High School, Wichita, KS; **Susan Caywood**, USD# 261, Campus High School, Haysville, KS; **Karen Gardner**, USD# 259, Wichita, KS; **Johnathan Nichols**, USD# 259, Jardine STEM and Career Explorations Academy, Wichita, KS

### *MAT - Transition to Teaching – Music and Instruction*

This study will examine the effects of music on student achievement. Music will be used during non-instructional time, such as group work, individual daily work, and tests. The purpose of this study is to determine if music will improve student's test scores on new material. Participants for the study will come from middle school and high school math and English classes. The study will take place over a four-week period and consist of a control group and an experimental group from each school. The experimental group will receive the independent variable, background music, while the control group will receive no music during instruction. The dependent variable for the study will be student achievement on written tests over material learned during the week. The scores from these tests will be analyzed and compared to look for differences between the groups exposed to music and those who were not.

## *Group Based Learning in Middle Level Mathematics*

11:10 am, Room 238

**Trey Utz**, USD# 259, Coleman Middle School, Wichita, KS

### *MAT – Middle Level/ Secondary-Residency – Cooperative Learning, Mathematics, Middle School*

Group-based learning is an effective teaching method which can promote increased student engagement and allow students the ability to complete complex tasks with a higher degree of learning. The purpose of this study is to determine the effectiveness of this teaching method specifically in regards to middle school mathematics classrooms. The study will look at

*Literacy Integrated Family Engagement: An Evaluation of the Effectiveness of a Family Engagement Program*

10:35 am, Room 265

**Jennifer Wagner**, Oswego, KS

*MEd in Learning and Instructional Design - Family Engagement*

The purpose of this study was to evaluate the effectiveness of KRR's family engagement program, LIFE. My goal was to use surveys, personal interviews, and compare and contrast student reading scores to determine what kind of impact the program had not the parents, students, and families of those involved.





*The Effects of Critical Co-*







## *Is the 'Modern Student' Getting a Transformative Educational Experience Through Online Learning?*

**Amy Beldon**, Wichita State University, Wichita, KS

### *MEd in Learning and Instructional Design - Transformative-Learning in Online Education*

By creating a transformative learning experience in the online environment, higher educational institutions have the opportunity to increase their learner base as well as the quality of instruction that is offered. The study of online learning with an emphasis of transformative experiences could be a tool that higher educational institutions can use in creating instructional methods and materials that will benefit both the institution and the learner. This research study examines how the participants experience online learning and if that experience was successful. The participants for this study are college students who are currently enrolled in an online course. They were surveyed regarding their experience with online learning. By better understanding the online needs of the student, quality online instruction and courses can be created.

## *Retention Versus Learning: Moving Towards Far Transfer*

**Bart Potter**, Flight Safety International, Wichita, KS

### *MEd in Learning and Instructional Design – Adaptive Training*

To help narrow the gap that may exist between the transfer of learning and the transfer of training this case study examines adaptive training to improve far transfer leading to higher transfer of training. The study consisted of two professional pilots undergoing the transition training to a new corporate business jet. Both participants were given the same content of a lesson but were taught in different ways: one was a fixed difficulty method and the other an adaptive method. Final outcomes from this research aim to narrow the gap between successful training and useful application by comparing pilot transfer of learning to pilot transfer of training.

## *The Effects of Active Listening on Content Comprehension*

**Richelle Trevino**, Diocese of Wichita, Kapaun Mt. Carmel Catholic High School, Wichita, KS; **Aubry Weigel**, USD# 259, Wichita, KS

### *MEd in Learning and Instructional Design - Active Listening*

The purpose of this study was to determine if active listening techniques have a greater impact on learning comprehension than traditional teaching techniques do in a classroom setting. For this study, thirty-nine students from a parochial, non-profit school were asked to participate. Most were considered middle-class and were 15 or 16 years old in age. The demographics of students included Caucasians, African-Americans, Asians, Indians, and Hispanics. Student groups were based on class schedules and level. Throughout the five-day study, one class of students was taught using active listening techniques and the other class was taught using traditional teaching techniques. We used quantitative methods to collect data on student performance. Implications we expected from this quantitative study were that the students who used active listening techniques to learn content would outperform the students who did not, especially in the area of listening.

## *Bodymindfulness Differences in Communication Throughout Generational Gaps*

**Holly Stewart**, Wichita State University, Wichita KS; **Jennifer Roe**, Wichita State University, Wichita, KS

### *MEd in Learning and Instructional Design - Bodymindful Communication*

This study will explore the presence of bodymindfulness in communication throughout generational age groups. Bodymindfulness, studied by Nagata (2004), focuses on mindful communication through attuning one's inner self, including emotions, feelings, body and spirit, to appropriately convey one's whole self through verbal and non-verbal communication. We believe that as society has become dependent on technology as a means for communication, individuals that have more experience with technology driven communication will exhibit less bodymindfulness in their conversations. The analysis will be based on personal interviews of 45 individuals, from the Baby Boomer generation,



## *The Effects of Family Structure on Academic Achievement*

**Taylor Sills**

### *Curriculum and Instruction - Family Structure*

Data gathered from personal field experience and scholarly journal research takes a deeper look at the connection between family structure and academic achievement. The parental involvement, family income, number of siblings and other factors out of the educator's control take a heavy toll on the independent student. Understanding these structures and how to overcome the obstacles they present is an extremely important duty of an impactful educator.

## *The Impact of Pre-K on School Readiness*

**Grace Powell**

### *Curriculum and Instruction – Early Childhood Education*

Does attending prekindergarten better prepare students to attend kindergarten? Students entering kindergarten are expected to already have many foundational academic skills, such as counting and letter recognition, as well as basic

## *Is There a Connection Between Video Games and Student Achievement?*

**Chari Dyer**, Wichita State University, Wichita, KS

*Curriculum and Instruction – Video Game Use, Student Achievement, English Language Arts*

This research project examines data from thirty-four 5th grade males and females to offer insight into the ways that different levels of video game use might affect elementary age students' academic performance. The data is arranged so that video game use and student achievement can be viewed by gender, which provides a unique look at female video game use and academic performance that is often overlooked. Students' English Language Arts (ELA) grades offer a look at how ELA scores relate to hours spent playing video games, while available Lexia completion predictors offer more specific information about a subgroup of students who participate in Lexia, an online, computer-based reading intervention program. The research poster highlights connections between the data collected and recent research related to student achievement and video game use.

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## *The Effects of Lighting in a Second Grade Classroom*

**Melissa Archer**, Wichita State University, Wichita

C *Curriculum and Instruction - Classroom Environment*

After reviewing two articles, a six-week study was conducted in a 2nd grade classroom. Alternative lighting was implemented utilizing two floor lamps. Students were assessed on concentration skills and their perceptions of their behavior for the day. The assessments show that lighting may impact students in both areas. Students showed a positive response to alternative lighting that had a lower brightness (lux) and a warmer correlated color temperature (Kelvin).

## *Computer Science in Schools: Where Does the US Fit In?*

# C

**Dominic Suter**, Wichita State University, Wichita, KS

*Curriculum and Instruction - Curriculum and Instruction*

Comparing the US computer science curriculum to various other countries around the world

*Does Prekindergarten and Preschool Attendance Enhance School Readiness?*

**Michelle Cyphers**, Wichita State University, Wichita, KS

*Curriculum and Instruction – Education/School Readiness*

The information gathered came from two research articles about preschool and school readiness. Both articles described enhanced prekindergarten/preschool programs as being programs that consisted of teachers who had a Bachelor or Master's degree in Early Childhood. One of the articles indicated that students who attended an enhanced preschool/prekindergarten

*Poverty and Reading Achievement*

**Bethany Snow**, Wichita State University, Wichita, KS

*Curriculum and Instruction – Literacy – Reading*

This presentation studies the correlation between poverty and reading achievement. Research su0.0004(es)7( t)-4(h)11(ere1)-4(h)1







STUDENT

*Third Floor*

