

2024 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE

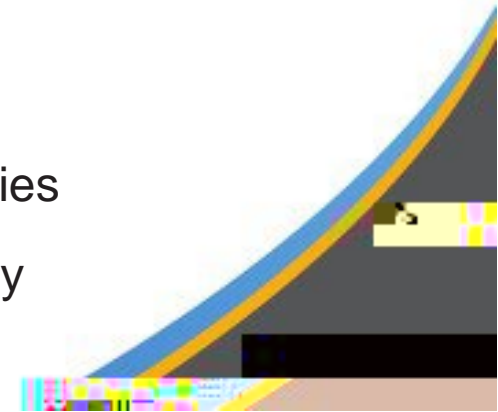
Program

Saturday, May 4, 2024

8:30 a.m. –12:00 p.m.



School of Education
College of Applied Studies
Wichita State University



2024 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE

TABLE OF CONTENTS

Message from the Dean-----iii

Coordinators & Program Chairs-----iii

Schedule-----iv

Oral Presentations [Session I]-----1

Oral Presentations [Session II]-----2

Oral Presentations [Session III]-----4

Oral Presentations [Session IV]-----6

Oral Presentations [Session V]-----7

Round Table Session-----10

MESSAGE FROM THE DEAN

The research conducted by graduate students and faculty in the College of Applied Studies at Wichita State University demonstrates the impact that applied research has with communities. Applied Research creates opportunities to co-construct projects in diverse settings that explore important questions in partnership with school, industry, and community leaders. Congratulations to each of the presenters in the Annual School of Education Research Showcase, especially our 2024 graduates, who will take with ~~the~~ the knowledge and skills

2024 VIRTUAL SCHOOL OF EDUCATION GRADUATE RESEARCH SHOWCASE

TIME	EVENT	LOCATION
8:30–8:35	Opening Remarks	Main Lounge
8:35–8:55	Keynote Dr. Aaron Rife	Main Lounge
9:00–9:25	Oral Presentations Session I	Breakout Room 1, 2, 3, 4
9:30–9:55	Oral Presentations Session II	Breakout Room 1, 2, 3, 4
10:00–10:25	Oral Presentations Session III	Breakout Room 1, 2, 3, 4
10:30–10:55	Oral Presentations Session IV	Breakout Room 1, 2, 3, 4
11:00–11:25	Oral Presentations Session V	Breakout Room 1, 2, 3, 4
11:30–12:00	Round Table Session	Breakout Room 1, 2, 3, 4
12:05–12:10	Closing	Main Lounge

Main Lounge Zoom Link:

<https://wichitastate.zoom.us/j/95884619609?pwd=Tyt5M1VNb1ErZnlSUTZ4dmxISk4xdz09>

You can see the larger version of the schedule table at the following link:

https://docs.google.com/spreadsheets/d/1wSJ2LRUFwg2rssH2pAh6o41Hs_xU0io2tB19AKv_ZSU/edit?usp=sharing

Teacher Wellness?

Amie Turley
MEd in Learning and Instructional Design

BreakoutRoom 3

It is no secret that schools across the country are facing teacher shortages. This problem is getting worse year after year in the state of Kansas. Most stakeholders point to teacher wellness as the main issue for teacher retention. But what is teacher wellness? How do we define it? Is it something we ACTUALLY want to change or simply the new buzzword? This study goes deep into one Kansas City suburb school district's teacher wellness issue. Instead of looking at Linkert scales or asking state stakeholders, this study interviews teachers from each of its seven schools. Using Grounded Theory, this study produces hypotheses help fix the teacher wellness dilemma.

The Bridge To Family Engagement: Connecting The School And Families Of Individuals With Disabilities.

Jessica Hathaway
MEd in Special Education

BreakoutRoom 4

Individuals with disabilities face many challenges including independence, quality of life, mobility, communication, transition, and literacy. Their families, including siblings, can often be equipped to assist in these areas of need. This community service learning project focuses on increasing family engagement in a special school for students with complex needs. The event will bring together community resources for families to learn what services are available to them and to connect parents and siblings of individuals with disabilities

technology personnel in the development of the study in-~~eval~~uation process, results of the survey could be more accepted and applied by policymakers and administration in their consideration of supportive measures teachers in the effective implementation of Gen AI.

Fostering Self

members of society led to this literature review. The law has created a necessity to include students with disabilities in the general education classroom in the least restrictive environment. There are a number of these students with multiple disabilities that require a modified curriculum to be successful. Often, this requires intense support in a different setting that proceeds through the lesson at a much slower pace than a regular classroom. Also, vocabulary and repetition are necessary to see these students be able to retain the information. This occurs across the curriculum in subjects such as Math, English, Science, and, History. Barriers encountered tend to focus on reading level and comprehension. Questions considered were: Should these high school students be

outside factors that may not allow students to participate. The demographics of the participants are three pub

[ORAL PRESENTATION SESSIONIV] 10:30-10:55

Gamification Of Spelling Instruction

Jill Wyrick

MEd in Learning and Instructional Design

BreakoutRoom 1

With limited time and resources, teachers must use the best pedagogy for spelling instruction. Student engagement and motivation play a significant role in achievement, and game-based learning has been shown to increase these factors. Less is known about the effects of gamification on spelling lessons. This study assessed the influence of gamification on spelling instruction and determined if employing gamified methods leads to improved student learning and retention compared to traditional methods.

study hope to expand on the benefits of engineering thinking and concept libraries within future engineering, and nontechnical based education.

Transition Planning For Students With Disabilities

Lesli Neal
MEd in Special Education

BreakoutRoom3

This research proposal seeks to examine the transition process for high school students as they prepare to transition from life in high school to adult living. It is important to address what the student will need to be ready for their next steps upon graduation or school completion. Some of the goals the student should have include employment, education/training, self-advocacy, self-determination skills, and independent living after high school. The results of this qualitative study have the potential to raise students' awareness of resources available to them after completion of high school and discuss how high school teachers feel about the transition process in their schools.

Review Of Literature

Sheree Molina
MEd in Special Education

BreakoutRoom4

I will present a review of literature regarding my research on family engagement nights in a school setting and how it effects families viewpoints of different cultures

[

Accessibility For Neurodivergent Learners In Virtual Learning Environments

Sarah Amador, Susanna Scherer, & Nicole Childers Parks
MEd in Learning and Instructional Design

BreakoutRoom2

The prevalence of students with disabilities in higher education has increased in recent years, with neurodivergent learners representing a notable percentage. Despite this, accessible education remains a challenge. This study focuses on exploring the barriers encountered by neurodivergent (ND) students in virtual learning environments (VLEs) at the university level, alongside assessing the efficacy of Assistive Technology (AT) and Universal Design for Learning (UDL) in addressing these challenges. UDL, grounded in neuroscience, emphasizes flexibility in course design to accommodate diverse learner needs. While evidence suggests its effectiveness, research specifically examining its impact on ND learners within VLEs is scarce. Similarly, AT as mandated by disability legislation plays a pivotal role in supporting students with disabilities. However, its effectiveness in VLEs still needs to be explored. By addressing the identified gaps and embracing a holistic approach to accessibility, educational institutions can strive towards providing a more inclusive and effective learning experience for all students.

Pen Pal And How Pen Pals Improve Communication, Diversity, And Writing Skills In Students With Special Education

Katie Elpers
MEd in Special Education

BreakoutRoom3

This presentation will discuss the important of developing a Pen Pal Project to increase student communication and better prepare students for the diverse world in the 21st century. (1) (2) (3) (4) (5) (6) (7) (8) (9) (10) (11) (12) (13) (14) (15) (16) (17) (18) (19) (20) (21) (22) (23) (24) (25) (26) (27) (28) (29) (30) (31) (32) (33) (34) (35) (36) (37) (38) (39) (40) (41) (42) (43) (44) (45) (46) (47) (48) (49) (50) (51) (52) (53) (54) (55) (56) (57) (58) (59) (60) (61) (62) (63) (64) (65) (66) (67) (68) (69) (70) (71) (72) (73) (74) (75) (76) (77) (78) (79) (80) (81) (82) (83) (84) (85) (86) (87) (88) (89) (90) (91) (92) (93) (94) (95) (96) (97) (98) (99) (100)

members often will presume that students with disabilities are helpless or incapable of taking care of themselves. (Silverman, n.d.). The purpose of this study is to find out if a community garden in Cunningham, Kansas provides community members and students with disabilities a greater sense of community with a decrease in social stigma regarding special education.

[ROUND TABLE SESSIONS] 11:30-12:00

Breakout Room 1

The Effectiveness Of Gamified Flipped Learning On Academic Achievement And Engagement

Austin Gautier

MEd in Learning and Instructional Design

Flipped learning is an established instructional model with roots in constructivist learning theory. In this model, students engage with teacher-directed learning materials outside of class; classroom time may then be dedicated to higher-order, constructivist learning activities. A gamified learning environment is one in which gaming principles are leveraged within the classroom to meet learning objectives. Little research exists on the additive effects of gamification alongside flipped learning. This study aims to determine if a gamified flipped learning environment is as effective as flipped learning in a rural grade science setting consisting of 46 students. Three sections are to be studied during a four-week period: one will receive traditional, face-to-face instruction, another will work in a flipped learning environment, and the last will work in a gamified environment. A standardized pretest and posttest alongside a mixed-method student survey will determine the effectiveness of each strategy in terms of academic achievement and student engagement.

K-12 Educators' Perceptions Of Ai And Their Implications

Jack Stewart

MEd in Learning and Instructional Design

The study aimed to gauge the perceptions and feelings of 159 K-12 educators on the topic of AI. These educators are employees of a private, college preparatory school in the Midwest United States, and teach all ages of children, from age 4 to 19. At a professional development session in January of 2024, teachers were given the option to participate in a survey. The educators first recorded demographics: teaching experience, age of students taught, and subject they teach. In the following section, teachers answered nine questions about their perceptions of AI – their knowledge, experience, worries, hopes, and needs for how AI can hinder or help them teach. The data were analyzed using a mixed-method approach.

their use of technology for the purpose of autonomy support, and their observations of student agentic engagement when technology is leveraged in the classroom. Initial findings indicate that teachers view technology as potentially facilitating autonomy support behaviors, but not necessarily enhancing student agentic engagement. The final analysis will foster discourse around technology as a tool for engagement and inform future research on the role of technology in both autonomy support and student agentic engagement.

Breakout Room 2

Id(i) (aaul)-2 afiie ze(4)-2 uld(i) (Ces) 2e(Ce)12(11) iaw12 (radie) 5(4) 1 (w)4(11) b)214nBrng)4 (t)-2p)re S

Enhancing Elementary Education Through Individualized Learning: A Collaborative Approach

Jami Dryden, Marah Alwazani, & Jessica Kannady
MEd in Learning and Instructional Design

This paper explores the necessity and benefits of individualized learning in elementary classrooms, emphasizing tailored instruction to accommodate diverse student needs, interests, and abilities. By departing from the traditional wholegroup approach, individualized learning fosters collaboration and communication among educators, parents, and students. In the wake of the COVID pandemic, the relevance of this approach has been amplified, as it allows educators to address learning gaps and ensure academic success. This abstract presents the rationale and implications of implementing individualized learning strategies in elementary education, highlighting its potential to enhance teacher and student success in the post-pandemic era.

Mindfulness In Young Learners

Sarah Spaniol
MEd in Learning and Instructional Design

This study aimed to research how engaging with mindfulness based activities improves young learners' social/emotional wellbeing and attention to tasks. I hypothesized that students who engage in mindfulness activities will be more aware of their social/emotional well being and more attentive to the present moment. I tested this hypothesis by completing a Kinder Behavior Rubric (Kinder Associates LLC, 2007) on each participant pre and post intervention and by having each participant complete a Child and Adolescent Mindfulness Measure (Greco et al., 2011). The mindfulness based intervention is from Sitting Like a Saint: Mindfulness Activities for Kids (Bottaro & Bottaro, 2019). These activities were done daily over several weeks. I completed this study with

potential implications that the creation of a sensory garden can have on a student population, focusing upon a student's perceived perception of ownership and emotional well-being throughout the project and the degree perceived impact it has on behavior as viewed by staff and students. The case study data will be collected through qualitative surveys, using closed and open-ended questions, with implications looking to see if there is a positive correlation between the creation of a sensory garden, student ownership and behavior.

Use Of A Class Pass Intervention With Students Who Have Adhd/Autism In The General Education Classroom

Sommer Barker
MEd in Special Education

There is a need in the classroom to attend to students who are disruptive and have a tendency to elope and not complete their academic tasks. This research proposal would look at the effectiveness of a class pass decreasing this behavior and increasing academic engagement. General education teachers do not need more work when it comes to students, so this intervention would help the student become more independent and eventually self-regulating with their emotions and reactions to their environment. This tool needs to be consistently used to be a positive addition to the classroom, so anyone involved needs to be on the same page. The class pass intervention is when the students can request a break from academic tasks or the classroom to help decrease disruptive and avoidance behaviors (Class Pass Intervention (CPI) A Tier 2, Secondary Intervention for Students with Challenging Classroom Behavior, 2023).