



Academy for
Educational Studies

MISSOURI STATE
UNIVERSITY



*Why Do Kids Hate
School?*

October 12-13, 2006



Academy for Educational Studies Second Annual Conference

Thursday, October 12th

Registration

8:00 – 1:30 PSU 3rd floor

Greetings

8:45 – PSU 314

Steven Jones, Director
Academy for Educational Studies

First Concurrent Session

9:00—10:15

Drop-outs, At-Risk Students, and a Culture of Failure

Paper session, PSU 314

Drop-outs or Push Outs? Unintended Consequences of School Practices

Karen S. Scott, Director of Student Support Services, Springfield Public Schools

Research will be presented on school practices that "push" students out of school. Effective strategies for systemic change to improve the school experience for students will be presented.

The Republic of Middle School: Urban "At-Risk" Student Voices on Virtue and Happiness, and the Unhappiness Endemic to Education

Lynda George, Central Connecticut State University

"At-risk" urban middle school students discussed classical definitions of virtue, justice, and friendship. Students were moved to make the school a happier place and to become better students.

It's Not School, but Failure in School that Students Hate

Darren J. Smith, Arkansas State University

Minority students and students from lower, socio-economic levels have grown accustomed to failure. School has become a place to hang out rather than learn. This paper discusses reasons why students have a valid right to *hate failing* while still *like* the idea of going to school. Personal experiences, the stories of other people, and a literature review will be offered.

Why Kids Hate School: What the Literature and Kids Themselves Have to Say

Emmett Sawyer, Missouri State University

This presentation offers two complimentary, yet different perspectives, about why kids hate school: a review of current literature, and data from interviews with students.

The mission of the Academy for Educational Studies is to foster a community of inquirers and provide a public space for debate and dialogue about important questions in education. The Academy encourages those interested in education, teaching, and learning to engage in thoughtful reflection, discussion, and critique of educational theory and practice. Involving people from across the state, region and country, the Academy promotes this vital dialogue by arranging education conferences and symposia and by creating publishing opportunities connected with Academy events. The Academy supports research efforts of graduate and undergraduate students and assists in the design and delivery of teacher education courses at both the graduate and undergraduate level.

Why Students Hate English and Writing

Paper session, PSU 317

United We Stand: How Interagency Cooperation Can Enhance English Education in America's Public Schools

William C. Sewell, University of Kansas

Through a study of current impediments in pre-professional and continuing education programs, the session present a comprehensive strategy for resolving problems in English Education instruction.

Stuck "in the middle": Why Adolescent Students Hate the "Work" of Teachers in a Writer's Workshop

Thomas B. Smith, University of Nevada, Las Vegas

In the writing workshop approach, teachers leave the front of the room to work beside their students in a more collegial approach to teaching. This can have unintended, negative consequences.

Chekhov's Narrative and Necessity: Bridging "Us and Them" in the Secondary English Classroom

Kristen Holzer, University of Oklahoma

Made manifest in the singular text of Chekhov's "The Student" and the plural text of human experience, narrative theory suggest pedagogical possibilities that may resonate profoundly with disaffected students.

Three Roundtable Discussions

PSU 308

The Impact of No Child Left Behind: Drawings from the Field, Once Removed

Judith K. Mathers, Oklahoma State University

Kerri Kearney, Oklahoma State University

When a group of educators was asked to draw the impact of No Child Left Behind, the drawings produced showed powerful negative emotions concerning both the policies and the effect on students.

Matures, Boomers, Millennials, Matures and X'ers: Understanding the Impact of Generational Differences on Teaching

David Bell, Arkansas Tech University

Glenn Sheets, Arkansas Tech University

This presentation will provide a brief summary of boomers, X'ers, and nexters. The core values, themes, and motivational messages of each generation will be reviewed. The generational implications for the public schools will be discussed.

Time Management Topics for Principals

Samuel B. Hardy, III, Augusta State University

This paper gives school principals insight into time management problems and offers suggestions for making adjustments for better time management.

Second Concurrent Session

10:25 – 11:40

Students of the Academy (SOTA)

Authors, Arguments and Advocacy

Poster session, PSU, 3rd floor mezzanine

Session open beyond 11:40—ongoing throughout much of the conference
Missouri State University Teacher Education students present their reflections about authors they have been reading with implications for educational practice

Needed: A Focus on the Learner

Paper session, PSU 314

John Dewey's Theory of Experience: Some Ideas as to why "Kids (might) Hate School"

Eric Sheffield, Missouri State University

This paper examines Dewey's conception of human experience as the means to critique various aspects of educational practice and work through the implications that his theory has for answering the conference question, "Why do kids hate school?"

Why Kids Hate School: The Child-centered Perspective: Rousseau, Montessori, and Dewey

Samuel J. Katz, Ohio Wesleyan University

Educational efforts that ignore the developmental and cognitive states of childhood are doomed to distort the humanity of children and fail in their stated objectives.

Learner-Centered Instructional Relationships: Encouraging Students to Learn, Grow, and Like School

Jeffrey H. D. Cornelius-White, Missouri State University

Adam P. Harbaugh, University of North-Carolina—Charlotte

Meta-analysis shows that learner-centered instructional relationships are associated with above average school engagement, cognitive, personal and social growth. Students like and flourish in school when their teachers are learner-centered.

Do Kids Hate to Read?

Paper session, PSU 317

Why Do Students Hate to Read? Researching the Reading Attitudes and Coping Strategies of University Students

Susan Anne Carlson, Pittsburg State University

The results of a study that a) tested the literacy skills of college freshmen at Pittsburg State University; b) recorded their attitudes towards academic reading, and c) described the strategies they used to avoid reading in college classes.

Attitude, Environment, Ability: What's the Connection?

Denise Cunningham, Missouri State University

This session explores the relationship between kindergarten students' attitudes toward reading and writing, their language and literacy development, and the literacy environment in which they were enrolled.

Whatever Happened to Reading for Enjoyment?

Roxanne Fillmore, Northeastern State University

Deborah Landry, Northeastern State University

Bonnie Giese, Northeastern State University

The Accelerated Reader (Renaissance Reader) will be discussed. Data collected from parents, children, and teachers in Northeastern Oklahoma schools over several years along with best practice issues will be presented.

Why Kids Hate Reading and Literacy Instruction and Suggestions for Positive Change

Willie Edwards, Missouri Southern State University

Despite research showing the need for differentiated instruction, current classroom practice relies heavily on whole group instruction. Children learn best when their instructional placement matches their instructional pacing.

Film and Video: Student Voices about Why They Hate School

Alternative format, PSU 308

What Kids Love and Hate about School: A Documentary Film and Dialogue

Jennifer Friend, University of Missouri – Kansas City

Participants view a documentary film featuring diverse students responding to the question: What do you love and hate about school? Dialogue will examine strategies to improve students' attitudes toward school.

"Non-Co-operators": A Video Exploring Tribal Students' Views of School

Georgia Grady Johnson, University of Idaho

Mathew Sowder, University of Idaho

Video interviews conducted by tribal students focused on family and friends' views of formal schooling, followed by an analysis and discussion by the film-makers and presenters.

Lunch

11:45 – 12:25

Box lunch, or lunch on your own

Keynote Address

12:30 — 1:30

PSU Theater

***Why Do Kids Hate School?
The Question of Context***

David Owen

Iowa State University

Third Concurrent Session

1:30 – 2:50

The Part of the Teacher in Why Students Hate School

Paper Session, PSU 314

"How Do I Loathe Thee? Let Me Count the Ways": Why Students Hate English/Language Arts

Roy F. Fox, University of Missouri—Columbia

The field of English/Language Arts is deep, rich, and varied. In short, language and other symbols not only reflect the world, but also create it. Why, then, do too many students hate it? This paper explores several major reasons for why students resist writing, reading, and language arts.

If (Some) Kids Hate School, then... What?

Steven P. Jones, Missouri State University

If I'm a teacher, and I know some of my students hate school or hate my subject matter, what should I do? This presentation explores both grim and positive implications for teachers.

A Recipe for Disaster

Thomas Deering, Augusta State University

While it is true that parents, the media, and our popular culture all bear some responsibility for what happens to our nation's youth, the author shows how a mindless curriculum, poor teaching, and irrelevant assessment shape an educational culture that stifles a child's inherent desire "to know."

Bullies and Beyond: Fear and Trust in Schools

Paper session, PSU 317

The Serial Bully: A Fear Factor in the Hate School Syndrome

Larry W. Flatt, Missouri Southern State University

Power point and open discussion on serial bullying and how that fear factor effects a student's overall feelings of excitement about school or an immense hate for the school environments.

Trust Betrayed: Bad Teachers, Bullies, and Boredom

Suzanne Rice, University of Kansas

This paper will argue that students' claims to hate school—despite differences in the particulars—reflect a failure of trust in which teachers, peers, and curricula are most frequently implicated.

Parents of General Education Students: Perceptions Regarding Inclusive Education and Bullying in Korea

Joungmin Kim, University of Kansas

This study investigates parents of general education classroom students and their perceptions regarding bullying in the inclusive education classrooms in Korea.

“Developmentally Appropriate Practice”: Why Children ‘Like’ Preschool

Panel discussion, PSU 308

Jan Hendrix, Missouri State University

Peggy Pearl, Missouri State University

Mary Beth Mann, Missouri State University

Denise Cunningham, Missouri State University

Jim Meyer, Missouri State University

Joanna Cemore, Missouri State University

Picture this: *Four-year-old Travis skips into the classroom as his mother drops him off for pre-school. He quickly finds some small blocks and joins his friend building a tall building. . . .* This is “Developmentally Appropriate Practice” at work. Come explore with the panel of Early Childhood and Family Education faculty why preschoolers look *forward* to school.

Fourth Concurrent Session

3:00 – 4:20

Why Kids *Won't* Hate School: Valuing Education in Science and Math

Panel presentation, PSU 308

Bruce Callen, Drury University

Mark Wood, Drury University

Vickie Luttrell, Drury University

Don Deeds, Drury University

Charles Allen, Drury University

Do students value math and science? Can instruction change the value students place on these subjects? We describe the Math and Science Value Inventories and the implications of these studies for educators at all levels.

Bullying and Intimidation—A Fear Factor for Students in the 21st Century

Interactive presentation, PSU 314

Judy Brunner, Greenwood Laboratory School

Dennis Lewis, Director of School Public Safety, Springfield Public Schools

Any scholarly discussion of why students hate school should include information related to bullying and intimidation. This session will address ways to manage this complex problem existing in all schools.

Purposes of Education: Consulting Communities, Founders, and the Ancients

Paper session, PSU 317

A Culture of Resistance: A Community Study of Poverty, Policy and Rural Education

Angela M. Kirby, Michigan State University

Phil Cusick, Michigan State University

A “cultural-clash” exists between one school and community over the value and purposes of education. This study explores the educational attitudes, behaviors and outcomes of a poor rural, socially isolated community.

Leveraging Jefferson: Responding to NCLB Legislation as a Small-School Educator

Jim Hillesheim, University of Kansas

Scott Smith, Assistant Director, Kansas State Department of Education

Drawing liberally from contemporary researchers such as Thomas Toch, as well as from historical thinkers such as Thomas Jefferson and Lord Acton, the authors identify political-philosophical dispositions necessary to stem the rising tide of federalized education.

Inspiration from the Ancients, or Quintilian on the Art of Teaching

Pauline Nugent, Missouri State University

Principles of pedagogy, valid in the Roman world, still apply today. This paper examines the wisdom of the ancients to glean inspiration for 21st century educators.

Keynote Address

4:30 — 5:20

PSU Theater

Hey, All you Data Crunchers: What Schools Need is a Happiness Index

Susan Ohanian

Meet the Keynote Speakers

5:30 – 6:30

PSU 308

Informal gathering (questions and discussion)
with David Owen, Phil Cusick, and Susan Ohanian

7:15

Dinner and Social Gathering

Mille's Restaurant

313 So. Jefferson Ave. (Downtown, Springfield)

Friday, October 13th

Continental Breakfast

8:00, PSU – 3rd floor

Fifth Concurrent Session

8:30 – 9:50

Considering Differences: Gender, Race, Emotions and Behavior

Paper presentation, PSU 308

A Picture's Worth a Thousand Words: The Emotional Portrait of Eighth Grade Students and Their Feelings about School

Cullen Grinnan, Our Lady of the Lake University (San Antonio, TX)

Suzanne Mudge, Our Lady of the Lake University

H. Richard Priesmeyer, St. Mary's University (San Antonio, TX)

Discover the emotional portraits of middle school students reporting to like or dislike school. Understanding these emotional differences offers unique insight for teachers, administrators, school counselors and staff.

Fears, Tears, and Frustrations: Interventions to Increase Skill Acquisition for Students with and Without EBD

Michael Fitzpatrick, Avila University

This paper presentation provides an overview of why students with emotional and behavioral disorders hate school. The session examines cognitive modification, research based interventions, and recommendations for technology integration in the classroom setting.

How We Teach Girls to Hate Science

Christopher Peterson, Missouri State University

We have become uninspiring to our female students about the sciences. The most telling reason why girls get turned off to math and science is the attitude of their teachers.

Learning Style Differences of High School Students by Gender

Brenda LeTendre, Pittsburg State University

Kerry Sachetta, Joplin High School (Joplin, Missouri)

Brian Smith, Galena School District (Galena, Kansas)

This session examines the differences in learning styles based on gender in high school students. Students were administered a learning style inventory during the 2006/07 school year, and the results of those surveys will be discussed.

Disaffected Students, Ineffective Teacher Education Programs, and Case Studies

Paper session, PSU 315

Disaffection is the Problem

Marietta Giovannelli, University of Illinois at Chicago

This paper reviews the empirical work done on school disaffection at the secondary level. Evidence seems to suggest that a range of school, curriculum, and teacher-based factors can exert an influence on students' performance in school and cause them to hate school.

Why do Students Hate School?

Arthur McLin, Arkansas State University

When faced with either attending school daily or face 30 days in the juvenile detention center, the student opted for the 30 days detention. What is happening in our schools that a student would rather go to jail than attend school?

If Kids Hate School, Do Teachers Hate Their Teacher Education Programs?

Debra A. Pellegrino, Rockhurst University

Amy McAninch, Rockhurst University

Couched in the context of the purposes and functions of schools as suggested by enlightened American philosophers, this paper questions why kids hate school and asks if evidence-based accountability for teacher education candidates will make a difference.

Why Do Kids Hate Special Education?

Jerry Whitworth, Texas Women's University

How did such a good idea (IDEA) go so horribly wrong? Explore the triumphs and tragedies of a law that promised so much, but, in reality, often delivers so little.

Teachers and Students Speak: Why Kids Hate School

Alternative presentation, PSU 317

Cathy Pearman, Missouri State University

Eric Sheffield, Missouri State University

Steven P. Jones, Missouri State University

Why do teachers think kids hate school? And what do kids say about why they hate school? This video features teachers and students from around the country responding to this question. (Technical assistance by Steffan Sheffield, Republic High School--Republic, Missouri)

Sixth Concurrent Session
10:00 — 11:20

The Need for Purpose, Courage, and the Valuing of Student Potential

Paper session, PSU 308

I Just Don't See the Point!

Steve Broidy, Wittenberg University

This paper discusses one of the most overlooked reasons that kids come to hate school: their need for *purpose* in activities that require intense and prolonged commitment.

Standardization or the Courage to Be: An Educational Dilemma

Don Hufford, Newman University

A dilemma: to "standardize" the student *or* cultivate the "courage to be." We can engineer efficient, sanctioned achievement; *or* facilitate the joy of self-affirmation. Let's reflect on the possibilities.

Maybe Kids "Hate" School Because Their Potential is Dismissed Even Before the Opening Bell

Karla J. Smart-Morstad, Concordia College (Moorhead, Minnesota)

Sara Triggs, Concordia College

We address the issue of student potential. Our questions include: Does meeting legislated standards mean meeting student potential? What is the nature of potential? How can teachers structure curriculum and instruction to keep students on the edge of their seats?

Students and Science

Paper session, PSU 315

Breaking the "I Hate Science" Cycle with Inquiry

Lloyd H. Barrow, University of Missouri – Columbia

The majority of preservice elementary teachers hate science because the emphasis has been on "why" rather than "how or what". Inquiry science facilitates students in developing understanding rather than memorizing.

Why Do Kids Hate Science, and What Can We Do about It?

Fred Groves, Missouri State University

Interest in science typically diminishes as students progress through school. Some current efforts to reverse this trend may be misguided and actually exacerbate this problem. So, what should we do?

Attitudes of Middle School Students about Science

Georgianna Saunders, Missouri State University

Kathy Shade, Missouri State University

Presentation of middle school students' self-reported science learning preferences, the effort they expend to learn science, motivation and anxiety for learning science, and importance of science in everyday life.

"Science Phobia?" Could No Help with Spatial Skills be a Factor?

Jill (Alice) Black, Missouri State University

This study involves the relationship of spatial abilities and science conceptual understanding, and the testing of curricula that stresses spatial reasoning, with the objective of improving understanding and spatial abilities.

Testing Procedures, Bureaucracy, and Other Reasons Students Hate School

Paper session, PSU 317

Why Do Kids Hate School?

William C. Root, Augusta State University

Because students hate schooling does not imply that students hate learning. Public education has failed students by failing to make instruction relevant to the child's learning. This paper deals with the best practices for making learning relevant and meaningful for students in the classroom.

Dealing with Dual Anxieties

Kenneth M. Preston, Oral Roberts University

Dorothy Radin, Oral Roberts University

This eight-year research indicates that increasing allotted test time improves students' grades and may reduce their dislike for school. A mathematics class was utilized in this research.

What Teacher Educators Do To Make Sure That Many Students Hate School

Amy McAninch, Rockhurst University

Stuart A. McAninch, University of Missouri – Kansas City

This paper focuses on teacher education and how it fails to prepare candidates to deal effectively with school bureaucracy. The result is that well-intentioned teachers contribute to the failure of students and their disdain for school.

Conference Luncheon

11:30 – 12:15

PSU East Ballroom

Keynote Address

12:15 — 1:05

PSU East Ballroom

Kids Hate School: Why Do We Care?

Philip Cusick
Michigan State University

Panel Discussion: Why Do Kids Hate School?

1:15 – 3:00

PSU East Ballroom

Panelists:

Philip Cusick, Michigan State University
Susan Ohanian, author and critic
David Owen, Iowa State University
Linda Jones, Bailey Alternative School, Springfield, MO
David Hough, Missouri State University

Moderator:

Steven P. Jones, Missouri State University

Signing Ceremony

3:00 — 3:15

PSU East Ballroom

Official signing of a cooperative agreement between Missouri State University and the Universidad Autonoma del Estado de Hidalgo

Honored guests:

Dr. Luis Gil Borja, President
Universidad Autonoma del Estado de Hidalgo
Dr. Michael Nietzel, President
Missouri State University

Other distinguished faculty from Hidalgo:

Dra. Rosamary Selene Lara Villanueva
Mtra. Maria luisa Gabriela Lugo Medina (Dean, COE)
Lic. Gabriela Avaunza Canales
Dra. Emma Leticia Canales Rodríguez
Mtra. Graciela Amira Medecigo

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Dates of the 3rd Annual Conference
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Plaster Student Union
Missouri State University

For information about becoming a member of the
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