



2011
Critical Questions in
Education Conference

*Digital media and our children:
What has been lost or gained?*

*Will eliminating tenure
ruin teaching or reinvigorate it?*

Critical Questions in
Education Conference
October 17th & 18th, 2011
Marriott, Country Club Plaza
Kansas City, Missouri



Critical Questions in Education Conference

Presented by the
Academy for Educational Studies

Digital media and our children:
What has been lost or gained?

Will eliminating tenure ruin
teaching or reinvigorate it?

Marriott, Country Club Plaza
Kansas City, MO
October 17th and 18th, 2011

The Academy for Educational Studies and the
Critical Questions in Education Conference
are supported by the
Missouri State University
College of Education
Dennis Kear, Dean

Cover design by Libby Toth, Graduate Student, -Business Education, Missouri State University

Critical Questions in Education

Conference Program

Monday, October 17

8:15

Greeting and Announcements

Steven P. Jones

Director, Academy For Educational Studies
Grand D

8:00 – 11:00

Conference registration

Continental breakfast

Foyer, Grand Ballroom

First Concurrent Session

8:30 – 9:20

1. Assessing multicultural dispositions

Grand A

Utilizing multicultural dispositions to prepare culturally competent teachers

Franklin T. Thompson, University of Nebraska-Omaha

This presentation will discuss the dispositions movement and the development of the Multicultural Dispositions Index (MDI) and Multicultural Educator Dispositions Survey (MEDS), assessment tools that help prepare teachers to be culturally competent.

Intercultural competency for pre-service teachers: Using the intercultural developmental inventory (IDI) digital online survey tool

Angela Brandel, University of Dubuque

Using the Intercultural Developmental Inventory (IDI) digital online survey tool can assist administration, faculty, and pre-service teachers assess individual and group beliefs, attitudes, and biases oriented toward cultural differences.

2. Teacher education

Panel Discussion

Grand B

Seeking enduring knowledge in pre-service teaching practices: Attempting Bachelard's "Intimate Immensity" to activate Deweyan experience

Sarah L. Thomas, University of Nebraska-Lincoln

Jillian Harpster, University of Nebraska-Lincoln

Amanda Krivda, University of Nebraska-Lincoln

Within two pre-service educators' Women's Literature and Sophomore English courses, Dewey's (1938) experience criteria and Bachelard's (1958) intimate immensity paradox informed long-term, recursive projects which afforded introspection and worldview extension.

3. Human animal interactions

Grand C

Reclaiming the human touch in a digital world: Using human-animal interactions to teach literacy

Roy F. Fox, University of Missouri

Sandy Sanders, University of Missouri

Tuan Truong, University of Missouri

Panel members (the instructor and two participants) will explore an experimental course for teachers, *Lassie in the Classroom: Using Human-Animal Interactions to Teach Literacy*, offered in Summer, 2011.

4. Technology: Science and Math

Grand D

Science Education in a digital world: A review of literature reflecting on the use of technology to educate black students in science

Crystall S. Gomillion, Rockhurst University

In response to the United States' advances in science and growth regarding racial and cultural diversity, this presentation will review literature exploring the use of technology in science instruction for Black students.

Should virtual manipulatives take the place of physical manipulatives?

Jeanine Haistings, William Jewell College

Can virtual manipulatives foster conceptual and procedural understanding? Research conducted with elementary students will be presented. Technology may be the answer to bridging the gap between mathematical concepts and procedures.

5. Teacher Education: Practicing what we preach

Plaza Room

Looking through our students' eyes: A reflective analysis of teacher educator faculty dispositions

Michele Dickey-Kotz, Graceland University

Jan Glenn, Northwest Missouri State University

Nancy Halferty, Graceland University

Joyce A. Piveral, Northwest Missouri State University

The panel will address the need for teacher education faculty to intentionally evaluate whether or not we are modeling the desired dispositions over which our candidates are being assessed.

Second Concurrent Session

9:30 – 10:40

6. Technology in the science classroom: Cautions

Grand A

The digital child reads a real book in science class: Impressions from the field

Stephanie Coulter, Springfield (MO) Catholic High School

Marci Johnson, Springfield (MO) Catholic High School

The presentation describes the efforts of two science teachers to incorporate nonfiction science books into traditional science curricula. As teachers committed to books and reading, the presentation argues for exposing students to scientific thinking through careful analysis of important scientific literature—the actual words of actual scientists.

The digital divide: When classroom computers and learning science don't mix

Kevin C. Wise, Southern Illinois University

Are there instances where classroom computers and related digital technologies don't mix with learning science?

Pre-service science teachers and technology: What, if anything, has changed?

Alice (Jill) Black, Missouri State University

This presentation describes how pre-service middle school science teachers have inferred they will use technology tools, as evidenced by their uses in assignments for a middle school science methods course.

7. The digital divide

Panel discussion

Grand B

Digital media and the digital divide: Access, poverty and instruction

Suzanne Becking, Fort Hays State University

Marilyn Grady, University of Nebraska-Lincoln

Olha Ketsman, University of Nebraska-Lincoln

Sharon Hoffman, Southeastern Louisiana University

Kathy Wesley, University of Nebraska-Lincoln

In this session we explore how digital media has caused a divide for young people in our country. Discussion will relate to issues derived from research on digital media

8. Teacher education

Grand C

Teacher education and moral intelligence

Don Hufford, Newman University

The ability to make morally valid choices is epistemologically and axiologically linked to the creative exercise of polarity thinking. Teachers should be educated to use this kind of moral intelligence.

Horsin' around in the classroom: Pedagogical approach to teaching with students to enhance learning

Douglas Knick, Luther College

Are we, as educators, breaking our students, training our students, or teaching with our students to provide our students opportunities for learning? The presentation creatively incorporates examples of breaking, training, and teaching with horses to illustrate what occurs in the classroom with students.

9. Language acquisition in the digital age

Symposium

Grand D

Advanced methodologies in language acquisition: A hybrid approach to teaching and learning in the digital age

Gay Rawson, Concordia College

Viann Pederson, Concordia College

This presentation provides a synthesis of new research on student learning, an overview of a hybrid program, examples of student media projects, and conversation. Participants leave with ideas for implementation.

10. Eliminating tenure

Plaza Room

Will eliminating tenure ruin teaching or reinvigorate it?

Pauline Nugent, Missouri State University

My deeply held personal concern for every students' right to experience dynamic, engaging and effective teaching leads me to adopt the unpopular stance favouring the elimination of tenure for teachers.

The accountability and credibility of tenure in higher education

Florence Omachonu, University of Wisconsin-Platteville

The tenure system has been under scrutiny for quite some time now. This paper argues that in order to restore integrity into the tenure process, tenure should be about intellectual inquiry, accountability and credibility.

Third Concurrent Session

10:50 – 12:00

11. Considering Wikileaks

Grand A

(Re)Imagining political discourse in the age of wikileaks

Eric Sheffield, Missouri State University

Jessica Heybach, Aurora University

Andrew Cline, Missouri State University

We argue in this symposium that Wikileaks is more than a repository of national and international secrets: it is a manifestation of democratic discourse with political, ethical and educational implications.

12. Teacher education: New directions

Grand B

A progressive critique of NCATE's Blue Ribbon Panel Report

Amy McAninch, Rockhurst University

Crystall Gomillion, Rockhurst University

The NCATE Blue Ribbon Panel Report conceptualizes teacher education as a "University-taught, clinical practice" profession, calling for teacher education to shift to a more clinical orientation. This paper critiques the report from the viewpoint of progressive teacher education.

The case for creating a meaningful context for preparing new teachers

Sandra J. Stone, Northern Arizona University

Brian A. Stone, Northern Arizona University

This session explores a PDS pre-service teacher preparation program in contrast to alternative certification programs. The case for creating meaningful contexts for preparing teachers through a PDS model is discussed.

Adopting the Clinical Practice Model: Transforming a traditional teacher education program to the clinical model-Experiences from Frostburg State University in Maryland

Beth A. Scarloss, Frostburg State University

Todd Rosa, Frostburg State University

Looks at FSU's transition from a traditional teacher preparation program into a clinically-based, student outcome-driven program as recommended by NCATE, with particular attention to reshaping course content, organization, and presentation.

13. Nature and science in the digital world

Grand C

The natural world, a digital experience

Sara Triggs, Concordia College

Teri Langlie, Concordia College

We discuss how students' interest in digital media can be harnessed to explore nature in a way that provides authentic opportunities to integrate curriculum. Issues of the digital generations are also considered.

Merging nature study and technology: Implications for preparing teachers for interdisciplinary social studies instruction

Nancy Keiser, North Central College

Children lack knowledge of and experience with nature. Teacher preparation programs can provide pre-service teachers with systematic instruction in using technology and digital media as part of nature study.

14. Technology in education: Some cautions

Grand D

Future school administrators' perceptions of gain and loss concerning technology adoption

Tom Buckmiller, Drake University

Jerrid Kruse, Drake University

This empirical study investigates to what extent and in what ways future school administrators discuss the trade-offs with respect to the effect of technology on teaching and learning.

Urging caution: The times really aren't changing...that fast

Nicholas J. Shudak, Mount Marty College

Shane Miner, University of South Dakota

The authors present a three-fold argument for why those within the broader realms of education should approach with caution the uses of mobile and digital technologies in classrooms.

Digital renegades in America: How teaching can help realize the promises of digital media

Thomas B. Smith, Northwest Missouri State University

Proponents of digital media claim that technology will bring about greater economic and political equity. In order for that to happen, schools must see and use technology in new ways.

15. Being sensitive to the needs of students

Plaza Room

Multicultural best practices: Moving beyond feel-good education

Franklin T. Thompson, Lindenwood University

This presentation will discuss multicultural teaching strategies and techniques that explain high ratings on end-of-semester student evaluations, the Multicultural Dispositions Index (MDI), and the Multicultural Educator Dispositions Survey (MEDS).

Why I hate school: The impact of bullying on student motivation

Cynthia Miller, Fort Hays State University

This presentation gives an overview of the impact that bullying has on student motivation and invites participants to discuss what has worked at their schools.

Toward culturally responsive pedagogy and practice: Preparing new teachers for innovation, achievement, and student success

Donna M. Davis, University of Missouri-Kansas City

Shirley Marie McCarther, University of Missouri-Kansas City

Discussion of a project that demonstrates how educators, and particularly new teachers, can engage in culturally responsive curriculum development and pedagogy as a means to connect to students, honor their individual experiences, and increase academic achievement.

Lunch (on your own)

12:00 - 1:15

Fourth Concurrent Session

1:15 - 2:25

16. A careful look at the question of teacher tenure

Grand A

Imaging a world without teacher tenure

Michael Imber, University of Kansas

The paper considers the likely outcomes of eliminating teacher tenure. It shows that despite some potential benefits, elimination of tenure would result in higher costs and/or lower average teacher quality.

Talkin' tenure tropes: Descriptive accuracy and normative clout

William Lloyd Fridley, Southeastern Oklahoma State University

Select tropes employed in debates about tenure for public school teachers will be analyzed and evaluated with particular attention to descriptive accuracy and normative clout for educational practice and policy.

Eliminating tenure: Why we are disgusted with teachers

Steven P. Jones, Missouri State University

Politicians, education reformers and broad segments of the American population are disgusted with teachers. This paper explores that disgust and suggests why eliminating tenure is seen as a solution.

17. On-line teaching and on-line instructors

Grand B

Preparation and quality assurance of part-time instructors

Kenny Rigler, Fort Hays University

This presentation will examine the critical questions concerning the use of online and on-campus part-time instructors and provide examples of best practices in the preparation and quality assurance programs.

The factors and levels of satisfaction for online adjunct faculty for a graduate program in education

Sandra Van Drie-Yockey, Morningside College

Glenna Tevis, Morningside College

The need for well-trained online adjunct faculty has dramatically increased. Learn how this small liberal arts college's graduate program in education is addressing this challenge.

Does course format impact perceived learning of course objectives?: A comparison of on-campus versus virtual sections of one course

Lorie Cook, Fort Hays State University

This presentation will share differences in college students' perceptions of learning six course objectives in a class where one section was taught virtually, and the other taught on-campus.

18. Reading and digital technology

Grand C

Social studies and technology: Incorporating digital primary source documents with multi-genre writing

Hilary Harms Logan, Rockhurst University

Many primary sources are becoming digitally based and are more accessible to educators and students. This presentation shows how to access and integrate digital primary sources within a multigenre research project.

New rules for a new game

Lawrence Baines, University of Oklahoma

Socio-technological forces are transforming how children read, write, and think. The session examines how trends are reshaping language and learning, and how new abilities might be adapted to achieve traditional goals.

Bridging traditional and digital texts: Pre-service teachers redefine literacy in the content areas

Kara L. Lycke, Illinois State University

Robyn Seglem, Illinois State University

This research report discusses successes and challenges in an undergraduate literacy course during which pre-service teachers redefined literacy and text in a collaborative meaning-making community using traditional and digital resources.

19. Technology, teaching, and the elementary classroom

Panel discussion
Grand D

Technology integration in elementary schools: Pre-service education to the classroom

Guy Trainin, University of Nebraska-Lincoln
Angie Wassenmiller, Concordia University-Nebraska
Kristin Javorsky, University of Nebraska-Lincoln
Laurie Friedrich, University of Nebraska-Lincoln

This symposium will weave together four studies that, while separate, are related in their connection to teaching and technology, and their potential for informing teacher preparation practices.

20. Digital tools and foreign language

Plaza Room

Promoting output in the foreign language classroom using Web 2.0 technologies

Aleidine J. Moeller, University of Nebraska-Lincoln
Carolina Bustamante, University of Nebraska-Lincoln
Sheri Hurlbut, University of Nebraska-Lincoln

This paper provides specific examples of student-centered literature-based activities that use diverse Web2.0 tools that enhance motivation and the learning of foreign language and culture through authentic practice.

Negotiation of meaning and virtual learning environments: A new view on the earning of critical thinking skills in foreign languages

Aurore Mroz, The University of Iowa

This session will present a new approach for the development of critical thinking in Intermediate French reading and writing through the immersion of learners in a virtual learning environment.

Fifth Concurrent Session

2:35 – 3:25

21. History of education: Life in a black college

Panel Discussion
Grand A

Kaleidoscope of memories: Reflections of higher education during 1935 to 1945 by African American female graduates of a midwestern historically black college

Shirley Marie McCarther, University of Missouri-Kansas City
Donna M. Davis, University of Missouri-Kansas City
Loyce Caruthers, University of Missouri-Kansas City

This project examined the experiences of African American students attending an historically black college—Lincoln University in Missouri—during a time when deep racial and economic segregation existed and the odds of excelling in the academy were quite slim for this population.

22. Teacher education in the digital age

Grand B

The blueprint: Reconceptualizing teacher preparation programs via media literacy integration

Michael Fitzpatrick, Morningside College

This symposium introduces a blueprint to empower K-to-post-secondary educators to become hyper-vigilant in a digital age by providing a media literacy integration strategy that can be embedded across the curriculum.

Star Wars revisited: Teacher education in the digital age

Jerry Whitworth, Texas Woman's University

Is technology the Darth Vader of destruction to teacher education that many have assumed, or is it a benevolent force of good, delivering us from our own self-imposed isolation and stagnation?

23. Body image and sex in the digital age

Grand C

The problem of sexting in schools

Michael Imber, University of Kansas

This paper considers the problem of "sexting," the electronic transmission of illicit photographs between students at school. It offers theoretical and practical perspectives and suggestions for dealing with the problem.

Fake beauty

Amanda Gibson, Missouri State University

Gorgeous people in magazines, in advertisements and everywhere you turn. How did they get to be so beautiful? Are there any effects of being bombarded by these images?

24. Teacher unions

Plaza Room

Fact and fiction: The Wisconsin story

Thomas E. Deering, Augusta State University

What do you know about the recent collective bargaining controversy in Wisconsin? There was more than meets the eye. Let's discuss facts.

Silenced Voices: The natural outcome of the repeated failure of teachers' unions to evolve

Philip P. Kelly, Boise State University

An examination of the declining power and voice of teachers' unions in educational policy arenas as a result of being caught between competing criteria for legitimacy and institutional inertia.

Keynote Address

3:45 — 5:00
Grand D

The Strange New Social Lives of American Teens

Mark Bauerlein

Emory University
Author of

*The Dumbest Generation:
How the Digital Age Stupefies Young Americans
And Jeopardizes Our Future*

Informal gathering
Monday evening, 8:00
Hotel Bar

Tuesday, October 18

8:00 – 10:00

**Conference registration
Continental breakfast
Foyer, Grand Ballroom**

Sixth Concurrent Session

8:30 – 9:20

25. Technology, education, and democracy

Grand A

One meets zero: Digital relationships, teaching, and democracy

Steve Broidy, Wittenberg University

As we increasingly prefer electronic to face-to-face interactions and communications, both generally and in education, there may be unforeseen effects on both the teaching-learning relationship, and on democratic community.

The ballot or the blog post: Creating a political self through and in spite of, social media

Winston C. Thompson, New York University

An exploration of the ways in which social media sites affect the political formation of their participants yields conclusions far more nuanced than simple praise or pillory.

26. Digital kids, digital devices

Grand B

Digital modalities: Incoming freshmen's use of digital media and its implication in the college classroom

Terry Ownby, University of Central Missouri

How millennial students engage digital media and its impact in the classrooms. Two themes emerged from the literature: Psychosocial gratification regarding digital media usage and digital media used by college students and faculty.

Teaching and learning with mobile devices

Jozenia Colorado, Emporia State University

Mobile devices have become a natural part of students' environment and connected lives. This paper discusses characteristics of digital kids, productive uses, and challenges to teaching and learning with mobile devices.

27. Tenure and student achievement

Grand C

The complexities of tying student data to teacher evaluation: The end of tenure?

Donna Gardner, William Jewell College

Summarizes current federal and state initiatives/laws to tie teacher evaluation to student achievement data and explores implications for teacher employment decisions and tenure.

Teacher tenure: An obstacle to progress

Thomas E. Deering, Augusta State University

Samuel H. Hardy III, Augusta State University

Does tenure for K-12 teachers enhance or inhibit student achievement, and discourage teacher innovation and creativity? The facts are not as encouraging as some might like.

28. iPads and Wikis in teacher education courses

Symposium
Brookside

Collaborative networking using wikis in education courses

Phyllis K. Adcock, University of Nebraska at Omaha

A collaborative networking Wiki is used for sharing research, submitting assignments in a graduate course. The Wiki remains available as a resource to graduate students even after completing the course.

The iPad: Changing professional development experiences for pre-service teachers

Mandi Sonnenberg, Rockhurst University

Sarah J. Hicks, Rockhurst University

We describe teachers' perceived use and comfort with the iPad before and after a professional development experience and strive to engage conference participants in discussion of the implications.

Open Community Discussion

9:30 — 10:40

Grand D

Eliminating tenure, limiting teachers' unions, Common Core Standards: What do these and other changes mean for teachers?

Mark Bauerlein

Emory University

Author: *The Dumbest Generation*

Andrea Flinders

President

Kansas City Federation of Teachers
and School-Related Personnel, Local 691

Steven P. Jones

Facilitator

Seventh Concurrent Session

10:50 - 12:00

29. Professional development and professional development schools

Grand A

The Praxis program

Dale P. Blesz, Saint Ambrose University

Pete Kelly, Truman State University

In response to the shortage in special education personnel, a preparation program was developed within the context of a professional development school. Driving principles and program components will be discussed.

Serving and learning in the Bahamas: A pre-service teacher experience in service learning, Special Education practicum, and multi-media reporting

Carolyn C. Simison, University of Dubuque

Beyond the Beaches, Serving and Learning in the Bahamas is a J-term course. This experience brings in-service learning, practicum experience and reporting through multi-media channels such as journals and blogs to share the experiences with others.

Questioning the categories of (dis)ability in Special Education: Is it time for an equitable change?

Donna M. Sayman, Wichita State University

The purpose of this study is to critically examine current journals of education to determine the extent of the academic discussion concerning categories of disability within special education.

30. Eliminating tenure

Grand B

Teacher tenure the nemesis of education

Shonta M. Smith, Southeast Missouri State University

During this session participants will engage in on-going dialogues on the pros and cons of teacher tenure. As a collective entity participants will evaluate tenure as it relates to the job performance of teachers and the academic achievement of students.

Tenure: A time for change

Carol A. Shultz, Chicago State University

Our nation is in the midst of a crisis in public education and a national focus is on teacher tenure reform. This presentation shares an administrative view on the elimination of tenure and suggests the return of educational professionalism.

31. Technology: Impact on more than just school

Panel Discussion
Grand C

The impact of technology on non-academic aspects of education

David Morstadt, University of North Dakota
Michael Fitzpatrick, Morningside College
William Gregory Harman, Dominican University
Karla Smart-Morstad, Concordia College

Valuable non-academic aspects of K-12 education are at risk as technology permeates homes and schools. This panel examines technology's impact on moral accountability, sensory enrichment, face-to-face interpersonal communication skills, and non-academic facilitators of success.

32. Teaching and the schools: Finding new directions

Grand D

Dichotomies of a social current and the draining of the public schools

Becky L. Noel Smith, University of Central Florida

Public schools have experienced an evacuation of support since NCLB. Dichotomies in public perspective of schools allude to Durkheim's "social current", and highlights ways in which the people's relationship with the school system is being manipulated.

Terraforming the educational landscape

Brian Andrew Stone, Northern Arizona University

This presentation covers a new idea called Terraforming the Educational landscape. The presenters will set up a framework for changing the educational system using a network of well-researched alternative schools.

Teacher education at the crossroads: Unanswered questions, unknown destination

Fernando Naiditch, Montclair State University
Mark Alter, New York University

This paper outlines the paradoxical pressures that constitute the context for the crisis in teacher education today and identifies critical areas and questions that educators and society need to address.

33. Technology: Seeing new benefits

Brookside

Teens' conversations around their online texts: Alternatives to schools' hidden curriculum

Margaret A. Berg, University of Northern Colorado

Teens interactions around their preferred online texts in and out-of-school context demonstrate an acceptance of various gender and sexual identities that are more likely to be persecuted in schools.

Digital media and our children: What has been lost or gained?

April L. Harris, University of Missouri-St. Louis

Web-based instruction is a 21st Century trend in the United States. Those born after 1995 are digital natives. However, technology cannot supersede quality education interaction and healthy teaching methods.

Teaching, learning, and the future of thought: Social justice, social networks, and cognitive augmentation in the age of the World Wide Web

Leon Sharpe, University of Missouri-St. Louis

This presentation examines how the global transformation of education, communication, and problem-solving processes via social networks utilizing the world-wide-web will foster the evolutionary advancement of human cognitive capacity.

Lunch (on your own)

12:00 - 1:15

Eighth Concurrent Session

1:15 - 2:05

34. Achieving social justice: Where do our graduates teach?

Grand A

Living up to our mission in teacher education: What do the demographics tell us?

Lucille L. T. Eckrich, Illinois State University

No matter how digital our methods become, as long as children go to school, it matters where new teachers go. To what extent do our graduates teach "those on the margins"?

35. Social media and young people

Grand B

Bored with the real world

Neely Hachtel, Missouri State University

I would like to discuss how young people are losing their ability to socially interact with others because of digital media. We are a fast food society in every aspect of our lives and we are in danger of forgetting what is important for building a workable society.

The five people you meet on facebook

Jeremy Alvarez, Missouri State University

The paper will identify five different identities people assume through digital media. These identities serve as a way to gain the attention of others. The person with the most "likes", wins.

36. Reflecting different world-views in the digital age

Grand C

Diversity education in the digital era: From sensitivity training to competitive advantage

Fernando Naiditch, Montclair State University

This paper argues for a change in diversity education and presents a new framework that incorporates technology to connect people and that promotes diversity as problem solving and critical thinking.

Looking at technology through a multicultural lens

Nancy L. Copeland, Eastern Michigan University

Toni Jones, Eastern Michigan University

Deborah Harmon, Eastern Michigan University

This presentation will discuss issues related to integrating technology into multicultural education including the impact of technology on the socialization habits of urban students.

37. Technology and consumerism

Grand D

The story of stuff: Reading advertisements through critical eyes

Shannon Cuff, Park University

How do the advertisements students encounter using digital media, shape their worldview and perpetuate the culture of consumerism? We'll explore the techniques advertisers employ and discuss classroom implications.

Digital media and schools: Bringing consumerism to the lives of young people

Chad Becker, Indiana State University

Keeping up-to-date with advancements in digital media conditions young people to have market-driven interpretations of the world. The pressure applied to schools to remain "in touch" with both young people and the larger society leads to a cycle of consumerism. The situation is facilitated and compounded by an education system that normalizes the incorporation of new digital technology.

38. Technology and the classroom: Choosing wisely

Brookside

Digital media and the concerns for our youngest students

Roxanne Fillmore, Northeastern State University

Bonnie Giese, Northeastern State University

Deborah Landry, Northeastern State University

Throughout the literature in Early Childhood concerns are being expressed about children and technology. Concerns discussed will include brain development, reduced physical activity, and the content of the media itself.

Digital media and education: A win-win situation?

Phyllis K. Adcock, University of Nebraska at Omaha

Digital media is integral in education, and teachers must learn how to teach using digital media effectively. Concerns of how the roles/methods in teaching and learning have changed are discussed.

Ninth Concurrent Session

2:15 - 3:25

39. Designing instructional video

Panel discussion

Grand A

Implications of designing instructional video using cognitive theory of multimedia learning

Mohomed Ibrahim, Arkansas Tech University

Pasha Antonenko, Oklahoma State University

Denna Wheeler, Oklahoma State University

Carmen Greenwood, Oklahoma State University

This study explored the implications of designing instructional video using an integrated model grounded in cognitive theory of multimedia learning—specifically, segmenting, signaling, and weeding (SSW model).

40. The connective power of digital technology

Grand B

E-Learning: Using new media to extend learning virtually

Crystal Shelby-Caffey, Southern Illinois University-Carbondale

Bethany Jenkins, Southern Illinois University-Carbondale

Edwin Ubeda, Southern Illinois University-Carbondale

This presentation describes how new media has changed teaching and learning in a pre-service teaching literacy methods course as well as in elementary classroom.

Student pairs connect via cross-generational video VoIP

Kelly Kingsley, University of Nebraska-Lincoln

Evi Wusk, Peru State University and University of Nebraska-Lincoln

Seniors and third graders from different school districts met via video Voice over Internet Protocol calls to increase connectedness, leadership and literacy. Two teachers creatively solve problems using technology.

Digital media allows for place-bound students to attend four-year institutions

Christine Reyes, Park University

Individuals who live in rural places often lack access to institutions of higher education. Their educational opportunities are limited, particularly for individuals who live in the rural mid-west.

41. Assessing students

Grand C

How to use formative assessment processes to monitor students' reading and writing skills

Florence Omachonu, University of Wisconsin-Platteville

How to use formative assessment to monitor students' reading and writing skills and improve students' intended learning outcomes and identify when to make adjustment decisions while monitoring the effectiveness of ongoing instruction.

How we prepare teachers: Using artifacts to predict teaching performance

David Bell, Arkansas Tech University

Sid Womack, Arkansas Tech University

This nine year correlative study will report on seven assessments utilized in a teacher education program. Assessments will be described and how they predict candidate success and shape program changes.

42. Technology: Special populations and differentiated learning

Grand D

Assessing the understanding and use of differentiated instruction: A comparison of novice and experienced technology education teachers

Ronnie L. Rollins, University of Central Missouri

The purpose of this paper is to explore the extent to which Technology Education teachers understand and use differentiated instructional components.

Using digital materials with individuals from special populations

Cynthia Miller, Fort Hays State University

An overview of the current use of digital materials by individuals from special populations and ways in which these can be used to improve postsecondary outcomes.

Acknowledgements

The Critical Questions in Education conference could not have happened without the dedicated help and support of the following:

Members of the Board of Directors of the Academy for Educational Studies

Eric Sheffield

Assistant Director of the
Academy for Educational Studies
Missouri State University

Thomas Deering

Augusta State University

Sam Hardy

Augusta State University

Kathryn Richardson-Jones

The Citadel

David Morstad

University of North Dakota

Karla Smart-Morstad

Concordia College (Moorhead, MN)

Jerry Whitworth

Texas Woman's University

Dennis Kear

Dean of the College of Education
Missouri State University

Fred Groves and Cathy Pearman

Chairs, Reading, Foundations and Technology
Missouri State University

Cindy Caddy, Denise Reinert

RFT Department Secretaries
Missouri State University

Libby Toth

Graduate Assistant, RFT
Missouri State University

The Staff at the Marriott, Country Club Plaza

Jackie Jones

For her help, encouragement, guidance, love and support

For information about becoming a member of the Academy for Educational Studies, please contact

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*The Academy for Educational Studies
and the Critical Questions in Education Conference
are supported by the Missouri State University
College of Education, Dennis Kear, Dean*

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