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

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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 them the knowledge and skills to design new inquiries and collaborative structures with teachers, students, and parents that promote innovation and positive change.

Jennifer Friend, Ph.D. Dean of College of Applied Studies

GRADUATE COORDINATORS & PROGRAM CHAIRS

MEd in Learning and Instructional Design   Coordinator: Dr. Mara Alagic

Chair: Dr. JaeHwan Byun

MEd in Special Education   Coordinator: Dr. Donna Sayman

Low-Incidence   Chair: Rachel Horn

High-Incidence   Chair: Dr. Donna Sayman

High-Incidence Alternative Certification   Chair: Dr. Reagan Murnan

2024 VIRTUAL SOE GRADUATE RESEARCH SHOWCASE COMMITTEE:
Dr. JaeHwan Byun, Committee Chair
Dr. Mara Alagic; Rachel Horn, Dr. Fuchang Liu; Dr. Donna Sayman

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=Tyt5M1VNb1ErZnlsUTZ4dmxlSk4xdz09

2024 School of Education Research Showcase Schedule

Zoom Link: https://wichitastate.zoom.us/j/95884619609?pwd=Tyt5M1VNb1ErZnlsUTZ4dmxlSk4xdz09

Time	Session	Main Lounge	ZOOM Breakout Room 1	ZOOM Breakout Room 2	ZOOM Breakout Room 3	ZOOM Breakout Room 4
	Facilitator	Jay Byun	Jay Byun	Fuchang Liu	Rachel Horn	Donna Sayman
8:30 - 8:35 (5')	Opening Remarks	All participants	Not open	Not open	Not open	Not open
8:35 - 8:55 (20')	Keynote	Dr. Aaron Rife Fight the Good Fight				
8:55 - 9:00 (5')	Transition (Time to move to the Rooms based on individual interests by clicking the breakout rooms on the Zoom menu)					
9:00-9:25 (25')	Oral Presentation Session I		Ali Levine, Joanna Veeh, Erin Finley, & Loni Horner Deciphering Success in Online Learning: An Investigation of Key Factors for Optimal Learning Outcomes in Virtual Learning Environments	Scarla Thompson Teacher Emotional Intelligence and its Impacts on Social and Emotional Learning of Students	Amie Turley Teacher Wellness?	Jessica Hathaway The bridge to family engagement: connecting the school and families of individuals with disabilities.
9:25 - 9:30 (5')	Transition (Time to move to the Rooms based on individual interests by clicking the breakout rooms on the Zoom menu)					
9:30 - 9:55 (25')	Oral Presentation Session II		Mollie Hoffman, Morgan Town, & Leah Roeder Exploring Kansas K-12 Public Educator Perceptions of AI in Education Including Usage and Perceived Impact on Workload	Gabriel Schott Fostering Self-Efficacy and Autonomous Motivation through Self-Assessment	Anne Morgan Elementary Students' Preferential Utilization of Math Tools/Strategies Across Grade Levels and Abilities	Michelle Rice-Beltran Modified Curriculum for Students with Disabilities And how Special Education Teachers Can support Them.
9:55 - 10:00 (5')	Transition (Time to move to the Rooms based on individual interests by clicking the breakout rooms on the Zoom menu)					
10:00 - 10:25 (25')	Oral Presentation Session III		Hazel Martinez-Garcia Investigating the Impact of Microlearning on Knowledge Retention in Second Language Learners	Olivia Rhett, Kimber Taylor, Ivone Ledesma, & Courtney Kettelhake Social Emotional Learning in The Classroom	Corbin Berner The Good Behavior Game	Sasha Fletcher Positive impact with the use of assistant technology
10:25 - 10:30 (5')	Transition (Time to move to the Rooms based on individual interests by clicking the breakout rooms on the Zoom menu)					
10:30 - 10:55 (25')	Oral Presentation Session IV		Jill Wyrick Gamification of Spelling Instruction	Ryan Joseph Leiker Demonstrating Analogical Decision Making of Relevancy-Irrelevancy in the High School Mathematics Curriculum: a baseline Engineering Thinking Project Study	Lesli Neal Transition Planning for Students with Disabilities	Sheree Molina Review of Literature
10:55 - 11:00 (5')	Transition (Time to move to the Rooms based on individual interests by clicking the breakout rooms on the Zoom menu)					
11:00 - 11:25 (25')	Oral Presentation Session V		Marc Dotson Leveling Up: A Side Quest for Gamification	Sarah Amador, Susanna Scherer, & Nicole Childers-Parks Accessibility for Neurodivergent Learners in Virtual Learning Environments	Katie Elpers Pen Pal and How Pen Pals Improve Communitcation, Diversity, and Writing Skills in Students with Special Education	Tammy Beat Cunningham Community Garden
11:25 - 11:30 (5')	Transition (Time to move to the Rooms based on individual interests by clicking the breakout rooms on the Zoom menu)					
11:30 - 12:00 (30')	Round Table		Austin Gautier The Effectiveness of Gamified-Flipped Learning on Academic Achievement and Engagement Jack Stewart K-12 Educators' Perceptions of AI and Their Implications Jacquie Ganton, Joseph Stark, & Michael Delvecchio The Role of Technology in Teacher Provision of Autonomy Supports and Student Agentic Engagement	Jami Dryden, Marah Alwazani, & Jessica Kannady Enhancing Elementary Education Through Individualized Learning: A Collaborative Approach Sarah Spaniol Mindfulness In Young Learners	Fanny Zuazo Pinge Spanish Immigrants growing in a predominantly White community: Actions taken to accommodate the new Hispanic students in the high schools, and teachers burnout in Kansas Jenny Beenken Barriers Affecting Social Interactions for People with Special Needs Elizabeth Toribio Non-disabled peers' perspectives of disabled peers and its effect on inclusion	Jo Povall Sensory Pathways: The impact a multi-sensory garden can have on student behavior, emotional-well being, and ownership. Sommer Barker Use of a Class Pass Intervention with Students Who have ADHD/Autism in the General Education Classroom
12:00 - 12:05 (5')	Transition (Time to move to the Lounge for the closing session. All breakout rooms will be closed at 12:00 and all participants will be moved to the lounge)					
12:05 -12:10 (5')	Closing	All participants	Not open	Not open	Not open	Not open

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

2024 VIRTUAL

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GRADUATE RESEARCH SHOWCASE

[ORAL PRESENTATION SESSION I] 9:00-9:25

Deciphering Success In Online Learning: An Investigation Of Key Factors For Optimal Learning Outcomes In Virtual Learning Environments

Ali Levine, Joanna Veeh, Erin Finley, & Loni Horner
MEd in Learning and Instructional Design

Breakout Room 1

The COVID pandemic necessitated a sudden pivot to remote learning and increased reliance on virtual learning environments in education. Research articles about virtual learning environments (VLEs) reference impacts in the following areas: quality of communication, opportunity for interaction, and teacher presence and engagement. This study is concerned with exploring two primary research questions pertaining to the effectiveness of (VLEs). First, will knowledge transfer be accomplished as effectively in a VLE as in a traditional classroom? The second research question is concerned with which techniques, factors, or teaching elements lead to effective knowledge transfer in VLEs. We utilized surveys as instruments to address both research questions; each research question had its own data set. Preliminary results from data set one imply that VLEs are as effective as traditional in-person learning environments. The second data set, addressing which factors influence VLEs, is still being collected.

Teacher Emotional Intelligence And Its Impacts On Social And Emotional Learning Of Students

Scarla Thompson
MEd in Learning and Instructional Design

Breakout Room 2

Emotional intelligence (EI) of teachers is becoming a topic of increasing importance regarding the role it plays in the development of Social-Emotional Learning (SEL) in children and young adults. To better understand the Emotional intelligence of teachers, this study investigated how teachers are aware of their own emotions as well as of those around them. A mixed method strategy of using quantitative and qualitative data is implemented to determine teachers' EI levels and their perspectives on SEL. The survey consisted of demographic information, the Wong, and Law Emotional Intelligence Survey (WLEIS) and 3 open-ended questions. Though there are some limitations to the research, some valuable findings provided insights for future research and professional development related to SEL.

Teacher Wellness?

Amie Turley
MEd in Learning and Instructional Design

Breakout Room 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 in-depth 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 to 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

Breakout Room 4

Individuals with disabilities face many challenges including independence, quality of life, mobility, communication, transition, and literacy. Their families, including siblings, can often feel ill-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 to their community. Additionally, this event will provide immersive literacy experiences including sensory and AAC integration for individuals with complex needs and their siblings across the county. This presentation will review the research, planning, implementation and outcomes of this community resource event.

[ORAL PRESENTATION SESSION II] 9:30-9:55

Exploring Kansas K-12 Public Educator Perceptions Of Ai In Education Including Usage And Perceived Impact On Workload

Mollie Hoffman, Morgan Town, & Leah Roeder
MEd in Learning and Instructional Design

Breakout Room 1

The holistic purpose of this study is to examine teachers' perceptions about how Generative Artificial Intelligence (Gen AI) technologies are affecting their workload. A survey has been developed for the purpose of measuring the perspective of K-12 educators from two Kansas school districts, one rural and one urban. Results of the survey could potentially help policymakers and administration support the training of teachers in the effective implementation of Gen AI. To test the purpose and validity of this survey, the first stage of the study will be to conduct an expert evaluation of operational definitions and survey questions across educational technology personnel within the identified districts. Through intentional and ethical inclusion of educational

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

Fostering Self-Efficacy And Autonomous Motivation Through Self-Assessment

Gabriel Schott
MEd in Learning and Instructional Design

Breakout Room 2

Self-efficacy is an individual's belief in and judgments about their capacity to execute behaviors necessary to produce a desired performance. This research aimed to determine whether self-assessment could be used as a tool to increase capacity for self-efficacy and in turn, autonomous motivation in 9-12th grade music students. Drawing upon self-determination theory, all study participants took a pre-assessment to gauge their baseline level of autonomous motivation. Regular application of self-assessment rubrics in experimental groups throughout the study was used to facilitate metacognitive processing in learners to create awareness of their own thoughts, behaviors, and orientation to learning in the music setting. Informal interviews captured qualitative data surrounding self-efficacy in the study population. A post-assessment was then given at the end of the study to provide a quantitative measure of student growth in autonomous motivation. The research findings will inform future research and best practice in the field of learning motivation.

Elementary Students' Preferential Utilization Of Math Tools/Strategies Across Grade Levels And Abilities

Anne Morgan
MEd in Special Education

Breakout Room 3

Currently, elementary students are frequently taught a variety of math calculation tools in the course of their math instruction. This proposal is for a study designed to explore the use of math tools/strategies that students prefer in various grade levels in elementary math. Students who have IEPs will participate in the construction of surveys and planning of related activities. Research questions include 1) Which tools do students consider most helpful and continue to utilize through subsequent elementary grade levels? 2) Do special education students utilize particular tools for longer periods than their general education peers? Teachers and their students will benefit from the knowledge of which specific math tools and strategies elementary learners believe they utilize in multiple elementary grade levels. Students who have IEPs may gain confidence participating in the service-learning activities connected to the research.

Modified Curriculum For Students With Disabilities And How Special Education Teachers Can Support Them.

Michelle Rice-Beltran
MEd in Special Education

Breakout Room 4

A desire to help students with Special Needs avoid dropping out of school, being stigmatized by an alternate diploma for high school graduation, developing economic security, and helping them to be contributing

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 class. 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 allowed to graduate with the same diploma earned by other regular education students who are performing at a more rigorous level of study? Also, how much time should a special education teacher spend creating the materials to allow for proper accommodations and modifications of the curriculum for each student on their caseload?

[ORAL PRESENTATION SESSION III] 10:00-10:25

Investigating The Impact Of Microlearning On Knowledge Retention In Second Language Learners
<div align="right">

Hazel Martinez-Garcia
MEd in Learning and Instructional Design

Breakout Room 1
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Microlearning is an educational strategy where lessons are designed to present information in short blocks that can be completed in a brief amount of time, with both practice and content tailored to achieve specific learning outcomes. However, existing literature referencing microlearning lacks research focusing on its impact on knowledge retention in second-language adult learners. Knowledge retention poses a common challenge for adult second-language learners due to limited study time between classes. The purpose of the study was to address the knowledge retention challenge by investigating the impact of Microlearning on knowledge retention in beginner-level Spanish learners. Participants were former or current students in a beginner Spanish class or had otherwise been exposed to the Spanish language. Participants were divided into two groups, a Microlearning (experimental) or a Traditional learning (controlled) group. They engaged in a three-week study, involving pretests, lessons, and posttests completed on the Nuggets mobile learning app from their personal mobile device at a location of their convenience. Both quantitative data on student performance and qualitative data on learning experiences were collected and analyzed. The study examined relationships between microlearning, student performance, and participants' learning experiences. Although the number of participants was small, the findings contributed to the existing body of knowledge by providing new data on the impact of microlearning on second-language learners studying Spanish.

Social Emotional Learning In The Classroom
<div align="right">

Olivia Rhett, Kimber Taylor, Ivone Ledesma, & Courtney Kettelhake
MEd in Learning and Instructional Design

Breakout Room 2
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This study will examine the impact of teaching social-emotional skills to students in pre-k, kindergarten, fourth grade, and middle school. The study will analyze data gathered from around 100 participants depending on any

outside factors that may not allow students to participate. The demographics of the participants are three public schools and a catholic school. Three of the schools are Title 1 schools. The need for teaching social-emotional skills has increased significantly in recent years. Schools have seen a rise in negative student behaviors and for this reason, this study will examine social-emotional learning and its impact on student behavior. The study will address the question, do students in a classroom setting respond differently when exposed to and taught social-emotional skills? What interventions were effective and not effective when delivering social-emotional content? Data will be gathered through observation and student questionnaires. The data will be gathered using notetaking, checklist, and observation for the two lower-grade researchers. The data will be gathered using a questionnaire for the participants in fourth and seventh grade. The data will be analyzed through a lens of social-emotional competency and how each age group utilized skills such as self-regulation, decision-making, and conflict resolution.

The Good Behavior Game

Corbin Berner
MEd in Special Education

Breakout Room 3

When a classroom has an issue with disruptive behavior, this can lead to a negative impact on the students academic scores. In this research proposal, the researcher aims to look at whether or not the use of the GBG (Good Behavior Game) can have a positive impact of student behavior for a classroom with both special education and general education students. Data will be collected using both qualitative and quantitative methods. This will be done through informal observations and interviews with the participants in the study. The quantitative side of the data will be the number of office referrals for disruptive behavior occur in each classroom. A bulk of the data that will be sorted through will come from the informal interviews and observations that are made during the study. This study will help to build on the previously found data on the use of the GBG in a general education classroom.

Positive Impact With The Use Of Assistant Technology

Sasha Fletcher
MEd in Special Education

Breakout Room 4

Students with disabilities can benefit with the use of assistive technology in terms of performance and independence. Assistive technology can help fill in the gap between students with a learning disability and students without. It will also have a positive impact on the student's academic performance through the opportunity to have speech to text, word prediction, read aloud, and other programs. The positive impact will be measured through their course work and their goals on their IEP's. What are the positive effects of using assistive technology in the education of students with disabilities?

Gamification Of Spelling Instruction

Jill Wyrick
MEd in Learning and Instructional Design

Breakout Room 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 non-gamified approaches. Recognizing the pivotal role of student engagement and motivation in academic achievement, this research investigated the effectiveness of game-based learning strategies. Thirteen second and third grade students from a small rural school in Kansas participated in a mixed methodology study. Students were given spelling instruction for four weeks using traditional paper and pencil methods, with no gamification. For four weeks, students were given gamified instruction of spelling words, mostly including online games through a learning website but also included in-classroom games. Each week, students were given a pretest and posttest to determine the quantitative impact of the spelling instruction. Students were given a survey each week determining their motivation to learn the spelling content. At the end of the eight weeks, the quantitative and qualitative data was analyzed to determine which method of spelling instruction was superior. Students averaged a 35.08% increase from their pretest to their posttest during the 4 weeks of the controlled study. Students averaged 39.38% increase from their pretest to their posttest during the 4 experimental weeks. This is a 4.3% difference when spelling practice was gamified. Gamification kept the students' attention more than the paper and pencil spelling practice, and overall, the students were more motivated to work on spelling during the game-based weeks. As a teacher moving forward, I will include a mixture of traditional paper and pencil practice, online games, and classroom games to get the highest level of performance and motivation from my students.

Demonstrating Analogical Decision Making Of Relevancy-Irrelevancy In The High School Mathematics Curriculum: A Baseline Engineering Thinking Project Study

Ryan Joseph Leiker
MEd in Learning and Instructional Design

Breakout Room 2

The effects of integrating engineering education into core curricula, specifically Math and Science, has shown itself to be a valuable and appropriate course of action for the STEM agenda in schools. Through a project-based design lesson, this study dives deeper into the Engineering-Thinking habits of mind. It shows a comparison of student inclinations between a landscape to decide relevant mathematics concepts using a "concept library", versus a direct-instruction concept delivery. The concept library student group will determine relevant mathematics concepts autonomously within problem stages of a project. The study took place across two midwest, Algebra 2 classrooms of 23 students each, with no gender distribution or skill level bias. The study has shown similar results in inclinations between the dichotomous content accessibility. The efforts of this

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

Transition Planning For Students With Disabilities

Lesli Neal
MEd in Special Education

Breakout Room 3

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 increase 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

Breakout Room 4

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.

[ORAL PRESENTATION SESSION V] 11:00-11:25

Leveling Up: A Side Quest For Gamification

Marc Dotson
MEd in Learning and Instructional Design

Breakout Room 1

The purpose of this study was to examine what type of gamification in education does better at student achievement with the goal of narrowing down game component inclusion choices to those that produce the best results. The study used a mixed methods approach that combined qualitative and quantitative data. The teacher began the study with direct instruction only, followed by testing to establish a baseline in scores. This was followed by three different game styles for students to play in small groups. The test was readministered, and scores were compared to the baseline. Finally, students played the games from the other groups to compare which one they felt were the most engaging and helpful. Then a survey was given to the students to provide this data set. The results provide an insight into how game aspects can be incorporated into education.

Accessibility For Neurodivergent Learners In Virtual Learning Environments

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

Breakout Room 2

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

Breakout Room 3

This presentation will discuss the important of developing a Pen Pal Project to increase student communication and better prepare students for the diversity among the community that they live in. This proposal will include a way to motivate students to improve their writing skills and to become more connected with someone who lives in a different city than themselves. The pen pal project is studying to find out how the students communication skills with new people and those around them improve while also bettering their writing skills and scores based on the middle and end of the year diagnostic that the student is given throughout their 3rd grade year. The students will also be given a survey at the end of the project to see if their opinion of writing and communicating has changed from before they started the project.

Cunningham Community Garden

Tammy Beat
MEd in Special Education

Breakout Room 4

Members of rural communities often do not have grocery stores or access to fresh produce to purchase. Community gardens are a resource for providing fresh produce; aesthetic appeal with a potential to a decrease of crime; a place for relationship building; and providing an increase in heathier community members. (USDA, 2021). Research has also suggested that community gardens provide a variety of benefits for students with disabilities including social connectedness. (Charland, 2020). However, social stigma in the form of stereotyping can hinder the success of students with disabilities and their sense of community. Community

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, 6th-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-flipped environment. A standardized pretest and post-test 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 59 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, and trends on the whole and within the different demographics identified, leading to suggestions for school stakeholders on professional development topics, as well as guidance for departments and divisions. Equipped with this knowledge, educators and school administrators will be able to navigate the current education landscape more effectively by maximizing the positive potential of AI and minimizing the negative, both for the educators using it as an aid in teaching, and for the students using it as a resource in their studies.

The Role Of Technology In Teacher Provision Of Autonomy Supports And Student Agentic Engagement

Jacquie Ganton, Joseph Stark, & Michael Delvecchio
MEd in Learning and Instructional Design

Student engagement is a topic of critical and growing importance to educators. Literature has demonstrated that student agency makes up one aspect of student engagement, and this "agentic engagement" is often influenced by educators' autonomy support behaviors. This pilot study was conducted to investigate the relationship between technology use, teacher autonomy support behaviors, and student agentic engagement in K-12 schools. 14 middle-school teachers from the United States and Canada participated in a mixed-methods survey regarding

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

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 whole-group approach, individualized learning fosters collaboration and communication among educators, parents, and students. In the wake of the COVID-19 pandemic, the relevance of this approach has been amplified, as it allows educators to address learning gaps and ensure academic progress. 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 well-being 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 18 first-grade students. The collected data were analyzed to determine how participating in mindful listening activities improves social/emotional well-being and attention to task.

Breakout Room 3

Spanish Immigrants Growing In A Predominantly White Community: Actions Taken To Accommodate The New Hispanic Students In The High Schools, And Teachers Burnout In Kansas

Fanny Zuazo Pinge
MEd in Special Education

With the latest arrival of immigrants, mostly Spanish speakers, logistic and language barrier problems are escalating. The teachers need new strategies to teach students with limited English language. These students are

falling behind academically while acquiring the new language and adjusting to the American culture. They have to deal with the stress caused by isolation, segregation or bullying. This qualitative case study research was applied in a high school in Kansas. Three Spanish students with limited English were interviewed to analyze how it is affecting their academic development and the cultural barriers. Two teachers were interviewed to explain what support they are receiving to teach Spanish students. The researcher analyzed the qualitative data by hand, creating index cards to organize it in themes and answer the research questions. To eliminate cultural bias, the author used bracketing and triangulation to ensure trust worthiness.

Barriers Affecting Social Interactions For People With Special Needs

Jenny Beenken
MEd in Special Education

This study is being conducted to help create a better quality of life for those that are not able to participate in social activities due to a lack of facilities. People with disabilities have long fought for the right to be included in social activities in their local schools and the community. The opportunity to socialize in various settings creates inclusion for all individuals. When there is a contributing factor that is not allowing individuals to socialize this affects not only individuals but their families too. These barriers can be situations like; no ramps for accessibility, lack of assistive technology, lack of services, systems and policies (CDC, 2023). Another barrier that has been faced by many families throughout the United States has been the lack of adult sized changing tables. This study will break down the barriers that impact the social interactions of people with disabilities and bring awareness to their community.

Non-Disabled Peers' Perspectives Of Disabled Peers And Its Effect On Inclusion

Elizabeth Toribio
MEd in Special Education

Inclusive education settings are becoming more and more prevalent in today's classroom structures. There is a push in education to bring student with disabilities back into class with their peers. This proposal aims to answer two questions: how a non-disabled peer's experience with disabilities effects their inclusion efforts, and how inclusion effects students with disabilities social development and self-perception. The information from this proposed study would help educators understand what needs to be done in order for inclusion to be effective. There is little research in regard to inclusive education. Further research needs to be conducted in order to identify effective strategies for including students with disabilities into the general education setting.

Breakout Room 4

Sensory Pathways: The Impact A Multi-Sensory Garden Can Have On Student Behavior, Emotional-Well Being, And Ownership.

Jo Povall
MEd in Special Education

Educators are working on finding alternative ways to address an ever-increasing number of behavioral issues. Prior research has shown that sensory, visual, kinetic, and tactile environments have positive effects on increasing student engagement, focus and self-regulation. The purpose of this case study is to look at the

potential implications that the creation of a multi-sensory garden can have a student population, focusing upon a student's perceived perception of ownership and emotional well-being throughout the project and the long-term 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 multi-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
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There is a need in the classroom to attend to students who are disruptive and have a tendency to elope and avoid 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).