

Expanding Boundaries

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College of Education
Rowan Day
April 23, 2010

Join us at 8:15

**Share morning refreshments
and welcome (ED 3091)**

**Workshop Sessions 9:00-9:50
& 10:00-10:50
(ED 3110, ED 3117, ED 2100,
ED 2104)**

**Partners for Learning 10:00-
12:00 (ED 3091)**

**Lindback Award and
Luncheon 11:00-1:00
(Student Center)**

**Poster Presentations 1:00-
1:45 (ED 3109, ED 3117)**

Contact: Steve Cone (cone@rowan.edu) or Theresa Cone (conet@rowan.edu) with questions

Time	Room 3091	Room 3110	Room 3117	Room 2100	Room 2104
8:15-9:00	Welcome and Coffee/Juice	*	*	*	*
9:00-9:45	x	Blogging, Leadership, and Self-Efficacy - Thompson	Teaching Social Justice through Carter G. Woodson Award Winning Books - Westcott	Paper Folding: A Different Learning Experience for Young Children – Bae-Suh	Defining new boundaries: Art and Content Meet – Jorgensen & Graziano
10-10:45 10-12:00 (Partners)	Partners for Learning: Preparing Teachers to Involve Families (10-12) - Hill	Utilizing Interactive DVDs and Podcasts in Place of Traditional Textbooks - Mann	Integrating Poems and Stories with Creative Movement for Young Children – T. Cone & Chen	Cultural Relationship Training Program - Campbell	Brain Blasts – Faber
11:00-1:00	Lindback	Award	Ceremony	Luncheon	Student Center
1:00-1:45					
Room 3117	Get FIT: Fitness and Nutrition for People with Developmental Disabilities – Spencer	Understanding and Assisting Students with Disabilities – Walpole & Chaskes	Reach for the Moon and Read Among the Stars – A Literacy Alive Showcase – Meredith & Viator & Students	Organizational Culture at the University Level: A Follow-up Study Using the OCAI Instrument – Fralinger & DiCorcia	Play at Work – An Exploration of undergraduate and graduate students’ understanding of identity and diversity – Meredith & Johnson
Room 3109	Bulletin Boards: A K-12 Health and Physical Education Learning Strategy – S. Cone & Students	Do Honors Students Who Actively Use Educational Resources Tend to Achieve Their Academic Potential More Than Those Students Who Do Not – Kovacs & Kohler	Non-Computer Technology Posters – Rattigan & Students	Little people thinking about big ideas - Viator	High School Science Teachers’ Perceptions of Inquiry Teaching in Light of Their Own Teaching Practices - Abi-El-Mona & Blong

Expanding Boundaries: Through Practice, Inquiry, and Collaboration

2010 Rowan Day: College of Education

Friday, April 23, 2010

Time	Room	Session & Presenters	Description
8:15 – 9:00	3091	Welcome and Coffee/Juice	Dean Carol Sharp
9:00 – 9:50	3110	Blogging, Leadership, and Self-Efficacy – Carol Thompson	This study investigated the use of asynchronous blogs and face-to-face discussion by 49 pre-service teachers in a Characteristics of Knowledge Acquisition class. Teaching requires both leadership and the use of higher-order thinking. To determine whether the blogs contribute to those skills, data were collected on participants' use of professional language and their application of course concepts to issues presented by blogger/leaders. Pre- and post- surveys were administered, along with follow-up questions.
	3117	Teaching Social Justice through Carter G. Woodson Award Winning Books – Patrick Westcott	The National Council for the Social Studies Carter G. Woodson Award is presented annually to the most distinguished social science books appropriate for young readers that depict ethnicity in the United States. This workshop will provide strategies for using several of the winning books to teach social justice.
	2100	Paper Folding: A Different Learning Experience for Young Children – Soyoun Bae-Suh	The purpose of this session, paper folding, is to provide early childhood teacher candidates as well as elementary teacher candidates with opportunities to identify how to integrate this valuable activity into their own teaching in the p-3 classrooms by mastering simple skills of folding a few objects.
	2104	Defining new boundaries: Art and Content Meet – Donna Jorgensen & Jane Graziano	During this mini-workshop session, participants would see how to integrate art into content area lessons. The workshop will be highly participatory and will invite participants to engage in discovering the close connection between art and content, something that many people do not realize. Participants will have an opportunity to create a mini-project and to engage in discussion about how art, literature, history, societal practices, science, and mathematics are all connected. They will expand their own personal perceptions of the boundaries of what they might integrate into their lessons and units and how teachers can create opportunities for students to see the wider boundaries of our world.

10:00-12:00	3091	Partners for Learning: Preparing Teachers to Involve Families – Gloria Hill	This session establishes the foundation for understanding and theory of action as to the importance of partnering with parents. Participants will increase their knowledge and understanding of the research supporting parent involvement as a key strategy for improving student outcomes. Through examining the research and sharing their own knowledge and experience, participants will leave with strategies for beginning to look at parent involvement in new ways and establishing new practices, in order to more effectively engage parents.
10:00-10:50	3110	Utilizing Interactive DVDs and Podcasts in Place of Traditional Textbooks – Doug Mann	This presentation will detail a work to be completed in May that utilizes an interactive DVD and podcasts to teach practical skills. In addition the DVD offers an interactive component to facilitate student learning. The purpose of this presentation is not only to show this project but to explore utilizing this system within other disciplines. This presentation is geared for those that are looking for innovative teaching materials and in the future may be interested in publishing textbook type material in a non-traditional medium.
	3117	Integrating Poems and Stories with Creative Movement for Young Children – Theresa Cone & Xiufang Chen	Three approaches, using the theme of water, will be presented that focus on the creative process of transforming words and illustrations into movement. Come prepared to enjoy creating, sharing, and moving in new ways.
	2100	Cultural Relationship Training Program – Derrick Campbell	Many administrators and teachers come from different economic and cultural backgrounds than the majority of the students in their school. The Cultural Relationship Training Program™ is a scientifically researched-based program which results in increased student achievement, low disciplinary infractions, and low special education referrals for historically underserved students.
	2104	Brain Blasts – Alyssa Faber	Learn how to energize the brain in order to maximize student learning. You will see that kinesthetic learning can benefit everyone across a range of abilities, ages, and in all subject matter classes. By allowing movement to occur in a controlled manner, students will be able to achieve greater success.
11:00-1:00	Student Center	Lindback Award Luncheon	

Poster Sessions

1:00-1:45	3117	Get FIT: Fitness and Nutrition for People with Developmental Disabilities – Megan Shincarick, Brandon Trojan, David Mabee	Get FIT is a collaborative effort between Rowan University and the Family Resource Network of NJ to provide wellness programs for people with developmental disabilities and their caregivers. An additional goal is to increase the number of health promotion professionals who pursue careers working with people with developmental disabilities. This poster presentation and accompanying slide show (on a laptop) will show the program mission, objectives, activities and results of a blood pressure and cholesterol screening for this client population.
	3117	Understanding and Assisting Students with Disabilities – MaryBeth Walpole & Jay Chaskes	This study provides demographic information on college students with disabilities, the types of disabilities they report, their degree attainment rates, and the academic and social factors on college campuses that support students' success. The program also provides participants with an understanding of these students' experiences and approaches for assisting them with their learning and development.
	3117	Reach for the Moon and Read Among the Stars – A Literacy Alive Showcase – Cori Meredith & Martha Viator & Students	Join the student officers and faculty advisors of Kappa Delta Pi, the honor society in education, as they present highlights and examples from their annual service project called Literacy Alive. This year's theme incorporated content-based, thematic instructional activities for young learners in grades K-5.
	3117	Organizational Culture at the University Level: A Follow-up Study Using the OCAI Instrument – Barbara Fralinger & Michele DiCorcia	Organizational culture is a primary component of functional decision making in universities. In order for administrators, faculty, and staff to effectively coordinate an efficient academic environment for health education, continuing cultural assessment and change are necessary. The purpose of this study was to explore the concept of culture at the university level and determine whether changes in environmental conditions (e.g., expansion of departmental programs and new building construction) impacted student perceptions of departmental culture.
	3117	Play at Work – An Exploration of undergraduate and graduate students' understanding of identity and diversity – Cori Meredith & Anne Johnson	Two faculty members describe their current progress in researching undergraduate and graduate students' understanding of identity and diversity through the use of a specific learning activity presented in both courses. Specific details unique to the research process and identification of early themes will be presented.

	3109	A K-12 Health and Physical Education Bulletin Board Teaching Strategy – Aly Bills, Alyssa Faber, Eliza Henry, Amy Weid, Bridgid Marquess, James McCloskey, & Steve Cone	Students will share bulletin boards that present an overview of a health or physical education curriculum; a content area within the health or physical education curriculum; or a general health or physical education message/theme that can be shared with the school community.
	3109	Do Honors Students Who Actively Use Educational Resources Tend to Achieve Their Academic Potential More Than Those Students Who Do Not – Jessica Kovacs & Stephanie Kohler	For the purposes of Rowan Day, our research will be presented in the form of a tri-fold poster board. The poster board will highlight our research questions, how we collected our data, a table containing our findings, what are findings imply, and issues for further research.
	3109	Non-Computer Technology Posters – Peter Rattigan & Students	Students in Technology and Assessment in Health & Exercise Science class present the three top rated posters on non computer technologies in their field.
	3109	Little people thinking about big ideas – Martha Viator	This paper is about one middle school teacher’s use of questioning. Using a qualitative research approach, I evaluated the teacher’s use of essential questions to promote the development of historical thinking in students exposed to history as a discipline for the first time.
	3109	High School Science Teachers’ Perceptions of Inquiry Teaching in Light of Their Own Teaching Practices – Issam Abi-El-Mona & Sharon Blong	This study seeks to understand high school science teachers’ perceptions of inquiry teaching in light of their own teaching practices. Guiding research questions were: (1) How do high school science teachers describe their own teaching practice? (2) What are the self identified “inquiry based” criteria embedded in their practice; (3) What criteria do they consider to be significant in determining the effective use of inquiry teaching within their own classroom and (4) How does such criteria compare with the National Science Education Standards description of inquiry teaching in light of teacher identified curricular constraints? The study uses a phenomenological approach. Participants included 10 public high school science teachers (50% female) with a minimum of 1 year science teaching experience. Data collection occurred in three phases across a 4 month period. Phases involved classroom observations, field notes and semi structured interviews. Data analysis focused on triangulation of data sources. Preliminary results show that the majority of teachers see their teaching practices as adequate in fulfilling the required school science program. Teachers with more than three years of experience tended to debate the feasibility of inquiry teaching in light of the need to promote student content knowledge targeted towards state based assessments.