2021 VIRTUAL

SCHOOL OF EDUCATION

GRADUATE RESEARCH SHOWCASE

Program

Saturday, May 1, 2021

8:30 a.m. – 12:00 p.m.

School of Education

College of Applied Studies

Wichita State University

2021 VIRTUAL

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GRADUATE RESEARCH SHOWCASE

TABLE OF CONTENTS

MESSAGE FROM THE DEAN

Applied Research has never been more important than in current times where immediate problems require immediate resolutions. Therefore, we cannot underestimate the role of the research that emerges from graduate programs in the WSU College of Applied Studies and the impact it has in the communities we serve. The 2021 Annual School of Education Research Showcase is an important reminder of the need to investigate problems that matter and can serve to amplify the voices in our community. For our soon-to-be graduates, congratulations on your achievements and thank you for participating in today's event. As part of a research university committed to innovation and community engagement, we believe in the benefits of university research for the betterment of society, and we applaud your contributions to that endeavor.

Shirley Lefever, Dean

GRADUATE COORDINATORS & PROGRAM CHAIRS

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

MEd in Special Education Coordinator: Dr. Heidi Cornell

Low-Incidence Chair: Dr. Kristin Panos

High-Incidence Chair: Dr. Donna Sayman

High-Incidence Alternative Certification Chair: Dr. Heidi Cornell

Early Childhood Unified (ECU) Chair: Dr. Jennifer Stone

MA in Teaching - Transition to Teaching Coordinator Dr. Jim Granada

MA in Teaching - MAT ECU Residency Coordinator: Dr. Kim Wilson

2021 VIRTUAL SOE GRADUATE RESEARCH SHOWCASE COMMITTEE:
Dr. Mara Alagic; Dr. JaeHwan Byun, Committee Chair; Dr. Heidi Cornell

2021 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE
SCHEDULE

TIME	EVENT	LOCATION

largest local community college provider of dual credit instruction. These two channels of information allowed me to review if the intended goals of dual credit programs are in alignment with practice, highlight areas of weakness or inconsistency, determine if goals are being met locally, and offer implications for further discussion.

DIRECT INSTRUCTION ON SELF-DETERMINATION AND SELF-ADVOCACY SKILLS WITH UPPER ELEMENTARY STUDENTS

Tiffany Sallee
MEd in Special Education

Zoom Room 3:

learning and traditional face-to-face learning such as hybrid learning, flipped classrooms, guided online instruction, student directed online instruction, and other variations. This complexity can make the challenge of deciding which version of instruction is the best choice for a particular situation a difficult task.

2021 KANSAS SCIENCE OLYMPIAD: CHANGES DURING A PANDEMIC

<div align="right">

Jill Fisher
MEd in Learning and Instructional Design

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Zoom Room 2: https://wichitastate.zoom.us/j/96185334263?pwd=ZTdyd3dkazBCWW4vNHlOOXR1Sjl3dz09

2021 VIRTUAL
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POSTER PRESENTATIONS

[SESSION I] 9:35-10:15

POSITIVE EFFECTS OF CRITICAL CO-REFLECTION

Harlee Musselman, Talelia Schroeder, & Hanna Smith
- *MEd in Learning and Instructional Design*

Zoom Room 1: https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09

The purpose of this case study is to explore the effects of co-re

DELIBERATING ON CONSCIENTIZATION

Ashley Neybert & Caleb Wiens
MEd in Learning and Instructional Design

Zoom Room 2: https://wichitastate.zoom.us/j/96185334263?pwd=ZTdyd3dkazBCWW4vNHlOOXR1Sjl3dz09

As time goes on from the time of Freire to the present, topics of conscientization has in some respects remained unchanged while some respects have largely changed throughout the times. Increasing globalization, more cross-cultural integration, and more mainstreaming of students with disabilities have caused some major changes which will be looked at more deeply in this meta-analysis of the current literature as of the year of 2021.

MULTICULTURAL SENSITIVITY TRAINING IN EDUCATION

Martha Campbell-Weaver, Paria Darvish, Lindsay Hardaway, & Jill Wyrick
MEd in Learning and Instructional Design

Zoom Room 2: https://wichitastate.zoom.us/j/96185334263?pwd=ZTdyd3dkazBCWW4vNHlOOXR1Sjl3dz09

Multicultural awareness plays a vital role in every classroom. Multicultural awareness promotes cultural sensitivity and understanding. These key components support student success and higher-level achievement for students. The purpose of this research is to get a better understanding of the teacher's competence in

unds in the following
categories: Interaction engagement, respect for culreW000thdp(f-00912)4(a)4(r)-ce detnt succ ei(ticon(n tid1(e)a)4(r),-3

SUPPORTING VIRTUAL EARLY CHILDHOOD STUDENTS AND FAMILIES

Sandra Birzer
MEd in Special Education

Zoom Room 3: https://wichitastate.zoom.us/j/97839694276?pwd=RENjQkxwbXZrd0RveHhNYms4NThsdz09

This study seeks to understand if an online resource would benefit families of early childhood students who are engaged in virtual learning for the school year. With the shift to online learning for many families due to the COVID-19 health situation, many students find themselves in a new learning environment. This study asked the questions: Will an online resource provide beneficial support for families? Additionally, does this resource enhance student engagement in their learning? A website with resources for students and families will be developed and distributed to the families of early childhood students in a suburban school district. Families will utilize the content of the website over the course of several weeks and then complete a survey. Through a quantitative analysis of survey results, the change in student engagement in their learning activities and the effectiveness of support for families will be examined.

[SESSION II] 11:00-11:40

DISABILITY AWARENESS: TEACHING YOUTH TO RESPECT THEIR PEERS WITH SEVERE DISABILITIES

Renae Gifford
MEd in Special Education

Zoom Room 1: https://wichitastate.zoom.us/j/8816004108?pwd=bHg0S3hOUW5wVkVsRURVS1Z3c1lpUT09

This literature review discusses the benefits of disability awareness programs on young adults attending high school, various service learning projects that involve students with and without disabilities, and combining disability awareness with service learning projects for maximum effectiveness in providing disability awareness to young adults. It also addresses current character education and disability awareness programs and offers suggestions to teachers in choosing a program for their students and/or school. Keywords: disability awareness, service learning projects, character education, youth respect.

DISABILITY AWARENESS: INTERACTIVE PRESENTATIONS FOR ELEMENTARY AGED CHILDREN

their understanding and acceptance of their peers with disabilities? Will interactive presentations about disabilities help foster meaningful and authentic relationships between children with and without disabilities? A survey will be used to determine the success of the project as well as gaining feedback and insight from general education teachers. The anticipated result is to begin conversations about inclusive practices in a school setting that would continue to educate children about disabilities.

EDUCATING CHILDREN DURING THE ERA OF COVID 19

Robert Zimmerman
MEd in Learning and Instructional Design

Zoom Room 2: https://wichitastate.zoom.us/j/96185334263?pwd=ZTdyd3dkazBCWW4vNHlOOXR1Sjl3dz09

March 2020 marked the beginning of an era of uncharted and unprecedented chaos in the field of education and parenting. The COVID 19 virus radically altered the face of education in ways that never could have been predicted outside of a book, movie, or television show. Literally overnight, students, teachers, and parents were forced into drastic decision-making situations in order to maintain some semblance of order in their worlds. As school districts convened to plan successful instructional approaches to distance learning, much of what transpired subsequently was, in fact, trial and error; likewise, parents were faced with layoffs, child care issues, and other burdens such as providing extra meals and assured safety for their children. After some time passed and all involved had time to regroup and reevaluate the situation at hand, it was clear that a new amendment was necessary to the crisis plan of schools, homes, and education in general. Based on research findings regarding the COVID 19 pandemic and its effect on education, as well as responses from fellow educator colleagues sharing personal experiences, a number of vital facts have been discovered. Preliminary conclusions illustrate how administrators, educators, and parents alike brainstormed, problem-solved, and readjusted, time and again, to equip themselves adequately should COVD 19 or any other unforeseen crisis force further alterations to the traditional educational approach as we know it.

THE IMPACT OF COMMUNITY-BASED SERVICE LEARNING PROJECTS ON SELF-DETERMINATION IN STUDENTS WITH LEARNING DISABILITIES

Nicolle Herman
MEd in Special Education

Zoom Room 2: https://wichitastate.zoom.us/j/96185334263?pwd=ZTdyd3dkazBCWW4vNHlOOXR1Sjl3dz09

Research on evidence-based intervention methods for use within special education classrooms to increase positive outcomes following high school for individuals with disabilities have focused on transition planning and self-determination. Much of the research evaluated high-quality interventions that could be replicated in both post-secondary schools and the community following graduation. The implications of the most successful strategies have gradually trickled down to include research for students with disabilities in middle and elementary schools. As part of a service-based school collaboration, this project seeks to employ those best practices aimed at increasing self-determination in elementary-aged students with disabilities by promoting goal setting and attainment through participation in two self-selected community-based activities.

ACCESSIBLE EDUCATIONAL ACTIVITIES AND MANIPULATIVES FOR HOSPITALIZED

8