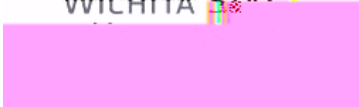




College of Education
Graduate Showcase 2016
Wichita State University



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WICHITA STATE



**2023 VIRTUAL
SCHOOL OF EDUCATION
GRADUATE RESEARCH SHOWCASE**

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2023 VIRTUAL SCHOOL OF EDUCATION GRADUATE RESEARCH SHOWCASE

TIME	EVENT	LOCATION
8:30-8:35	Opening Remarks	Zoom Room 1
8:35-8:55	Keynote: Dr. Jennifer Friend	Zoom Room 1
9:00-9:30	Oral Presentations Session I	Zoom Room 1, 2, 3, 4, 5
9:35-10:05	Oral Presentations Session II	Zoom Room 1, 2, 3, 4, 5
10:10-10:40	Oral Presentations Session III	Zoom Room 1, 2, 3, 4, 5
10:45-11:15	Oral Presentations Session IV	Zoom Room 1, 2, 3, 4, 5
11:20-11:50	Oral Presentations Session V & Round Table Session	Zoom Room 1 Zoom Room 2, 3, 4, 5
11:55-12:00	Closing	Zoom Room 1

Links

Zoom Room 1: <https://wichitastate.zoom.us/j/9929818736?pwd=MmZDaVVSXVhBVG9ldUZvdk0dmkFZz09>

Zoom Room 2: <https://wichitastate.zoom.us/j/9132737281?pwd=aVlXlT3FulTRmRkREYjJFNzZS1UZz09>

Zoom Room 3: <https://wichitastate.zoom.us/j/486725729?pwd=MzZlUk53b1Y1OG1GbzhtO6kSMlQ109>

Zoom Room 4: <https://wichitastate.zoom.us/j/6059036982?pwd=anU4SUxlaWZpb1VlSHAzelskdVsc09>

Zoom Room 5: <https://wichitastate.zoom.us/j/9899783685?pwd=eUwyUldlVROGpMm1HUG9lL3VOUT09>

Andrea Adams

Zoom Room 3 <https://wchitastate.zoom.us/j/486745729?pwd=M3ZlUk53bTY1OG16bzhtU06YS1MjQ1OQ>

Studies have shown that empathy and compassion are factors in exhibiting prosocial behaviors which creates

ORAL PRESENTATION SESSION II 935 1005

SOCIAL EMOTIONAL LEARNING IN THE ELEMENTARY VISUAL ART CLASSROOM

Jay Jacoby

Zoom Room 1: <https://widi1astatezoomus/j/99249818736?pwd=Mm1DaVVXSVh6Wj9ldUZvd20dm1FZz09>

According to the Committee for Children (2022) "social-emotional learning (SEL) is the process of developing the self-awareness, self-control, and interpersonal skills that are vital for school, work, and life success. People with strong social-emotional skills are better able to cope with everyday challenges and benefit academically, professionally, and socially. From effective problem-solving to self-discipline, from impulse control to emotional management and more, SEL provides a foundation for positive, long-term effects on kids, adults, and communities." This research's goal is to determine whether there is a correlation between visual art and SEL and to determine whether there is an advantage to implementing more SEL curricula in the visual art classroom. Using digital surveys sent out to educators, school psychologists, and school counselors, all at the elementary level, as well as six in-person interviews done from these individuals from these fields, I intend to demonstrate that there is a strong correlation between the value of social-emotional learning and its application in elementary visual art.

ARE PLCs EFFECTIVE FOR PROFESSIONAL DEVELOPMENT?

Alyssa McGill, Jack Stewart, Amie Turley (Riddle)

Zoom Room 2: <https://widi1astatezoomus/j/913723728?pwd=a1VXI3FUTIRnRkREhVFNZzS1Uz09>

The purpose of our research is to determine if Professional Learning Communities (PLCs) can be an effective way to structure professional development for secondary school teachers (9th-12th grade). By using the word effective, the goal is to develop an understanding of whether PLCs are viewed by teachers as a way for them to grow in their professional careers, as well as be able to apply the knowledge that they learn to their classrooms in order to improve student learning and achievement. The participants will be 9-12th grade teachers at a private school, Title I school, and a suburban school. Ten participants will be volunteers from each school. Staff members will be asked to complete a survey gauging educators' opinions of the PLC process and its effectiveness by utilizing a 5-point Likert scale. The data will then be analyzed according to experience, familiarity with PLCs, and school classification. This will be used to quantify educators' perspectives on PLCs and determine if it is viewed as an effective process for educators, and whether it is worth the investment for schools across the nation.

COMMUNICATION SUPPORTS AT HOME AND IN SCHOOL

Tiffany Kargbo (Thuman)

Zoom Room 3: <https://widi1astatezoomus/j/486745529?pwd=M3ZlUks3b1YlOG16bzhtUj06S1Mj09>

Students with autism often have difficulties in communication and speech. Students often receive speech

with Disabilities Act and Special Education
impacting Special Education Advisory
Advisory Panel Interview protocol
developing district level Special

USING ACCEPTANCE AND COMMITMENT THERAPY SPECIAL EDUCATION

BURNOUT IN
Angie Everett-Melton

Zoom Room 4 [https://](https://us02zoom.us/j/9123456789)

<https://us02zoom.us/j/9123456789>

The purpose of this study is to explore the experiences of special education teachers in the community, the long-term impact of burnout, and how it will impact future research on special education teachers that work in high-stress environments. The study will also explore what administration can do to support special education teachers, strengthen psychological resilience, and the extent to which the study will examine ways that school districts can implement interventions can help

special education teachers in the community, the long-term impact of burnout, and how it will impact future research on special education teachers that work in high-stress environments. The study will also explore what administration can do to support special education teachers, strengthen psychological resilience, and the extent to which the study will examine ways that school districts can implement interventions can help

ORAL PRESENTATION SESSION IV 1045 11:15

WHAT ROLE DOES THE INSTRUCTOR PLAY IN SUPPORTING ADULT LEARNERS IN ONLINE COURSES TO ACHIEVE ACADEMIC SUCCESS?

Larissa Cifuentes

Zoom Room: <https://wichitastatezoomus/j/99249818736?pwd=MnJDaVVXSVh6WG9ldUZvd0dmFZz09>

What role does the instructor play in supporting adult learners in online courses to achieve academic success? In this case study I examine the role of a native instructor and social connection. Online learning promotes flexibility, self-learning work at your own pace, live your life, work your job, and it's affordable. These students are juggling many roles while still trying to accomplish their goals and dreams. As the number of adults in online learning has rapidly grown, so has the dropout rate (Pak, 2009). Adult learners report feeling isolated, anxious, confused, and lost (Amarsingh, 2019). What role does the instructor play in supporting adult learners in online courses to achieve academic success? To answer this question, I developed a questionnaire to collect data from 56 online adult students through social media. The study concludes that the active presence of an instructor is not directly correlated to the academic success and satisfaction of an adult learner.

IMPLEMENTATION OF BLENDED LEARNING INTO CORPORATE TRAINING

Lakota Hyde

Zoom Room 2: <https://wichitastatezoomus/j/9137275728?pwd=aTVXl3FulTRmRkREJvJFNZZS1lZz09>

Instructional design and blended learning is becoming increasingly popular and necessary in corporate training. The question is how to successfully implement blended learning in a corporate setting? The goal of this study was to provide a blended training model that can be used to successfully implement blended learning in a corporate setting.

INCREASING ACADEMIC INDEPENDENCE AND ACHIEVEMENT WITH INCREASING POSITIVE SOCIAL SKILLS AND CONNECTEDNESS TO THE SCHOOL COMMUNITY THROUGH SAME AGED PEER TUTORING

Ariikka Gresham

Zoom Room 3: <https://wichitastatezoomus/j/486725529?pwd=M3ZlUls3blYlOG16bnhWl0GYS1MlQ09>

This service learning project was conducted to for students to help each other. This project will hopefully help students to understand material that is being taught to them on a deeper level as they teach it to others. This will help better retention of what they have learned. The project will allow students to gain positive interactions with their peers and have a better approach to their academic engagement as well as giving them a sense of connectedness to their school. The project will include students from Ariikka Gresham's 5th grade mixed abilities classroom and Emilie Kennedy's 3rd 5th grade mixed abilities class. Normally students who occupy a mixed abilities classroom have autism spectrum disorder, down syndrome, or have an intellectual disability. Generally, with these types of disabilities it is difficult to learn and retain material and with that, students tend to lose confidence in themselves and lose social skills. By tutoring their same aged peers both the tutor and the tutee can benefit. They would both reach academic and social success and obtain a sense of connectedness not

ORAL PRESENTATION SESSION V 11:20 11:50

**2021 VIRTUAL
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ROUNDTABLE SESSIONS 11:20 11:50

Zoom Room 2

<https://viditastate.zoom.us/j/9137273728?pwd=aTVXU3FuTFRnRkRlREbWJlbnZZSUZkOQ>

**THE EFFECTIVENESS OF FLIPPED LEARNING ON STUDENT PERFORMANCE AND
LEARNING EXPERIENCE**

Austin Gautier, Hazel Martinez Garcia, & Gabriel Schott

Flipped learning is a constructivist teaching and learning strategy by which students individually acquire content knowledge outside of class by accessing teacher defined learning activities. Class time is then structured &

TEACHING LIFELONG SKILLS TO STUDENTS WITH LOW INCIDENCE DISABILITIES – USING A SCHOOL STORE TO PROMOTE LIFE SKILLS TO STUDENTS WHO HAVE LOW INCIDENCE DISABILITIES

Whitney Steele

Many studies have been completed regarding the positive impacts on special education students who have worked at a school store. A school store can provide special education students a chance to practice life skills. Those skills can range from communication with adults, social skills, as well as money recognition/counting. The process leading up to the weekly school store can also provide students a chance to learn planning and why it is important. For example, it can be a time for students to create a grocery list and put prices down on the paper to maintain a budget. A few research questions have been created regarding running a school store. If those research questions are answered with a positive impact, that will mean all students learned how to

topics of academics and self-esteem or inclusiveness. Findings show that students with special education services have more success with academics and inclusivity when the co-teaching model is used in some way. Evidence supports the co-teaching model to better meet the needs of all students.

THE USE OF YOGA AND MEDITATION TO ADDRESS BEHAVIOR AND EXECUTIVE FUNCTIONING WITHIN THE SPECIAL EDUCATION CLASSROOM

Kendra Morford

Yoga and meditation have the potential to be a very effective tool within the special education classroom. This literature review proposal outlines what yoga is, what classroom data is being reviewed, and what the initial data is showing on its effectiveness on the cognitive processes of students with Autism. The research question being posed is: Does consistent use of meditation or yoga and meditation, at the start of a class period, in a special education classroom, help students with Autism regulate their classroom behavior resulting in extended periods of deeper concentration and higher executive functioning application for the remainder of the class period? The study population is limited to elementary or middle school aged students, within the United States, being given instruction within the special education classroom and having been diagnosed as having autism. The initial findings are strong to support the desired outcomes of academic progression when consistently used in the special education classroom. Thus, the implications are that these easily implemented techniques can be highly effective and therefore warrant additional study and review.