

Barry University



Barry University

Chapter of Phi Delta Kappa
Biennial Research Symposium:

SOCIAL JUSTICE & ADVOCACY THROUGH EDUCATIONAL RESEARCH



Adrian Dominican School of Education
Miami Shores, FL
February 1, 2014

Sponsored by:
Barry University Chapter of Phi Delta Kappa

Program At-A-Glance

9:00-9:45am **Opening Keynote** **Andreas 111**

Dr. Ruth Behar, Professor of Anthropology
University of Michigan

“Crossing Borders in Real Life and in Writing”

Dr. Behar presents a wide-ranging presentation, mixing poems, stories, and images, as she shares her journey from Cuban immigrant child to award-winning cultural anthropologist and writer. In the course of discussing her personal experiences, she will reflect on how she has crossed borders in her writing, moving between autobiography, ethnography, and fiction to do justice to the heart-opening encounters she has had with people in Spain, Mexico, and Cuba who have allowed her to witness their lives.

2:00 pm – 2:50 pm **Closing Plenary** **Andreas 111**

Dr. Verônica Gesser,
Coordenação Institucional Pibid Univali, Brazil
Visiting Professor, Barry University

“Critical theory, Curriculum and Social Justice: Paulo Freire and Contemporary Issues”

The school curriculum is most often mandated by federal, state, and local educational systems rather than determined by the school stakeholders of a community, as Freire (1993) advocates. Today, a significant vision of schooling is challenging the current order of curriculum practice. This view focuses on school as a liberating agency, grounded in the belief that access to information through education—and thinking critically about this information—will educate an individual in becoming capable of making independent decisions. In the context of the emergence of critical theory, Paulo Freire is the key proponent of a school curriculum which promotes social justice. These powerful arguments for designing teaching practices and contemporary curriculum will be examined and discussed in this presentation.



7:45am	Registration / Refreshments					
8:45am	Welcome <i>Dr. Terry Piper</i>					
9:00am	Opening Keynote <i>Dr. Ruth Behar</i>					
10:00am	Session 1-A Rickets-Duncan, Demeirius and Starkey Powers 135	Session 1-B Fredotovic, Goodletty, Starratt and Scurr Powers 136B	Session 1-C Blunksky And Willson Powers 136C	Workshop 1-A Gesser Powers 166A	Workshop 1-B Williams Auguste Aznares Powers 166B	Workshop 2-B Thomas Powers 166B
	Session 2-A Daniels and Aznares Powers 135	Session 2-B Rosenkrantz, Farrell, Winkle, and Williams Powers 136B	Session 2-C Auguste, Starratt and Spencer Hoo Powers 136C	Workshop 2-A Ban Powers 166A		
11:00pm						
12:00pm	Lunch Landon Student Union Building Roussel Dining Hall					
1:00pm	Session 3-A Scott and Mirabal Powers 135	Session 3-B Rosenkrantz and Prabhakar Powers 136B	Session 3-C Warner, Haid Powers 136C	Workshop 3-A Fenu-Foerch, Estarellas, Luzzi Panno Powers 166A	Panel Session 3 South Florida Resea Alliance Powers 166B	



**Barry University Chapter of PDK Symposium
Acknowledges:**

Dr. Terry Piper
Adrian Dominican School of Education Faculty and Staff
Jeffrey D. LaLiberte
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2014

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Barry University Adrian Dominican School of Education

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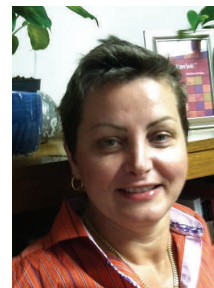
Barry University Chapter of Phi Delta Kappa

Phi Delta Kappa is an international association for professional educators. The organization's mission is to promote quality education as essential to the development and maintenance of a democratic way of life by providing innovative programs, relevant research, visionary leadership, and dedicated service. The Barry University Chapter of PDK was installed in 2002. For membership information about the Barry Chapter of Phi Delta Kappa, send an email to Dr. Jennie Ricketts-Duncan, JRicketts-Duncan@barry.edu.



Ruth Behar was born in Havana, Cuba and moved to New York with her family when she was a child. She received her B.A. in the College of Letters from Wesleyan University, and her M.A. and Ph.D. in Cultural Anthropology from Princeton University. She is the Victor Haim Perera Collegiate Professor of Anthropology at the University of Michigan.

Among her honors, she is the recipient of a MacArthur "Genius" Award, a John Simon Guggenheim Fellowship, and a Distinguished Alumna Award from Wesleyan University. Ruth is well known for her humanistic and poetic approach to understanding identity, immigration, and the search for home in our global era. As much a provocative scholar as a creative writer, Ruth is also been known for her essays, poetry, and fiction. Collections of her poems have published in Spanish and English bilingual editions with Ediciones Vigía, an artisanal press in Matanzas, Cuba.



Verônica Gesser, earned her BA degree from the Regional University of Blumenau in Santa Catarina, Brazil in Pedagogy. She continued her studies and earned an MS at São Paulo Catholic University, Brazil in Curriculum and Supervision. It was while working on her Master's degree that Veronica had the privilege of studying with Paolo Freire. She developed an interest in the area of

curriculum and instruction, specifically dealing with the impact of public policy. This led her to pursue her doctoral degree in the United States at Florida International University in the area of Curriculum and Instruction with a specialization in Instructional Leadership. Research has been an important part of her academic life and she is currently a Professor and Vice-Chair of the Graduate School of Education for both the Master's and the PhD Programs at UNIVALI in Brazil. Veronica is a visiting professor at Barry University.

PAPER

Fostering Professional Growth: From Beginning Teacher to Teacher Leader

Jennie Ricketts-Duncan, Ph.D., *Barry University*

Sherian Demetrius, Ph.D., *Miami-Dade County Public Schools*

The road to becoming a teacher leader starts at the beginning teacher stage. Along with this quest is the need for greater understanding of practices that support development of teacher leaders. This research proposes that participation in professional development helps foster development of the teacher leader. Findings from two research studies provide a clearer understanding of what defines a teacher leader, the concepts of beginning teachers and teacher leaders' self-efficacy, and commonalities as manifested in their practice.

PAPER

The Critical Factors That Influence Faculty Attitudes and Perceptions of Teaching English as Second Language Nursing Students

Traci J. Starkey, Ph.D., RN, *Barry University*

English as second language students often encounter cultural and language barriers that impede their success in nursing programs. The grounded theory method was used to explore the attitudes and perceptions of nurse faculty. A theoretical framework was developed that explains the interactive processes involved in teaching these students.



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Exploring Deep Vocabulary in the Early Years: Learner Literacy Achievement in Action

Lianna Mendez-Bonner, *Barry University*

Students who are from low socio-economic and cultural background do not always possess adequate vocabulary to enable them to have a voice in academic and social contexts. This research advocates for a more conscious effort and critical awareness of pedagogical knowledge that provides deep vocabulary instruction to these vulnerable students through action research in the classroom.

Gardening: An Effective Alternative to Dwindling Electives in 2nd Grade

Cheryl A. Clarke, *Barry University*

Excluding electives in the primary grades produces unmotivated, academically poor performing students. Gardening uses skills embraced by the Common Core mandate and produces similar affect as traditional electives. Data analysis supports research so the educator can create opportunities that benefit each student while addressing benchmarks.

How Primary Teachers Make Assessment Decisions For English Language Learners. A Phenomenological Case Study

Dalia Garcia, *Barry University*

Many U.S. school districts continue to struggle to address persistent achievement gaps between increasing numbers of English language learners (ELLs) and their native-English-speaking counterparts.



PAPER

Holocaust Education and Citizenship Values

Ivana Fredotovic, *Barry University*

Sashay Goodletty, *Barry University*

Gerene K. Starratt, Ph.D., *Barry University*

Current research on Holocaust education and its contribution to the development of students' citizenship values has yielded mixed and limited findings. This presentation will address the development of a study to investigate the relationship between Holocaust education and middle school students' citizenship values using a survey methodology approach.

PAPER

Decision Making in the Dissolution Stage of a Protest Movement: A Case Study of Occupy Miami

Charles Scurr, *Barry University*

The purpose of this qualitative research project is to study decision making in the dissolution stage of a protest movement using the 2011-2012 Occupy Miami Protest as a case study.

PAPER

Preliminary Findings from a Phenomenological Study of the Benefits of Consensual Non-monogamy Amongst Married Couples

Julie Blunkosky, *Barry University*

Little is known about the lives of married couples who engage in alternative sexual relationships. This session presents findings from a phenomenological study of the benefits of consensual non-monogamy amongst married couples who swing. Implications for gaining awareness of personal bias when interacting with this population are discussed.

PAPER

The Scarlet Letter of Counseling

Tanya Willson, *Barry University*

Despite evidence of a growing population of people who do not identify with any religion, the counseling field has not begun research on how to serve this group. By identifying the unique needs of this group, counselors can learn to address the counseling and social justice needs of the non-religious.



PANEL

Opportunities for Student Researchers in a Community-based Education Research Collaborative: South Florida Education Research Alliance (SFERA)

Panelists:

Gerene K. Starratt, *Barry University*

Lauren Shure, *Barry University*

Isadore Newman, *Florida International University*

Linda Bliss, *Florida Atlantic University*

Maria R. Ligas, *Nova Southeastern University*

Mirlenda Noelliste, *Barry University*

Philomena Marinaccio, *Florida Atlantic University*

Steve J. Rios, *Florida Atlantic University*

Russell Clement, *Broward County Public Schools*

Richard Baum, *Broward County Public Schools*

Providing hands-on research experience for graduate students is a goal of the South Florida Education Research Alliance (SFERA), a local community-based education research collaborative. The panel will discuss current student community research, planning (including a lab manual in development), and lessons learned in navigating the logistics of this unique initiative.

Workshop Session 3-A

Powers 166-A

1:00pm—1:50pm

Global Citizenship Begins in Preschool: How Implementing Visible Thinking and Global Thinking Routines Nurtures Empathy in Young Children

Presenters:

Daniela Fenu-Foerch, *Florida International University*

Michelle Estarellas, *The Joy of Learning Educational Center*

Paula Luzzi Panno, *The Joy of Learning Educational Center*

This workshop offers opportunities to analyze how thinking routines and global thinking routines engage preschoolers in the nurturing of global habits of mind that enables them to listen with empathy and think flexibly as they attempt to see the world through the perspectives of others. In this presentation special emphasis will be given to how preschoolers become aware of their own emotions, how to manage their emotions, and the emotions of others in the classroom. We will also discuss how they learn about the relationship between the brain and the mind.



Workshop Session 1-A

Powers 166-A

10:00am—10:50am

Global Perspectives: The Impact of Research on International Public Policy

Presenter:

Dr. Veronica Gesser,

Coordenação Institucional Pibid Univali, Brazil

Visiting Professor, Barry University

Global initiatives in education create opportunities for researchers to share information and collaborate in establishing networks for advocacy. By developing and supporting cross-cultural awareness in the area of education, there is an opportunity to recognize that global issues can be addressed in a coordinated effort to impact International Public Policy.

Workshop Session 1-B

Powers 166-B

10:00am—10:50am

The IRB Process: What Novice Researchers Need to Know

Presenters:

Regina M. Williams, *Barry University*

Stephanie Auguste, *Barry University*

Michelle Aznarez, *Barry University*

Novice researchers seldom understand the intricacies of the IRB process. This workshop will share with students the IRB protocol submission process necessary to conducting research involving human participants. Workshop presenters will share personal experiences, and engage participants through various exercises important to understanding and completing the process.

Barry Curriculum and Instruction Doctoral Students' Research Development Experiences

Panelists:

Jennifer Mirabal, *Barry University*

Ruben Caceres, *Barry University*

Olena Drozd, *Barry University*

Dalia Garcia, *Barry University*

Anita Prabhakar, *Barry University*

Mark Rosenkrantz, *Miami-Dade Public Schools*

A panel discussion of senior PhD students will discuss their past and future research as well as the opportunities for research in the Barry doctoral program. The presenters will address a number of topics including developing a research agenda, preparing for Comprehensive Exams, and the dissertation process. The panelists are at different points in their doctoral degree program and seek to mentor colleagues as they journey through the program.

**PAPER****Exploring the World of Literacy in the RTI Environment**

Joyce V.W. Warner, Ed.D, *Barry University*

Lois K. Haid, Ph.D., *Barry University*

This research focused on the results of interviews which investigated the knowledge and implementation of RTI among practitioners and educational leaders. Implicit in this investigation is the question: What are challenges faced and the concerns and issues between perceived knowledge and appropriate implementation in relation to RTI implementation? This presentation will provide information regarding these discrepancies so that experts can help those in the trenches to be effective. Anticipate a Q&A section.

PAPER

Art Education and New Standardized Assessment Policy*Mark Rosenkrantz, Miami-Dade Public Schools*

Due to art education policy changes, a group of art teachers participated in the construction and review of standardized test items. A researcher conducted participant interviews to examine how this experience mediated the participant's conceptions of teaching art. Narrative analysis uncovered challenges during the experience and changes in teaching practices.

PAPER

International Students' Identity Construction through Discourse*Anita Prabhakar, Barry University*

International students from non-native English speaking countries, struggle with their language skills and are at risk of feeling disconnected from the society, marginalized, excluded and less empowered. This study uses a phenomenological approach to understand how international students construct their academic identity and focus on the role that language, power and discourse play. This study will give voice to international students and inform academia on making curricular changes.



PAPER

The Effects and Social Injustice of High Stakes Testing Used for Grade Retention of Third Grade Students - Including Students with Disabilities*Vanady A. Daniels, Barry University*

Problem Statement: Florida's 3rd grade retention policy has emotional effects on students and parents. This was a qualitative research study using the phenomenological approach. The study revealed that students and parents experience emotional stress when retained. There is an implication for further study of Florida's retention policy for 3rd graders.

PAPER

Journey toward Self-Determination: Voices of Students with Learning Disabilities Pursuing STEM Careers*Michelle Aznarez, M.S., Barry University*

Students with disabilities are critically underrepresented in the fields of Science, Technology, Engineering, and Math (STEM). The purpose of this narrative inquiry is to explore and tell the story of how students with learning disabilities are engaged in STEM through examination of their perceptions, self-determination and interest in the STEM pipeline.

PAPER

**Introducing Visual Thinking Strategies to Teachers:
Collaborative Action Research in a Low Performing High
School**

Mark Rosenkrantz, *Miami-Dade County Public Schools*

Jill Farrell, Ed.D., *Barry University*

Carter Winkle, Ph.D., *Barry University*

A research team initiated a Visual Thinking Strategies learning community at a local high school. The team conducted collaborative action research (LaBoskey, 2004) to examine how their relationships influenced teaching, learning, and their practice as professional development facilitators. Visual arts media were used to analyze and represent the findings.

PAPER

Using Culture in the Mathematics Classroom?

Regina M. Williams, *Barry University*

Can culture be used to enhance student learning experiences? This session will share the results of an exploratory study involving mathematics teachers and their views on culture in mathematics. Topics such as defining culture, individual introspection on culture, the shaping of learning and instruction by culture will also be discussed.



PAPER

**Parents' Experiences When Raising a Child with Severe
Cognitive and Physical Disabilities**

Valerie G. Scott, Ed.S., *Barry University*

This qualitative study focuses on the experiences of parents who have a child with severe cognitive and physical disabilities. The findings indicate that while the birth of a child with severe disabilities is definitely a challenge, many families are able to adjust and successfully manage their life long challenges.

PAPER

**Accommodating Students with Disabilities in the General
Education Classroom: A Case Study**

Jennifer Mirabal, *Barry University*

The Individuals with Disabilities Education Act (IDEA) has increased the demand to educate students with disabilities in the general education classroom. This movement has forced general education teachers to diversify their classrooms to meet the needs of their students. This case study seeks to examine the instructional adaptations employed by general education teachers to accommodate students with disabilities. In addition, the study will examine the collaborative efforts made by the general and special education teachers to meet the individual students' needs. Data sources include one hour classroom observations and interviews with the general and special education teachers. The presentation will include a description of the research design, data collection and analysis methods. Any findings, limitations, and implications to date will be presented.



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PROVIDED**

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UNION BUILDING**

**ROUSSELL DINING HALL
2ND FLOOR**

Meals tickets are enclosed with your badge



Breakout Session 2-C

Powers 136-C

11:00am—11:50am

PAPER

Closing the Academic Achievement Gap for Black Males

Stephanie Auguste, *Barry University*

Gerene Starratt, Ph.D., *Barry University*

In Florida, Black male students have the lowest high school graduation rates when compared to their peers of other gender/ethnic groups. This study contributes to the understanding of how peer mentoring programs can address the achievement gap between Black males and their peers.

PAPER

Research to Practice: Developing a Multi-Tiered Parent Education Model

Lisa Spencer Hoo, Ph.D., School Board of Broward County

This presentation reviews a study of mothers' parenting relationships to provide insights into developing a multi-tiered parenting education and training model specifically for parents of elementary-age children with attention-deficit hyperactivity disorder (ADHD), autism spectrum disorder (ASD), and specific learning disabilities (SLD) within the context of a public school system.

Workshop Session 2-A
11:00am—11:50am

Powers 166-A

Using NVivo to Code Qualitative Data

Presenter:

Ruth Ban, Ph.D., *Barry University*

This workshop begins with a discussion of the coding process in qualitative data analysis. Then, the use of Nvivo will be demonstrated and examples will be offered from the presenter's research. Participants will be invited to share their experiences with the software and qualitative data analysis.

Workshop Session 2-B
11:00am—11:50am

Powers 166-B

So You Want to Go to Graduate School?

Presenter:

Betsy Thomas, *Barry University*

Barry University's graduate programs can broaden your teaching and leadership expertise and career opportunities. Our masters, specialists, and doctoral programs are designed for the working professional. In this session, attendees will be able to learn about Barry's graduate programs in education, tuition discounts for educators, simple admissions processes, and financial aid opportunities.



Panel Session 2
11:00am—11:50am

Powers 166-C

PANEL

Expanding Educational Opportunities through Partnerships

Panelists:

Roxanne S. Davies, Ph.D., *Barry University*

Greta Moncayo, *Barry University*

Carlos Viera, *Miami-Dade County Public Schools*

Research suggests that community-based educational partnerships offer numerous opportunities to enhance educational quality, but they do not happen easily and are difficult to sustain over time. This panel presentation will share the initial steps, action taken, and lessons learned during the development of a Community Learning Partnership from a variety of perspectives.