Abstract: Preservice Agriscience Education (Ag. Ed.) teachers at The Ohio State University are enrolled in a block of courses prior to student teaching. The block at The Ohio State University was planned following a theory of immersion to prepare and shape Agriscience Education majors for their student teaching semester. The purpose of this study was to describe perceptions of preparedness of the preservice Ag. Ed. students who engaged in the immersion block experience. Prior research on preservice Ag. Ed teachers were focused on the preparation for licensure, content knowledge, understanding teacher self-confidence, and variations of agriscience teacher preparation programs. Prior research showed that with the increase in agricultural education positions, it's becoming increasingly important to access the success or failure of developing preservice teachers. Courses on teaching methods and planning curriculum are available at a majority of the institutions that offer Agriscience Education as a major. Some of the courses such as being an FFA advisor and managing students SAE (Supervised Agricultural Experience) projects are only offered at a select few institutions. This study utilized content analysis on transcripts of structured focus groups and journals kept by population to identify themes related research objectives. The population for this study was eleven preservice teachers in agricultural education at the university level. The focus group debriefs were all transcribed by a third party to ensure trustworthiness of results. Results of the study are being analyzed using thick, rich descriptions. Conclusions will be drawn that will not be generalized beyond the populations being studied. The recommendations made by the researchers will be used to inform the curriculum for preservice teachers in Agriscience Education at The Ohio State University.
Abstract: The purpose of this research is to determine whether there are differences in tolerance towards individuals who have a diagnosis of intellectual disability, based on the term "mentally retarded" versus "person with an intellectual disability." In other words, does the use of person-first language truly effect attitudes and beliefs? Individuals with an intellectual disability have lower rates of community participation, as well as significantly lower employment rates when compared to the general population (Verdonschot, Witte, Reichrath, Buntinx, & Curfs, 2009, Taanila, Rantakallio, Koiranen, von Wendt, & Jarvelin, 2005). One contributor to these obstacles in social and vocational integration may be the language that is used when referring to people with an intellectual disability. In order to determine the effect that language has on individual's tolerances towards persons with intellectual disability this study utilizes two versions of the Community Living Attitudes Scale, Mental Retardation Form (CLAS-MR) (Henry, Keys, & Jopp, 1996). One version of the survey uses the language "the mentally retarded" and another uses "person with an intellectual disability". This research is currently still in the process of data collection. The surveys will be given to roughly 200 undergraduate students with a variety of different majors. Once all completed surveys are collected, a t-test will be used to determine whether there are differences in tolerances between the two subgroups, the group that got the survey with "the mentally retarded" and the group that got the survey with "person with an intellectual disability". Ultimately, the final outcome of this research will give concrete evidence on whether or not language effects tolerances, specifically related to individuals with intellectual disability.
Category: Education/Teaching and Learning

Title: Examining the effects of a 3-month motor skill program on motor competence and physical activity in preschoolers from different backgrounds

Student Presenter: Aina Cid I Centelles

Faculty Advisor: Goodway, Jacqueline

Abstract: The primary purpose of this study was to examine the impact of a 3-month fundamental motor skill SKIP program on fundamental motor skill competence (FMSC), perceived motor competence (PMC), and school day physical activity (PA). The secondary purpose of the study was to investigate how children's demographic background (i.e., gender, the effect of parent educational level and student individual education program) impacted those changes. The SKIP program was administered twice a week for 20 minutes equaling 18 total sessions over the course of the study. A total of 46 students (Mage=46.15 months, SD=7.67; girls n=22) from an urban preschool participated in the study. The children were pre-tested in September 2016 and post-tested in December 2016 on FMSC, PMC, and PA. FMSC was assessed using the Test of Gross Motor Development-2 (Ulrich, 2000) including a locomotor and object control subscale. PMC was measured using the Physical Competence subscale of Perceived Competence and Social Acceptance (Harter and Pike, 1984) and the Pictorial Scale of Perceived Movement Skill Competence (Barnett et al., 2015). Physical activity was assessed using accelerometers (ActiGraph) and minutes in moderate to vigorous physical activity averaged for 5 days. The children's demographic background was captured by the Child and Caregiver Entrance Questionnaire. The results indicated that the children improved from pre-test to post-test in the locomotor subscale (F [1,45]=26.4, pF [1,45]=14.25, pp=.69; PSPMSC p=.60) or PA (p=.68). Results in demographic differences will be shared at the presentation. Findings in this study informs future intervention for young children to develop their motor competence and physical activity levels.
As Capital University's Institutional Effectiveness Intern, my main efforts and responsibilities revolve around the Human Dignity Policy (HDP). Written in 1989, Capital's HDP is not inclusive or encompassing of all identities, resources, or definitions. Therefore, the past five months I have spent researching eighteen of Capital's peer institution's policies regarding human dignity, bias, and harassment as well as conducting qualitative focus groups with current students. I have been charged with the mission of rewriting the HDP based off of my research and qualitative data collected through focus groups and the intake of university stakeholders by March in order to be reviewed by the President and Board of Trustee's for the policy to be printed in the 2017-2018 academic year student handbook. In light of recent national and international events, having an all-encompassing policy for an accredited university is crucial for the safety of all students, faculty, and staff. This work is significant because this policy will impact generations to come and how they react (proactively and reactively) to acts of bias/harassment on their campus.
Abstract: The purpose of this study was to describe preservice teachers' perceptions of teaching science of agriculture curriculum to diverse audiences. Lyon (2009) concluded that many teachers lack a background knowledge of diverse families. Kritzer & Bovill (2012) cited that most teachers from rural settings have little to no exposure to diversity in a classroom setting. Batchelder (2008) concluded that the best way to develop more diversity awareness and understanding into K-12 classrooms, is to have teachers go through training techniques in multicultural perspectives. Skepple (2014) concluded that preservice teachers' inadequacies in cultural diversity knowledge can be modified by teacher educators expanding their curriculum. The curriculum expansion would include a conceptual framework that weaves practices of culturally responsive teaching across disciplines. This study utilized direct content analysis on transcripts of structured focus groups to identify theme-related research objectives. The sample for this study was 11 preservice teachers in agricultural education at the university level. These students were taking the same classes and teaching to the same audiences. The debriefs were in groups of 5 and 6 and were led by the teaching assistants from the course. Focus group debriefs were transcribed by a third party to ensure trustworthiness of the results. Results of this study are being analyzed using thick, rich descriptions. Conclusions will be drawn that will not be generalized beyond the populations being studied. The recommendations made by the researchers will be used to inform the curriculum for preservice teachers in Agriscience education at the Ohio State University.
Category: Education/Teaching and Learning

Title: Gains in school readiness skills across a summer camp: a case study of five children

Student Presenter: Meena Mihalski

Faculty Advisor: Justice, Laura

Abstract: Ensuring that all children start kindergarten ready to learn is an important issue in early childhood education. Unfortunately, many children arrive to kindergarten without the academic and social skills needed to succeed in a formal school setting. Moreover, children from low-income backgrounds are at a larger risk for having low literacy and social skills compared to their middle- and upper-class peers. Summer Success was developed with support from community partners in Columbus, Ohio to improve children's narrative, literacy, math, social-emotional, and motor abilities through integrated learning experiences prior to kindergarten entry. In this poster, the following research question is addressed: What are the patterns of gains in school readiness skills in five children ranging in socioeconomic status, racial/ethnic background, and initial skill level across 8 weeks of participation in Summer Success? Participants include five children (average age= 61 months; 3 boys, 2 girls) who participated in two, 4-week sessions of Summer Success. All children were recruited from the local, low-income neighborhood of Weinland Park. The following assessments were conducted at three time points (weeks 1, 4, and 8): Test of Narrative Language (narrative), Get Ready to Read, phoneme segmentation, initial sound segmentation, letter naming (literacy), counting, patterning, cardinality, math language (math), Test of Gross Motor Development (motor). Parents also completed a questionnaire indicating their children's strengths and weaknesses in different learning categories. Results are reported on children's initial skills, skills on which they showed the most and the least gains, how their skills and gains compared to their peers, and whether gains were made on skills identified upon arrival as needing improvement. This examination of each child's growth in kindergarten readiness helps us understand the variability in how children respond to a kindergarten readiness camp and adaptations to the program that may further support individual child strengths and weaknesses.
Abstract: The primary purpose of this study was to examine the impact of a 3-month fundamental motor skill SKIP program on fundamental motor skill competence (FMSC), perceived motor competence (PMC), and school day physical activity (PA). The secondary purpose of the study was to investigate how children's demographic background (i.e., gender, the effect of parent educational level and student individual education program) impacted those changes. The SKIP program was administered twice a week for 20 minutes equaling 18 total sessions over the course of the study. A total of 46 students (Mage=46.15 months, SD=7.67; girls n=22) from an urban preschool participated in the study. The children were pre-tested in September 2016 and post-tested in December 2016 on FMSC, PMC, and PA. FMSC was assessed using the Test of Gross Motor Development-2 (Ulrich, 2000) including a locomotor and object control subscale. PMC was measured using the Physical Competence subscale of Perceived Competence and Social Acceptance (Harter and Pike, 1984) and the Pictorial Scale of Perceived Movement Skill Competence (Barnett et al., 2015). Physical activity was assessed using accelerometers (ActiGraph) and minutes in moderate to vigorous physical activity averaged for 5 days. The children's demographic background was captured by the Child and Caregiver Entrance Questionnaire. The results indicated that the children improved from pre-test to post-test in the locomotor subscale (F [1,45]=26.4, pF [1,45]=14.25, pp=.69; PSPMSC p=.60) or PA (p=.68). Results in demographic differences will be shared at the presentation. Findings in this study informs future intervention for young children to develop their motor competence and physical activity levels.