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## 2nd International Conference on Education Research



New Orleans, LA  
Hilton Riverside  
Sept. 26-28, 2010

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# Conference Information

## Hilton Riverside Hotel

Presiding over the mighty Mississippi, the Hilton is a short walk from nearly everything you come to New Orleans to see. Connected to the hotel you'll find the Riverwalk Marketplace, featuring more than 140 shops and restaurants. You can also visit the Louisiana Children's Museum, IMAX Theater, the National World War II Museum, the Superdome and the Riverfront Streetcar – all just a short stroll away. The Hilton Riverside offers two heated pools; The Health Club by Hilton offering tennis, volleyball, racquetball, basketball, full Precor cardio theater, Nautilus weight training equipment, and massage services. Four dining options are located within the hotel:

- Le Croissant Café offers both traditional American and Cajun flavors for breakfast, lunch, and dinner;
- Drago's Seafood Restaurant, a local New Orleans dining tradition known for its charbroiled oysters;
- Kabby's Sports Edition and Grille serves up great food in a fun atmosphere;
- River Blends Café serving coffee, fresh pastries, and bagels.

## On-Site Conference Registration

Everyone participating in the conference must register. Registration fees are discounted by \$100 if the attendee is a registered guest of the conference hotel. For those who have not pre-registered, registration fees are as follows:

- Student: \$425, or \$325 if registered at conference hotel.
- Professional: \$500, or \$400 if registered at conference hotel.

## Session Meeting Rooms

Sessions will be held on the 3<sup>rd</sup> Floor that includes the following locations: Ascot, Jasperwood, Warwick, and Windsor. Please follow the signs and refer to the hotel maps on the back of the conference program.

## Dining Room

Meals will all be served in the Belle Chasse on the 3<sup>rd</sup> floor. Meals served during the conference include: Sunday lunch 12:15 pm – 1:40 pm; Monday lunch 12:15 pm – 1:40 pm; and Tuesday lunch 12:15- pm – 1:40 pm. A daily menu is printed later in the conference program. It is served buffet style, and there are vegan options. Each menu item has the ingredients listed for those of you who expressed specific food allergies (and the hotel has been informed). For further information, feel free to ask the servers during lunch.

## Welcome Reception

The Centre will be hosting a Welcome Reception on Sunday from 5:00 pm – to 6:30 pm in Belle Chasse on the 3<sup>rd</sup> floor. Please join us for cocktails.

## Coffee/Refreshment Station

Complimentary coffee and refreshments will be available Sunday at 3:10, Monday at 10: 25 am and at 3:10 pm; and on Tuesday at 10:25 am in Belle Chasse on the 3<sup>rd</sup> floor.

## Ground Transportation and Parking

**Parking:** The Hilton Riverside Hotel provides on-site parking \$32 a day; valet parking is available for \$38 a day. Off-site options are also available; please check with the hotel concierge for these options.

**RTA Bus or Streetcars:** The RTA Bus and famed streetcars offer a convenient, affordable way to get around New Orleans. a ride on the St. Charles Avenue Streetcar is a great way to get an overview of the Garden District, Uptown, and the University areas of town, and you will be aboard a moveable historic landmark – it's the oldest continuously operating street railway system in the world! The route forms a 13.2 mile crescent from Carondelet at Canal Street in the Central Business District through the oldest and most majestic section of uptown New Orleans, around the Riverbend to Carrollton at Claiborne Avenue. Buy a one-day pass (\$5.00) or three-day (\$12.00) Jazz pass which allows unlimited on-and-off privileges for the streetcars and buses. One way fares are \$1.25. One way fares and one day passes may be purchased on the bus or streetcar; Jazz Passes may be purchased at any Walgreens store. The hotel concierge can direct you to the nearest Walgreens.

**Airport Shuttle:** Reservations may be made on line at <http://www.airportshuttleneworleans.com/arrival-departure-info.html> or by calling 866-596-2699. Arrival: If purchasing your ticket(s) at the Airport, proceed to the baggage claim area on the ground level. After you have retrieved your luggage, proceed to the Airport Shuttle Ticket Desk, located across from baggage claim areas 3, 6 and 12. Service is available on a continuous basis with vans departing approximately every 30 minutes. For Departure Reservations, please call 504-522-3500 no later than 24 hours prior to your flight. Your advance reservation will ensure your timely departure from the Airport. Domestic flights require passengers to arrive 2-hour prior to flight departure. International flights require passengers to arrive 3-hours prior to flight departure. Please inform the Reservationist of any international flight in order to schedule an earlier pick-up time. If Wheelchair Accessible Service is needed please call for assistance.

***Transportation costs to and from the airport are as follows:***

Limousine \$70; Taxi \$29; Airport Shuttle one way \$20, roundtrip \$38

**Emergencies**

Urgent messages for conference participants can be directed to the Conference Registration/Information Desk on the 3<sup>rd</sup> floor during conference hours. Messages will be relayed to conference participants as quickly as possible and will be posted on the message board. The Hilton Riverside Hotel switchboard number is (504) 561-0500.

**Message Board**

A message board will be located near the Conference Registration/Information Desk on the 3rd Floor.

**Phone, FAX, and Copying**

The Hilton Riverside Business Center provides diverse and excellent services for a fee, including FAX, copying, and e-mail access. The Business Center is located on second floor of the hotel and is open 24 hours a day, seven days a week.

**Internet**

Wireless high speed internet is available in all guest rooms for \$16.95 per day.

**Safety in the City**

Please exercise caution in New Orleans, just as in any other big city. A few precautions include removing your name badge outside the conference site. Keep all valuables out of sight: don't display expensive jewelry, cameras, bags, and other items that might draw attention. Avoid pickpockets: wallets should be kept in front pockets and purses worn across the shoulder. Better still, wear a money pouch underneath your clothing. Avoid the warehouse district after dark. Bourbon Street is safe after dark, but be extremely careful elsewhere in the French Quarter at night (travel in a group at night in general). DO NOT try to see the famous cemeteries unless on a guided tour. The cemeteries are unsafe at all hours. Avoid Armstrong Park unless in a group, and avoid all city parks after dark. Always lock your car.

**Smoking Laws**

In New Orleans, smoking is not permitted in restaurants and their attached bars.

**Louisiana Tax Free Shopping**

All major shopping centers in the New Orleans area are tax-free zones. Sales tax refunds are provided on tangible items purchased at tax-free stores and permanently removed from the U.S. There is no refund for sales tax paid for hotels, restaurants, entertainment, and transportation. When making a purchase visitors are charged full price including taxes for purchases you must request a tax refund voucher. Vouchers and sales slips must be retained in order to receive a full refund. To redeem LTFS vouchers, visitors must present the voucher with the associated sales receipt, foreign passport with current U.S. visa (if applicable), and roundtrip international ticket of less than 90 days duration. To obtain the refund go to the Refund Center in the Louis Armstrong New Orleans International Airport. Refunds are issued in U.S. currency up to \$500 and checks issued for refunds over \$500. Refunds may also be obtained by mail.

### **AV Instructions for sessions at the conference**

For the 2010 convention, we will provide notebook computers and Dell 3300mp LCD projectors in all session rooms. The computers have limited software, including OpenOffice, PowerPoint Reader and Adobe reader ONLY. The reader software can accommodate presentations created in Microsoft or Mac formats. However presentations from a Mac should be tested in advance, and you should consider having your presentation as an Adobe file as well. Presenters do not need to use their own laptop computers since the audio visual setups in the meeting rooms must not be changed in any way. Presenters must bring their Powerpoint or Adobe presentations on a **flash drive** (thumb drive) and insert the flash drive into the netbook computer provided in the meeting room. Internet access is not provided in the meeting rooms. Though the netbooks will have antivirus software installed, you should be still be cautious about using the flash drive until you test it for a viruses.

If you wish to use an Overhead Projector for transparencies, a limited number will be available at the conference registration desk, and you should contact us before the meeting to reserve one. Anyone who needs to use other audio visual equipment should contact the hotel's audio visual and make arrangements directly with them. Presenters are responsible for the costs of any additional equipment needed.

### **Instructions for creating and saving your PowerPoint or Adobe presentations**

ONLY the listed presentation formats are supported at the conference. Please follow these instructions to use ISA's audio visual equipment. Each panel room will have an Dell 3300mp LCD projector, screen and a netbook with a USB port. PowerPoint Reader 2007, Adobe Reader, and OpenOffice are the only software components installed and available to presenters.

1. Save your presentation on a USB Flash or Thumb drive. Bring the flash drive to the convention. **DO NOT BRING YOUR LAPTOP TO THE PANEL ROOM** – you will use computers and LCD projectors installed by the audio visual supplier. Do not disconnect the laptop computers – this will cause the LCD projector to reset.
2. To start your presentation, locate the USB port on the personal computing netbook. The netbook will be located on a standing podium near the LCD projector, or on a cocktail table near the Head Table. Insert the flash drive into the USB port.
3. Double-click on the FLASHDRIVE shortcut on the netbook desktop.
4. Find your file and double-click on it to open.
5. Keep the flashdrive plugged in during your presentation.
6. When presentation is completed, close all windows and remove your flashdrive.
7. Do not unplug or turn of the netbook or the LCD projector.

If you encounter problems with the audio visual equipment during the conference please contact the Conference Registration Desk.

### **About the Centre for Policy and Practice**

The Centre for Policy and Practice is an independent, nonpartisan organization that supports research and its application to real world questions. There is an international emphasis on inter-disciplinary work, either by methods or theory. The Director of the Centre is Dr. William Morgan. Staff at the Centre have experience organizing conferences anywhere from 50 to over 5,000.

**Join us in 2011 for the  
3<sup>rd</sup> International Conference on Education Research  
In Las Vegas, Nevada  
Rio All Suites Hotel  
September 11-13, 2011**

# 10 Things You Must Do While Visiting New Orleans

1. **Experience the French Quarter:** Visit Café du Monde home of the world famous beignets and café au lait. Take a leisurely stroll and enjoy the many galleries along Royal Street where you'll find 18<sup>th</sup> and 19<sup>th</sup> century English, Continental, Oriental and French treasures. Enjoy a carriage ride, sit back, relax, and take in the sights and learn a little history of this famous neighborhood. Enjoy the legendary dining at Antonie's, Amaud's, Brennan's, and Galatoire's. At night the French Quarter comes alive at Pat O'Brien's, Palm Court Jazz Café, House of Blues, and don't forget Michaul's for live Cajun music.
2. **Visit the many Museums:** The city of New Orleans is home to many wonderful museums: African American Museum, New Orleans Museum of Art, The Ogden Museum of Southern Art, and many more.
3. **Take a Culinary Journey:** New Orleans is known for its eclectic and fine dining. The Commander's Palace, NOLA, Mother's, Brigtsen's, and Café Amelie just to name a few.
4. **Don't Let the Parade Pass You By:** Find out what Mardi Gras is really about. More than just Fat Tuesday, Carnival is a season that starts on the Twelfth Night of Christmas and moves forward with King Cake parties, masked balls, free-floating revelry and unabashed *joie de vivre*. Visit Blain Kern's Mardi Gras World to see artists and sculptors working on the world's largest fleet of floats. Or, The Presbytere's (a Louisiana State Museum) exhibit, Mardi Gras: It's Carnival Time in Louisiana. You will explore five major themes of Mardi Gras and a history of Mardi Gras from its ancient origins to the present-day.
5. **Let Us Entertain You:** Enjoy a night on the town by visiting the Let Petit Theatre du Vieux Carre the oldest continuously operating community theater in the U.S.; the National Comedy Company, or the spend the evening listening Louisiana Philharmonic Orchestra.
6. **Culturally and Artistically Speaking:** Experience Magazine Street, named for the French word for shop – *magasin* – this is one of the oldest and most diverse shopping districts in New Orleans. Six miles of distinctive antiques, jewelry, gifts, along with galleries, art studios and restaurants are housed within the buildings that line this beautiful street beginning in Downtown New Orleans and ending Uptown at Audubon Zoo. You should also visit the New Orleans Art District, called the SoHo of the south. The Arts District is a bustling and vibrant community of galleries, shops, and entertainment venues, museums, and restaurants.
7. **Take a Musical Journey:** Visit Club 300 Jazz Bistro the premier Jazz listening room featuring local, regional and national acts along with gourmet dining. Other venues for great music are The Funky Pirate 727 Bourbon; Tipitina's, Snug Harbor Jazz Bistro, Melange, or The House of Blues.
8. **Explore the Outdoors and More:** Audubon Aquarium of the Americas, one of the top aquariums in the country featuring the largest collection of sharks and jellyfish. The Aquarium is located at the foot of Canal Street and the Mississippi River. The Audubon Zoo one of the top five zoos in the U.S. has more than 2,000 animals, including the rare white alligator, housed in their natural habitats. And, if you need a little more wildlife take a swamp tour through a bayou and experience the beauty of the swamp.
9. **A Trip with History:** Take the legendary St. Charles Avenue Street Car where an amazing architectural tour unfolds before your eyes. Take in Queen Ann Revival mansions, ornate churches, synagogues, and homes you'll think you've seen in the movies (because you have). During your journey, you will pass through the Garden District, the second-largest historic district in the country.
10. **Take New Orleans Home:** Whether you're window shopping or shopping for a window, New Orleans is the place to be for art, antiques, furnishings, fine jewelry, unique clothing, gifts and so much more. New Orleans is home to a wide array of national and international stores combined with a distinctively local and regional representation of retailers.

# Program Overview

## Sunday, September 26

8:00 am – 4:45 pm	Registration	3 <sup>rd</sup> Floor
10:45 am – 12:10 pm	Sessions	3 <sup>rd</sup> Floor
12:15 pm – 1:40 pm	Lunch	Belle Chasse, 3 <sup>rd</sup> Floor
1:45 pm – 3:10 pm	Sessions	3 <sup>rd</sup> Floor
3:10 pm – 3:25 pm	Refreshment Break	Belle Chasse, 3 <sup>rd</sup> Floor
3:30 pm – 4:55 pm	Session	3 <sup>rd</sup> Floor
5:00 pm – 6:30 pm	Welcome Reception	Belle Chasse, 3 <sup>rd</sup> Floor

## Monday, September 27

8:00 am – 4:45 pm	Registration	3 <sup>rd</sup> Floor
9:00 am – 10:25 am	Sessions	3 <sup>rd</sup> Floor
10:25 am – 10:40 am	Coffee Break	Belle Chasse, 3 <sup>rd</sup> Floor
10:45 am – 12:10 pm	Sessions	3 <sup>rd</sup> Floor
12:15 pm – 1:40 pm	Lunch & Keynote Address “Research Guiding Literacy Practices in Louisiana” Dr. Kerry Lassiter	Belle Chasse, 3 <sup>rd</sup> Floor
1:45 pm – 3:10 pm	Sessions	3 <sup>rd</sup> Floor
3:10 pm – 3:25 pm	Refreshment Break	Belle Chasse, 3 <sup>rd</sup> Floor
3:30 pm – 4:55 pm	Session	3 <sup>rd</sup> Floor

## Tuesday, September 28

8:00 am – 11:15 am	Registration	3 <sup>rd</sup> Floor
9:00 am – 10:25 am	Sessions	3 <sup>rd</sup> Floor
10:25 am – 10:40 am	Coffee Break	Belle Chasse, 3 <sup>rd</sup> Floor
10:45 am – 12:10 pm	Sessions	3 <sup>rd</sup> Floor
12:15 pm – 1:40 pm	Lunch	Belle Chasse, 3 <sup>rd</sup> Floor

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## Paper Presentation Instructions

We have scheduled the paper presentations in thirty minute blocks throughout the conference. Those thirty minutes would include 15 minutes for the presentation, 10 minutes for questions and answers, followed by a few minutes for people to move to another session if they wish. There are several presentations occurring concurrently in each time slot. On a full day, there will be three presentation time slots in the morning, followed by a coffee break and then three more presentation time slots and then lunch. After lunch there will be three more presentation time slots, followed by another break, and the day will conclude with three more presentation time slots.

### Duties of a Paper presenter

You should plan to give an overview of your research paper that takes no longer than fifteen minutes. Be sure you time your presentation *before* your planned session time. If you type out your presentation, you could estimate that a page of double spaced, typed material, in a standard elite-size font, takes about two minutes to read, without any extemporaneous comments added during the reading; with fifteen minutes to speak, you can read seven and a half pages at a brisk pace.

### Duties of a Chair

Each person who is on the program to present a paper will be asked to serve as a Chair on another session. The chair's role is really quite simply - to introduce the presenter, keep the presentation within the 15 minute time limit and manage the question and answer session. It requires no expertise on the topic of the presentation, only the ability to keep time.

## Keynote Address

**Kerry Lassiter** will deliver a keynote address at the meeting, "Research Guiding Literacy Practices in Louisiana." Dr. Lassiter is the Executive Director for PreK-12 Literacy at the Louisiana Department of Education. She has received numerous awards, including selection as Louisiana Principal of the year, the Fouquier Education Leadership Award, and Fulbright Scholar.

## Local Restaurants

### Warehouse/Arts District

#### **7 on Fulton**

700 Fulton Street  
504.525.7555  
\$\$\$\$—Con temporary

#### **Café du Monde**

Riverwalk Marketplace  
1 Poydras Street  
504.522.1555  
\$—Coffee & Beignets

#### **Café Italia**

Riverwalk Marketplace  
1 Poydras Street  
504.522.1555  
\$—Sandwiches

#### **Cochon**

930 Tchoupitoulas Street  
504.588.2123  
\$\$\$—Cajun/Creole/

#### **Creole Delicacies**

Riverwalk Marketplace  
1 Poydras Street  
504.522.1555  
\$\$—Cajun/Creole

#### **Creole Skillet Restaurant**

200 Julia Street  
504.304.6318  
\$\$\$—Creole, Con temporary  
Louisiana

#### **Emeril's Restaurant**

800 Tchoupitoulas Street  
504.528.9393  
\$\$\$\$—Cajun/Creole/

#### **ELeven 79**

1179 Annunciation Street  
504.299.1179  
\$\$\$\$—Italian

#### **Ernst Cafe**

600 South Peters Street  
504.525.8544  
\$—American

#### **Famous Wok**

Riverwalk Marketplace  
1 Poydras Street  
504.522.1555  
\$—Chinese

#### **Garden Fresh Grill**

Riverwalk Marketplace  
1 Poydras Street  
504.522.1555  
\$\$—Salads/Wraps/Po-Boys

#### **Grand Isle**

575 Convention Center Blvd.  
504.520.8530  
\$\$\$—Cajun/Creole/Seafood

#### **Kanno Express**

Riverwalk Marketplace  
1 Poydras Street  
504.522.1555  
\$\$—Sushi

#### **La Boca**

857 Fulton Street  
504.525.8205  
\$\$\$—Steakhouse

#### **Louisiana Product**

618 Julia Street  
504.529.1666  
\$\$— Sandwiches/Po-Boys

#### **Lucy's Retired Surfer's Bar & Restaurant**

701 Tchoupitoulas Street  
504.523.8995  
\$\$— Con temporary Louisiana

#### **Mulate's**

201 Julia Street  
504.522.1492, 800.854.9149  
\$\$—Cajun/Creole/Seafood

#### **Rio Mar**

800 S. Peters Street  
504.525.3474  
\$\$\$—Spanish, Seafood

#### **Roc k-n-Sake Bar & Sushi**

823 Fulton Street  
504.581.7253  
\$\$\$—Japanese

#### **Ruth's Chris Steakhouse**

525 Fulton Street  
504.587.7099  
\$\$\$\$—Steakhouse

**Sun Ray Grill**

1051 Annunciation Street  
504.566.0021  
\$\$—International, Eclectic

**Tommy's Cuisine and****Wine Bar**

746 Tchoupitoulas Street  
504.581.1103  
\$\$—Cajun/Creole/Italian

**Ugly Dog Saloon & Bar-B-Que**

401 Andrew Higgins Drive  
504.569.8459  
\$\$—Barbecue, Bar/Pub Food

**Central Business District****Allegro Bistro**

1100 Poydras Street  
504.582.2350  
\$\$—Contemporary Cajun/Creole

**Anatole**

600 St. Charles Avenue  
504.274.0105  
\$\$\$—Cajun/Creole/Seafood

**Apple Seed Shoppe**

201 St. Charles Avenue  
504.529.3442  
\$\$—Vegetarian

**Back To The Garden**

833 Howard Avenue  
504.299.8792  
\$\$—Vegetarian, Po-Boys

**Bayou Eatery**

400 Poydras Street  
504.299.8600  
\$\$—American

**Besh Steakhouse at Harrah's**

New Orleans Casino  
4 Canal Street  
504.533.6111  
\$\$\$\$—Seafood, Steakhouse

**Big Easy of Canal**

428 Canal Street  
504.903.1763  
\$\$—Pizza, Fast Food

**Bon Ton Cafe**

401 Magazine Street  
504.524.3386  
\$\$\$—Cajun/Creole/Louisiana

**Cafe Nuage**

365 Canal Street,  
Canal Place  
504.522.4191  
\$\$—Coffeehouse/Cafe, Fast Food

**Cajun Mike's**

116 Baronne Street  
504.566.0055  
\$—American, Cajun/Creole

**Gordon Biersch Brewery**

200 Poydras Street  
504.522.2739  
\$\$—Microbrewery, American

**Herbsaint Bar & Restaurant**

701 St. Charles Avenue  
504.524.4114  
\$\$—American, Bistros, French

**Liborio Cuban Restaurant**

321 Magazine Street  
504.581.9680  
\$\$—Cuban

**Morton's, The Steakhouse**

365 Canal Street  
Canal Place  
504.566.0221  
\$\$\$\$\$—Seafood, Steakhouse

**Mother's Restaurant**

401 Poydras Street  
504.523.2917  
\$\$—Cajun, Creole, Seafood

**Palace Cafe**

605 Canal Street  
504.523.1661  
\$\$\$—Cajun, Creole, Seafood

**Restaurant August**

301 Tchoupitoulas Street  
504.299.9777  
\$\$\$\$\$—Creole, French

**Restaurant Cuvee**

322 Magazine Street  
504.587.9001  
\$\$\$\$\$—Continental, Creole

**Zea Restaurant**

1525 St. Charles Avenue  
504.520.8100  
\$\$\$—American, Thai

# 2<sup>nd</sup> International Conference on Education Research

## New Orleans, Louisiana USA

### September 26-28, 2010

#### Sunday, September 26 at 10:45 AM in Windsor on the 3<sup>rd</sup> Floor

**Chair** William Ellery Samuels, *College of Staten Island/The City University of New York*  
el.samuels@csi.cuny.edu

**Presenter** Dorota K. Celinska, *Roosevelt University*  
dcelinska@yahoo.com

**Taking different perspectives on narratives of diverse students with and without learning disabilities**

This study compares two approaches to analyzing personal and fictional narratives of ethnically diverse students with and without learning disabilities. The results are discussed in terms of culturally sensitive narrative assessment and intervention.

#### Sunday, September 26 at 10:45 AM in Ascot on the 3<sup>rd</sup> Floor

**Chair** Connie Tollett, *University of Arkansas at Little Rock*  
ctollett@ualr.edu

**Presenter** Shuangbao Wang, *George Mason University*  
swang3@gmu.edu

Michael Behrmann, *GMU*

**Video Indexing and Automatic Transcript Creation**

This paper presents the design and implementation of a video indexing and automatic caption creation system. The system is able to extract audio from videos and to get the transcript directly from the audio file using the newly designed audio-to-text engine based on Hidden Markov Model (HMM). Transcripts can be edited and the corresponding time stamps are updated automatically. The video indexing feature is capable of searching videos using keywords from the speech. If a match is found, the video player jumps to the keyword position and starts to play the video clip.

#### Sunday, September 26 at 10:45 AM in Warwick on the 3<sup>rd</sup> Floor

**Chair** Andy Mooneyhan, *Arkansas State University*  
amooneyh@astate.edu

**Presenter** Jenese A. McFadden-Artis, *Kennedy Krieger Institute (KKI)*  
artis@kennedykrieger.org

Harolyn M.E. Belcher, *KKI/Johns Hopkins School of Medicine*  
belcher@kennedykrieger.org

**RISE: An Educational Model to Promote Health Equity**

This study presents preliminary data on a model educational program to promote health equity through graduate research training of underrepresented racial and ethnic minorities.

#### Sunday, September 26 at 11:15 AM in Windsor on the 3<sup>rd</sup> Floor

**Chair** Dorota K. Celinska, *Roosevelt University*  
dcelinska@yahoo.com

**Presenter** Scot Raab, *Valdosta State University*  
sraab@valdosta.edu

Sonya Sanderson, *Valdosta State University*  
slsanderson@valdosta.edu

Shikilra Smith, *Valdosta State University*  
shikilrs@valdosta.edu

**Improving Teachers by Understanding Their Perceptions**

Improving teachers by understanding their perceptions. Assessing pre-service teachers personalities may lead to an understanding of attrition rates.

#### Sunday, September 26 at 11:15 AM in Ascot on the 3<sup>rd</sup> Floor

**Chair** Shuangbao Wang, *George Mason University*  
swang3@gmu.edu

**Presenter** Sandra Golden, *Defiance College*  
sgolden@defiance.edu

Joanne Kilgour Dowdy, *Kent State University*  
jkilgour@kent.edu

**Professional, Personal, and Social Literacies: A Synthesis**

The presenters will initiate and facilitate a discussion on the various literacies. Drs. Joanne Kilgour Dowdy and Sandra Golden, co-editors of *Connecting the Literacy Puzzle: Linking the Professional, Personal, and Social Perspectives* (In press, Hampton Press, 2010), will synthesize the voices of each essayist's perspective on these different forms of literacy. In Literature Circles, the audience will have an opportunity to expand on the literacy conversation and explore other forms of literacy that participants have experienced or observed.

**Sunday, September 26 at 11:15 AM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Jenese A. McFadden-Artis, *Kennedy Krieger Institute (KKI)*  
artis@kennedykrieger.org

**Presenter** James Adams, *Mississippi State University*  
jadams@colled.msstate.edu

James Davis, *Co-Investigator*  
jadams@colled.msstate.edu

Natalie Adams, *Co-Investigator*  
jadams@colled.msstate.edu

**Warriors on the Line: An Oral History of Educational Leaders during the Integration of Mississippi Public Schools**

From 1968 to 1970 Mississippi experienced monumental changes in the integration of its public schools. As late as 1967 less than three percent of African American students attended classes with their white peers. By 1970 every school district in Mississippi was integrated. Certainly Mississippi had been the site of numerous acts of violence during the 1960s as result of White resistance to African Americans gaining and exercising their right to vote; however, the integration of Mississippi public schools occurred with little violence. This research documents - from the perspective of the foot soldiers in the schools - the transition from segregation to integration in Mississippi schools. Using an oral history approach which allows participants to tell stories, this research uncovers the narratives of the principals, superintendents, civic leaders, and politicians, who led during this tumultuous, yet non-violent, time of Mississippi history.

**Sunday, September 26 at 11:45 AM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Scot Raab, *Valdosta State University*  
sraab@valdosta.edu

**Presenter** William Ellery Samuels, *College of Staten Island/The City University of New York*  
el.samuels@csi.cuny.edu

**Support for a Wernerian Model of Resilience Is Found in the Relationship between Academic Resilience and Life Barriers**

The current study tested two prominent theories of the interaction between resilience and life barriers when predicting academic success within a population of general undergraduate students: whether exposure to barriers instigates some people to become resilient or whether resilience is relatively unaffected by this exposure. Self-report responses from 115 (78 female) college students to an academic resilience instrument, number and magnitude of stressful life events--along with other pertinent factors (e.g., SES)--were assessed in a series of linear regression models predicting GPA. Although resilience scores moderated the relation between barrier scores and GPA, resilience and barrier scores were not significantly correlated. It thus appears that the effect of the academic resilience is to moderate the relationship between barriers and GPA and not so much to influence (or be influenced by) barriers directly. In other words, experiencing more barriers does not appear to make one more resilient. Although we found that ARI-measured resilience is largely unaffected by the number of barriers one experiences, we need to point out that it is certainly conceivable that beyond the range of barriers we could measure, with differently-aged students, or with more dire outcomes than GPA that resilience is indeed affected by the barriers one encounters.

**Sunday, September 26 at 11:45 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Sandra Golden, *Defiance College*  
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**Presenter** Connie Tollett, *University of Arkansas at Little Rock*  
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Srilata Bhattacharyya, *Adelphi University*  
bsrilata@yahoo.com

**The Effect of Age, Gender, and Ethnicity on Motivation and Self-Regulation**

The Effect of Age, Gender, and Ethnicity on Motivation and Self-regulation. In the last few decades, researchers in a variety of settings have found that learner's skills and abilities did not fully explain student's academic achievement, suggesting factors like motivation and self-regulatory strategic factors were instrumental in learning. This study was designed to investigate the effect of age, gender, and race on Motivation and Self-regulation between students attending a traditional classroom and a non-traditional web-based classroom. The Motivated Strategies for Learning Questionnaire (MSLQ) was used to measure motivational and learning strategies. Two universities participated in the study with an N=358, including 180 traditional on-campus students enrolled at a Northeastern University and 178 web-based class students enrolled at a Southern University, ages ranging from 18 to 72 with a mean age of 29, and representing all ethnic groups. The research addressed three research questions: 1) the study addressed motivational components distinguishing between students in traditional versus web-based class classroom with gender; 2) differences in learning strategies of the students in traditional versus web-based class classroom; and 3) whether there is a relationship between students' self-reported use of learning strategies and motivation. Two separate MANOVA's confirmed the type of class reflected a difference in a variety of the motivation and learning strategies subscales, indicating significance differences on seven of the 15 subscales. Additionally, a zero-order correlation found significant relationships between students' use of learning strategies and motivation. The web-based class students scored significantly higher on five of the seven subscales.

**Sunday, September 26 at 11:45 AM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** James Adams, *Mississippi State University*  
jadams@colled.msstate.edu

**Presenter** Andy Mooneyhan, *Arkansas State University*  
amooneyh@astate.edu

Allyn Byars, *Angelo State University*  
allyn.byars@angelo.edu

**Effect of Physical Education on Muscle Endurance of Sixth Grade Students**

The purpose of this study was to determine what effect the number of days per week in physical education (PE) classes had on the muscle endurance of 789 sixth grade students. All students either participated in PE classes a) zero days, b) one day, c) three days, or d) five days per week. Students were pre-tested and post-tested examining muscle endurance, in relation to the number of times per week the students participated in PE. Results indicated a significant difference in muscle endurance ( $p = 0.0001$ ) when examining the number of days a student participated in PE. Furthermore, trends indicate that the students who participated in PE 5 times per week showed an improvement in muscle endurance, while those who participated 1 time and 3 times per week showed no significant improvement.

**Sunday, September 26 at 1:45 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Louise Bostic, *Southeastern Louisiana University*  
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**Presenter** Valerie H. Bridges, *County Schools/Jesse Wharton EC*  
bridgev@gcsnc.com

**African American Female High School Principals: Their Pathways and Perceptions of the Position**

**African-American Female High School Principals: Their Pathways and Perceptions of the Position** Study Examination •This study will examine the pathways to the principalship through the life histories of African American females who are high school principals in North Carolina. It will further report their perceptions of the position and the path to this career journey. Significance of the Study •Female research is a scant topic and African American leadership is rarely addressed. •All females were lumped into one category regardless of race and class. •There is a void in the literature it fails to include stories of African American female high school principals. Research Goals •It is significant to research the hiring policies and patterns as they relate to and promote African American women because research indicates that staffing policies are as important to the educational process as curriculum. •My research perspective is feminist and its purpose and aim is to create social change. I feel an obligation to acknowledge the dichotomy that women are both alike and different among themselves. •My attempt is to build on the scant information that is available and provide an intersecting narrative of race, gender, and leadership through my study of African American female high school principals.

**Sunday, September 26 at 1:45 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Diana S. Perdue, *Virginia State University*  
diana.perdue@gmail.com

**Presenter** M.O. Thirunarayanan, *Florida International University*  
thiru@fiu.edu

**Granting Doctoral Degrees Along Functional and Not Along Disciplinary Lines**

The author of this proposal suggests that doctoral degrees be awarded along functional lines. That is doctoral degrees such as Ph.D. (Management, Physics) or Ph.D. (Service, Interdisciplinary) be awarded. Universities should still continue to award the traditional research-based discipline-bound doctoral degrees to prepare future academics to pursue research, scholarship, and funding.

**Sunday, September 26 at 2:15 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Valerie H. Bridges, *County Schools/Jesse Wharton EC*  
bridgev@gcsnc.com

**Presenter** David L. Gray, *The University of South Alabama*  
dgray@usouthal.edu

**A Paradigm Shift in Preparing Instructional Leaders**

An unintended consequence of The No Child Left Behind Act is its emphasis on instructional leadership. Principal-preparation programs now are responsible for training leaders in curriculum and instruction who will increase student achievement.

**Sunday, September 26 at 2:15 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** M.O. Thirunarayanan, *Florida International University*  
thiru@fiu.edu

**Presenter** Michelle Fry, *Loyola University Chicago*  
mfry@luc.edu

**Pedagogy and Primary Sources: Outcomes of the Library of Congress' Professional Development Program, Teaching with Primary Sources at Loyola University Chicago**

Until recently, few K-12 teachers outside of social studies have integrated primary sources in classroom instruction. Integrating primary sources in educational practice does require an uncommon pedagogical understanding. Addressing this K-12 educator need is the Library of Congress. Recently, the Library implemented a national educator professional development program, Teaching with Primary Sources (TPS). The TPS program operates at multiple universities and colleges, including Loyola University Chicago. This program aims to educate K-12 educators of all subject-areas to integrate online, digitized primary sources into classroom practices. This study addressed questions related to the outcomes of teacher participants' classroom practices after completing a TPS graduate course at Loyola. Results of this study revealed changes in teachers' practices. K-12 teachers of all subject areas, student age groups and ability levels, reported increases in types and frequencies of primary sources used in a given month. The TPS graduate course had an impact on teacher practices with primary sources. This study provides evidence that Loyola's TPS course could serve as a national model of best-practice for the TPS program nationally. This study revealed that teachers outside of social studies and below grade four are able to successfully integrate primary sources for increased student learning.

**Sunday, September 26 at 2:45 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** David L. Gray, *The University of South Alabama*  
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**Presenter** Louise Bostic, *Southeastern Louisiana University*  
lbostic@selu.edu

**Gwen Autin, Southeastern Louisiana University**  
gautin@selu.edu

**Teaching Mathematical Concepts to children Through an Integration Approach Utilizing Visual Art Construction**

As a construction project during a fourth grade math period where fractions were being introduced in early spring, Chinese sled kites were introduced as a construction project. Students were required to measure and calculate their individual patterns according to the proportions given. In order for the kite to fly successfully at the conclusion of the three day project, adherence to proportions expressed and measured in fractions were necessary. Students showed significant improvement in learning the mathematical concepts when introduced through the arts constructions. Pretests and posttest for control and experimental groups were used to measure differences in learning.

**Sunday, September 26 at 2:45 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Michelle Fry, *Loyola University Chicago*  
mfry@luc.edu

**Presenter** Diana S. Perdue, *Virginia State University*  
diana.perdue@gmail.com

**E-learning in Rwanda: Report from a Fulbrighter**

In this session I will describe my experience as Director of E-learning for KIST (Kigali Institute of Science & Technology) during my 6-month Fulbright project. Specifically, I will report on the progress made in Rwanda, the current projects (including OLR, Open Learning Rwanda, in conjunction with the Open University in the UK, and DOT, Digital Opportunity Trust), and the on-going challenges that the country faces.

**Sunday, September 26 at 3:30 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Vita Jones, *California State University Fullerton*  
vjones@fullerton.edu

**Presenter** Hope E. Wilson, *Stephen F. Austin State University*  
wilsonhe2@sfasu.edu

**A Model of Academic Self-Concept: Gender Differences Among Academically Accelerated Students**

This structural equation modeling of academic self-concept shows the relative importance of perceived challenge and social comparisons for male and female advanced secondary school students. Self-concept was predictive of future goals for these students.

**Sunday, September 26 at 3:30 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Barbara C. Roquemore, *Georgia College & State University*  
barbara.roquemore@gcsu.edu

**Presenter** Morris D. Drumm, *Texas Christian University*  
m.d.drumm@tcu.edu

**Koy Floyd**, *Tarleton State University*

koy@tarleton.edu

**An Analysis of University Presidents' Characteristics and Leadership Frame and Fundraising Success**

An Analysis of University Presidents' Characteristics and Leadership Frame and Fundraising Success The purpose of this study was to determine if a relationship existed between a set of given presidential characteristics and total university donations; specifically, if there was a trend in total donations to the university when considering a president's age, gender, race/ethnicity, years of experience in current presidential office, administrative background (university/business) and leadership frame.

**Sunday, September 26 at 4:00 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Hope E. Wilson, *Stephen F. Austin State University*  
wilsonhe2@sfasu.edu

**Presenter** Parichart Thornton, *Alabama State University*  
hueythornton@aol.com

**Danjuma R. Saulawa**, *Alabama State University*  
dsaulawa@bellsouth.net

**An Enquiry into Effects of Modified Fluency Oriented Reading Instruction and Choice of Reading Materials on African American Males' Fluency Development**

The significance of this study is that it could provide a valuable insight regarding ways educators can address the literacy gap that places African American males at risk of reading failure, and provide an insight into the oral reading fluency instruction and choice of reading topics may lessen the probability of reading failure and increase chances of success.

**Sunday, September 26 at 4:00 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Theodore Kaniuka, *Fayetteville State University*  
tkaniuka@uncfsu.edu

**Presenter** Barbara C. Roquemore, *Georgia College & State University*  
barbara.roquemore@gcsu.edu

**Camille Daniel-Tyson**, *Georgia College Early College*  
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**Craig Smith**, *Georgia College & State University*  
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**Tish Seay**, *Georgia College & State University*  
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**Georgia College Early College: Empowering Students- Changing Lives**

The Georgia College Early College is an innovative collaborative school setting that offers educational opportunities to students in grades 7-13. The objectives of GCEC are: a) to make higher education more accessible by bridging the gaps between middle school, high school, and college; b) to eliminate the time wasted in school and facilitate the transition from high school through the first two years of college; c) to support the intellectual and developmental needs of young people; d) to provide greater flexibility and create strong ties between secondary and higher education; and e) to develop a seamless curriculum integrating course offerings, and by promoting academic preparation and awareness of the higher education options. The paper contains four years of data on the Georgia Criterion Reference Test (CRCT) for these students.

**Sunday, September 26 at 4:30 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Parichart Thornton, *Alabama State University*  
hueythornton@aol.com

**Presenter** Vita Jones, *California State University Fullerton*  
vjones@fullerton.edu  
Debra Cote, *California State University Fullerton*  
dcote@fullerton.edu

**Learning Tactics for African American Students with Learning Disabilities**

There is a limited amount of research involving African American students with disabilities. This presentation will further the line of resiliency research focusing on African American students with learning disabilities (Wasonga, Christman, & Kilmer, 2003).

**Sunday, September 26 at 4:30 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Morris D. Drumm, *Texas Christian University*  
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**Presenter** Theodore Kaniuka, *Fayetteville State University*  
tkaniuka@uncfsu.edu

**An Investigation of the Relationship Between Student Achievement and High School Design: Exploring the Early College High School Model in North Carolina**

This study investigated the relationship between student achievement on state mandated tests and the type of high school design used to educate the students. Early College High Schools are viewed as a way to improve graduation rates and college degree attainment for traditionally undeserved students. This study found that students attending ECHS had consistently greater odds of passing state required exams and that the relationship between selected school and student characteristics was inconsistent. Therefore it is hypothesized that other variables not accounted for in the model may have a significant relationship with achievement and need to be explored.

**Monday, September 27 at 9:00 AM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Maxie Kohler, *University of Alabama at Birmingham*  
mkohler@uab.edu

**Presenter** Natalie Johnson-Leslie, *Arkansas State University*  
njohnson@astate.edu

H. Steve Leslie, *Colleague*  
sleslie@astate.edu

**How to Survive School Violence: Step by Step**

This session is designed to help parents and teachers broach this delicate and frightening subject with tact. The fear of violence gets in the way of the business of teaching and learning. Hence, addressing violence head-on with early childhood professionals is a strategic move to reinforce in early learners practical and common-sense strategies they could implement to save their lives and the lives of others. The how to survive school violence is an interactive session with hands-on activities for all participants.

**Monday, September 27 at 9:00 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Silvana Watson, *Old Dominion University*  
swatson@odu.edu

**Paper** Trace Pirtle, *Texas A&M International University*  
tpirtle@tamui.edu

**Perceptions of Meaning in Life Among First-Semester Latino University Students**

The Purpose In Life Test (PIL) (Crumbaugh & Maholick, 1976) was used to obtain perceptions of meaning and purpose in life among 156 Latino first-semester undergraduate students (64 men and 92 women) at a Hispanic Serving Institution located on the border of Texas and Mexico.

**Monday, September 27 at 9:30 AM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Natalie Johnson-Leslie, *Arkansas State University*  
njohnson@astate.edu

**Presenter** Diana S. Perdue, *Virginia State University*  
diana.perdue@gmail.com

**E-learning in Rwanda: Report from a Fulbrighter**

In this session I will describe my experience as Director of E-learning for KIST (Kigali Institute of Science & Technology) during my 6-month Fulbright project. Specifically, I will report on the progress made in Rwanda, the current projects (including OLR, Open Learning Rwanda, in conjunction with the Open University in the UK, and DOT, Digital Opportunity Trust), and the on-going challenges that the country faces.

**Monday, September 27 at 9:30 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Doris Adams Hill, *Auburn University Instructor*  
hilldol@auburn.edu

**Presenter** Silvana Watson, *Old Dominion University*  
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Robert Gable, *Old Dominion University*  
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Anne Michalek, *Old Dominion University*  
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**The Role of Attention and Working Memory in Student Learning**

In this presentation, we will examine the relationship between student learning and the cognitive processes required to acquire new knowledge with a specific focus on working memory and attention. We will offer research-based strategies for differentiating instruction and addressing the diverse needs of students in an inclusive classroom.

**Monday, September 27 at 10:00 AM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Diana S. Perdue, *Virginia State University*  
diana.perdue@gmail.com

**Presenter** Maxie Kohler, *University of Alabama at Birmingham*  
mkohler@uab.edu

**Building A Research-Based, Workplace/ Intergenerational Literacy Program: Transmission of Real-World Skills From Parent to Child**

This session will discuss how to build a workplace/intergenerational literacy program and the important aspects that should be considered for inclusion, together with the pros/cons of each. The program that will be described was built and directed for the State of Alabama and the University of Alabama at Birmingham. It combined several aspects of workplace and intergenerational literacy; therefore, some highlights of the development of this program and their outcomes will be reviewed together with results published in refereed articles. Also, infusion of information regarding how parents' skills directly impact children's literacy skills will be discussed as well as quantitative results of the project itself on several aspects of parental skills and behaviors. Evaluation of the program revealed some very important, but counterintuitive sets of information, that should be considered when developing such a program and when working with the population that needs assistance in developing basic literacy skills. All participants were sent to us from the JOBS program through the State of Alabama. These women needed to work, but they also wanted to gain their GEDs. Numerous avenues of assistance were provided to them, but for several reasons, not all were willing to actually take advantage of the many offerings. This too will be discussed. Projects like these are worthy endeavors, but knowing what other practitioners and researchers have found is important before large amounts of time are spent "reinventing the wheel."

**Monday, September 27 at 10:00 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Trace Pirtle, *Texas A&M International University*  
tpirtle@tamiu.edu

**Presenter** Doris Adams Hill, *Auburn University Instructor*  
hilldol@auburn.edu

**Autism, IDEA, and the Law: Keep the Focus on the Student**

The presenter discusses the results of her examination of 99 court cases (2007-2008) from the LexisNexis database regarding students, ages 3-21, with various forms of autism spectrum disorder. She shares her analysis of procedural and substantive violations to the Individuals with Disabilities Education Act (IDEA) and the provision of a Free and Appropriate Public Education (FAPE) and trends regarding prevailing party. Procedural violations examined included parent participation, evaluation, IEP, LRE and personnel qualifications. Substantive violations included provision of services, lack of progress, data collection, transition, FBA/BIP, ESY service, ABA therapy, and behavior as a case factor. She also examined demographic factors such as level of court, gender, age, diagnoses (ASD/multiple), and grade. She compares her research to earlier studies and discusses the shift from parents prevailing in 76% of cases in the 1990s, virtual ties from 2002-2004, to school districts prevailing in two thirds of cases in 2007-2008. Even more importantly, she shifts the focus to avoiding litigation altogether, given the toll such litigation takes emotionally and financially on all involved. She discusses practical strategies that can be used by all stakeholders to enhance positive relations, maintain focus on the student, to think win/win, and avoid adversarial situation before they develop in order to develop IEPs that meet the needs of the student within the spirit and the letter of the law.

**Monday, September 27 at 10:45 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Mary Ann Couvillion, *University of Texas at El Paso*  
macouvillion@utep.edu

**Presenter** Graciela Helguero-Balcells, *Florida Atlantic University / Broward College*  
gracielaHB@aol.com

**European Union's Educational Reforms Impact on U.S. Educational System: Second Language Acquisition and Cultural Awareness**

This paper will discuss the educational changes of the EU and the impact it will have on the U.S. educational system. One of the fundamental issues is that of second language acquisition coupled with cultural awareness and understanding.

**Monday, September 27 at 10:45 AM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Joseph DePierro, *Seton Hall University*  
joseph.depierro@shu.edu

**Presenter** Amelia L. Brady, *Ashland University*  
abrady@ashland.edu

**Exploring Teachers' Emotions, Pedagogy, and Professional Interactions in an Era of Standardized Testing**

The purpose of this qualitative study was to explore the relationships among high-stakes testing, the practice of teaching, and teachers' emotions. Through an inductive approach the emotions, pedagogy and professional interactions of six teachers were examined for possible impact testing has on their professional lives and teaching philosophies. Data were collected through individual semi-structured interviews, classroom observations, and a focus group interview. Findings of this study indicated that high-stakes testing can have impacts on curriculum, teachers' emotions, and their professional interactions. The need for further investigation into the current mode of testing, possible alternatives, and an examination of teachers' emotions as they relate to their professional lives was indicated.

**Monday, September 27 at 10:45 AM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** James Fetterly, *Florida State University*  
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**Presenter** Ted Kaniuka, *Fayetteville State University*  
tkaniuka@uncfsu.edu

**Lessons Learned: Cross Creek Early College: What We Know so Far**

A multi-method study of Cross Creek Early College High School, a university LEA partnership to provide a rigorous high school education to traditionally under-represented youth. Cross Creek is a high school where students can earn up to 60 college credits while receiving a high school diploma. This study shows that Cross Creek students consistently score higher on North Carolina end-of-course exams. Students and faculty attribute this success to the unique relationships they have been able to develop.

**Monday, September 27 at 11:15 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Graciela Helguero-Balcells, *Florida Atlantic University / Broward College*  
gracielaHB@aol.com

**Presenter** Ryan R. Kelly, *Arkansas State University*  
rkelly@astate.edu

**Discourse of Identity: How Secondary Reading Preservice Teachers Build and Shape Their Identities as Teachers**

This presentation examines the discourse of preservice secondary reading teachers. Using a Gee analysis model, this presentation examines findings from multiple discourse data sets, highlighting ways they construct, maintain, and modify identity.

**Monday, September 27 at 11:15 AM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Amelia L. Brady, *Ashland University*  
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**Presenter** Marcela de Souza, *California State University, Fullerton*  
mdesouza@fullerton.edu

**Learning from Current Teaching Practices in Public Elementary and Secondary Schools in Mexico to Improve the Academic Achievement of Mexican English Learners in the United States**

This paper reports findings of a qualitative study conducted in six public elementary and secondary schools in Guadalajara, Mexico, in the summers of 2009 and 2010 to learn about the school experiences Mexican-born English learners usually gain before entering the American school system.

**Monday, September 27 at 11:15 AM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Ted Kaniuka, *Fayetteville State University*  
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**Presenter** Shuangbao Wang, *George Mason University*  
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**Video Indexing and Automatic Transcript Creation**

This paper presents the design and implementation of a video indexing and automatic caption creation system. The system is able to extract audio from videos and to get the transcript directly from the audio file using the newly designed audio-to-text engine based on Hidden Markov Model (HMM). Transcripts can be edited and the corresponding time stamps are updated automatically. The video indexing feature is capable of searching videos using keywords from the speech. If a match is found, the video player jumps to the keyword position and starts to play the video clip.

**Monday, September 27 at 11:45 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Ryan R. Kelly, *Arkansas State University*  
rkelly@astate.edu

**Presenter** Mary Ann Couvillion, *University of Texas at El Paso*  
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**Estella L.G. Valles, University of Texas at El Paso**  
elvalles@utep.edu

**Promoting Gender Equity among Pre-Service Teachers at the University of Texas at El Paso**

Promoting Gender Equity among Pre-Service Teachers at the University of Texas at El Paso To measure whether a gender equity in education and STEM-focused component integrated into an undergraduate college course effectively increased pre-service teachers' knowledge regarding these topics, pre- and post-test surveys were administered over three semesters to undergraduate students at UTEP in El Paso, Texas. These students were enrolled in Teacher Education, Statistics, and Physics undergraduate courses. Results revealed that there was a significant difference in pre- and post-test scores, indicating that the students knowledge regarding gender equity in education and STEM increased over the course of the semester. Results from this study indicate a possible need for restructuring undergraduate teacher education courses to include a gender equity and STEM component.

**Monday, September 27 at 11:45 AM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Marcela de Souza, *California State University, Fullerton*  
mdesouza@fullerton.edu

**Presenter** Joseph DePierro, *Seton Hall University*  
joseph.depierro@shu.edu

**Three Decades of Educational Reform: Where has it taken us?**

Since the 1980's there has been a general perception that our schools are failing and are in need of reform. This presentation will critically review the reform movements from the 1980's through the current time and offer suggestions for the future.

**Monday, September 27 at 11:45 AM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Shuangbao Wang, *George Mason University*  
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**Presenter** James Fetterly, *Florida State University*  
jfetterly@fsu.edu

**An Exploratory Study to Understand the Affect of Prolonged Problem Posing on Mathematical Beliefs and Mathematical Creativity with Secondary Pre-service Teachers**

An Exploratory Study to Understand the Affect of Prolonged Problem Posing on Mathematical Beliefs and Mathematical Creativity with Secondary Pre-service Teachers

**Monday, September 27 at 1:45 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** **Marlene Gombach**, *Cleveland State University*  
m.g.gombach@csuohio.edu

**Presenter** **Mary Ellen Barnes Lewis**, *Kennedy Krieger Institute*  
lewismeb@kennedykrieger.org

**Patricia A. O'Malley**, *Kennedy Krieger Institute*  
omalley@kennedykrieger.org

**David Stone**, *Kennedy Krieger Institute*  
stoned@kennedykrieger.org

**A Model for Improving Teacher Effectiveness in Implementing Inclusion in the Middle School**

This two year project is intended to address the problems of including middle school students with special needs in the general education setting. The 18 schools participating in the project identified specific needs in the instructional and behavioral aspects of working with these student in the least restrictive setting and found the professional collaboration provided enhanced their professional "toolbox". This presentation will share the framework for consulting with administrators, collaborating with teachers and other support staff in schools, and using data to analyze and document procedures, progress, and effectiveness. In addition, the actual documentation database will be described.

**Monday, September 27 at 1:45 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** **Denise Egea-Kuehne**, *Louisiana State University*  
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**Presenter** **Jean Rattigan-Rohr**, *Elon University*  
jrrohr@elon.edu

**It Takes a Village: A Collaborative Assault on the Struggling Reader's Dilemma**

Dr. Joyce Epstein, Director of the National Network of Partnership Schools and the Center on School, Family, and Community Partnerships at Johns Hopkins University posits that parents desperately want to help their children succeed in schools. However, as Epstein (1995) notes, many parents often do not know what do to at home to ensure their children's academic success. The purpose of this study is to explore the impact of a unique collaborative approach to teaching reading, which places parents at the center of the tutoring process. The goal of this particular project is to teach teacher candidates how to teach struggling readers in a university-based tutoring project. The It Takes a Village: A Collaborative Assault on the Struggling Reader's Dilemma project is an intentional and collaborative relationship among several stakeholders - Parents, struggling readers, teacher candidates/professors, and inservice teachers. The project accomplishes four major objectives. 1) It encourages reading among children who struggle with reading. 2) It underscores the function Schools of Education must undertake in shaping teacher candidates' views of children who struggle with reading and of the parents of such students. 3) It highlights the importance of community and the role universities can play in bridging the gap between institutions of higher learning and local community entities such as the local library. 4) It involves the tutees' public school teachers as a vital stakeholder in the tutoring process. That is, struggling readers' classroom teachers are included to ensure instructional congruence between the tutoring and the tutees' classrooms.

**Monday, September 27 at 1:45 PM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** **Allen Mooneyhan**, *Arkansas State University*  
amooneyh@astate.edu

**Presenter** **Srilata Bhattacharyya**, *Adelphi University*  
Bhattacharyya@adelphi.edu

**Anne Mungai**, *Adelphi University*  
mungai@adelphi.edu

**Questioning the Modes of Multicultural Education**

Till now, pre-service teacher education has focused exclusively on the pedagogies involved in teaching the dominant culture group in mainstream America. It is only in the recent years that most teacher educators recognize the importance of student teachers developing new strategies and the expertise of teaching in a diverse environment, and realize that student teachers are not prepared to deal with issues related to cultural diversity, social justice and tolerance. Most teachers and student teachers have a middle class background, and lack the frames of reference of where their ethnically, culturally and socio-economically different students come from, because they exist in different worlds. However, mass immigration, an increase and awareness of diversity and multiculturalism, introducing mainstreaming and inclusion signify a radical change in our classrooms. This new concept of education is to prepare student teachers for multicultural classrooms. The researchers of this study look at education that is multicultural and social reconstructivist in nature based on Banks (2003) model, implying that the teachers of tomorrow should view the world with critical consciousness. Questioning the ethics, the social justice system in our schools, and power relations embedded in the new global economy is also a function of the new instructional system. Banks (2003) describes the four practices unique to education that is multicultural and social reconstructivist is 1) the active practice of democracy in classrooms where students live the democratic ideals by participation in debates, social action, and the use of power to make wise decisions. 2) The analysis of institutional inequality within their own life circumstances, where students critically analyze why they live under certain circumstances, and how others live. 3) The use of social action skills necessary for active citizen participation. Based on these three factors, data were collected from two hundred undergraduate and graduate students in teacher education courses like Educational Psychology, Special Education, from an elite, private University situated in an affluent suburb of Northeast United States, over the course of three semesters, where the demographic data indicate very little diversity. Data were also collected by one-on-one interviews, focus group interviews, and a questionnaire with open-ended questions. The data were then triangulated to ensure proper methodology. Interesting results emerged and will be discussed.

**Monday, September 27 at 2:15 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Mary Ellen Barnes Lewis, *Kennedy Krieger Institute*  
lewismeb@kennedykrieger.org

**Presenter** Janet McCarra, *Mississippi State University-Meridian*  
jmccarra@meridian.msstate.edu

**Perceived Problems of Beginning Teachers and Proposed Solutions for Success**

This descriptive study of beginning teachers who graduated from Mississippi State University provides a prioritized list of problems. This study extends Veenman's (1984) meta-analysis of perceived problems of beginning teachers and Ganser's (1999) study of Wisconsin teachers. A comparison of all three studies is included. Possible solutions to help beginning teachers be successful are also included.

**Monday, September 27 at 2:15 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Greg Knotts, *CSU Northridge*  
knottsgreg@yahoo.com

**Presenter** Denise Egea-Kuehne, *Louisiana State University*  
dekueh@lsu.edu

**Research in Minority and Indigenous Settings: A Quest for Autonomy**

Members of minority groups and indigenous communities are concerned about the reluctance on the part of the mainstream research profession to recognize the importance of culture and cultural differences as crucial elements in research practices, and in the understanding of methods and results. Should research in minority and indigenous settings be conducted by members of this minority or indigenous group, with the members of this minority or indigenous group, and for the benefit of this minority or indigenous group? Can research in minority and indigenous settings be a "transformative project" actively engaged in the pursuit of social and institutional changes, which takes into account the knowledge of the participant members of this minority or indigenous group, and which has a critical view of power relations and inequities?

**Monday, September 27 at 2:15 PM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Srilata Bhattacharyya, *Adelphi University*  
bhattacharyya@adelphi.edu

**Paper** Shari Willis, *Fayetteville State University*  
swillis@uncfsu.edu

**Student's Perception and Satisfaction with the School of Education Academic Advisement & Retention Center at Fayetteville State University**

The findings from the SOEAARC Survey are important as they can have implications on advisement standards and expectations for university students. The landscape of education is constantly changing with new technology introduced daily, new or additional requirements for students to become licensed, and expectations for graduation from differing programs makes the need for advisement critical. Sharing the findings from the Survey can lead to other institutions establishing the same or similar centers.

**Monday, September 27 at 2:45 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Janet McCarra, *Mississippi State University-Meridian*  
jmccarra@meridian.msstate.edu

**Presenter** Marlene Gombach, *Cleveland State University*  
m.g.gombach@csuohio.edu

**Brendan T. Gombach**, *Harvard University*  
btgombach@gmail.com

**7ED21: How to Make American Education the Best in the World**

7ED21 is a process-based approach to dealing with systemic control failures in US education. Specific 7ED21 checklists are presented for the major stakeholders which define the strategic steps required to make US education the best in the world.

**Monday, September 27 at 2:45 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Jean Rattigan-Rohr, *Elon University*  
jrohr@elon.edu

**Presenter** Greg Knotts, *CSU Northridge*  
knottsgreg@yahoo.com

**Elementary Pre-service Teachers and Homophobia: Curricular Changes Making a Difference**

This study continues a dialogue about how to address issues of gender and sexuality in the classroom and how elementary school teachers might better be able to approach these topics in standards-driven appropriate ways.

**Monday, September 27 at 2:45 PM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Shari Willis, *Fayetteville State University*  
swillis@uncfsu.edu

**Presenter** Andy Mooneyhan, *Arkansas State University - Jonesboro*  
amooneyh@astate.edu

**Allen Mooneyhan**, *Arkansas State University - Newport*  
allen\_mooneyhan@asun.edu

**Who Owns Electronic Media Created in Higher Education**

The purpose of this study was to examine Copyright Law, Case Law and precedence in an attempt to understand the legal premises of ownership of electronic media. With the emerging conflict regarding intellectual property rights of faculty, there is a need for policies and practices that balance the rights of faculty ownership with the rights of the institution to continue to offer courses for which they have yielded support. Presumption of ownership must first be addressed. If the University adheres to the rule of law involving intellectual property ownership is bestowed upon the creator. If the university policy claims more examination is required. It must then be determined if the institution suggests ownership based upon A) the work being created by an independent contractor working for hire or B) the work being created within the employee's scope of employment. If either of these are shown to exist the university may have a legitimate stance by which to claim ownership, however more questions must be answered before ownership can be established. After examining Copyright Law, Case Law and precedence this research provides a Policy Analysis Instrument as a guide in determining who owns electronic media.

**Monday, September 27 at 3:30 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** **Jim O'Donnell**, *New Mexico State University*  
jodonnell@nmsu.edu

**Presenter** **Kimberly Welsh**, *Stephen F. Austin State University*  
welshka@sfasu.edu

**Gloria J. Gresham**, *Stephen F. Austin State University*  
greshamglori@sfasu.edu

**Classroom Environments that Increase Cognitive Capacity**

Classroom Environments that Increase Cognitive Capacity How often do teachers walk through the doors of their classrooms and view the entire physical space through the lens of their students? Building on past research, this study sought to illustrate how small adjustments to the physical classroom space could create optimum environments for increased cognitive capacity. With consenting teachers, elementary classroom spaces were observed, photographed, and critiqued. Environmental hazards (i.e. clutter, disorganization) to learning were highlighted and suggestions to improve the atmosphere for cognitive development were illustrated. A power-point slideshow of classrooms will be shared along with all data that was collected.

**Monday, September 27 at 3:30 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** **Kathleen Farrell**, *Murray State University*  
kathleen.farrell@murraystate.edu

**Presenter** **Lonie Salkowski**, *University of Wisconsin School of Medicine and Public Health*  
LSalkowski@uwhealth.org

**Nalin Thapar**, *University of Wisconsin - Madison*  
nthapar@wisc.edu

**Alejandro Munoz Del Rio**, *University of Wisconsin School of Medicine and Public Health*  
AMunozDelRio@uwhealth.org

**Karen Krabbenhoft**, *University of Wisconsin School of Medicine and Public Health*  
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**The Impacts of Student Learning Styles and Habits have on Performance in the Study of Medical Human Anatomy**

The VARK inventory is a 16-point questionnaire established by N.D. Fleming and C. Mills in 1987. It was designed to assess a student's preference in learning style that reflects their strength in absorbing and learning information. The four sensory modalities of this questionnaire are Visual, Aural, Reading/Writing, and Kinesthetic. A student may show unimodal predominance or multimodal predominance (preference for 2, 3 or 4 learning styles). We investigated whether learning style preference and study habits impacted performance in graduate medical anatomy. Our findings revealed that unimodal learners perform the best on exams and as the number of learning modalities increases (bimodal to quadmodal), performance declines. Students who study daily perform better than students who cram. Male students perform better than female students within the graduate integrated human anatomy course. Study preferences may not be easily changed without practice or coaching; therefore students who use more than one modality for learning (i.e. bimodal, trimodal or quadmodal) may find that daily studying will help improve their course performance. The VARK inventory may be a useful tool to assist students in learning about their learning preferences and guide them to the best practices of studying for them to be successful.

**Monday, September 27 at 3:30 PM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** **Timothy G. Cashman**, *University of Texas at El Paso*  
tcashman@utep.edu

**Presenter** **Barbara J. Johnson**, *Northern Illinois University*  
bjohnson2@niu.edu

**Equity in the Context of a Crisis: Higher Education Funding Post-Katrina**

This session will examine the inequities relative to funding for postsecondary institutions, in New Orleans, Louisiana in the aftermath of Hurricane Katrina. A discussion of the formula used to distribute federal monies will present data on the allocation of funds relative to losses of the institutions. Specifically, differences across institutional type (characteristics and size of student population, damage received, location, etc.) will provide an in-depth understanding of the inequities for higher education institutions in New Orleans, particularly those with extensive physical damage. The disparate impact of the distribution of federal funds in a 'fair' manner will serve as the analytical framework for the analysis.

**Monday, September 27 at 4:00 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** **Kimberly Welsh**, *Stephen F. Austin State University*  
welshka@sfasu.edu

**Presenter** **Sherie Williams**, *Grand Valley State University*  
willishe@gvsu.edu

**Evaluation of Study Abroad Teaching Experiences**

Evaluation of Study Abroad Teaching Experiences Many universities struggle with the reality of preparing teachers to teach in a global society. To that end, the Consortium of Overseas Student Teachers (COST) was born. It is a consortium of 15 universities nationwide that facilitates the placement of pre-service teachers in numerous overseas sites. Consequently, a need for documentation of the acceptance and shift in cultural perspectives is essential. Using qualitative data by way of student narratives and blogs may be used to prove this shift.

**Monday, September 27 at 4:00 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Julie R. Grady, *Arkansas State University*  
jgrady@astate.edu

**Presenter** Kathleen Farrell, *Murray State University*  
kathleen.farrell@murraystate.edu  
Andrew Rice, *Murray State University*  
andrew.rice@murraystate.edu

**Improving Nursing Students' Information and Clinical Technology Competency: Perspectives of Nursing Students**

Nursing informatic leaders and researchers have continued to work to transform education and practice by creating the knowledge and tools necessary to enable the transformation. Nursing students need to study systems and organizations from an informatics perspective to discover how to deliver care and support decisions more effectively and safely, which will produce better outcomes for all stakeholders: patients, families, staff and institutions. Informatic tools can support the translation into practice, but changing the behavior of people, organizations, and systems require collaboration. Collaboration for change is as essential in education as it is in practice, so the first step to evaluate the curriculum content and methods should have student feedback. The outcome of this study may provide insight to what strengths and weakness related to information and clinical technology exist for our students and identify better ways to teach the content as we incorporate informatics into the current curriculum and prepare them to enter the profession of nursing.

**Monday, September 27 at 4:00 PM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Barbara J. Johnson, *Northern Illinois University*  
bjohnson2@niu.edu

**Presenter** Christina Walton, *Ashland University*  
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**Ethnography of Life Events Celebrated by Professional Storytellers in Performances**

Professional storytellers celebrate life experiences through performance content. This significant 13 month ethnographic study is a mixed method, primarily qualitative, investigation of 22 Appalachian professional storytellers from Greater Cincinnati who when encountered, were interviewed in-depth, observed in 53 performances at 18 events, and surveyed to discover: Life experiences events become celebration moments through performance. Focus illuminated the life history aspect of the performance story and the festive event. Storytellers' personal interpretations of life experiences through the lens of the story are raised to the level of celebration when transmitted to audiences. Renderings of their performance routines were scrutinized to determine performance content themes and the underlying factors from life history. Photographs and spatial line drawings depict event layouts conveying a sense of a moment in history. An analysis of performance content reveals conceptual patterns and seven major themes. Storytellers present their stories to an audience as a form of entertainment, raising the story and storyteller to the level of entertainer, storytelling to a performing art and the life history stories to a level of celebration validated by the audience. Storytellers' memories, cultural identity, heritage, and love of story is evidenced in this research. In this globalized culture, research that validates and raises personal and community identity to a celebration level is valued.

**Monday, September 27 at 4:30 PM in Windsor on the 3<sup>rd</sup> Floor**

**Chair** Sherie Williams, *Grand Valley State University*  
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**Presenter** Jim O'Donnell, *New Mexico State University*  
jodonnell@nmsu.edu  
John Amman, *Cinematographer's union*  
johnamman@hotmail.com

**Education and Labor in a Post-Conflict Society: The Role of the Teachers' Union**

The paper describes the role of the teacher union in educational development in a post-conflict society. It examines how the union addresses professional development for its members and how it maintains and fosters communications.

**Monday, September 27 at 4:30 PM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Lonie Salkowski, *University of Wisconsin School of Medicine and Public Health*  
LSalkowski@uwhealth.org

**Presenter** Julie R. Grady, *Arkansas State University*  
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**Scientific Inquiry in High School Biology Classrooms: Reinforcing or Challenging the Mythical Scientific Method?**

Scientific Inquiry in High School Biology Classrooms: Reinforcing or Challenging the Mythical Scientific Method? What conceptions about scientists' work do we promote when we teach our science courses? Students may complete their education with unrealistic ideas about the way science is practiced such as scientists following a mythical scientific method and primarily conducting experimental work in laboratories. Because of these misconceptions, the public may have unrealistic views and expectations of science and scientists. The purpose of this qualitative case study was to investigate the practice of scientific inquiry (SI) in high school biology classrooms to determine if the students' practice challenged the mythical "Scientific Method." Purposeful, convenient sampling resulted in three teachers and their students from different communities in a mid-Atlantic state. All students were conducting experiments sponsored by The Partnership for Research and Education in Plants (PREP). Data sources included classroom observations, teacher and student interviews, documents, and student work. The data analysis indicated that there were no explicit opportunities built into the inquiries that would have intentionally supported students understanding authentic scientific methods. Implied were practices that reinforced the mythical method. For example, in all classrooms, the structure of the plant experiments reflected only one method and the students' work was conducted in a laboratory which, for the most part, reinforced the algorithmic mythical process. In order for classroom SI to reflect authentic scientific methods, teachers may need support from professional development in order to understand how to provide learning experiences that explicitly challenge students misconceptions of the practice of scientists and, thus, help them build informed understandings of scientific methods.

**Monday, September 27 at 4:30 PM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Christina Walton, *Ashland University*  
cwalton@ashland.edu

**Presenter** Timothy G. Cashman, *University of Texas at El Paso*  
tcashman@utep.edu

**Perspectives of United States Policies in a Canadian Social Studies Curriculum: The Comparative Case**

The key objective of this study was to uncover attitudes and pedagogical comparisons of a sampling of Canadian social studies teachers with regard to how historical and current United States policies are addressed in the provincial curriculum. Moreover, the researcher interviewed teachers to uncover how geographical, historic, economic, and political issues are addressed.

**Tuesday, September 28 at 9:00 AM in Jasperwood on the 3<sup>rd</sup> Floor**

**Chair** Xuejiao Diao, *University of Cincinnati*  
diaoxo@mail.uc.edu

**Presenter** Christopher A. Was, *Kent State University*  
cwas@kent.edu

**Robert M. Isaacson, Indiana University South Bend**  
risaacso@iusb.edu

**Improving Calibration Accuracy in College Students Through Practice**

Extensive practice predicting performance increased undergraduates' accuracy in predicting their test scores. We describe the research and educational implications of calibration as a metacognitive skill.

**Tuesday, September 28 at 9:00 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Erica D. Dillard, *Stephen F. Austin State University*  
dillardERICA@sfasu.edu

**Presenter** Brian W. Dotts, *The University of Georgia*  
bdotts@uga.edu

**Re-Examining the Federal Leviathan: Why No Child Left Behind is Pure Political Profit and Why It Is Harming Public Education**

I offer a critical analysis of the continuing centralization of public schooling in the United States, and I present research supporting the idea that academic achievement should be exclusively and more appropriately handled within local contexts.

**Tuesday, September 28 at 9:30 AM in Jasperwood on the 3<sup>rd</sup> Floor**

**Chair** Christopher A. Was, *Kent State University*  
cwas@kent.edu

**Presenter** F. Neil Mathews, *Louisiana State University*  
fmathe1@lsu.edu

**Enhancing College Teaching with Moodle: Experiences of a First-Time User**

The paper presents the teaching experiences of a veteran professor who is a first-time user of the Moodle Learning Management System in a general education course. The presentation will explain the elements of Moodle and the mechanisms provided by the university to successfully support the teaching faculty's implementation of the system. Student learning outcomes and course evaluations are examined with respect to students' participation in the Moodle system. Recommendations for future research will be offered.

**Tuesday, September 28 at 9:30 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Brian W. Dotts, *The University of Georgia*  
bdotts@uga.edu

**Presenter** James Fetterly, *Florida State University*  
jfetterly@fsu.edu

**Punctuated, Intentional Experiences with Mathematical Creativity: An Exploratory Study of Mathematical Anxiety, Beliefs, and Creativity with Elementary Education Pre-service Teacher**

Punctuated, Intentional Experiences with Mathematical Creativity: An Exploratory Study of Mathematical Anxiety, Beliefs, and Creativity with Elementary Education Pre-service Teacher

**Tuesday, September 28 at 10:00 AM in Jasperwood on the 3<sup>rd</sup> Floor**

**Chair** F. Neil Mathews, *Louisiana State University*  
fmathe1@lsu.edu

**Presenter** Xuejiao Diao, *University of Cincinnati*  
diaoxo@mail.uc.edu

**Bring Cultural Diversity into Content-Based L2 Courses: A Sample Unit of Chinese Music Education**

A Content-Based L2 unit concerning traditional Chinese music will be demonstrated to highlight the needs of bringing cultural diversity into CBI classes. The unit will provide content and ESL teachers an example of how to integrate three models: SIOP, CALLA, and Knowledge Framework into their instruction. Recommendations will be given to in-service teachers, parents, and teacher trainers in the end.

**Tuesday, September 28 at 10:00 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** James Fetterly, *Florida State University*  
jfetterly@fsu.edu

**Presenter** Erica S. Dillard, *Stephen F. Austin State University*  
dillardERICA@sfasu.edu

**Differentiating Instruction: A Study of Preschool Teachers Working with English Language Learners in the Content Area of Mathematics**

This mixed-methods investigation examined the differentiation practices used in the content area of mathematics by prekindergarten classroom teachers serving a diverse student population.

**Tuesday, September 28 at 10:45 AM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** LaDonna Morris, *Florida State College at Jacksonville*  
lmorris@fscj.edu

**Paper** Carl Wozniak, *Northern Michigan University*  
cwozniak@nmu.edu

**Post-secondary Options for High School Students: School and College Administrator Perspectives of the Efficacy of Various Programs, Barriers to Success, and Suggestions for Improved Implementation**

Administrators like programs they control and have differing views of the efficacy of post-secondary options for high school students. Barriers and potential solutions affecting those programs are addressed along with suggestions for policy makers.

**Tuesday, September 28 at 10:45 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Anne Gallegos, *New Mexico State University*  
anngalle@nmsu.edu

**Presenter** Dennis Campbell, *University of South Alabama*  
campbell@usouthal.edu

Amy Sue Reilly, *Auburn University*  
reillam@auburn.edu

**An Alternative Means to Assess Skill Levels (AMASL) for a Low Incidence Population: an Alternative Model for Standardized Testing**

This paper describes a process of an Alternative Means to Assess Skill Levels that provides teacher with a more realistic program for students with low incidence disabilities. We were able to find skills in students between 2 and 3 years higher than if using the instrument in the standard manner.

**Tuesday, September 28 at 10:45 AM in Jasperwood on the 3<sup>rd</sup> Floor**

**Chair** Natalie Johnson-Leslie, *Arkansas State University*  
njohnson@astate.edu

**Presenter** H. Steve Leslie, *Arkansas State University*  
sleslie@astate.edu

Natalie Johnson-Leslie, *Colleague*  
njohnson@astate.edu

**Using Tegrity: Changing Pedagogy**

The purpose of this session is to present a case study from a mid-South university. Data was obtained from four Oral Communications courses during fall 2009 and spring 2010 on how Tegrity was used to change pedagogy. With this change of pedagogy a culture of use was built and sustained. Embedded in the theory of Connectivism, the presenters will demonstrate how students who were initially scared of using Tegrity became connected and motivated to use this medium of technology to package their presentations. In both semesters students successfully used Tegrity to capture their presentations creating podcast/vodcast applications successfully.

**Tuesday, September 28 at 11:15 AM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Edward J. Sullivan, *State University of New York at New Paltz*  
sullivae@newpaltz.edu

**Presenter** LaDonna Morris, *Florida State College at Jacksonville*  
lmorris@fscj.edu

**The National Science Foundation Tri-Regional Information Technology (Tri-IT!) Project for High School Girls: First Year Research Results**

The purpose of this \$1.5 million research project is to provide after-school technology experiences to high school girls (n=360) in North Florida. The focus will be on quantitative research results from the first year of the project.

**Tuesday, September 28 at 11:15 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Dennis Campbell, *University of South Alabama*  
campbell@usouthal.edu

**Presenter** Tanya Goldbeck, *Lamar University*  
tkgoldbeck@my.lamar.edu

**The Brain That Reads: Applying Brain Research to Strategies That Enhance Reading Efficiency**

The Brain That Reads Reading is complex and recent studies clearly indicate that, despite more emphasis on reading than ever before, students' are still struggling to read for meaning and to make inferences. This gap sets the problem that prevents reading success today. New scientific research has found new ways to save young minds by helping them to become proficient readers (Bauer, 1999). Teachers must attempt to improve reading by constructing new goals and instructional approaches that are more holistic. Teachers across the board often believe that reading should be taught in the early grades. Research shows that content reading is essential to the student being able to develop thinking strategies necessary to make a connection between the text and the thinking process. This presentation will reveal current brain-based information that teaches the teacher how to enhance meaning making. Does this mean you can affect how the brain mentally sees information? Come to this session and discover the keys to success which will allow you to teach so that learning takes place.

**Tuesday, September 28 at 11:15 AM in Jasperwood on the 3<sup>rd</sup> Floor**

**Chair** H. Steve Leslie, *Arkansas State University*  
sleslie@astate.edu

**Presenter** Debra A. Troxclair, *Lamar University*  
Debbie.Troxclair@lamar.edu

**Undergraduate Teacher Candidates' Attitude Toward Intellectual Diversity**

Survey findings will be reported. Connections between survey respondent's attitudes and currently held myths associated with giftedness will be made. Teacher candidates need to be come aware of their own attitudes towards giftedness in order to be able to better identify and serve this population of learners

**Tuesday, September 28 at 11:45 AM in Warwick on the 3<sup>rd</sup> Floor**

**Chair** Carl Wozniak, *Northern Michigan University*  
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**Presenter** Edward J. Sullivan, *State University of New York at New Paltz*  
sullivae@newpaltz.edu

**Robert Dillon**, *State University of New York at New Paltz*  
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**Josephine Moffett**, *State University of New York at New Paltz*  
moffettj@newpaltz.edu

**Perceptions of School Superintendents and School Board Presidents Concerning the Status of Superintendent Evaluation Practices in New York State**

Evaluation of a superintendent's performance is a critical responsibility of school boards. Research findings related to the purposes of evaluation, superintendent and board president agreement on leadership and management functions, and procedures used in evaluation will be presented.

**Tuesday, September 28 at 11:45 AM in Ascot on the 3<sup>rd</sup> Floor**

**Chair** Tanya Goldbeck, *Lamar University*  
tkgoldbeck@my.lamar.edu

**Presenter** Anne Gallegos, *New Mexico State University*  
anngalle@nmsu.edu

**Heather Garner-Becknell**, *New Mexico State University*  
timber@grandecom.net

**Online Opportunities: Optimizing Outcomes for Diverse Students with Disabilities through Distance Teacher Preparation Programs**

This presentation will examine the use and efficacy of online, distance instruction to prepare educators to work with culturally and linguistically diverse students with disabilities. Theory and practice will be reviewed, and a hands-on demonstration and materials will be provided.

**Tuesday, September 28 at 11:45 AM in Jasperwood on the 3<sup>rd</sup> Floor**

**Chair** Debra A. Troxclair, *Lamar University*  
Debbie.Troxclair@lamar.edu

**Presenter** Natalie Johnson-Leslie, *Arkansas State University*  
njohnson@astate.edu

**Because Shifts Happen: Teaching Reading and Writing Across Content Areas**

Training junior and high school teachers in the DELTA to utilize effective literacy strategies is important to student success. When teachers gain knowledge of effective research-based reading and writing strategies they will in turn help students: increase fluency; improve vocabulary; strengthen text comprehension; as well as improve students' writing skills.

# Index of Participants

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**Bhattacharyya, Srilata** Chair on Monday at 2:15 PM in Warwick  
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**Brady, Amelia L.** Presenter on Monday at 10:45 AM in Windsor  
**Brady, Amelia L.** Chair on Monday at 11:15 AM in Windsor  
**Bridges, Valerie H.** Presenter on Sunday at 1:45 PM in Ascot  
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**DePierro, Joseph** Chair on Monday at 10:45 AM in Windsor  
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**Diao, Xuejiao** Presenter on Tuesday at 10:00 AM in Jasperwood  
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**Dotts, Brian W.** Presenter on Tuesday at 9:00 AM in Ascot  
**Dotts, Brian W.** Chair on Tuesday at 9:30 AM in Ascot  
**Dowdy, Joanne Kilgour** Presenter on Sunday at 11:15 AM in Ascot  
**Drumm, Morris D.** Presenter on Sunday at 3:30 PM in Ascot  
**Drumm, Morris D.** Chair on Sunday at 4:30 PM in Ascot  
**Egea-Kuehne, Denise** Chair on Monday at 1:45 PM in Ascot  
**Egea-Kuehne, Denise** Presenter on Monday at 2:15 PM in Ascot  
**Farrell, Kathleen** Chair on Monday at 3:30 PM in Ascot  
**Farrell, Kathleen** Presenter on Monday at 4:00 PM in Ascot  
**Fetterly, James** Chair on Monday at 10:45 AM in Warwick  
**Fetterly, James** Presenter on Monday at 11:45 AM in Warwick  
**Fetterly, James** Presenter on Tuesday at 9:30 AM in Ascot  
**Fetterly, James** Chair on Tuesday at 10:00 AM in Ascot  
**Floyd, Koy** Presenter on Sunday at 3:30 PM in Ascot  
**Fry, Michelle** Presenter on Sunday at 2:15 PM in Windsor  
**Fry, Michelle** Chair on Sunday at 2:45 PM in Windsor  
**Gable, Robert** Presenter on Monday at 9:30 AM in Ascot  
**Gallegos, Anne** Chair on Tuesday at 10:45 AM in Ascot  
**Gallegos, Anne** Presenter on Tuesday at 11:45 AM in Ascot  
**Garner-Becknell, Heather** Presenter on Tuesday at 11:45 AM in Ascot  
**Goldbeck, Tanya** Presenter on Tuesday at 11:15 AM in Ascot  
**Goldbeck, Tanya** Chair on Tuesday at 11:45 AM in Ascot  
**Golden, Sandra** Presenter on Sunday at 11:15 AM in Ascot  
**Golden, Sandra** Chair on Sunday at 11:45 AM in Ascot  
**Gombach, Brendan T.** Presenter on Monday at 2:45 PM in Windsor  
**Gombach, Marlene** Chair on Monday at 1:45 PM in Windsor  
**Gombach, Marlene** Presenter on Monday at 2:45 PM in Windsor  
**Grady, Julie R.** Chair on Monday at 4:00 PM in Ascot  
**Grady, Julie R.** Presenter on Monday at 4:30 PM in Ascot  
**Gray, David L.** Presenter on Sunday at 2:15 PM in Ascot  
**Gray, David L.** Chair on Sunday at 2:45 PM in Ascot  
**Gresham, Gloria J.** Presenter on Monday at 3:30 PM in Windsor  
**Helguero-Balcells, Graciela** Presenter on Monday at 10:45 AM in Ascot  
**Helguero-Balcells, Graciela** Chair on Monday at 11:15 AM in Ascot  
**Hill, Doris Adams** Chair on Monday at 9:30 AM in Ascot  
**Hill, Doris Adams** Presenter on Monday at 10:00 AM in Ascot  
**Isaacson, Robert M.** Presenter on Tuesday at 9:00 AM in Jasperwood  
**Johnson, Barbara J.** Presenter on Monday at 3:30 PM in Warwick  
**Johnson, Barbara J.** Chair on Monday at 4:00 PM in Warwick  
**Johnson-Leslie, Natalie** Presenter on Monday at 9:00 AM in Windsor  
**Johnson-Leslie, Natalie** Chair on Monday at 9:30 AM in Windsor  
**Johnson-Leslie, Natalie** Presenter on Tuesday at 10:45 AM in Jasperwood  
**Johnson-Leslie, Natalie** Chair on Tuesday at 10:45 AM in Jasperwood  
**Johnson-Leslie, Natalie** Presenter on Tuesday at 11:45 AM in Jasperwood  
**Jones, Vita** Chair on Sunday at 3:30 PM in Windsor  
**Jones, Vita** Presenter on Sunday at 4:30 PM in Windsor  
**Kaniuka, Ted** Presenter on Monday at 10:45 AM in Warwick  
**Kaniuka, Theodore** Chair on Sunday at 4:00 PM in Ascot  
**Kaniuka, Theodore** Presenter on Sunday at 4:30 PM in Ascot  
**Kelly, Ryan R.** Presenter on Monday at 11:15 AM in Ascot  
**Kelly, Ryan R.** Chair on Monday at 11:45 AM in Ascot  
**Knotts, Greg** Chair on Monday at 2:15 PM in Ascot  
**Knotts, Greg** Presenter on Monday at 2:45 PM in Ascot  
**Kohler, Maxie** Chair on Monday at 9:00 AM in Windsor  
**Kohler, Maxie** Presenter on Monday at 10:00 AM in Windsor  
**Krabbenhoft, Karen** Presenter on Monday at 3:30 PM in Ascot  
**Leslie, H. Steve** Presenter on Monday at 9:00 AM in Windsor  
**Leslie, H. Steve** Presenter on Tuesday at 10:45 AM in Jasperwood  
**Leslie, H. Steve** Chair on Tuesday at 11:15 AM in Jasperwood  
**Lewis, Mary Ellen Barnes** Presenter on Monday at 1:45 PM in Windsor  
**Lewis, Mary Ellen Barnes** Chair on Monday at 2:15 PM in Windsor  
**Mathews, F. Neil** Presenter on Tuesday at 9:30 AM in Jasperwood  
**Mathews, F. Neil** Chair on Tuesday at 10:00 AM in Jasperwood  
**McCarra, Janet** Presenter on Monday at 2:15 PM in Windsor  
**McCarra, Janet** Chair on Monday at 2:45 PM in Windsor  
**McFadden-Artis, Jenese A.** Presenter on Sunday at 10:45 AM in Warwick  
**McFadden-Artis, Jenese A.** Chair on Sunday at 11:15 AM in Warwick  
**Michalek, Anne** Presenter on Monday at 9:30 AM in Ascot  
**Moffett, Josephine** Presenter on Tuesday at 11:45 AM in Warwick  
**Monneyhan, Allen** Presenter on Monday at 2:45 PM in Warwick  
**Mooneyhan, Allen** Chair on Monday at 1:45 PM in Warwick  
**Mooneyhan, Andy** Chair on Sunday at 10:45 AM in Warwick  
**Mooneyhan, Andy** Presenter on Sunday at 11:45 AM in Warwick  
**Mooneyhan, Andy** Presenter on Monday at 2:45 PM in Warwick  
**Morris, LaDonna** Chair on Tuesday at 10:45 AM in Warwick  
**Morris, LaDonna** Presenter on Tuesday at 11:15 AM in Warwick  
**Mungai, Anne** Presenter on Monday at 1:45 PM in Warwick  
**O'Donnell, Jim** Chair on Monday at 3:30 PM in Windsor  
**O'Donnell, Jim** Presenter on Monday at 4:30 PM in Windsor  
**O'Malley, Patricia A.** Presenter on Monday at 1:45 PM in Windsor  
**Perdue, Diana S.** Chair on Sunday at 1:45 PM in Windsor  
**Perdue, Diana S.** Presenter on Sunday at 2:45 PM in Windsor  
**Perdue, Diana S.** Presenter on Monday at 9:30 AM in Windsor  
**Perdue, Diana S.** Chair on Monday at 10:00 AM in Windsor  
**Pirtle, Trace** Presenter on Monday at 9:00 AM in Ascot  
**Pirtle, Trace** Chair on Monday at 10:00 AM in Ascot  
**Raab, Scot** Presenter on Sunday at 11:15 AM in Windsor  
**Raab, Scot** Chair on Sunday at 11:45 AM in Windsor  
**Rattigan-Rohr, Jean** Presenter on Monday at 1:45 PM in Ascot  
**Rattigan-Rohr, Jean** Chair on Monday at 2:45 PM in Ascot  
**Reilly, Amy Sue** Presenter on Tuesday at 10:45 AM in Ascot  
**Rice, Andrew** Presenter on Monday at 4:00 PM in Ascot  
**Roquemore, Barbara C.** Chair on Sunday at 3:30 PM in Ascot  
**Roquemore, Barbara C.** Presenter on Sunday at 4:00 PM in Ascot  
**Salkowski, Lonie** Presenter on Monday at 3:30 PM in Ascot  
**Salkowski, Lonie** Chair on Monday at 4:30 PM in Ascot  
**Samuels, William Ellery** Chair on Sunday at 10:45 AM in Windsor  
**Samuels, William Ellery** Presenter on Sunday at 11:45 AM in Windsor  
**Sanderson, Sonya** Presenter on Sunday at 11:15 AM in Windsor  
**Saulawa, Danjuma R.** Presenter on Sunday at 4:00 PM in Windsor  
**Seay, Tish** Presenter on Sunday at 4:00 PM in Ascot  
**Smith, Craig** Presenter on Sunday at 4:00 PM in Ascot

**Smith, Shikila** Presenter on Sunday at 11:15 AM in Windsor  
**Stone, David** Presenter on Monday at 1:45 PM in Windsor  
**Sullivan, Edward J.** Chair on Tuesday at 11:15 AM in Warwick  
**Sullivan, Edward J.** Presenter on Tuesday at 11:45 AM in Warwick  
**Thapar, Nalin** Presenter on Monday at 3:30 PM in Ascot  
**Thirunarayanan, M.O.** Presenter on Sunday at 1:45 PM in Windsor  
**Thirunarayanan, M.O.** Chair on Sunday at 2:15 PM in Windsor  
**Thornton, Parichart** Presenter on Sunday at 4:00 PM in Windsor  
**Thornton, Parichart** Chair on Sunday at 4:30 PM in Windsor  
**Tollett, Connie** Chair on Sunday at 10:45 AM in Ascot  
**Tollett, Connie** Presenter on Sunday at 11:45 AM in Ascot  
**Troxclair, Debra A.** Presenter on Tuesday at 11:15 AM in Jasperwood  
**Troxclair, Debra A.** Chair on Tuesday at 11:45 AM in Jasperwood  
**Valles, Estella L.G.** Presenter on Monday at 11:45 AM in Ascot  
**Walton, Christina** Presenter on Monday at 4:00 PM in Warwick  
**Walton, Christina** Chair on Monday at 4:30 PM in Warwick  
**Wang, Shuangbao** Presenter on Sunday at 10:45 AM in Ascot  
**Wang, Shuangbao** Chair on Sunday at 11:15 AM in Ascot  
**Wang, Shuangbao** Presenter on Monday at 11:15 AM in Warwick  
**Wang, Shuangbao** Chair on Monday at 11:45 AM in Warwick  
**Was, Christopher A.** Presenter on Tuesday at 9:00 AM in Jasperwood  
**Was, Christopher A.** Chair on Tuesday at 9:30 AM in Jasperwood  
**Watson, Silvana** Chair on Monday at 9:00 AM in Ascot  
**Watson, Silvana** Presenter on Monday at 9:30 AM in Ascot  
**Welsh, Kimberly** Presenter on Monday at 3:30 PM in Windsor  
**Welsh, Kimberly** Chair on Monday at 4:00 PM in Windsor  
**Williams, Sherie** Presenter on Monday at 4:00 PM in Windsor  
**Williams, Sherie** Chair on Monday at 4:30 PM in Windsor  
**Willis, Shari** Presenter on Monday at 2:15 PM in Warwick  
**Willis, Shari** Chair on Monday at 2:45 PM in Warwick  
**Wilson, Hope E.** Presenter on Sunday at 3:30 PM in Windsor  
**Wilson, Hope E.** Chair on Sunday at 4:00 PM in Windsor  
**Wozniak, Carl** Presenter on Tuesday at 10:45 AM in Warwick  
**Wozniak, Carl** Chair on Tuesday at 11:45 AM in Warwick

# Conference Meals

## Lunch

Sunday, September 26

12:15 pm – 1:40 pm

Hilton Riverside Hotel, Belle Chasse, Third Floor

*Corn and Crab Bisque*

*Cajun Bisque with Corn and Crabmeat*

*Tomato and Cucumber Salad*

*Fried Chicken Salad*

*Blackened Pork Loin with Spinach and Creole Honey Mustard Sauce*

*Bronzed Redfish with Crystal Beurre Blanc*

*Creole Corn Maque Choux*

*Fresh Seasonal Vegetables*

*Fresh Rolls and Butter*

*French Pastries and Cakes*

*Coffee, Tea and Decaffeinated Coffee*

## Lunch

Monday, September 27

12:15 pm – 1:40 pm

Hilton Riverside Hotel, Belle Chasse, Third Floor

*Shrimp and Corn Soup*

*Hilton Garden Salad with Assorted Dressings*

*Gulf Seafood Salad*

*Bow Tie Pasta Salad with Sundried Tomato*

*Grilled Chicken Breast with Cornbread Dressing*

*Bronzed Crabcakes with Ravigote*

*Spicy Crawfish Rice*

*Fresh Seasonal Vegetables*

*Fresh Rolls and Butter*

*Pecan Diamonds and Brownies*

*Coffee, Tea and Decaffeinated Coffee*

## Lunch

Tuesday, September 28

12:15 pm – 1:40 pm

Hilton Riverside Hotel, Belle Chasse, Third Floor

*Chicken and Andouille Gumbo*

*Kabby's Cole Slaw*

*Creole Potato Salad*

*Mini Chicken Salad Croissant*

*Turkey and Provolone on Whole Wheat*

*Ham and Swiss Pobo*

*Mini Vegetarian Wrap*

*Fresh Baked Pastries*

*Coffee, Tea and Decaffeinated Coffee*

## Map of the Hilton New Orleans Riverside, Third Floor

