This study was an attempt to reexamine the instructional communication construct of teacher clarity through student perceptions. Through multiple open-ended data collection measures, the study helped define instructional clarity through the widely accepted transactional communication model. The major findings indicated clarity is not a functional construct with instructors being the only determining participants. How students interpret the message, builds relationships, overcome barriers, and various other key themes emerged during the data analysis. This study provided a key reexamination of clarity for future studies.

Athletic training is an evolving and growing allied health profession. With recent changes in educational degree requirements and standards, many athletic training programs are reviewing current assessments. The AT Milestones project was developed to provide programs with a guide for student assessment within athletic training education programs (ATEP). While these Milestones have slowly been implemented into select ATEPs, there is currently no published empirical research on the application of the AT Milestones in athletic training education. The purpose of this study was to examine athletic training educators’ perceptions of current clinical evaluations, and program evaluation alignment to the principles of the AT Milestones. The survey had a response rate of 13.2%. Overall, faculty including program directors and clinical coordinators were satisfied or very satisfied with their current clinical evaluations. The majority of respondents reported that they had a general understanding of the AT Milestones (54%). Programs seeking accreditation or in good standing were more likely to have made or are planning to make revisions to clinical evaluations and were more likely to implement the AT Milestones than those programs voluntarily withdrawing. The average AT Milestones Alignment Criteria Score (ATMACS) among the participating institutions was 35, indicating an average alignment with the AT Milestones. This research seeks to contribute to the limited literature on clinical assessments in athletic training and serve as a guide for administrators in developing clinical evaluations that best fit the needs of their respective programs.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.

This study was an attempt to reexamine the instructional communication construct of teacher clarity through student perceptions. Through multiple open-ended data collection measures, the study helped define instructional clarity through the widely accepted transactional communication model. The major findings indicated clarity is not a functional construct with instructors being the only determining participants. How students interpret the message, builds relationships, overcome barriers, and various other key themes emerged during the data analysis. This study provided a key reexamination of clarity for future studies.

Athletic training is an evolving and growing allied health profession. With recent changes in educational degree requirements and standards, many athletic training programs are reviewing current assessments. The AT Milestones project was developed to provide programs with a guide for student assessment within athletic training education programs (ATEP). While these Milestones have slowly been implemented into select ATEPs, there is currently no published empirical research on the application of the AT Milestones in athletic training education. The purpose of this study was to examine athletic training educators’ perceptions of current clinical evaluations, and program evaluation alignment to the principles of the AT Milestones. The survey had a response rate of 13.2%. Overall, faculty including program directors and clinical coordinators were satisfied or very satisfied with their current clinical evaluations. The majority of respondents reported that they had a general understanding of the AT Milestones (54%). Programs seeking accreditation or in good standing were more likely to have made or are planning to make revisions to clinical evaluations and were more likely to implement the AT Milestones than those programs voluntarily withdrawing. The average AT Milestones Alignment Criteria Score (ATMACS) among the participating institutions was 35, indicating an average alignment with the AT Milestones. This research seeks to contribute to the limited literature on clinical assessments in athletic training and serve as a guide for administrators in developing clinical evaluations that best fit the needs of their respective programs.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.

This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. An NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institution they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.
INCLUSIVE MATH AND SCIENCE SPACES THROUGH PROFESSIONAL DEVELOPMENT: A QUALITATIVE STUDY FOCUSING ON EDUCATOR VIEWS OF MULTILINGUAL LEARNERS AND EDUCATOR IDENTITY

This action research qualitative study focused on the role that targeted professional development has on shifting the ways in which middle school math and science educators view their culturally and linguistically diverse (CLD) students; in addition, this study focused on the role that professional development plays on shifting teacher identity. Through this study, four middle school math and science educators took part in a four month professional development opportunity that included interviews, questionnaires, video lessons, and focus groups. Through this experience, the educators shifted their views of CLD students to be more asset-based. When looking at the shifts in their perceptions of identity, all of the educators shifted to be more comfortable talking about the role that identity plays in the educational system as well as shifted their understandings of the ways in which our identities affect the way we teach and the way that we, as well as our students, learn.

https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2482&context=etd

Investigating Intersubjectivity between Preschool Teachers and Children during Instruction: A Case Study

Early childhood teachers attend professional development sessions, take college-level courses, or read articles, and well, at some point, be exposed to some concepts found in Vygotsky’s (1986) cultural-historical theory of cognitive development as they are deeply embedded in education standards, professional standards, tests, and journals throughout the country. And yet, some concepts, including scaffolding (Wood et al., 1976), are the result of misinterpretations and the assignment of a label over the years (Gonzales Rey, 2008). A largely overlooked concept accurately relating to Vygotsky’s work is intersubjectivity (Trevarthen, 2008), defined as mutual understanding, among teachers and children, for concept development. Intersubjectivity is reached outside the zone of proximal development (ZPD) by assessing prior knowledge and within the ZPD while engaging children through guided participation (Vygotsky, 1986). Learning why this is important and how to achieve intersubjectivity through guided participation is of critical importance to pre- and in-service professionals. Guided participation is child-centered pedagogy involving multi-modal communication to reach intersubjectivity. The process can be explained as an interactive ‘dance’ between a more knowledgeable other (MKO) and the learner that may include verbal language, gestures, facial expression, and props as they can both to reach mutual understanding (Brinck, 2008; Vygotsky, 1986).

The purpose of the study was to investigate preschool teachers’ engagement with children, communicating toward intersubjectivity (mutual understanding) during the learning process, in preschool classrooms. In many preschools, there tends to be an ‘either-or’ emphasis on teacher-directed learning (more academic) or child-directed (play-based) learning. Because the concept of mutual understanding relies on give-and-take (aka serve and return) verbal and non-verbal communication, this study examined practice of three participants in play-based programs serving children from three to five years of age. In this qualitative, phenomenological case study, the methods used to gather data were classroom observations, semi-structured interviews, video of the classroom environments, and coded analysis of data. Findings revealed that two of the three participants used more direct instruction with one leaning more toward interactive instruction through guided participation and engaged activity.

https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2471&context=etd

It’s a Man’s World: Gender and Technology in Young Adult Dystopian Literature

Abstract: The upcoming study included the content analysis of 20 young adult dystopian texts. The following research questions were used to guide this study: How does YA dystopian literature represent the relationship between girls and technology? How does technology positively influence girl characters and their existence within the context of the social and political structures of the novel? How does technology hinder girl characters and their existence within the context of the social and political structures of the novel? What do the common characteristics of dystopian novels suggest about cultural/ societal norms regarding gender and technology?

No link available