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DeKalb, IL 60115
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# TABLE OF CONTENTS

ADMNISTRATION ........................................ 2
International Developments for Educational Administration.................. 2
Franklin Stone

COLLEGE........................................... 3
Extra Credit and Grades in Introductory Psychology.......................... 3
Timothy Bender

Course Specific Correlates of Success in an Open Learning College Credit Program........ 3
Gladys Ebert

Characteristics of the Users of Services Provided by a University Counseling Service........ 3

ELEMENTARY AND SECONDARY.................................. 5
Assessing Prereaders' Concepts of Written Language............................. 5
Mary Huba

Iowa Problem Solving Project...................................... 5
Harold Schoen

Review of Kindergarten Scheduling........................................ 6
Thomas Stinard

Home Study Conditions of Elementary and Junior High School Students........... 6
Thomas Stinard

The Identification and Instruction of Gifted Students Based on Guilford's Structure of the Intellect...... 7
Marlene Strathe

Iowa Problem Solving Project Product Development............................. 7
John Tarr

Title 1 Student Achievement as Related to Program and Attendance............. 8
Robert Ziomek

TESTING........................................ 9
Importance of Computational Skill for
Answering Items on a Mathematics Problem
Solving Test................................. 9
Timothy Ansley and Robert Forsyth

Profile Interpretation: A Disturbing Issue for
the Use of Standardized Achievement Tests.... 9
Oliver Cummings

A Comparison of Two Non-Computational
Readability Techniques.......................10
Frederick Duffelmeyer

A Validity Investigation of a Revised Version
of the Mathematics Anxiety Rating Scale.....10
Claire Parker

The Relationship Between Selected Evaluator
and Decision Maker Characteristics and the
Impact of an Evaluation.........................11
Valerie Ruffo Broughton

Hemispheric Specialization in Children:
Relationships with Language, Logic and
Educational Ability............................12
Jo Ann Daly and Barbara A. Hutson

Do LD Students Differ in Brain Laterality?.. 13
Linda Burke

Giving a Piece of Our Mind to Education.....13
Linda Burke, Leonard Kise, Jane LaGrow, and
Jean Pierce
International Developments for Educational Administration
Franklin D. Stone
University of Iowa

Since 1966 the world of education has witnessed the rapid development of five international organizations in educational administration.

One of the organizations includes two nations, one encompasses a continent, one embraces a hemisphere and two take in parts of each continent in the world.

The University Council for Educational administration covering two nations has assisted in developing the other organizations and programs including the Commonwealth Council for Educational Administration (British Commonwealth Nations), The International Intervisitation Program with its Standing Committee, The European Forum for Educational Administration and The Inter-American Society for Educational Administration.

The demand for these organizations followed the burgeoning growth of education after World War II as various nations outgrew their colonial status and gained independence.

It is predictable that these organizations will form a worldwide consortium and may emerge with a global confederation or single unified organization.
Attempts were made to model the amount of extra credit completed by students in Introductory Psychology at Iowa State University. No adequate model was discovered using sex, year in school, major, test scores, and final total as variables. However, students tended to do more extra credit if they needed the points for test grades. Also, freshmen and sophomores completed more total extra credit than upperclassmen. Policy implications based upon the average amounts of extra credit are discussed.

This is a study of adults enrolled in learning-at-a-distance courses which incorporated video programs, texts and learning packages, and the availability of instructor by telephone. The purpose was to gain a comprehensive view of the characteristics of the students and their evaluation of the over-all experience in an effort to identify correlates of success. Through data from the registration forms and four instruments, course specific differences were identified including: one factor from the Strong Campbell Interest Inventory, three factors from the background information questionnaire, and seven factors from the end of course reaction and evaluation instrument.

This research examined demographic characteristics and self-reported problem areas of users of the services provided by
the Counseling Service at the University of Iowa. Results are presented for clients who received brief counseling and psychotherapy, clients who received 1 or 2 session informational or problem focused counseling or crisis intervention, or clients who received treatment via participation in one of many structured skills oriented programs. Service users are also compared to the characteristics of the student body as a whole. Results are summarized and discussed in terms of the differences among the groups and the usefulness of this data in planning services.
Assessing Prereaders' Concept of Written Language
Mary E. Huba
Iowa State University
Susan Kontos
University of Northern Colorado

This study evaluates a fifteen item test developed by the authors to assess prereaders' understanding and objectively scored, thus possessing advantages over the interview methodology used in previous research, and eliciting responses not dependent on subjects' verbal fluency. Reliable data from three-, four-, five-, and six-year-old prereaders are presented, demonstrating a developmental progression in performance. Contrasts between second grade normal poor readers are discussed. Results showed print awareness of second grade poor readers did not even match that of five- and six-year-old prereaders.

Iowa Problem Solving Project: A Summative Evaluation of Achievement and Attitude
Harold L. Schoen
University of Iowa

The Iowa Problem Solving Project (IPSP) developed instructional units to improve the mathematical problem solving of students in grades 5-8. To test the effectiveness of the materials, an evaluation study was conducted.

The study involved 182 classrooms distributed over four grade levels and three treatment groups--those using two complete IPSP units, those using parts of two IPSP units, and those using no IPSP materials.

Pre- and posttests of achievement and attitude were administered. A 4 x 3 factorial design was employed.

The effectiveness of the IPSP materials and approach was illustrated in several ways.
Review of Research on Kindergarten Scheduling
Thomas A. Stinard
Grant Wood Area Education Agency

With rising transportation costs and decreasing school revenues, many rural educators are investigating a change from the traditional half-day, every day kindergarten schedule to the full day, alternate day schedule. While the financial savings of eliminating midday busing are quite tangible, the effects of scheduling on children's learning and socialization are less well known. Some parents and educators question the loss of daily school contact and the stamina of five-year olds, raising concern about their ability to benefit from a full day, alternate day program. This review focuses on six empirical studies which compared kindergarteners' academic achievement and socio-emotional development under the half-day, every day and full day, alternate day schedules. The aggregated findings reveal essentially no difference in the socio-emotional adjustment between schedules. As a group, the results indicate a slight edge favoring full day, alternate day in achievement, but neither schedule was clearly superior.

Home Study Conditions of Elementary and Junior High School Students
Thomas A. Stinard
Grant Wood Area Education Agency

Three hundred, eighty-seven students in grades 5 through 9 were administered a questionnaire to obtain descriptions of their usual and preferred home study conditions for four types of schoolwork; reading only, reading with writing, writing only and math. The percentages of students who reported that, for at least one type of study, their usual home study condition was a location having a TV or a radio/stereo operating were 49% and 58%, respectively. The reported study conditions varied with type of schoolwork. However, the variation patterns were different for elementary and junior high students. Finally, most students judged TV to have little effect, generally, on their homework, but rated radio and stereo as being helpful.
The Identification and Instruction of Gifted Student Based on Guilford's Structure of Intellect

Dr. Marlene I. Strathe
University of Northern Iowa

Celia H. Berger
Waterloo Community School District

The purpose of the study was to compare the Structure of Intellect Gifted Screening Test (SOI) and the traditional gifted identification methods. In addition, the study examined the effectiveness of instructional strategies based on Guilford's Structure of Intellect model. The results indicated that while more students were identified by the SOI, a significantly larger proportion of culturally diverse students were not identified by the SOI. Instructional strategies were found to be effective in the development of divergent and cognition abilities.

Iowa Problem Solving Project: Product Development and Formative Evaluation

John E. Tarr
University of Northern Iowa

The Iowa Problem Solving Project (IPSP) developed eight, two-week instructional modules to improve mathematical problem solving in grades 5-8. Each module consisted of a student booklet, a 100-card problem deck, and a teachers' guide.

In IPSP workshops, teachers volunteered to try out IPSP materials as they were developed.

Materials development followed a loop design: (1) materials were taught in one class by an IPSP author-teacher, (2) materials were revised, (3) revised materials were field tested by 12 try-out teachers, and (4) materials were modified. Steps 3-4 were repeated if the modifications were substantial.

IPSP units and test information are now available.
Title I Student Achievement as Related to Program and School Attendance
Robert L. Ziemek
Des Moines Independent Community School District

School district personnel responsible for administering Title I programs recognize that for a student to take advantage of remediation, the individual must be present for instruction. Many evaluations of Title I programs have attributed increased achievement to increased attendance, without explicitly investigating this assumed relationship. This paper examines this assumption and discusses implications for improving future evaluations of Title I programs.
Testing

Importance of Computational Skill for Answering Items on a Mathematics Problem Solving Test
Timothy n. Ansley
University of Iowa
Robert a. Forsyth
University of Iowa

The primary purpose of this study was to investigate the importance of computational skill for answering the items in the Quantitative Thinking subtest (Test Q) of the Iowa Tests of Educational Development. Nine matched pairs of schools participated in the study. One school from each pair allowed the students to use calculators when taking Test Q, while the other school did not allow calculators to be used. The difficulty levels of the items in Test Q were estimated for both test conditions. In general, the differences in p-values were very small. On the basis of these results, it was concluded that computational skill was not a major factor contributing to an examinee's score on Test Q.

Profile Interpretation: A Disturbing Issue for the Customary Use of Standardized Achievement Tests
Oliver W. Cummings
Grant Wood Area Education Agency

Profile interpretation of achievement test results is a commonly used technique for which the limitations and potentials present a dilemma for educators. This is especially true with item response or item cluster scoring service reports that are available from commercial and state testing programs.

This paper addresses profile interpretation of subskill performance from both a practical and research point of view. A model for interpretation is presented and discussed, and two current studies of the stability of profiles of performance are summarized. The methodological differences between the current studies and previous
research in the area are highlighted, and conclusions supporting previous findings are presented.

A Comparison of Two Non-Computational Readability Techniques: Rauding Scale and SEER
Frederick A. Duffelmeyer
Iowa State University

The purpose of this study was to compare the accuracy of two non-computational readability techniques: The Rauding Scale of Prose Difficulty and the Singer Eyeball Estimate of Readability. College students who had shown themselves to be qualified judges used the two techniques to estimate the readability level of 27 passages taken from a basal reader series. Both techniques yielded readability values that were highly similar to those obtained by applying the Dale-Chall and Spache formulas.

A Validity Investigation of a Revised Version of the Mathematics Anxiety Rating Scale
Barbara S. Plake
Claire S. Parker
University of Nebraska-Lincoln

A 24-item version of the 98-item Mathematics Anxiety Rating Scale was developed to provide an efficient index of statistics course related anxiety. The revised scale has coefficient alpha reliability equal to .98, and correlates state, trait, and test anxiety parallel to that of MARS. The relationship with mathematics achievement is consistent for revised and MARS. A factor analysis of revised MARS identified two factors, labeled "Learning Mathematics Anxiety" and "Mathematics Evaluation Anxiety." Revised MARS appears to be an attractive substitute for MARS for statistical course related uses.
The Relationship Between Selected Evaluator and Decision Maker Characteristics and the Impact of an Evaluation
Valerie J. Ruffo Broughton
Iowa State University

The need for and frequency of program evaluations has increased during the past two decades. Consumers and producers of evaluative information have both expressed dissatisfaction over the non- or under-utilization of evaluations. There is a need for empirical research to study conditions necessary for useful evaluations. This presentation will include the description and results of a study investigating various evaluator and decision maker characteristics and their relationship to school administrators' perceptions of the usefulness and overall impact of a simulated evaluation. Evaluator background, decision maker administrative and evaluative experience, open mindedness, knowledge of program evaluation, decision making responsibility and awareness of the similarities and differences between research and evaluation were the predictor variables studied.
Hemispheric Specialization in Children: Relationships with Language, Logic, and Educational Ability
Jo Ann Daly
Arlington County Public Schools
Barbara A. Hutson
Virginia Polytechnic Institute and State University

The links between neurological function and classroom applications are largely untested. The purpose of this study was to test certain of these links, assessing (1) the feasibility of an individual difference model (Bakan, 1971) as contrasted with a stimulus difference (question-type) model (Kinsbourne, 1974) for hemispheric differentiation; (2) reliability and validity of the Reflective Questions Test, with verbal and spatial subtests designed to elicit shifts in gaze (conjugate lateral eye movements), indicating which hemisphere is initially activated; (3) suitability of alternative models of age-related patterns; and (4) the relationship of the neuropsychological measure (RQT) to established variables underlying school success: Peabody Picture Vocabulary Test, Raven's Progressive Matrices, and the Short Test of Educational Ability. Subjects were 60 children in grades 4-6. Results support the stimulus-differentiation model rather than the individual difference model, providing little support for labeling children at this age as "left-brained" or "right-brained." Children tended to gaze to the right when answering verbal reflective questions and to left when answering spatial reflective questions. The RQT was found to be valid and reliable, but grade means were almost identical, giving little support for a gradual developmental model or a spurts-and-plateaus model but supporting a developmental invariance model, at least during this age range. The neuropsychological measure was uncorrelated with measures of language, logic, or educational ability, calling into question a key assumption upon which "brain-based" curricula are based.
Do LD Students Differ in Brain Laterality?
Linda J. Burke

It has been hypothesized that LD Students suffer from subtle form of brain damage or delay, such as a delay in lateralization of the visual half-field technique and the dichotic listening technique, have been used experimentally to assess left hemisphere specialization. A review of studies using these techniques with LD and other reading-disabled populations found that there is no consistent pattern of deficient lateralization when the dichotic technique is used. A few studies using visual stimuli have found that LD students develop left hemisphere superiority in word recognition at an older age than normal children.

Giving a Piece of Our Mind to Education
Linda Burke
Leonard Kise
Jane LaGrow
Jean Pierce

Members of the Symposium considered research dealing with the development and organization of the brain.

Len Kise presented a paper entitled, "Development and organization of the brain." These factors include growth spurts, myelinations, structural organization, principles of structural functions, and structural operations. They depicted implications for child development and education of children.

Jean Pierce, Linda Burke and Jane LaGrow presented a paper entitled, "Field independent hemisphere processing of sounds." They reported a non-sural study with 80 independent field subjects. The study was to determine if independent field persons would benefit from being instructed to use a non-verbal (image) technique in learning nonverbal information in the right hemisphere. They tried processing independent words and images at the same time in the right hemisphere. Field independent subjects were unaffected by the directions.