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Welcome to Caesars!
The First Themed Casino in Las Vegas

by

Patricia M. Kirtley
Independent Scholar
William M. Kirtley
Central Texas College

Abstract

This paper chronicles Jay Sarno's life, vision, and the history of his hotel-casino. Sarno built the first themed casino in the city of Las Vegas in 1966. He sought to recreate the glory of ancient Rome, a fantasy world where everyone was a Caesar. He adorned it with replicas of Greek and Roman art. Caesars catered to men's desire to take risks with high stakes gambling. The Palace appealed to their desires with fine food, attractive women, elegant shopping, and top entertainment. Sarno died of a heart attack in 1984, the victim of a lifetime of debauchery. His casino, hotel, and the Forum shopping center live on, a testament to the power of imagination to draw customers in and induce them to spend without guilt.

Introduction

The Roman theme at Caesars fit his fantasy of life.

J. C. Sarno

Greek mythology told the story of Icarus who used wax to attach wings of feathers to his arms and escape prison. He soared too close to the sun in the exhilaration of flight. The wax melted and he fell to his death into the sea. Memorialized in a famous painting by Breughel, his imminent demise is lost in appreciation for his incredible ingenuity. Jay Sarno (1922-1984), a profoundly flawed human being, envisioned and created the first themed casino hotel in Las Vegas. His profligate lifestyle led to his early death. His opulent hotel-casino remains, a simulacrum of Ancient Rome.

Postmodernists gravitated naturally to Las Vegas and Caesars Palace. Literary theorist Fredrick Jameson in *Postmodernism and Consumer Society* (1988) introduced the notion of pastiche, "a wild in which stylistic innovation is no longer possible, all that is left is to imitate dead styles, to speak through the masks and with the voices of the styles in the imaginary museum" (p. 4). Theorist Jean Baudrillard in *Simulacra and Simulation* (1981) asserted that Las Vegas is the "absolute advertising city" where consumers can find a greater variety of large-scale reproductions than in any other place (p. 91). Postmodern architect Robert Venturi noted in *Learning from Las Vegas* (2001), "The agglomeration of Caesars Palace and the strip as a whole approaches the spirit if not the style of the late Roman forum with its eclectic accumulations" (p. 51).

Sarno believed that male high rollers enjoyed the things he liked: a casino that pampered men with gourmet restaurants, strong drinks, attractive women, and a chance to demonstrate how real men took risks. He chose a Roman theme as a setting for the realization of this fantasy. Gamblers disembarked from their limousines in an entrance decorated with copies of the most famous statues in the world. It made no difference who you were or where you came from. If you had the money, you were Caesar. Sarno achieved his dream, made a fortune, and lost it. He lived life with no regrets. This paper analyzes his life, vision, the hotel-casino he built, the artwork he commissioned to adorn it, and the concept of the first themed resort in Las Vegas for those who wished to escape within the experience.

Jay Sarno

Welcome to Caesars. I am your slave.

(Greeting of cocktail servers at Caesars on opening day.)

Jay Jackson Sarno, born in 1922, was the son of Jewish immigrants from

Poland. He grew up in St. Joseph, Missouri during the depression. His father was a cabinetmaker. He was the second to the last of seven brothers and a sister. Jay Sarno Jr., his son, observed that “a lot of what made him tick” was his upbringing. “He didn’t like being poor” (Hopkins, 1992, p. 92). He attended the University of Missouri, majoring in business. During World War II, he served in the Pacific. After the war, Sarno ran a tile company and became a contractor in Miami, Florida with his college friend, Stanley Mallin. They met with Jimmy Hoffa in 1958 and secured a loan from the Teamsters Pension Fund. They built the flashy Atlanta Cabana motor hotel in Atlanta, Georgia complete with fountains, statues, and mirrors.

Deanna DeMatteo, in her website on the history of the Las Vegas Strip (2017), quoted Sarno on a visit to Las Vegas after a 1961 gambling trip. “The Flamingo was sick – like an old storage room. The Desert Inn was a stable” (p. 1). Sarno considered how hard he worked building motels, when even bad hotels in Las Vegas made huge amounts of money. He decided he was going to build a truly opulent casino. He returned home and told his wife about his dream. She believed him because she knew there was no one more determined than her husband.

While on a trip to Italy, Sarno conceived the idea of building his casino with a Greco-Roman theme. Dr. David Schwartz (2013) author of Sarno’s biography *Grandissimo* quoted him as exclaiming to his wife while crossing St. Peter’s square at the Vatican, “This is it! This is what my hotel is going to look like” (p. 63). It did not matter that the final product contained a potpourri of replicas from Rome to the Renaissance. No one cared, Sarno reasoned, at least any one who came to his hotel.

Sarno’s notion of a themed hotel was a total concept, from art, to architecture, to the costumes for the cocktail waitresses. Melinda Sheckells, a reporter for *Hollywood Reporter* (2016) quoted Sarno’s son, J. C. Sarno as saying his father’s idea of marketing research was, "I'll do what I think is fun, and everyone else will think the same thing is fun, too!" (p. 1). Sarno insisted there was no apostrophe in Caesars. He stated, “I’m going to create a feeling that everyone that is in the hotel is a Caesar” (as cited in Early, 2000, p. 71). The total cost for constructing the hotel was 19 million dollars. Hal Rothman (2002) author of *Neon Metropolis,* noted the finished edifice reflected Sarno’s design. “The casino was elliptical, reflecting his belief that egg-shaped structures relaxed people” (p. 18).

Sarno included an elaborate garden replete with mass reproductions of art so that people could “leave the real world and enter this fantasy world." (as cited in Sheckells, 2016, p. 1). “Caesars Palace guests are meant to have passed through the other side of a movie screen to become stars in a Hollywood inspired projection of ancient Roman opulence and decadence” (Malamud and Guthrie, 2001, p 251). In so doing, the theming distanced guests psychologically from their everyday world, and “concerns that might inhibit their gambling” (Hess, 1993, p. 89). Caesars caters to “high rollers” those who could afford to risk thousands of dollars, enjoy gourmet food and drink, spend a fortune on opulent entertainment, and purchase the latest in haute couture.

Sarno spent one million dollars at the inauguration of the hotel on August 5, 1966. The invited 1,800 guests, including Adam West, Eva Gabor, and Jimmy Hoffa, received an invitation scroll from an actor dressed as a centurion. The guests consumed two tons of filet mignon, three hundred pounds of crabmeat washed down with 50,000

glasses of champagne. Singer Andy Williams headlined the show.

Two years after the opening of Caesars, Sarno built a family themed casino called Circus Circus. His new casino featured a circus tent with daily acts. Sarno dressed as a ringmaster and led the show. High rollers and dealers found acrobats whizzing over their heads distracting. Sarno never decided if Circus-Circus was for adults who wanted to act like children or for parents who wanted to park their children while they gambled. He eventually admitted Circus-Circus was “one my many not-so-good ideas” (as cited by Schwartz, 2013, p. 211).

Circus Circus suffered the same chronic mismanagement and mob involvement as Caesars Palace. Federal agents raided the casino and charged Sarno with offering an agent the largest bribe in the history of the FBI. Under oath, Sarno admitted, “I have a very raucous personality” (cited by Schwartz, 2013, p. 213). His lawyer, Oscar Goodman, got him acquitted. The Nevada Gaming Commission brought pressure on Sarno to leave the gaming business. In 1975, he sold Circus Circus to Bill Pennington and Bill Bennett, a Del Webb executive.

Sarno grew frustrated when his dream of building a mega hotel called "Grandissimo" never materialized. His gambling addiction continued. His diabetes, obesity, gout, and lifetime of debauchery took a toll on his health. He died of a heart attack in a room at Caesars in the arms of one of his paramours on 21 July 1984 at age 62. The story that made the rounds of the blackjack dealers and croupiers, was that Sarno “departed this life in the most fantastic suite, inside the most gorgeous hotel in the world, with a beautiful girl, owing the IRS a million bucks” (Schwartz, 2013, p. 266).

Corporate Caesar

A monumental achievement

Bankruptcy Judge

Corporate Caesar maintains the audacity and swagger of its founder. Caesars Entertainment Corporation was the first gaming company listed on the New York Stock Exchange (CZR). Caesar’s empire includes fifty-three casinos and seven golf courses in seven different countries, as well as, an on-line gaming platform. It is the world’s most diversified casino-entertainment provider in the world. It endured a spectacular bankruptcy in 2015. Many people including Robert Deniro and Gordon Ramsey lost a great deal of money. Presently, Caesars advertises, “Caesars Means Business.”

Before 1967, the Nevada State Gaming Commission required every stockholder in a gaming company to pass a background check in a misguided attempt to keep the mob out of gaming. With corporations excluded from the business, the only source of investment funds was the one used by Sarno, Jimmy Hoffa and the Teamsters Pension Funds. The passage of the Corporate Gaming Act allowed corporations to build the super casinos of Sarno’s dreams (Rothman, 2002, p. 21).

Restaurant owners Stuart and Clifford S. Perlman bought Caesars in 1968 for $60 million and changed the company’s name to Caesars World. Business improved, especially after the idea for an automatic cash machine (ATM) revolutionized the gaming industry in 1969. The house no longer had to vet players. Gamblers could now play with instant cash on credit.

Gambling pioneer Bill Harrah merged his company with Caesars World to form Caesars Entertainment Corporation in 2005. The following year Harrah hired Gary

Loveman, a professor at the Harvard Business School. Loveman created Total Rewards, a sophisticated customer tracking system allowing him to personalize marketing for several different casinos. Loveman observed “We want to know not only what you’re worth,” but what you could be worth, and we want to treat you consistently with that” (Cohan, 2005, p. 1).

Caesars Entertainment Corporation increasingly turned to buyout firms and hedge funds for financing after it lost 18 billion dollars during the 2008 recession. With creditors clamoring for payment of debt, Caesars entertainment filed for Chapter 11 bankruptcy in 2015. Two years later, Bankruptcy Judge Benjamin Goldgar allowed the Corporation to separate its gaming operations form its property assets to attain higher price-to-earnings ratios compared to those of their highly regulated gaming operations. This allowed Caesars to once again borrow money and focus on restoring the Harrah's and Horseshoe brands (Rucinski, 2017, p. 1).

Caesar’s Entertainment Corporation leads the industry in corporate citizenship and responsibility. Each of the corporation’s properties has a Code Green team that investigates and confronts environmental issues including encouraging employees and guests to spend time outdoors. The Corporation promotes diversity and inclusion in hiring and in selecting suppliers (Caesars Entertainment Corporation Website, 2017, Diversity). Caesars embraces the modern notion that it is just good business to advocate corporate responsibility, but always with a touch of its founder’s chutzpah.

Spectacles, Stunts, and Sports

Let the games begin!

Caesars Palace earned the sobriquet “Home of Champions” by hosting a conglomeration of lavish displays, iconic entertainers, and sports events all directed towards satisfying the desires of men who love to take risks. On a gambling trip to Caesars, daredevil Evel Knievel imagined jumping his motorcycle over the gardens and statuary in front of the casino, a distance of 141 feet. On 31 December 1967, Knievel paid his respects to Sarno. After two show girls accompanied him to the jump site, he said a prayer, and headed down the ramp. An unexpected loss of speed on the take off ramp caused him to come up short, landing on a safety ramp. Knievel flew over his handlebars into the parking lot of the Dunes. He fractured his pelvis, suffered a concussion, broke both ankles, and remained in a coma for 29 days. The film of this unfortunate event amazingly became an advertisement for Caesars.

Sammy Davis Junior first appeared on stage in Vegas in 1945. He helped end segregation in the 1950s by announcing he would not play in any hotel at which he could not stay. Frank Sinatra and the Rat Pack supported his decision. In the 1970s, Davis joined Ruby Duncan’s welfare rights movement. Duncan, a motel maid with a 9th grade education and seven children, organized a coalition of welfare mothers, lawyers, clergy, civil rights leaders, movies stars and housewives. On a spring day in 1971, she led 1500 activists past the statue of Caesar and into his palace. They shut down gambling at the Palace for over an hour (Orlek, 2015, p 7).

Caesar provided bread and circuses for the people of Rome. Caesars Palace delivered first class entertainment including Andy Williams, Liberace, Diana Ross, Lena Horne, Harry Bellefonte and modern performers Cher, Shania Twain, and Dolly Parton. Currently appearing are Mariah Carey, Elton John, Rod Stewart and Celine Dion.

The storyline in *The Hangover* (2009), an R rated comedy filmed at Caesars, chronicled the adventures of four men at a bachelor party. When they check into the Palace, Alan (Zack Galifanakis) asked, “Does Caesar live here?” (*Hangover*, “Does Caesar Live Here?). They rented a Villa suite that cost $4,200 a night and embarked on a night of carousing. The men woke up the next day with no memory of the previous night and commenced a journey of discovery that included car crashes, ransom, and a punch from Mike Tyson. The *Hangover* turned into an advertising bonanza for Caesars. Other films using Caesars Palace as their location included *Rain Man* (1988) starring Dustin Hoffman and Tom Cruise and *Oceans 11* (2001).

Producers filmed several television shows such as the *Partridge Family* and *Keeping up with the Kardashians* at Caesars. They filmed an episode of the TV show *Xena, Warrior Princess* “When in Rome” (1998). Xena prevailed in combat against gladiators and eventually resolved several conflicts. After the filming, the costumed actors spent time gambling in Caesars Palace.

The favorite sport of ancient Romans was chariot racing. The Palace held a number of motorized versions of this event including a world championship Formula One race in 1981 and 1982. These races were a financial disaster and the desert heat melted drivers and spectators alike. The Casino also hosted a CART (IndyCar) event won by Mario Andretti and a Stadium Super Trucks competition.

Romans loved to watch professional gladiators and boxers. Modern day gladiators in the form of professional wrestlers participated in a number of spectacular events at Caesars Palace. WrestleMania IX (1993) featured Hulk Hogan’s comeback. Promoters billed it as “The World’s largest Toga Party” (Powell, 2015, p. 1). The casino staged the area to look like a Roman coliseum with guards, trumpeters, live animals, and announcers clad in togas. Other wrestling events included Clash of the Champions in 1995 and World Championship Wrestling’s Monday Nitro.

The center of the boxing world moved from Madison Square Garden to Caesars Palace in the 60s. Caesars featured boxing matches with some of the era’s greatest fighters: Sugar Ray Leonard, Marvin Hagler, Larry Holmes, Oscar De La Hoya, Muhammad Ali, and Mike Tyson. Ray "Boom Boom" Mancini defended his title against Korea's Duk Koo Kim in 1982. In the 14th round, Mancini landed a left hook in Kim’s face. The referee stopped the fight. An ambulance took Kim to a hospital where he died of a blood clot in his brain. Frank Sinatra acknowledged Mancini for “The greatest fight I have ever seen” that night in the showroom (Kriegel, 2012, Sports Page).

Caesars Palace featured ice hockey in the desert. In the summer of 1991 the hotel/casino hosted a pre-season game between the New York Rangers and Los Angeles Kings of the National Hockey League. The hotel laid out a rink over the parking lot. It held firm despite 95-degree temperatures. A crowd of 3,000 watched Wayne Gretzky lead the Kings to a 5-2 win.

Roman emperors put on spectacular events to amuse the citizens of Rome. They favored blood sports with gladiators fighting to the death. Sarno displayed a fondness for “spectacle, stunts, and gimmicks” (Malamud & McGuire, 2001, p. 263). Corporate Caesars perpetuated his legacy, sponsoring events that appealed to a male clientele, violent sports like wrestling, boxing, and hockey. The Roman games included gladiators fighting to the death and dramatic productions. Caesars perpetuated that bequest by featuring events and happenings involving film stars and entertainers.

Art and Statuary at Caesars

Live the Legend.

Following is a relatively strenuous walking tour, but well worth the effort. Everything comes together: Sarno's vision and venality, a pastiche of copies of great art from different artists and time periods, and decorative art that validates a fantasy of consumption. First one sees the gardens and the wonders they contain. One enters the casino under triumphal Roman arches or alights from a limousine under the cantilevered port cloche. Entering the labyrinth of Caesars is easier than departing. This clever architectural wonder keeps guests gambling, shopping, and eating. Consider taking three separate walks: the gardens, the interior of the Casino, and the Forum Shops.

On his visit to Europe, Sarno photographed columns, pilasters, and flying buttresses. He bought Carrara marble, similar to that used by Michelangelo and hired sculptors at the cost of $200,000. Sarno ordered a conglomerate of reproductions of famous Western art including: three statues by Michelangelo, three statues of Venus, and several works depicting scenes of "Roman military conquests and women as booty" (Malamud & McGuire, 2001, p. 255).

Some of the statues have plaques identifying the name of the artist and the work. However, most of them have nothing on the plinth identifying the artist or the subject. "Caesars collapses the historical specificity of individual Roman emperors into one mega-emperor. What matters most is the category "emperor" rather than any particular ruler (Malamud & McGuire, 2001, p. 253). This is not a museum containing authentic original works of art. It is a casino adorned with replicas. The artwork's function is to provide an elegant setting in which consumers feel free to spend extravagant amounts of money. The artworks detailed in this paper are a small part of the vast holdings on display at Caesars Palace.

Caesars gardens lie across Las Vegas Boulevard from the Flamingo. There is a copy of the Bernini fountain in Piazza Navona featuring a Triton. A reproduction of the Apollo Belvedere (c. 2nd century); and a copy of the quadriga, a gold-leaf four-horse chariot group from atop the Mausoleum at Halicarnassus (351 BC) in Turkey are also situated in the garden.

1. Winged Victory Of Samothrace

The original 2nd century BC statue of the Greek God of victory stands on a landing in a staircase in the Louvre Museum. This commanding replica is located in the gardens in front of Caesars Palace and is framed by a lengthy reflecting pool, amid jets of water. This site is appropriate for a commemoration of the ancient naval battle, even if it is in the middle of the desert.

2. The Sphinx

A sphinx, located next to the Winged Victory on Las Vegas Boulevard, is a winged creature from Greek mythology, with a lion's body and woman's head and torso. This terrifying creature strangled all who could not answer her riddle, but killed herself when Oedipus answered the riddle correctly.

3. Caesar Prima Porta

The most noticeable statue is a 200-foot replica of Augustus of Prima Porta located on a traffic island in the vehicle entrance to Caesars Palace. This statue is immediately recognizable as the corporate logo for Caesars Entertainment Corporation. The original dates from the 1st century AD. Workers discovered it in 1863 on the grounds of the villa of Caesars wife, Livia. It is now on display at the Vatican museum. The statue portrays this handsome confident young ruler attired in military garb. He is moving forward, one hand held high in a gesture common to orators, and the other grasping the baton of command. Cupid lies at his feet.

4. Marcus Aurelius

Next to the Caesar Prima Porta along Las Vegas Boulevard is an over life-sized equestrian statue of Marcus Aurelius. The Aldo and Gualitero Artistic Marble Works sculpted this bronze statue with a marble base in 1986. This booted and bearded emperor-philosopher wears armor and flowing drapery. He extends his right arm in greeting. A tholos, a type of religious canopy, protects the statue. The original is located on Capitoline Hill in Rome.

5. Brahman Shrine

The Brahman Shrine located to the left of the gardens is an unexpected place for reflection. This cast bronze gold-plated statue is 14 feet tall and portrays the Hindu and Buddhist god of creation. Brahma has four heads and eight arms. Its housing is covered with tiny pieces of beveled glass. The smell of incense and the sight of seven-colored flower garlands greet visitors. Tiny elephants, sacred to Brahma, grace the base of the shrine. A Thai newspaper tycoon gave this copy of the Brahman Shrine to Caesars in 1983. A plaque at its base notes that the donor's intent was to provide a "place of prayer which in turn bestows prosperity and good fortune on those who come to visit and make their hopes and wishes known (Braham, 2009, p. 1).

6. Capture of the Sabine Women

This statue stands in a small island amidst the traffic headed for the main entrance to Caesars Palace. Flemish sculptor Giambologna (1529 – 1608) sculpted the original in 1582. Many prefer to call the statue the Abduction or Capture of the Sabine Women, rather than dealing with the ugly implications of the title, Rape of the Sabine Women. The original is located in the Loggia del Lanzi, Florence, Italy. Giambologna carved this 13.5 foot statue from a single block of marble. He strove for a sense of action and movement particularly in its vertical lines. The statue's spiral construction offers many vantage points. The terrified Sabine woman is firmly in the grasp of a Roman soldier. Her father lies vanquished at his foot. Giambologna displayed his skill as a sculptor in portraying both sexes of three different ages.

The legend of the Sabine Women is one of the founding myths of Rome. It provided a lurid explanation of how the first Romans used force and cunning to marry outside their social group (exogamy) and develop a strong populace capable of dominating their neighbors as a Republic and Empire. Romulus slew his brother Remus and became the sole ruler of Rome. Mostly men settled in the city that would bear his name. Romulus sought to remedy the lack of women by proclaiming a feast day to

which he invited the Sabines, a neighboring tribe. At a signal from Romulus, his soldiers killed the Sabine men and took their women by force. Titus Livius in *The History of Rome* (1905) described the "abducted maidens" as "despondent and indignant" (para. 1.9). He goes on to say that Romulus himself talked to them and asked them to forego such feelings and to "give their affections to those whom fortune had made masters of their persons" (para. 1.9).

The statue, carved in Italy to exacting specifications was one of the first sculptures to adorn Caesars Palace when it opened in 1966 and one of Sarno's favorites. Sarno recalled the difficulties he encountered in shipping The Capture of the Sabine Women to the United States; "I had to argue like hell to get the sculptor to ship it to America. He feared that it would be damaged in transit" (cited by DeMatteo, 2017, p. 1). Invited guests exiting their limousines next to the statue may see this statue as "simply classy, a fancy sculpture of naked people, that marks the entry as elegant" (McCombie, 2001, p. 57).

The massive porte cochere at Caesars is the largest cantilevered structure of its kind. There is lots of activity: taxi stands, bellboys, and people arriving at Caesars Palace. Six marble statues stand on pedestals in niches on each side of the revolving front door; three are of Venus, and one each of Hebe, Bacchus, and David. Sarno specified the sculptors in Italy reproduce these statues at the same height.

7. Three Venuses (See appendix A).

Jay Sarno thought so much of the Goddess of sex and beauty that he commissioned copies of three different Venuses. A farmer discovered the original Venus de Milo, on the Island of Milos in 1820. A French Officer bought the statue as a gift to the king. The king donated the statue to the Louvre. The statue represents the practice of early Greek sculptors using different blocks of marble for the body and arms of a statue. They used brass pins and metal rods to affix them to the statue. One of the statue's missing arms held her garment and the other an apple. The statue's arms, jewelry, and the plinth with the name of the sculptor disappeared after the statue arrived in Paris. French artistic authorities lost them because they wanted to show that their new acquisition was superior to the Venus de Medici, a statue Napoleon looted from the Italians. They claimed the greatest Greek sculptor of all, Praxiteles, carved it during the classical period. Scholars soon uncovered the fraud. They attributed the statue to a lesser sculptor and to a much later period. Other scholars insisted that it was a copy of a Roman statue. Still others believed the statue was of a female sea goddess, Amphitrite. The answers to these assertions remain a subject of scholarly dispute (Puchko, 2015, p. 1).

The second statue, the Venus de Medici is a Roman copy of a 1st century Greek original. Its sculptor tried to enhance its value by falsely attributing it to the original Greek sculptor. The Venus de Medici now resides in the Galleria Uffizi in Florence, Italy. Venus looks over her left shoulder. Her head is in profile. Her arms circle protectively in front of her body. Her son Cupid (desire) and an Amoretti, a winged child riding a dolphin, are at her feet. These figures signaled to the Greeks and Romans that beauty was not an end in itself, but a means to desire and procreation. The pope documented the statue at the Villa de Medici in 1638. However, he thought it lewd and sent it to Florence. Napoleon brought it to France after he conquered Italy.

Antonio Canova sculpted the third statue, Venus Italica (1815-1822). The original is in the Galleria Pitti, Florence, Italy. Canova's sponsors commissioned him to replace the Venus De Medici seized by Napoleon. On obtaining a cast of the De Medici statue, he discovered that the turn of her head was due to a mistake made by restorers (Honour, p. 686). Canova told his sponsors that as an artist of the highest caliber, his only choice was to create a new original statue.

Art historian, Hugh Honour, related a story that explains the attitude of Canova's masterpiece. The artist hired a young woman model. As she was disrobing, Canova's brother entered the room from behind her. Alarmed, she stood and grasped the drape to her body. Canova exclaimed this was the pose that he wanted. He pulled out his sketchpad and recorded the moment (Honour, n.d. p. 669).

8. Three Statues (See appendix A).

At the far left of the entrance stands a life-sized replica of David (1504) carved by Michelangelo. The original is on display in the Academia Gallery in Florence. The block of Carrara marble used by Michelangelo contained several flaws. It lay unused for forty years in a courtyard until the master selected it as a test of his genius. The statue depicts the moment before David's fight with Goliath. His weight rests on his back foot, a confident attitude that shows him ready for battle, bristling with latent power, yet fully aware of his disadvantages.

The city of Florence commissioned Michelangelo to create the statue as part of a series of statues meant to adorn the roofline of the city's cathedral. For this reason, Michelangelo sculpted David's head and torso disproportionally larger, to give it the proper perspective when displayed from a height. Overwhelmed by the beauty of the statue, Michelangelo's patrons decided not to place it on the Cathedral, but rather in the central square, where all could view it.

Michelangelo intended this statue of a naked man as religious art. Notice the details that reference the biblical story of David and Goliath. His left hand holds a rock and his right a sling. He has only his courage, wit, and the power of God in his battle with a fearsome foe. The people of Florence adopted the statue as a symbol of their struggle for autonomy and independence. One might miss this statue located in a very busy place and accompanied by five other masterpieces of sculpture. However, inside Caesars, there is a magnificent 18-foot likeness of Michelangelo's iconic masterpiece.

Another Michelangelo statue, Bacchus (1495) portrays the god of wine and revelry. The body is naturally robust as a happy self-assured example of endless pleasure. His posture is relaxed and inviting. He holds a goblet of wine in his right hand and the skin of a tiger in his left. He adorned his hair with a wreath of sacred ivy leaves. The satyr by his side steadies and balances him. The Cardinal who commissioned the statue thought it blasphemous and refused to accept the finished work. Put a suit on Bacchus and he could be any of the young men doing business and seeking pleasure at Caesars. His name graces the expensive all you can eat buffet.

The original of Hebe by Adrian de Vries (18th century) is in a private collection. Hebe is the goddess of youth, spring, and forgiveness. In mythology, she is the daughter of Zeus and Hera, and cupbearer to the gods on Mount Olympus, serving them the nectar and ambrosia that keeps them youthful. She also served as chambermaid to several of the feminine goddesses. She married Hercules and bore him

twin boys. She is associated with the Roman goddess Juventas. The copy at Caesars depicts her with the freshness of youth, holding her symbols; a bowl and pitcher, to better serve the gods.

9. Capture of the Sabine Women

The muted tones, marble fixtures, and elegant, yet classic furnishings in the entryway to Caesars Palace welcomes visitors to one of the most luxurious resorts in Las Vegas. It is like opening the doors to the imagination of Jay Sarno. Two hammered bronze bas-reliefs frame the narrow entryway. The one on the left is of an ancient battle. The one on the right is another rendition of the Rape of the Sabine women.

10. Augustus Caesar

A seven-foot bronze statue of Augustus Caesar greets those who come through the main entrance. Supposedly it is good luck to rub Caesar's left index finger. This statue is a second smaller copy of the Augustus Prima Porta statue.

11. Three Muses

There is a large oval lobby to the left of the Augustus statue. At the center is a statue of the three graces, also called sisters or muses. They sit atop a large water fountain. They represent music, poetry, and fine arts, or alternately, beauty, charm, and grace. Their Greek names are Aglaia, Thalia, and Euphrosyne.

Overhead a domed ceiling features paintings similar to those found in Rome. Behind the check-in desk larger than life paintings depict gods, chariots, and beautiful white horses. Sculpted ceilings and ornate details make this hotel lobby a tourist attraction in itself. Sarno insisted the lighting fixtures resemble the sun, a very important theme in ancient Rome.

12. Capture of Sabine Women

A white marble bas-relief, the third depiction of the Capture of the Sabine Women, graces the wall near the Bacchanal Buffet. Apparently representations of this early incident in Roman mythology intrigued Sarno. Artists relish the opportunity to create these artworks featuring a variety of figures in tension-filled postures.

13. Cleopatra

Cleopatra's Barge, the floating lounge at Caesars Palace, is an ornate replica of the craft that transported the royalty of Egypt on the Nile River. The classic nightclub features live music and DJs where customers can literally rock the boat. Frank Sinatra and the Rat Pack, Dean Martin, Sammy Davis Jr., Peter Lawford, and Joey Bishop, made this bar their own private clubhouse. The Payard Patisserie, located around the corner is an excellent place for a latte, and a French pastry.

14. David

A second larger and more impressive David stands in the atrium of the Appian Way shops. Mel McCombie (2001), an art historian noted that, due to architectural design, the startling first view of the famous statue is, "from the waist down" (p. 58). Slightly larger than the original, it stands 18 feet high and weighs more that nine tons.

Supposedly, it depicts the tense moment before David slew Goliath, but upon consideration it portrays a strong young Jewish shepherd who has enough chutzpah to think he can defeat the giant. The statue came to symbolize the defense of civil liberties embodied in the Florentine Republic, an independent city state threatened on all sides by more powerful rival states, and by the hegemony of the Medici themselves.

15. Joe Louis

Sarno respected champions. The statue of boxing legend Joe Louis, the "Brown Bomber," stands at the entrance of the sports book. The statue is seven and a half feet tall and weighs 4,500 lbs. Louis, portrayed in a boxer's crouch, was the world heavy-weight boxing champion from 1937 to 1949. Louis won 52 of his fights by knockout. He fought in 27 championship fights. He joined the Army during World War II and worked tirelessly for his country. Caesars has a special relationship with Louis. The IRS hounded Louis for back taxes and he experienced financial difficulties in the 1970s. Ash Resnick, the vice president at Caesars, an Army buddy of Louis, gave him the job as a greeter (McKenzie, 2010, p.1). In 1981, Louis died at age 66 of a heart attack in Las Vegas. Jesse Jackson and Frank Sinatra delivered eulogies in the sports book ("Services Friday," 1981. p. 1). Congress passed legislation allowing his burial in Arlington Cemetery. He was truly an American hero.

16. The Colosseum

To the right before the entrance to the forum, Caesars Entertainment Corporation replaced the Circus Maximus showroom with the $108 million Colosseum in 2003 to house the Celine Dion musical performance. Some aspects of the contemporary architecture reflect the lines of one of the world's most famous buildings, the Roman Colosseum. The name of that ancient structure is the Latin word for gigantic. The difference between the two structures is that the one in Rome was a stadium for 50,000 citizens and the one in Las Vegas is a theater seating 4,298 people.

17. Fortuna

A 25-foot statue of the Roman goddess of luck graces the exit from the casino and entry into the Forum Shops. She holds a cornucopia containing the riches she gives her followers. She was also the goddess of the dawn and distribution of grain. She appears blindfolded in front of courthouses, symbolizing the impartiality of justice. The Greeks called her Tyche. They considered her luck capricious, while the Romans thought luck came to those whom the gods favored. At her feet lies an excellent interactive map to guide visitors through the cobblestone streets of the Forum.

18. Forum

Enter the Forum Shops at Caesars named after the shops at the center of ancient Rome. It is a 636,000-square-foot high-end shopping mall built as an extension wing of the main hotel and casino in 1992. It is known as the shopping wonder of the world. "This is not your standard mall. The statues talk. The Sky does tricks" (*Emperors Guide*, 1997, p. 1). The spiral escalator is one of 103 in the world. The Forum is a fanciful recreation of the ancient marketplace in Rome, complete with Roman columns, statues and fountains. The ceiling lights simulate night and day every hour. The

corporation that owns the Forum remodeled the lighting in 2012 to include computer controlled laser projectors to replicate the starry skies at night.

The Forum is widely entertaining and highly effective in marketing, a postmodern demonstration of the logic of consumer capitalism (McCombie, 2001, p. 53). It is the highest grossing mall in the United States with annual sales of $1610 per square foot. Michael Schulman, author and Las Vegas expert, observed people come to Vegas predisposed to spend money: Even if it's a place they have at home, people are more likely to splurge because psychologically the strings on the purse are loose (2016, July 15, p.1). The Forum is open from 10 AM until 11 PM. It contains 160 specially stores such as Armani, Vuitton Gucci, Dior, Cartier, and Versace. Small replicas of the statues at the main entrance to Caesars adorn the niches above the shops.

19. Trevi Fountain

Midway through the Forum Shops is a replica of the Trevi Fountain in Rome. Visitors often toss coins in the fountain as they do in the original to insure a return trip to the Eternal City. Whether their wishes are to return to Rome or to Las Vegas are unclear. Regardless, the coins in both fountains sustain worthy charities.

20. Salt Water Aquarium

Cobblestone streets lead shoppers to the very end of the mall. There is an Apple store, a Nike outlet, a Cheese Cake Factory, and the Fall of Atlantis fountain. The latter uses fire, water, smoke, nine-foot animated figures, and teeth-rattling narration to tell the story of the Myth of Atlantis, every hour on the hour. The 50,000-gallon circular, salt-water aquarium located in back of the fountain features over 500 tropical fish, including sharks and stingrays.

Conclusion

Jay Sarno built the first themed casino in the city of sin, din, and gin (Schwartz, 2013, p. 44). He believed “that a casino should not be merely a hotel with gambling tables, but an island of fantasy in a mundane world” (Hopkins, 1997, p. 92). Sarno lived a dissolute life marred by excessive gambling, eating, and promiscuity. He had complete disregard for any social marker except wealth. The artistic pastiche he created masked these inherent weaknesses. It didn’t matter that the art in Caesars Palace represented diverse periods and styles. No one cared, at least the high rollers that frequented his hotel. For those who do care about the art, there is much to discover.

Caesars Palace supplied a vision of Rome “a city of ivory columns and fluttering togas, now and forever” (Schwartz, 2013, p. 62). The Roman Empire acquired art from those they conquered including the eight Egyptian obelisks that grace the Eternal City. They copied Greek art and put it on display. Sarno imitated the Romans and, at the same time, provided a place where men of wealth, or at least a credit card, could satisfy their desires.

Baudrillard, the French philosopher, believed that consumption was more important than production in postmodern society. He argued consumption manipulated people’s needs with signs and symbols creating settings in which they have a

propensity to consume. Consumers may envision only one object, but those in control want them to purchase as many things as possible.

George Ritzer and Todd Stillman (2001), two sociologists, amplify Baudrillard's theory in their article in M@n@gement, "The Modern Las Vegas Casino-Hotel: The Paradigmatic New Means of Consumption." They view Caesars Palace and the Forum Shops as "cathedrals of consumption" where consumers are tempted to satisfy their most expensive desires without regard to cost (p. 83). Jay Sarno probably was not familiar with Baudrillard, but he risked everything on the altar of conspicuous consumption to realize his dream. In so doing, he changed the city of Las Vegas forever.

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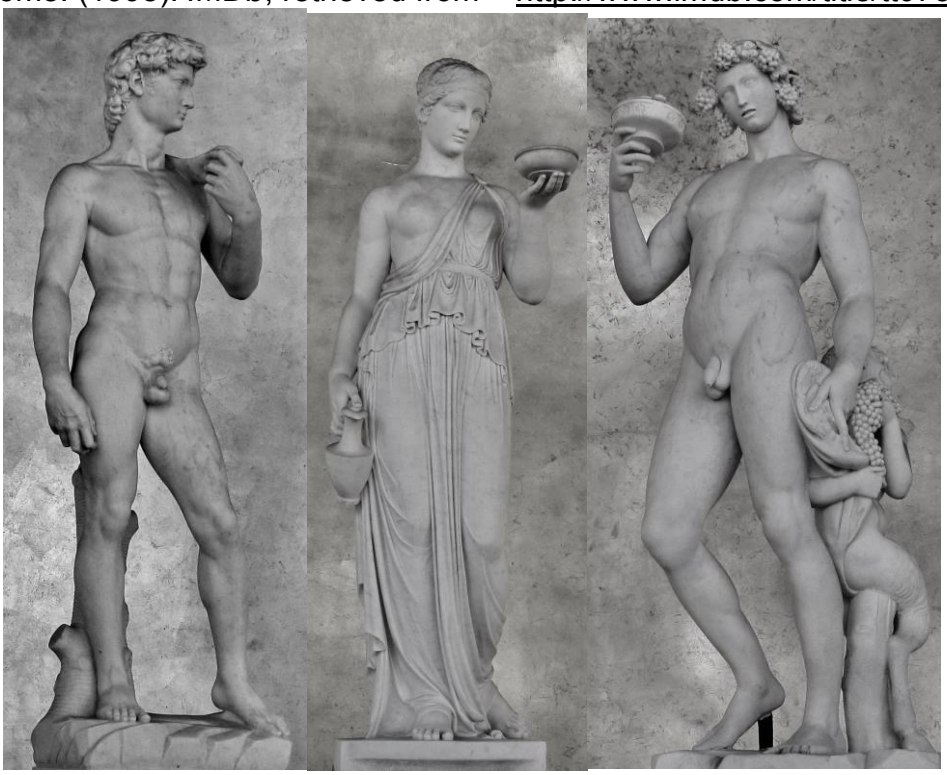
Appendix A



David Hebe Bacchus

Venus de Milo Venus de Medici Venus Italia

Teacher Ethics: Touching, Religion, and Ethnicity Differences

Teresa LeSage-Clements
University of Houston-Victoria

Barba Aldis Patton
University of Houston-Victoria

Okera D. Nsombi
Eastern Washington University

Moira J. Baldwin
University of Houston-Victoria

Introduction

Teacher-student ethic violations seem to be in the news nearly every day. If you Google 'teacher fired for having sex with student' you will have 13,300,000 results in 0.26 seconds appear (Google, March 19, 2016, Appendix A). This is not the kind of news you want the education profession to be noted for. Many inappropriate teacher-student relationships often begin with a simple text, evolving into sexting and provocative images, and then sex. It is evident with headlines such as these that there is a need to study teacher ethics. The ethical standards can be meaningless if the individual receiving the ethical standard does not understand and has no accountability (personally or professionally) to reflect the ethical knowledge (Davies, 2014). We seem to take for granted a person knows what 'good' behavior is and what 'bad' behavior is.

Pre-service teachers come from different cultures, ethnic groups, and religions. Ethical norms are different for humans experiencing different environments. A teacher's day to day behavior is based on a foundation of values and beliefs, especially from the standpoint of religion, which permeates nearly everything in which a person experiences (Barrett, 2015). Pre-service teachers need to have training and be taught accountability on what is ethical and moral behavior, because children's lives are being affected.

A teacher's immoral unprofessional behavior is damaging to a child's psychological well-being possibly for life. Some children never recover from the abuse. This abuse can and often does damage the entire family. The professional educator is responsible to create a learning environment that nurtures the students to fulfill their potential (AAE, 2015). Why would a certified educator risk everything (including family and career) to be involved with a child or a young adult in their school? It could be due to moral behavior not being modeled in the educator program and/or experiences in life beyond what an educator training program can circumvent. Regardless of the cause, lives are being affected**,** it is important that educator programs address this issue and the sooner the better.

Research

What do we know about the ethical attitudes of our pre-service teachers? The investigation began with the researchers questioning: Are there differences in pre-service teacher professional teacher ethics? This research explored if there are ethical differences between ethnicity, age, college credit level, and other demographic items.

Methods and Procedures

The research investigated if pre-service teachers enrolled in a traditional program have different levels of agreement, undecided, or disagreement on teacher profession ethics. A survey with customary demographic request and a 38 item Likert scale with five levels: highly agree, agree, undecided, disagree, and highly disagree was administered during spring 2015. The survey was based on Texas teacher ethics code and training videos (TEA, 2015). The survey was disseminated to ninety-five pre-service teachers in four instruction methodology courses at a small public university. Eighty-nine surveys were completed.

Research Questions

Investigation sought to explore and answer the following research questions:

1. Are there differences between pre-service teacher ethics?

Statistics were run and there were differences between teacher ethics code and ethnicity.

Results were further investigated with interview questions:

2. Why do you think African American teachers would identify themselves as being more religious?
3. Why do you think African American teachers would identify religion as being important in their lives?
4. Why do you think African American teachers would not touch a student?
5. Why do you think African American teachers would not have a student sit on their lap?

Limitation Generalizing Results

Survey results should not be generalized, since it was exploratory and additional data is needed to increase the cell counts used in cross tabulation and Pearson Chi Squares. Additional case studies need to be conducted.

Treatment of Data

Pre-service teachers were administered the Educator Profession Survey in SurveyMonkey (SurveyMonkey, 2015) during spring 2015. Data were compiled into IBM SPSS 23 (IBM SPSS, 2015) for statistical treatment and descriptive comparisons. The internal consistency reliability analysis Cronbach Alpha was .792.

Results

Ethnicity

Ethnicity of the preservice teachers was 48 % White; 34 % Hispanic; 11 % Black non-Hispanic, and 7 % was combined with Asian, American Indian or Alaskan Native. Significant association was approached 'between do you consider yourself a religious person and ethnicity' with a Pearson chi-square value of 11.203, 6 degrees of freedom, and $p = .082$. Cross tabulation showed Hispanic and White participants were less likely to describe themselves as a religious person**.** Significant differences were approached with it 'is okay to touch a student' and ethnicity. A Pearson chi-square value of 11.634, 6 degrees of freedom, and $p = .07$. Cross tabulation revealed differences between the pre-service teacher groups. More White pre-service teachers agreed it was okay to touch a student than the other ethnic groups.

Case Study Summary

The respondents were African American between 43 to 63 years of age. Several example interview excerpts representing the trend of respondent thoughts are below:

Religion

> "Quite possibly, being involved in church activities helps to bring out one's talents and gifts, …church could help in remembering "where you got your start…which looked upon with (religious) gratitude."
>
> "Black church has been considered by many as the cornerstone of the Black community….brought up in the church….and have not forgotten the lessons…traditions of religion."

Touching a Student

> "African American teachers could have more to lose if this was challenged and end up in the judicial system…the loss of a good reputation…worked hard to achieve would be gone. Sensual repercussions…as innocent as it could be…difficult task for others to believe…of course, depending on the age of the student, it's not appropriate."

"We live our life on alert. I always tell my children that we have to be aware of so much more because we're "breathing while brown."

Conclusions and Recommendations

Additional research on expanded pre-service teacher ethics and interviews with older African Americans needs to be conducted to try to deduce if this fear of touching is a holdover from history. Interviews with African American educators reveal they live with a stricter code of behavior. Since we only had pre-service teachers from one locale, we can even speculate many grew up in the same region and area. Additional pre-service teacher ethic training is needed on what is correct behavior with students and what is not. Humans learn from their environmental life experiences. Ethics must be taught, especially to teachers, because knowing what is correct behavior or incorrect behavior is a learned experience.

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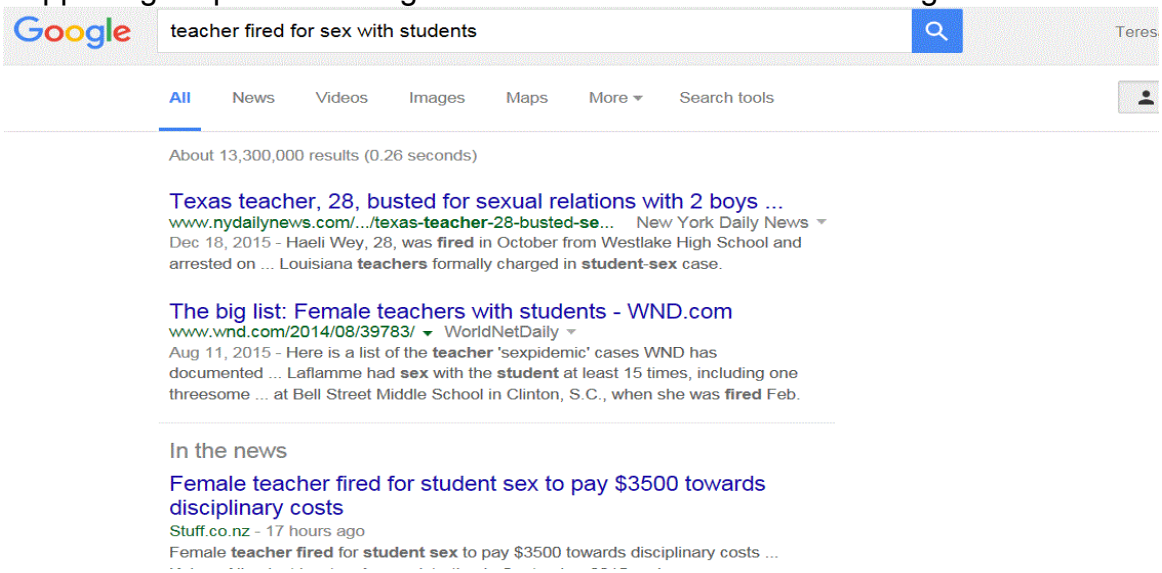
Appendix A

Supporting Snip-it from Google Search on 'teachers fire for having sex with student'



Teacher Ethics: Historical Perspectives

Okera Nsombi
Eastern Washington University
Barba Aldis Patton
Teresa LeSage Clements
Moria J. Balwin
University of Houston-Victoria

Teacher Ethics: Historical Perspectives

This paper is based on the results of interviews and questionnaires conducted as part of a larger, joint research project about teacher ethics. The interviews and questionnaires revealed that Black teachers and Blacks in general answered the questions very differently from other participants. The results of the research suggest that Black teachers and Blacks in general are much more cautious about conducting themselves in schools and other social environments due to the contrived stigma attached to being Black, Blacks are very aware of the lower expectations other groups have of them, and that their progress in American society requires them to utilize strategies and philosophies necessary for the survival of an historically oppressed group. The central argument put forth is that Black Teacher Ethics is part of a collective survival strategy or defense mechanism for maintaining their sanity, networks, safety, security, and employment as members of a historically oppressed group. The transmission of this collective survival strategy from one generation to the next is made part of the socialization process often beginning at very early ages.[iii] More simply put, if anyone gets a speeding ticket in the same place two or three times, people are likely to not only slow down but tell people you know to also slowdown in that area.

Consciousness or awareness is a weapon. Consciousness is to a large degree a social product. The intent of oppressing someone or a group is in part to impair human identity development. Oppressing an entire group of people over an extended period of time in a particular social environment involves methods of physical, political, social, and psychological domination.[iii] The oppression of Africans in America by Europeans began during the embryonic stage of America. Europeans created a "dominant ideology" against Africans beginning in the 15th century which claimed Europeans were physically, culturally, and intellectually superior. This "dominant ideology" was initially propagated through religion, writings, proclamations, and speeches to indoctrinate Europeans about their alleged supremacy and Africans about their supposed inferiority.[iv] These ideas were advanced between the 18th and 20th centuries through science, scholarly writings, media, and schools, which ensured the entrenchment of the "dominant ideology" into the American cultural fabric.

The purpose of the dominant ideology helped facilitate the invention of "the Other" by advocating a dichotomy, disparity, or an incongruence between African and European descendants in America in terms of social status, religion, mental health, and for the very reason of their existence on earth. In 1640, an African, Dutchman, and Scottish servant fled Virginia before the completion of their contractual agreement ended. After being caught in Maryland and returned to Virginia, they were punished. While James Gregory and Victor servitude was extended for several more years, John Punch, the African servant was given a lifetime sentence as a "perpetual servant."[v] This legal decision was the precursor for the enslavement of Africans in Virginia which begin in the latter part of the 17th century, but it also set a precedent for disparaging the image of Africans. Religious leaders also propagated the idea that the religious beliefs of Africans were contradictory to that of Europeans. Reverend Samuel Davies launched a crusade if Virginia to resolve this with his publication in 1758 of, *The Duty of Christians to Propagate Their Religion Among Heathens, Earnestly Recommended to the Masters of Negro Slaves in Virginia*.[vi] Samuel Cartwright claimed Africans had unique mental disorders such as Drapetomania and Dysathesia Ethiopis. According to Cartwright,

enslaved Africans who possessed a senseless desire to run away from plantations suffered from Drapetomania; and Africans who broke tools, destroyed crops, and engaged in other defiant activities as slaves suffered from a breathing disorder called Dysthesia Ethiopis. He presented these ideas in journals and medical conferences.[vii] The displaying of Africans as exhibits by anthropologists under the term "uncivilized" became a centerpiece at state fairs in places, such as the Saint Louis state fair in 1904.[viii] The alleged inferiority of Africans was incorporated into popular culture events for white families to view and read about in reports and newspapers. What was considered a cinematographic masterpiece in 1915, the movie Birth of a Nation depicted stereotypical images of Africans as rapists, criminals, dysfunctional politicians, etc. These images constitute what Donald Bogle calls "filmic reproductions of Black stereotypes."[ix]

After the Civil War, whites launched an ideological crusade, which Forest G. Wood calls the "Black Scare," through pamphlets, newspapers, books, leaflets, songs, pictures, and speeches.[x] Using this "dominant ideology" to create a dichotomy or incongruence between African and European descendants in America worked so well that it was widely discussed by both groups. For example, a widely circulated pamphlet published in 1869 by J.R. Hayes, *Negrophobia 'On the Brain' In White Men* supports that the "dominant ideology" was pervasive in the socialization experience of whites, or to put it like a touring northern traveler, Sidney Andrews, wrote that the people 'have nigger on the brain. No matter where the conversation started, it always ended with Sambo'.[xi] Moreover, Blacks were also discussing this fabricated disparity. In 1837, Hosea Easton described common expressions that whites in Virginia and other states used to coerce their children: "Sally, go to sleep, if you don't the old nigger will carry you off; …don't cry Hark, the old nigger's coming." Easton observed that white children in schools were taught the dominant ideology when they were told to sit in the "nigger-seat," or threatened for misconduct by being made to sit with a "nigger." Easton states white adults used the following phrases to castigate disobedient white children:

…how ugly you are, you are worse than a nigger.
…poor or ignorant as a nigger.
…black as a nigger.
…have no credit [better] than a nigger.
…have hair, lips, feet,…, like a nigger.[xii]

Research suggests there are two ways in which Blacks responded to the pervasive ideology about their inferiority. One way is they internalized their oppression; another way is resistance. Early forms of resistance will be the focus here. African "cultural projection" is the effort waged by Africans to replace their negative cultural portrayal contained in the dominant ideology and transmitted to the general public with new positive cultural representations.[xiii] Beginning in the late 18th century, Blacks produced a proliferation of protest writings against the dominant ideology. They referenced stories from the Bible and historical texts to promote African heritage, human diversity, social equality, African ingenuity, approval for dark pigment, African intellect, African character and other innate qualities, and the African contribution to world civilization. In 1791, Benjamin Banneker wrote a letter to contest Thomas Jefferson's negative characterization of Blacks in his *Notes on the State of Virginia* (1785) and what he called an "almost general prejudice and prepossession, which is so prevalent in the

world against" Blacks. Banneker had his letter published in 1792 to oppose the propagation of Black inferiority.[xiv] In 1794, Absalom Jones and Richard Allen and many others followed: Prince Hall (1797), Daniel Coker (1810), James Forten (1813), Russell Parrot (1814), Prince Saunders (1818), Robert Alexander Young (1829), David Walker (1829), Elizabeth Hamilton (1834), Elizabeth Wicks (1834), Maria Stewart (1835), Drusilla Houston Dunjee (1923), bell hooks, Beverly Tatum, Lisa Delpit, and Asa Hilliard. These past and contemporary writings saw this as a war and challenged the nefarious representation of being Black, but an analysis of their work also reveals they understood writing, scholarship, and education had and has to be germane to their status as oppressed people in America. Confronting the assault of what it meant to be Black in America was also incorporated into early Black schooling.

Blacks displayed their sense of resistance and awareness in schools they created about their need to be hypersensitive about being members of an oppressed group after the Civil War. John Alvord, superintendent of education for the Freedmen's Bureau, visited the South to begin the task of creating schools for Blacks. Alvord was shocked to find out that many Blacks had already established schools before the Civil War and that many Blacks with schools and without schools did not want the help of whites. Alvord estimated there were 500 independent Black schools in 1866.[xv] The desire to create independent schools and reject the help of whites underscores a unique philosophical and political position Blacks saw necessary for their own survival before the Civil War. According to the 1832 National Negro Convention, the social purpose of Black education was to counter the recurring theme of Black inferiority by building a sense of self-respect in African American students.[xvi]

Many black teachers today carry on this tradition of resistance and are very aware that their expectations from members of the dominant group are rooted in the "dominant ideology." Many of them see the educational system as being "the white educational system." They often enter the teaching profession with a private crusade against the school system they consider to be detrimental to a healthy psychological development of Black youth. Many are also aware they have to be keenly aware of their activities in school because they are viewed through the lenses of a dominant ideology which began during the 17th century in America and is an American or even more American that apple pie and baseball. This awareness is part of a collective survival strategy or defense mechanism for maintaining their sanity, networks, safety, security, and employment as members of a historically oppressed group.

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Math Vocabulary Dived Up

Barba Aldis Patton,
Teresa LeSage Clements
University of Houston-Victoria

Okera D. Nsombi
Eastern Washington University

Leiping Wei
Janelle Bouknight
Moria Baldwin
University of Houston-Victoria

Abstract

Webster, Webster, where are you? Webster was a very popular dictionary for many years. Webster's dictionary was part of all students' work from the 1800's until about twenty years or so ago when word processing became popular and easy to assess and use. During that period anytime you needed to locate the meaning of a word, you used the Webster dictionary. Webster was big and heavy. Today, the popular word processing programs have the dictionary feature included. As a result, "Poor Webster" has been almost totally retired and is not used very much any longer and in many cases not at all.

Review of Literature

Daily, teachers face so many problems and one of those challenges is that many student in the classroom have a limited knowledge of words. This is partly due to English not being the student's first language, home life not having rich language environment or family economics being that there is little to no time for oral communication. We all know if the adults in the family are working more than one job, time is so precious conversation seems to take a back seat in the home. Most of the conversations involve short sentences or questions. The questions are formed in a manner which a single word answer or maybe two are sufficient. The truth is they do not have the time for conversations as a whole. As a result, the children's vocabulary suffers (Vygotsky,1986).

All right, mathematics uses numbers which we compute to get answers to everyday problems. However, there is more to this than just the math computation.

Many students live in homes were Standard English is the primary language in the home. While no one wants the child to give up his/her culture, it makes it difficult for the student on standardized tests. These tests are timed and many times the students don't have enough time to translate and then solve the problem situation. Fifty years ago, people did not have the education they have today nor did they have the technology. In a matter of less than a minute, using a cell phone one can find the definition of almost any word. Fifty years ago people had to use a paper dictionary to locate definition of unknown or new words. This definitely was much more time consuming. Yet we as a group have not advanced as quickly as technology. Vocabulary is a major stumbling block for students on all sections of standardized tests and math is no exception. (August, Carlo, Dressler & Snow, 2005). The teachers of today face problems their own teachers did not even dream of having. Most of the teachers of today were educated in a relatively small environment among classmates who lived in few mile radius of the school. Most of them even were in the same soci-economic class. Few if any were of a different race or spoke a different language. Many of todays' teachers just aren't prepared to be to teach the many diverse learners. There were many diverse learners in the past but many attended school on a limited basis as education was not as much in demand as today. Many of the immigrants struggled in school due to the lack of language skills and they were not given services as today's students. These children became successful in their own rights by becoming farmers, store keepers and construction work. Today a person must have an education if he or she is going to be able to work at almost any legal job. (Khisty,1995, 2001; Khisty & Chval 2002)

The National Council of Teachers of Mathematics (NCTM) has expressed repeatedly the importance of students not only knowing how to do mathematical computation, students also need to know how to use that information in the communication of mathematical thoughts such as in real life situation(National Council of Teachers of Mathematics, (NCTM) 1989, 1990, 1991, 2000). The Curriculum and Evaluation Standards for School Mathematics (NCTM) states: "The development of a student's power to use mathematics involves learning the signs, symbols, and terms of mathematics". This is best accomplished in problem-solving situations in which students have an opportunity to read, write, and discuss ideas in which the use of the language of mathematics becomes natural. As students communicate their ideas, they learn to clarify, refine, and consolidate their thinking. National Research Council, Mathematics Sciences Education Board (NRCMSEB) 1989,1990) It is true this data is not considered current but by

looking at the research of today, it is evident that this was a starting point for researchers to focus on the vocabulary needs of students who are having difficulties with math. Studies have been conducted by many competent researchers and all have the same results: many students do not have the vocabulary to be successful in the mathematics class. (Carter & Dean 2006; Pierce & Fantaine 2009: Boyd, Sullivan, Popp, & Hughes, 2012; Abedi,& Lord, 2001; Kostos & Shin, 2010; Hassinger-Das Jordan,.& Dyson, 2014;

Many students are very competent in computation yet fail to make a successful score on the tests which require a situational setting. Plainly the students do not seem to be able to read well enough to put logic to the numbers in the situation and do the computation to arrive at the correct answer. Sometimes as the students develop their very own test-taking strategies by which they just use the numbers given and then add, subtract, multiply or divide. The big problem here is that if the test item is written in a good test making format, any or all of those will be listed as alternatives. Another problem is distractors are often put in the problems and the distractor has a number with it such as "I 35". To the person who is able to read it is Interstate Hwy 35 but to that student who is just picking up numbers it is a 35 to put into the computation.

While mathematics has been referred to the 'universal language' the pendulum has swung to the other side and one would have difficulties calling it an universal language today. Universal language would imply anyone regardless of their native language could be able to solve the mathematical problems. (Adoniou & Qing, 2014). Basic computation, is considered the universal language however, the study of mathematics in general is not. Mathematics is a discipline which has broadened its focus as we entered the twenty-first century. Mathematics is no longer just computation. Today's mathematics classes strive to help the students learn to solve real-life situations thus making the use of mathematics more functional and valuable for the average person. Years ago students were often heard complaining, 'When will I ever use this? What will I ever need this? etc. " However with this new broader focus the student will have an idea when he/she will use and need it. Basic computation may be understood in many languages but this is where the line is drawn in the sand, almost all of the tasks a learner faces are not language 'free' (Barwell, 2012).

First, 'Essential mathematics' which puts the attention on using mathematics effectively and being able to make informed decisions, second is general mathematics and it has as it major emphasis the use of techniques of discrete mathematics for the purpose of solving problems in contexts such as network analysis, financial modeling, decision making and more, third mathematics tracts which would be one preparing the student for higher education and forth and final is the specialist mathematics, which building on the previous level but in a much more specialized format. These are discussed as the Australian Curriculum, Assessment and Reporting Authority, This is just one example of the emphasis on making shift between the everyday mathematical language and the more advanced language. This mathematical curriculum is illustrating that language is very important in the discipline in the lower grades if the student is to be successful as the student proceeds through the various levels of formal education. Researchers have found for a number of years that there exists a 'Language of Mathematics' and it exists separate to the everyday conversational language. Words are complex and often have multi meanings. Words do not always translate one word for a single meaning. Such as in Spanish, the word cuarto can mean a quarter or it could mean a room and this just dependent on the context it is being used. (Cuevas, 1984, Khisty, 1999, Moschohkvich, 2000, 2002) In mathematics a bug is often something had is creating a problem thus keeping one from arriving at the desired answer. But a bug might be a critter or it might be something you say when you are ill.

Another word which in math is so very different in other contexts is table. It might be a picnic table, a game ball table , truth table or even a function table.

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These are just two examples which create confusion in the classroom. Another concern or factor to add more confusion and depth to this problem is that many times the students are very immature in their language studies therefore they aren't able to use any context clues. Students from the elementary grades to the university levels often have difficulties with state tests. It is believed that much of problem lies in the lack of vocabulary (patton (2014, 2015).

In an analysis of a standardized test, Patton (2014, 2015) found that many questions on various editions of the STAAR test (Texas Department of Education 2010) had words with numerous meaning which leads to more confusion. On a random third grade test question she found two words which yielded twenty plus dictionary definitions.

Let's just look at the word s 'number' and 'sentence'.

Number as a noun 1) figure used in counting, 2) identifying figure,3) countable quantity, 4)single thing in series, 5) counting,6) grammatical quantity, 7) piece of music, 8) garment, 9) thing, and 10) person, and number as a verb, 1) identify somebody or something by number, 2) achieve total, and 3) include somebody or something.

Sentence as a noun 1) meaningful linguistic unit; 2) judgment, 3) judicial punishment and 4) well-formed expression.

Using only two words we have thirteen definitions for number and four for sentence which is a total of 17 definitions. The two words are used as a phrase in the problem. This creates an even bigger problem for students. The two words would yield over fifty different possible combinations. To an educated adult many of the combinations are meaningless but to a nine year old student, all of these combinations are possible. (Patton 2015). Patton (2015) found in her analysis these tests or activities are written in English but many students live in a household where nonstandard English is spoken or the home language is very limited in English due to the little if any education on the part of the parents. Another situation might even be that there is another language spoken in the home. Still another situation is it is multi languages or a blend of several languages.

When looking at the problems with some of the state testing below we will compare when there is only a single language and when there is a second one. These are just a few areas of concern. .

Conclusions

Vocabulary is not something for tomorrow or a thing of the past. It is for now and if we as educators strive for the education of the future generations we must be open to what the research is trying to convey. More research is needed to address specific activities to provide guides to help new educators. The activities will need to be in the formats of 'good' lessons where the new educator has everything at his/her fingertips. The activities will need to also include evaluation and assessment components as there will be no one in doubt if the action was successful or not. This important aspect of education to chance can't be left to chance.

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Teacher Ethics: Religion & Ethnicity Differences

Barba Louise Patton
Teresa LeSage-Clements
Univerwsity of Houston-Victoria

Okera Nsombi
Eastern Washington University

Moira J. Baldwin
University of Houston-Victoria

In this study, the factor of religion is being investigated in relation to ethics and with ethnicity. Religion in this study is not being definitely as any specific domination i.e. Catholic, Jewish, etc. but being one consisting of the belief in a supreme 'being'. It is also ironic in that many thinking persons ultimately rest their arguments on contestable beliefs about the founding ideas of reality, human nature, morals, character traits, values and more. As much as we try, it seems that there is no other way to put it but we all live by a faith which we seem to innately have. For many, it is attached to the word, 'religious' while others definite it in other ways such doing what is right, etc.

In 2017, there is seldom a day one can pick up the newspaper or listen to local and area news without hearing something being unethical. In recent months, the issue of ethics in schools has attracted considerable public polemic; many of the protagonists presupposing an unavoidable conflict between ethics and religion. The controversial topic seems to grow with each passing day. Yesteryear, one would only hear of unethical acts in the news and it was never close to you. It was always thought to be 'those other people and definitely not anyone from class, Today, these acts are being discovered to be happening everywhere. The locale does not seem to be a factor, as it is occurring in the big cities as well as the very rural. It also does not seem to have any boundaries as we are finding cases in the barrios to the very wealthy white collar zones. It is becoming quite a problem and many parents who had never dreamed of home-schooling their children are strongly considering the option. Homeschoolers now represent a little less than 3% of the students between 5-17 years of age. Of that 3% it has been reported only a little more than a third are homeschooling due to religious beliefs. However, many of the other factors listed in the literature are indirectly related to religion and ethics.

'Religious' is a term which is often over-used in writing and in our oral conversations. Other terms may be more appropriate and more accurate. Many people use the words religious, character traits morals and values interchangeably. When asked to distinct the difference between the words, many find it difficult as they use one word to definite the others and end in an endless circle of words. Christian is another term which is used over and over and yet, it is used many times in error. "Christian" is the other word. The word is used by many persons in place of ethics and good moral values. The word could and most likely is painful and offensive to people of other faiths such as Jewish. The word is very often used in types of advertising. If you do a quick look in the classified ads, you will find people seeking Christian woman to serve as a nanny, etc. If one answers such ad, he/she will find that the person is actually seeking one with good values and morals rather than one of a specific faith or denomination. If more research is conducted, it will most likely yield many more examples.

Repeatedly in the literature, education is discussed as a profession which is and should be respected however; the respect of the professional involved must earn that respect. Balic (1994, p12) tells us "The overall aim [of education] is to help pupils and students to become free-thinking democratic individuals who are creatively involved in society, and are well balanced and healthy. Joseph & Efron,(1993) tells us that teachers are and should be expected to be role models and act as such for their students. They should act as moral exemplars for the students. They further believed that teaching is infused with actions and interactions which have ethical implications.

Higgins (2011) believes the daily lives of teachers are established around a foundation of values and beliefs. Good teachers seem to have and know what is right (and wrong) and proper. It almost seems to be an innate skill for good teachers. Good and strong individuals (like all of us) seem to have fundamental beliefs of the good, bad and ugly. Mansour (2008) concluded that "teachers' religious beliefs were among the major constructs that drive teachers' ways of thinking and classroom practices about scientific issues related to religion" (p.557). He further stated "the powerful influence of teachers' religious beliefs in dealing with or gaining new knowledge" (p.557).

The literature review has documented that a teacher's religious beliefs/moral beliefs are closely related to the ways of thinking and practices of the teachers. Further the teachers' beliefs and values appear to be in both their professional career as well as their personal lives. They do not seem to separate by the role they are in at any given time. It seems the religious values and morals a person receives as a young person, influence most of them through their lives.

The teacher's teaching contact in the early 1900's clearly stated that teachers much have high morals and even attend church regularly. While we have been forced by law to abandon many of those rules in the contracts, many are still unwritten factors school board members, administration and parents seek when they are seeking new teachers. The teaching certificate in some states yield a clause about moral turpitude, today. Of course, moral turpitude is open to many definitions an often is used as catch-all when the school wishes to dismiss a teacher.

When studying ethics in schools, the main thrust of many articles is that the teacher is the pivotal point on which students learn these values. While it seems the focus of this article has drifted from ethics to characteristics of the teacher, it has actually to show the importance of the teacher to the important upbringing of the person.

In today's classroom there must be a division of state and church therefore it is important that the good values, character traits, morals, etc. are modeled. The teacher's job as a role model is very important. We expect the children to complete the different grade levels knowing academic benchmarks but also want them to know the difference between what we call 'right and wrong'. In our quest to have children educated, Brighouse advocates that schools can and are a momentous role in their lives by providing values in the in the curriculum. Since the children are in the teacher's hands during the school day, who else will be an influencing factor but the teacher? Teachers are the role models and so many young children idolize their teacher so who better than that teacher is to help instill good values and morals?.

Some will ask why are talking about the role of the teacher when the focus is to be religion, ethics and ethnicity with school-age students? The student spends more waking hours each day in the school setting with school personnel therefore it is imperative the teacher and all of the adults in that setting be responsible for their own character traits, ethics and morals. This is not to say parents do not matter as parents and family do play an important part in the student's life. Think about it there is only one chance for teachers and parents, to be role models. As much as we would like, life doesn't allow us to re-wind history as if it were a recording on our computer, we have to get it right the first time. We all have one wish for the children of today to "develop morally and become good citizens who respect others and their rights,

irrespective of their race, ethnicity, gender, sexual orientation, class or religion" (Shah, 2008, p.2)

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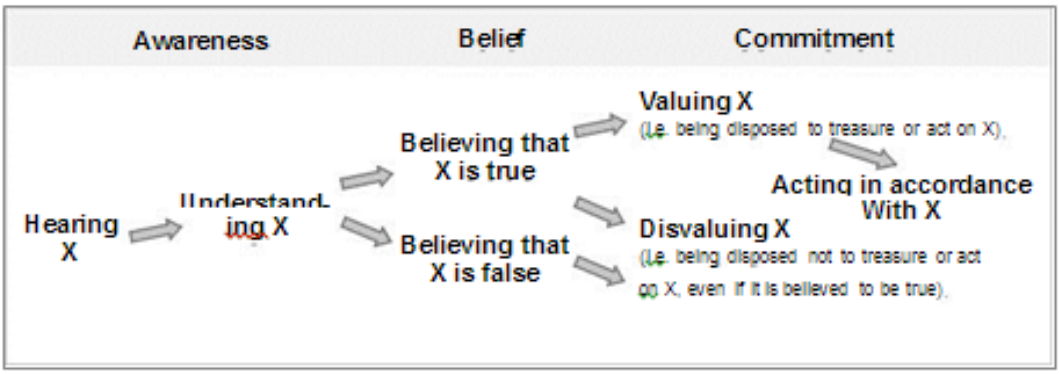

The term ‘religious’ is commonly used in various ways, most often in connection with traditional religions and their rites. Some users build in belief in the existence of a god or gods as a necessary condition.

Character education has existed for over a century as either a formal or not so formal component of public school systems in North America (McClellan, 1992).

Lickona (1991) posits that “good character consists of knowing the good, desiring the good, and doing the good” (p. 51) and defines character education as the deliberate effort to develop good character based on core virtues that are good for the individual and good for society

Character formation is intrinsic to classroom practices, and the daily life in a classroom is saturated with moral values (Campbell, 2003; Lapsley, 2008).
The hidden curriculum is defined as the unwritten social rules and expectations of behavior that we all s
Such rules are rarely explained with a rationale, yet students readily adjust their behavior to avoid negative consequenceseem to know, but were never taught (Anyon, 1980)

Lickona (1991) states that teachers must help children to understand core values, adapt to them, and act upon them.

- To begin, practicing educators must have a consistent understanding of what it means to be morally literate in a pluralistic society (something of a challenge, as the research community is not in agreement about this definition), they must have some theoretical framework upon which to base their practical strategies, and these strategies should be known to be effective in raising moral literacy levels in youth. (Rizzo & Gajovie 134)

teachers need to be taught moral theories and the effective character education implementation to enhance students’ socio moral reasoning necessary for developing the whole child. This approach to educational practice in return will help true transformation in education to be achieved. Rozzo & Bajovie Chavon Williams Chavonuhv@gmail.com

Understanding How Three Key Events Impacted the Presidential Legacy of Chester Arthur

Darrial Reynolds
South Texas College (2017)

Introduction

This paper discusses the three key events that impacted the presidential legacy of Chester Arthur who became the 21st president on September 19, 1881 after the death of President James Garfield. First, this paper takes a closer look at a key foreign policy event by focusing on the Chinese Exclusion Act of 1882. Second, this paper takes a closer look at a key domestic policy event by focusing on the Pendleton Civil Service Reform Act of 1883. Third, this paper takes a closer look at the Republican Party National Convention of 1884 by focusing on why the 820 voting convention delegates did not nominate President Chester Arthur as their presidential candidate. Lastly, this paper concludes with an analysis of how the Chinese Exclusion Act of 1882, the Pendleton Civil Service Reform Act of 1883, and the Republican Party National Convention of 1884 impacted the presidential legacy of Chester Arthur.

Chinese Exclusion Act of 1882

The Chinese Exclusion Act of 1882 was a law that was passed in response to the racial discrimination against the Chinese people living in the United States of America. Representative Horace Page (R-CA) introduced the Chinese Exclusion Act in the United States House of Representatives on April 12, 1882. The United States Congress passed the Chinese Exclusion Act on May 3, 1882. According to the article, *Chester Alan Arthur: Foreign Affairs* (2016), President Chester Arthur signed the Chinese Exclusion Act into law on May 6, 1882.

Purpose of the Chinese Exclusion Act of 1882

According to the article, *Chinese Exclusion Act of 1882* (2016), the purpose of the Chinese Exclusion Act of 1882 was to ban the entry of Chinese laborers and the immigration of Chinese people from The People's Republic of China to the United States for 10 years. Many Chinese people were miners, laborers, domestic servants, launderers, agricultural laborers, cigar-makers, gardeners, nurserymen, employees of railroad companies, and employees of manufacturing establishments. Most of the Chinese people lived in the cities in tight-knit communities called Chinatowns. Some of the Chinese people lived in the rural areas and made their living as farmers. The prejudice and violence against the Chinese people by the White Americans during hard economic times grew as the number of Chinese people grew in the United States.

The Chinese Exclusion Act of 1882 stated that no Chinese laborer could enter the United States and that no Chinese people living in the United States could return once they left the country. According to the article, *Chinese Immigration and the Chinese Exclusion Acts* (2016), the Chinese population in the United States increased 66.9% from 1870 to 1880, increased 1.9% from 1880 to 1890, and decreased 16.4% from 1890 to 1900. The Chinese Exclusion Act of 1882 was the first law to exclude a specific national group from immigrating to the United States. Congress extended the original 10-year ban in 1892, made the ban permanent in 1902, and repealed the ban with the Magnuson Act of 1943. Overall, the Chinese population declined from about 106,000 in 1882 to about 78,000 in 1943 due to the Chinese Exclusion Act of 1882.

Impact on the Presidential Legacy of Arthur

Since President Chester Arthur signed the Chinese Exclusion Act of 1882 into law he gets credit for supporting (1) the very first law to exclude a specific national group from immigrating to the United States, (2) making it very difficult for Chinese people to achieve significant social, political, and economic progress in the United

States, and (3) significant declines in the number of Chinese people living in the United States. Essentially, President Chester Arthur supported a law that allowed the national government to (1) legally discriminate against the Chinese people living in the United States, and (2) exclude the Chinese people who were willing and able to provide some of the manual labor and hard work needed during the post-Civil War Era.

Pendleton Civil Service Reform Act of 1883

The Pendleton Civil Service Reform Act of 1883 is linked to the assassination of President James Garfield by job seeker Charles Guiteau. Garfield was shot by Guiteau on July 2, 1881 because Garfield did not use the patronage system to appoint Guiteau as the United States Ambassador to France. Most United States citizens favored an end to the patronage system after Garfield died on September 19, 1881. In response, Senator George Pendleton (D-OH) introduced the Pendleton Civil Service Reform Act in the United States Senate in December of 1882. The United States Congress passed the Pendleton Civil Service Reform Act on January 4, 1883. According to the article, *Chester Alan Arthur: Domestic Affairs* (2016), President Chester Arthur signed the Pendleton Civil Service Reform Act into law on January 16, 1883.

Purpose of the Pendleton Civil Service Reform Act of 1883

The purpose of the Pendleton Civil Service Reform Act of 1883 was to create a Civil Service Commission to develop examinations to hire federal employees based on merit. According to the article, *Pendleton Civil Service Act: Definition & Summary* (2017), the Pendleton Civil Service Reform Act of 1883 provided for open competitive examinations for federal government job positions and prohibited federal civil service employees from being fired for political reasons. The Pendleton Civil Service Reform Act of 1883 legalized the merit system and outlawed the patronage system. Some presidents had used the patronage system to fire workers so that they could hire people for government jobs in order to award them for their campaign contributions and votes.

The Pendleton Civil Service Reform Act of 1883 required that people must have the necessary skills and qualifications before they could be hired for federal government civil service jobs and that people who scored the highest on the federal civil service examination for each federal government civil service job earned that federal government civil service job based on merit. According to the article, *Pendleton Civil Service Reform Act of 1883* (2016), the Pendleton Civil Service Reform Act of 1883 required presidents to (1) hire people for federal government civil service jobs on the basis of merit and (2) decide which federal government civil service job positions would come under the Civil Service Commission. The Pendleton Civil Service Reform Act of 1883 under President Chester Arthur covered about 14,000 federal civil service jobs or 10.5 percent of the federal civil service employees.

Impact on the Presidential Legacy of Arthur

Since President Chester Arthur signed the Pendleton Civil Service Reform Act of 1883 he gets credit for supporting (1) an end to political appointments under the patronage system, (2) a merit system of competitive examinations so that the very best candidates were to be hired for every federal government civil service job, and (3) legal protections against federal government civil service employees being fired for political reasons without a show of reasons related to job requirements/duties. Essentially, President Chester Arthur did not want presidents to have the power to (1) hire people from their own political party for jobs in order to award them for their campaign

contributions and votes, and (2) fire federal employees and give their jobs to people from their own party in order to award them for their campaign contributions and votes.

Republican Party National Convention of 1884

The 1884 Republican Party National Convention was the 8th Republican Party National Convention and it was held from June 3, 1884 to June 6, 1884 in Chicago, Illinois. There were 820 party delegates from the 38 states, 8 territories, and Washington, D.C. in attendance at the Republican Party National Convention of 1884. Each state was awarded the number of party delegates equal to two times the number of electoral votes that the state had in the Electoral College. Washington, D.C. and the 8 territories were each awarded 2 party delegates. The 820 party delegates at the Republican Party National Convention of 1884 adopted their party's platform and nominated their party's candidates for president and vice-president. According to the article, *Republican Party Platform of 1884* (2016), the following statements are summaries of four key positions of the National Republican Party Platform of 1884.

- Support the Chinese Exclusion Act of 1882 and further legislation to carry out its purposes.
- Favor the Edmunds Anti-Polygamy Act of 1882 and legislation to suppress the system of polygamy within the Territories.
- Favor the Tariff Act of 1883 and legislation for the regulation of commerce with foreign nations and between the States.
- Support the Pendleton Civil Service Reform Act of 1883 and further extension of the reform system already established by law within the States and the Territories.

Nomination of a Candidate for President

According to the article, *Republican Party National Convention of 1884* (2016), two key factions within the 23 northern delegations and the 24 southern delegations at the Republican Party National Convention of 1884 stopped any candidate from winning the 411 votes (simple-majority) needed for nomination until the 4th Ballot. The Stalwarts and the Half-Breeds were the two key factions within the Republican Party and they were split between Stalwart President Chester Arthur (NY) and Half-Breed Former Secretary of State James Blaine (ME). The main issue that divided the Stalwarts and the Half-Breeds was political patronage. The Stalwarts, the conservative faction, opposed all forms of civil service reform and supported political machines and the patronage system. The Half-Breeds, the moderate faction, favored civil service reform and a merit system.

The 23 northern delegations (460 votes or 56.10% of the votes) included 18 states and 5 territories. The 24 southern delegations (360 votes or 43.90% of the votes) included 20 states, Washington, D.C., and 3 territories. According to the article, *Republican Party National Convention of 1884* (2016), former Secretary of State James Blaine (ME) finished in 1st place on all 4 Ballots and President Chester Arthur (NY) finished in 2nd place on all 4 Ballots. On the 4th Ballot, Chester Arthur won 1 northern state, 9 southern states, Washington, D.C. in a tie, and 1 southern territory. On the 4th Ballot, James Blaine won 13 northern states, all 5 northern territories, Washington, D.C. in a tie, 11 southern states, and 2 southern territories. On the 4th Ballot, Chester Arthur won 53 votes (11.52%) from the 23 northern delegations and 154 votes (42.77%) from the 24 southern delegations for a total of 207 votes (25.24%). On the 4th Ballot, James

Blaine was nominated by the Republican Party to be their presidential candidate because he won 344 votes (74.78%) from the 23 northern delegations and 197 votes (54.72%) from the 24 southern delegations for a total of 541 votes (65.97%). After picking their nominee for president, the 820 delegates selected United States Senator John Logan (IL) to be their party's candidate for vice-president.

Impact on the Presidential Legacy of Arthur

Since Chester Arthur (NY) was not nominated to be the candidate for president by the Republican Party in 1884, he gets credit for being just the fourth incumbent president to try and fail to win the nomination to be their party's candidate for president. The other three incumbent presidents to try and fail to win the nomination to be their party's candidate for president are Whig Millard Fillmore (NY) in 1852, Democrat Franklin Pierce (NH) in 1856, and Democrat Andrew Johnson (TN) in 1868. Basically, it is a fact that President Chester Arthur tried and failed to win his party's nomination for president in 1884 because he (1) signed and enforced the Pendleton Civil Service Act of 1883, (2) could not win enough support from the Republican Half-Breeds, and (3) lost the support of most of his old Republican Stalwart friends.

Conclusion

It is a fact that the Chinese Exclusion Act of 1882, the Pendleton Civil Service Reform Act of 1883, and the Republican Party National Convention of 1884 impacted the presidential legacy of Chester Arthur. Since President Chester Arthur signed the Chinese Exclusion Act of 1882 into law he gets credit for supporting the (1) very first law to exclude a specific national group from immigrating to the United States and (2) exclusion of the Chinese people who were providing some of labor needed during the post-Civil War Era. Since President Chester Arthur signed the Pendleton Civil Service Reform Act of 1883 he gets credit for supporting (1) a merit system of competitive examinations so that the very best candidates were hired for civil service jobs and (2) legal protections against civil service employees being fired for political reasons without a show of reasons related to job requirements. Since Chester Arthur (NY) was not nominated to be the candidate for president by the Republican Party in 1884, he gets credit for being just the fourth and last incumbent president to try and fail to win their party's presidential nomination because he (1) enforced the Pendleton Civil Service Act of 1883 and (2) did not win enough votes within the Republican Party.

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Preparing K-12 Teachers for a *Brave New World*: The Rise of the iGeneration

Ronald Saltinski, Ph.D.
National University

Abstract
The Rise of the iGeneration requires major attitudinal and preparation adjustments for future K-12 classroom teachers. The iGeneration is unlike any before and invokes the old adage, “If you can’t beat them, join them.”
Introduction

At no time more than the present has a new generation of students arisen whose unique capabilities, attitudes, and aspirations provide K-12 classroom teachers with challenges and opportunities to provide learning environments that are both personalized and collaborative. The most pressing task for classroom teachers will be to implement instructional strategies encouraging if not compelling iGen students to maximize their unique qualities to engage in critical and creative thinking throughout their studies. The task for classroom teachers is challenging because they must achieve this process in an educational environment that remains an assembly line factory model. In the foreseeable future, technologies will change dramatically, but K-12 curriculum and assessments will remain static and only moderately reformed. In many ways “the deck is stacked” against the teacher but not necessarily or the student.

But first, who is the iGeneration (iGen), also labeled Generation Z (Gen Z)? Anyone becoming a classroom K-12 teacher should understand the nature of their clients – their students. In 2017 the K-12 population of young people known as the iGeneration were born after the Millennials, ages 22 or so and under. There are some sixty-five to seventy million (and growing) iGen students in schools across America today.

Currently, five generations make up America’s current society (there are other versions of these dates).

- iGen, Gen Z or Centennials (or the Cloud Generation): Born 1996 and later
- Millennials or Gen Y (or the Net Generation): Born 1977 to 1995
- Generation X: Born 1965 to 1976
- Baby Boomers: Born 1946 to 1964
- Traditionalists or Silent Generation: Born before 1945 and before

And foremost, the iGeneration has been born into a world in which they have lived their entire lives conjoined with digital technology. iGen people have never known a world without digital technology. Young people today spend the majority of their whole waking day interacting with digital media via an array of smart phones, tablets, laptops, gaming counsels, and flat screened television with it’s 24/7 banquet of countless channels.

Larry Rosen in his book *Rewired: Understanding the iGeneration and the Way They Learn* profiled the iGeneration saying “To them, the smart phone, the Internet, and everything technological are not ‘tools’ at all – they simply are. Just as we don’t think about the existence of air, they don’t question the existence of technology and media. They expect technology to be here, and they expect it to do whatever they want it to do. Their WWW doesn’t stand for World Wide Web; it stands for Whatever, Whenever, Wherever.”

The Center for Generational Kinetics (genhq.com) conducts research studies on generational dynamics with a primary focus on the iGen. One of the most telling studies by this center is the *2016 National Study on Technology and the Generation After Millennials.* Access the summary of the study via the web site cited below. One of the most daunting findings is that "Tens of millions of iGENs say social media determines their happiness, well-being and self-esteem. This virtual sense-of-self will grow as iGen gets older and have more freedom when it comes to their social media experience. In short, if social media is important to iGen now, just wait another five years."

The Smartphone

In Tony Wagner and Ted Dintersmith's book, *Most Likely to Succeed: Preparing Our Kids for the Innovation Era (*2015), there was a positive take on the iGeneration's obsession with smart phones. "We need to embrace the reality that much of what school is about today can be "outsourced" to a smartphone, freeing up time for kids to immerse themselves in challenges like the following:

- Learning how to learn
- Communicating effectively
- Collaborating productively and effectively with others
- Creative problem solving
- Managing failure
- Effecting change in organizations and society
- Making sound decisions
- Manage projects and achieve goals
- Building perseverance and determination
- Leveraging your passions and talents to make your world better

In a multitude of studies the issue of "joining them" is supported by the role smartphones can play to enhance the quality of learning.

Students learn in a way they are comfortable. There is a widespread use of smartphones by younger children. More and more students know how to use them and they are becoming the most used 'tool' by children.

Students are able to get answers quickly. Smartphones provide the ability to get answers quickly. A student may not ask for clarification to a question he or she has in an open classroom hence the use of a smartphone in a classroom setting can provide those answers.

Audio and video can bring learning to life within the classroom. The audio and video capabilities of smartphones can bring learning to life within the classroom. This can be done through video images, music and voice. In addition, students can even be allowed to connect with other students from around the world, hence expanding their learning world.

The use of the smartphones allows for social learning. Smartphones can allow students to work in groups on projects, sharing information and discoveries. Therefore, the students can move toward a common goal, in a format they are comfortable using.

In conclusion, educator Terry Heick provided a checklist of "50 Reasons It's Time for Smartphones in Every Classroom," and declared it's not about digital literacy as much as it is about being mobile. Yet, Heick cautions, "Soon, the argument won't be about smartphones, but rather steeper technology that will make an iPhone or Nexus 5 look like an abacus."

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Make It Real! Integrating Culture into the Language Classroom

Virginia Shen
Chicago State University

In recent decades the teaching of culture has assumed an increasingly important role in the foreign language classroom. In conjunction with other language associations in the nation, the standards task force of the American Council on the Teaching of Foreign Languages (ACTFL) [1] has identified five goal areas that compass the diverse purposes of foreign language acquisition. ACTFL advocates that United States must educate students to be linguistically and culturally equipped to communicate successfully in a pluralistic American society and abroad. For the purpose, ACTFL has set forth standards which re-affirm that through the study of other languages students can gain knowledge and understanding of the cultures of the target language. Furthermore, ACFL emphasizes that students cannot truly master the language until they have mastered the cultural contexts in which the language occurs. As the increasing role of culture in language instruction has reached common consensus, many instructors have faced subsequently the issues of how much culture should be integrated into a language curriculum and how to teach it. Whatever the priority maybe, cultural instruction should be guided by two basic instructional principles. First, cultural learning activities should be planned as carefully as language learning activities. Second, culture components should be tested as rigorously as language components, lest students assume that cultural knowledge has little or no impact on grades and consequently is not worthy of their attention in or out of the classroom.

The integration of cultural materials may range from supplying students with identifiable cognitive facts about a culture to bringing about changes in their desire or ability to value people who think, dress or act differently from them. Cultural instruction may range from teaching students to recognize and/or interpret major geographical features, historical events, aesthetic components of the target culture, including architecture, literature, and the arts to interpret everyday cultural patterns such as greetings, eating, shopping in order to act appropriately in everyday situations. The most frequently suggested approach to the teaching of culture in American foreign language programs calls for a maximum degree of integration of linguistic and cultural topics, that is, the text is based primarily on language features, and a variety of cultural information and activities are added. The overwhelming majority of language textbooks, especially at the introductory level, integrate cultural components in vocabulary, sentence structures, and the language skills. Well planned, culture can be easily integrated in the reading, writing, listening, and speaking activities and should be presented in conjunction with related thematic units and/or closely related vocabulary and grammar content. For example, shopping in a country of the target language might be discussed following a unit that introduces clothing vocabulary while the metric system can be examined following a unit in which numbers are taught. Unit on foods and drinks can be easily taught through students' participation using restaurant menus and authentic ethnic foods and drinks and/or asking students to create a recipient for an ethnic dish or generate a grocery list for a special occasion.

Instructors can enhance students' cultural competence through effective usage of authentic materials. Harmer (1991), cited in Matsuta (n.d., para. 1) defines authentic texts as materials which are designed for native speakers; they are real text; designed not for language students but for the speaker of the language. Authentic materials may include real newspaper reports, magazine articles, advertisements, cooking recipes, restaurant menus, horoscopes, films, radio programs, music videos, maps, brochures,

speeches, literary texts, etc. Guariento & Morley (2001, 347) state that authentic materials are significant since they increase students' motivation for learning, making the learner be exposed to the 'real' language. Chavez (1989) affirms that students enjoy dealing with authentic materials since they enable them to interact with the real language and its use. Among the most frequently used authentic materials are audiovisual aids, including films, recordings, photographs, and library collections, etc. A good example is *Like Water for Chocolate*, a critical acclaimed film (1992) based on the novel of the same title (1989) by the Mexican screenwriter Laura Esquivel. [2] Instructors may assign the viewing of the film as homework or watch clips or the entire film in the classroom based on the time allocated. A variety of activities can be designed for this unit to enhance different language skills: viewing of the film (listening skill), discussion of the topics given by the instructor (speaking skill), and turn in answers of the questions posted (writing skills). Themes related to the film may include: Mexican Revolution, the role of the soldaderas [3], magic realism [4] on the contradictory forces of indigenous religion and myth and the powerful of Catholic Church, and the themes of masculinity and gender identity, etc. As post-viewing activity, students are then asked to express their personal opinions through oral communication or writing, enhancing at the same time their critical thinking ability about Mexico during the revolution period from socioeconomic, political, cultural, and religious perspectives as reflected in the film.

It is essential for instructors to know that culture should not be treated exclusively in English, and cultural presentations should not be limited to the lecture method since many cultural topics lend themselves readily to role playing and/or simulating real life environment. Dramatization can provide students with more opportunities for active participation and high productivity during a stress-free learning process. The following factors should be taken into consideration while designing cultural activities through dramatization: Time allocated, students' language proficiency, interest, and resources. Levels of proficiency for dramatization can vary from Novice-High to Advanced, depending on the topics and scope. In addition, an evaluation rubric should be generated which may include, but not limited to: originality/creativity, preparedness, cultural connections, language usage, and audience appeal/comprehensibility. A good example for cultural dramatization is the theme of *La familia extendida* [5]. As pre-dramatization activity, instructor should set the cultural Connection explaining the concept of *la familia extendida* in the Hispanic society, pointing out that, in spite of the fact that *La familia extendida* is generally valued and practiced in Hispanic society, having an extended family member living in the same household often creates stress and tension to the nuclear family.

Following the contextualization, students then will create a dialog between a husband, who is complaining about his mother-in-law who lives with the nuclear family, and his wife, who is defending her mother saying the contrary. Continuing the same stream of thought, instructors may also assign another dramatization indicating that nowadays it is common in many Spanish speaking countries to see male family members doing the household chores traditionally assigned to women, such as shopping for groceries, cooking, cleaning, and taking care of the children. Students can act out the reaction of a traditional Hispanic mother who is visiting her son's nuclear family in the U.S. where the young couple shares house chores.

Another cultural theme suited for dramatization is the *la quinceañera* [6], a cultural event in Mexico, Central America, and the Caribbean to celebrate the transition of teen-age girls from girlhood to womanhood with a very traditional party. First the girl dressed very elegantly accompanied by her family, her female friends (known as *damas de honor*) and her male friends (known as *chambelanes*) to church to receive blessing for her transformation; after the religious celebration then a grand party is given and exquisite meal is served. Students can be asked to create a dialogue between a mother and a teen planning her fifteenth birthday. After the dramatization of the cultural activities, instructors then can invite students to discuss the concept and importance of *la familia extendida* as reflected in the dramatization and the linguistic and cultural differences between different generations.

In the early years, literacy learning is a major focus of instruction, and literature often serves as the primary vehicle for that instruction (Isom 1997, 98). By selecting appropriate literary texts rich in cultural details, instructors not only offers an opportunity to extend children's general cultural knowledge as they become more literate, but also allows readers to appreciate the uniqueness of different groups since these texts are unique to a particular culture, portrays a culture's customs, characteristics, language, values and history. Cultural readings also offer meaningful entry into the study of content topics, especially geography, history and the other social studies and provides excellent opportunities to develop critical thinking through analyzing themes, values and believes, as well as for evaluating the authenticity of the setting, conflicts and characterization (Norton, 1995). By using reading and writing activities to analyze, classify, apply and evaluate literature themes and concepts students can develop and extend their critical thinking abilities.

Since the 1990s, the study of Latino literature and culture has become an indispensable area of studies in American school. Instructors often find cultural information embedded in the texts of Latino literature in the United States. It is a literature that is transitional in nature, marked by bilingualism and multiculturalism, and emerged from and remains related to the crossing of political, geographic, cultural, linguistic and racial boundaries. Through the reading of Latino literature, students not only can improve their language skills but also become familiarized with the recent history of the Spanish speaking countries, be acquainted with some of the most significant authors of Hispanic origin, and understand the particular reasons behind each country's massive migratory movements to the United States. It is important for the instructors to contextualize the literary texts by pointing out that Hispanic population in the United States has shown a dramatic increase as a result of birth rates and increased immigration. [7] In recent decades the presence of Hispanics/Latinos has become more visible in the American public scene. On popular culture, mass-media, politics, sports, arts, and other spectrums, Hispanics/Latinos have achieved essential roles. Through the reading of Hispanic immigration experience one can learn the socio-historical development of the Latino/a community within the United States as well as the pursuit of their identity within the cultural and geographic borders of a multicultural nation. Further, the artistic productions of immigrate writers occupy a multicultural space where different and dissimilar cultural markers intertwined each other, presenting a complexity of the Hispanic migration experiences.

The theme of immigrating to America makes for an interesting pathway for discussing and researching how Hispanics' experiences compare to those of other ethnic and cultural groups in the U.S. Literary activities connected to this themes might include the use of texts that show some of the political and economic reasons why people come to the U.S. Two appealing stories about immigrants from Cuba are *How Many Days to America? A Thanksgiving Story* (Bunting, 1992), which is about a family's journey by boat to Miami in order to escape political oppression, and *Children of Flight Pedro Pan* (Acierno, 1994), a story with a similar theme, except that all the travelers are children on a Miami-bound flight. While *Children of Flight Pedro Pan* begins in Cuba, it explores the experiences of a brother and sister during their first year in Miami and reveals some of the emotional trials of being in a new land, often without the comforts of their parents and their familiar culture. *Lupita Mañana* (Beatty, 1992) is about a 13-year-old girl and her brother, Salvador, who flee from their Mexican home after the death of their father in order to find work and support their family, they immigrate illegally to California. By contrast, Dorros' *Abuela* (1991) illustrates the joy of a New York City child whose grandmother emigrated from Puerto Rico many years earlier. The grandmother uses many Spanish words in her conversation with her granddaughter as they enjoy an imaginary flight throughout New York City. Such stories offer substantial knowledge and understanding about immigration and the process of assimilating into a new country.

As classroom activities, students can be encouraged to design research questions or explore subtopics. For a research report on immigrants, students can answer questions such as, "What are the major immigration ports to the United states?; "How have immigration laws changed during the 20th century?"; "How many immigrants enter the United States each year and from where do they come?"; "What is your family's immigration history?", and "Why is it important for people to be able to immigrate to other countries?" As students involve in conversation and argue about characters' actions, they share about thoughts and feelings the book stimulates while at the same time discover at the same time discover literature's potential to illuminate life lessons (Roser & Martinez, 1995).

Since the 1990s, Latina authors have emerged in the North American literary scene. Many of their works have been listed among the bestsellers, gaining ample national and international readership. Many of the Latina writers share their personal experience growing up in the United States as teen-agers, having to deal with their coming-of-age as a minority-woman and Latina-in a world often filled with prejudices and intolerance. Among the best-selling reader is *The House on Mango Street* (1984) by Sandra Cisneros, a high school mandatory reader in many states which deals with the early years of a Mexican-American teen growing up in a Chicano/Latino neighborhood in the 1960s in Chicago. The award-winning *How the Garcia Girls Lost Their Accent* (1991) by Julia Alvarez chronicles a Dominican family escaping the Rafael Trujillo dictatorship and striving to integrate into the American mainstream society while *When I was Puerto Rican* (1993) by Esmeralda Santiago offers another perspective on the Puerto Rican diaspora. As Latino literary texts come in various themes and styles, students can be encouraged to design research questions or explore subtopics. For a research report on immigrants, students can answer questions such as: What are the major immigration ports to the United States?; How have immigration laws changed during the 20th century?; How many immigrants enter the United States each year and from where do

they come?; What is your family's immigration history?; Why is it important for people to be able to immigrate to other countries?; How would the immigrants deal with the issue of acculturalization?

Culture is multi-faceted and dynamic and students are encouraged to take an active part in the search for meaning with the aid of authentic materials. Instructor may facilitate the learning process by creating a non-threatening and fun learning environment where contextualization, research, analysis, critical-thinking, peer-learning, discussion and technology are paramount. Educators can honor students of a cultural group by sharing books about the culture in the classroom. Such books also help those not of the culture learn more about others. It is always a pleasure to learn that students have learned more than the language structures in the classroom and appreciate the "otherness" beyond the classroom.

Notes

1. ACTFL is The American Council on the Teaching of Foreign Languages (ACTFL) is an individual membership organization of more than 12,500 language educators and administrators from elementary through graduate education. Since its founding in 1967, ACTFL has been accredited for its innovation, quality, and reliability in meeting the changing needs of language educators and their students. From the development of Proficiency Guidelines, which are highly regarded as instrumental resources to assess language proficiency by institutions nationwide, to its leadership role in the creation of national standards, ACTFL focuses on issues that are critical to the growth of both the profession and the individual teacher.
2. *Like Water for Chocolate* was a novel written by the Mexican screenwriter Laura Esquivel in 1989. The enthusiasm about the book led to a Spanish language of the same title, which was also immensely popular. It was one of the most popular foreign language films in American film history.
3. *Las Soldaderas*, often called *Adelitas*, were women fighters who participated in the Mexican Revolution (1911-1921) and made significant contributions to both the federal and rebel armies of the revolution. Although few actually were engaged in combat, their assistance to the males in fighting the combat was monumental.
4. Magic realism is a literary genre or style associated especially with Latin America that incorporates fantastic or mythical elements into otherwise realistic fiction , particular authors including Jorge Luis Borges, Gabriel García Márquez, Miguel Angel Asturias and Isabel Allende.
5. Traditional Hispanic culture places a high value on family as the most important social unit within the society. The nuclear family consisting of parents and children is extended to include the extended family of grandparents, uncles, aunts, cousins, godparents, godchildren, and intimate friends of the family, thus the so called, *La familia extendida.*
6. *La quinceañera*, also known as *fiesta de quinceañera*, *quince años*, *quinceañero* or simply *quince*, is a celebration of a girl's fifteenth birthday with cultural roots in Latin America but celebrated throughout the Americas.

7. According to the 2010 U.S. Census, there are a total of 50,477,594 Hispanics in the country, constituting 16.3% of national population.

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Comparing Student Reading Choice and Preferences with Adult Reading Practices

Marc Shoemaker
Marshall University

Ron Childress
Marshall University

Introduction/Problem Statement

As the national focus on standardized testing changes the focus of how reading is taught (Davis & Wilson, 2015), the percentage of students who report that they read for pleasure has decreased (OECD, 2011). This possibly compounds an issue that has existed for some time: students tend to view assigned classroom reading as a chore (Dickerson, 2015). While this problem has been identified, efforts to find solutions have typically not considered whether these solutions have remained effective after students leave the classroom. This study examined both school and adult reading practices and enjoyment, with a particular focus on reading choice.

Purpose

Previously conducted studies have investigated how choice, along with assignments that include less structured evaluations, have affected students' reading practices (Morgan & Wagner, 2013). They have also dealt with how students' reading choices affect their concept of identity (Dollinger, 2016). Other studies have focused on whether reading preferred books affects reading comprehension (Guthrie & Klauda, 2014). Some researchers have focused on the idea of bringing graphic novels into the classroom to encourage student reading (Bucher & Manning, 2004). While these studies have found that reading choice affects student enjoyment of reading, they have not typically linked these types of assignments to later practice. This study examined whether such a link exists, by investigaging a person's school and adult reading practice, seeking to find similarities and differences. This will also look at preferred genres and school reading choice, in an attempt to discover whether there is a link between these and adult reading.

Research Questions

This study focused on four questions: 1. What are adult perceptions regarding their early reading instruction/experiences? 2. Are there any differences in the early reading instruction/experiences of adults based on selected demographic variables? 3. How can adult reading behaviors, choices, and reading frequency be described based on respondents' self-reports? 4. Are there any differences in self-reported adult reading choices and frequency based on selected demographic variables?

Operational Definitions

For the purposes of this study, "reading choice" was defined as any choice the student is given as to what to read as part of an instructional assignment, whether the choice is open or is from a limited number of books. "Reading for pleasure" was defined as any reading that is not part of a school assignment and may include any type of media, either print or electronic.

Assumptions

While this topic could be approached using either a quantitative or qualitative method, each would present a different slant on the study's findings. A quantitative study would provide information such as raw numbers regarding reading frequency or rating of reading enjoyment, while a qualitative approach would provide individual feedback that would give a particular insight into motivations and emotions. While a later study may focus on these motivations, first a determination must be made whether a link exists.

Significance of the Study

Our educational system has long held that there is value in teaching literature (Connell, 2012). Working with the assumption that this value goes beyond receiving a certain score on standardized tests and involves the actual components of learning this subject, both an appreciation of literature itself (Giouroukakis, 2014) and encouraging students to become life-long readers (Galliton, 2014), then it would seem beneficial to discover whether the methods we employ actually lead to these benefits. We cannot discover whether this is so by only studying classroom practices; in order to judge the effectiveness of our efforts, we need to discover whether our students are carrying what they learn into adulthood. This study will examine a group of adults and attempt to discover what reading practices they now possess and whether these can be linked to classroom practices. In doing so, we hope to gain insight into the practical value of these classroom practices.

Literature Review

The literature review begins with a brief rephrasing of the circumstances leading to this problem, particularly as they relate to the benefits of student involvement with literature and the policies that contribute to the current goals of this teaching. This proposal will then consider the rationale for practices that involve student choice, including efforts to direct this choice. Next, the literature examining particular types of literature included in this choice, including recent research that has been conducted involving the place of graphic novels in the curriculum will be presented. Finally, methods that have been studied for implementing classroom choice will be considered. The literature review will close by considering what the next logical step in this research should be.

In a culture in which school effectiveness is largely gauged by student performance on standardized tests, studies have shown that reading engagement improves this performance in multiple subject areas (Mucherah & Yoder, 2008). Yet studies have suggested that this same system of testing has at times stood in the way of student reading engagement (Enriquez, 2013). Some have suggested that the standards associated with testing encourage a shallow engagement with the text (Giouroukakis, 2014).

Research has found that an effective way to counter this problem is to offer students a certain amount of choice when it comes to classroom reading material (Little, McCoach, & Reis, 2014). Ruth Clark Cox suggests that children should be given the opportunity to choose their own reading material as a way to grow their reading enjoyment (2011). Katie Dickerson recently conducted a study that found that a program including reading choice resulted in students having more positive attitudes toward silent reading (2015).

The Accelerated Reader program, in which students choose from a selection of books to read, has positively affected not only reading enjoyment, but has also increased reading outside the classroom (Clark, 2014). Another study has found that this program can lead to students choosing to read more difficult books (Topping, 2015). Morgan and Wagner conducted a study in which students were both given wide choice of reading material and were evaluated by informal discussions rather than testing, and they found that this improved students attitudes toward reading (2013).

Students who have traditionally not been enthusiastic readers have been found to benefit from reading choice. One study conducted in an urban setting suggested that boys are not naturally less enthusiastic readers, but rather they have often not been provided with reading choices that meet their interests (Fisher & Frey, 2012). Another study found that relevant reading material helps urban youth negotiate their own identities (Francois, 2013). Similarly, in a new study, Stephen Dollinger examines the idea that students' reading choices are bound together with their identities (2016).

Some concern has been shown as to whether students are equipped to make appropriate reading choices. Jan Denzin examined problems associated with bringing questionable reading content into classroom discussion (2013). Margaret Mackey has suggested methods that can be used to help students make appropriate reading choices (2014). Programs that have been develop to help students make reading choices include "The Battle of the Books" (Dix, 2010).

Discussion of reading choice sometimes begins with children's and young adult literature. Seth Lerer believes that these types of literature possess a depth we have often overlooked (204-2015). Other writers have suggested that middle school students' magazine reading habits can offer a clue to their reading choices (Gabriel, Allington, and Billen, 2012).

Perhaps one of the more studied aspects of choice in recent years has been the effects of bringing comic books and graphic novels into the curriculum. An early article considering this traced the history of comic books in America and, while recognizing that they were finding a place in the classroom, considered them something less than traditional books (Dorrell, Curtis, & Rampel, 1995). More recent studies have taken a more enthusiastic approach. Jonathan Seyfried signaled his evaluation of this medium by titling his article "Graphic Novels as Educational Heavyweights" (2008). An earlier study promoted the use of comics with the caveat that their appropriateness be carefully considered (Bucher & Manning, 2004). More recently, Robin Moeller has claimed that using graphic novels in the classroom is important in that the sequential presentation of pictures and text prepares students for future real-life reading demands (2013). Sheri Sabeti studied an extra-curricular comic book reading club and considered the implications for reading instruction (2013).

As stated earlier, the majority of the research and writing involving reading choice has focused on the effects these practices have on students in their immediate settings. A gap seems to exist in the research in that little effort seems to have been made to understand how these efforts effect student reading habits once they leave school.

Methods

The survey was created and posted on Qualtrics at 9:00 P.M. on October 5, 2016, and made available for two weeks. This link was posted on Facebook, on Redszone.com, a Cincinnati Reds discussion board, and on Twitter, with instructions encouraging participants to share the link with others. In the two-week period, 124 respondents took this poll and their answers were recorded. This was judged to be a sufficient number for the purposes of this study.

Results

In total, 124 participants responded to the poll. Of these respondents, 65 (57.5%) were female, while 48 (42.5%) were male. The largest demographic group by age consisted of those who were 51 years of age or older, represented by 42 respondents

(34.2%). The majority of participants (56.3%) were 41 years of age or older. As to education level, 58.3% of respondents (66 total) held a bachelor's degree or higher, while 12.8% (16) had no formal education beyond high school. (See Table 1)

Research Question One: "What are adult perceptions regarding their early reading instruction/experiences?" Respondents reported a higher enjoyment level of reading in elementary school (3.22 on a four-point scale) than middle school/junior high (2.93) or high school (2.79). Similar results were report//ed concerning how much school reading made the participants want to read in each level (2.88 for elementary school, 2.53 for middle school/junior high, and 2.52 for high school) and frequency of reading choice (2.36 for elementary, 2.29 for middle/junior high, and 2.03 for high school). Most participants reported that they had been given reading choice rarely or occasionally in all three categories. (See Table 2)

Research Question Two: "Are there any differences in the early reading instruction/experiences of adults based on selected demographic variables?" No significant differences were found in adult perceptions of reading experience and instruction based on sex or age. Statistically significant differences were found, however, were found in the areas of in-school reading enjoyment in middle school/junior high school, how much elementary school experience made respondents want to read outside of school, and the frequency of elementary school reading choice. In all three instances, the higher the level of adult education, the higher the respondents' M score.

Research Question Three: "How can adult reading behaviors, choices, and reading frequency be described based on respondents' self-reports?" The highest percentage of respondents, (77.4%), reported having read websites in the past six months. This was followed closely by those who reported having read print books in the same time period (75.8%), those who had read magazines (66.1%) and those who had read newspapers in the past six months (64.5%). The smallest percentages of respondents reported having read graphic novels/comics (23.4%), textbooks (22.6%), and audio books (22.6%) in the given time period. (See Tables 3 and 4)

Research Question Four: "Are there any differences in self-reported adult reading choices and frequency based on selected demographic variables?" Looking at the age demographic, the largest percentage (49.2%) of adults who reported reading newspapers in the past six months was 51+ years old, as was the largest percentage of adults who reported reading mystery and romance books. In regard to education levels, the largest percentage (38.2%) of adults who reported reading realistic fiction had the highest education levels (master's/doctorate). (See Tables 5 and 6)

In other findings of note, 62.1% of respondents said that they enjoy reading as an adult very much and 26.9% enjoy reading some (88% total). In addition, 36.2% said they are mostly satisfied with the amount of reading they do and and 25.9% are completely satisfied (62.1% total), while 36.2% said they read 5 or fewer books in the past year and 31.0% read 6-20 (67.2%). In addition, 41.7% said that between 75 - 100% of the reading they do is for pleasure.

Discussion

Limitations of the study included the self-selecting nature of the snowball sampling, as not only were the initial respondents more likely to take the survey if they had a particular interest in reading, they could also be more likely to forward the survey to others who had similar interests. Also, the education levels of the sample were higher

than exxpected, with 58.4% of respondents reporting having earned at least a bachelor's degree compared to 32.5% of the general population (Ryan & Bauman, 2016). This discrepancy may be due in part to the inclusion of Redszone.com, or it may be due to the likelihood of a greater number of readers choosing to participate in the survey. Also, the largest (34.2%) age demographic was the oldest (51+). This could pose a particular difficulty when asking respondents to recall specifics of school-age reading.

It may be beneficial to conduct future research with a more demographically representative sample. Also, qualitative research may add insight concerning the reasons for these results, particularly exploring connections between school and adult reading and the nature of the traditions.

In an effort to overcome the limitation of memory, research involving current students could prove beneficial. Student-based research could explore student attitudes and experiences across a range of ages and grade-levels and give a more accurate picture of the continuum. Such research could also more accurately provide an idea of the possible benefits of different teaching methods, such as providing reading choic

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1: Characteristics of the Sample

Age	N	%
<30	17	15.0
31-40	29	25.7
41-50	25	22.1
51+	42	34.2
Gender		
Male	48	42.5
Female	65	57.5
Education Level		
High School	16	12.8
Some College/ Assoc. Degree	31	27.4
Bachelor's Degree	36	31.9
Master's/Doctoral Degree	30	26.5

N = 124

Table 2: Adult Perception of Early Reading Experience and Instruction

Factor	M	SD	t-value
1. Enjoyed elementary in-school reading.	3.22	.94	8.34*
2. Enjoyed middle school/junior high in-school reading.	2.93	.94	4.99*
3. Enjoyed high school in-school reading.	2.79	1.04	3.11*
4. Elementary school experience and outside reading	2.88	1.01	4.14*
5. Middle school/junior high experience and outside reading	2.53	.98	.28
6. High school experience and outside reading	2.52	1.13	.20
Scale: 1 = Very Little, 2 = Not Much, 3 = Some, 4 = Very Much			
7. Frequency of reading choice in elementary school	2.36	1.16	-1.32
8. Frequency of reading choice in middle school/junior high	2.19	.98	-3.35*
9. Frequency of reading choice in high school	2.03	1.04	-4.99*
Scale: 1 = Rarely, 2 = Occasionally, 3 = Frequently, 4 = Regularly			

N = 24 *P < .05 CM = 2.5

Table 3: Comparison of Adult and Student Reading Preferences

Categories	Enjoyed as Student		Enjoyed as Adult	
	n	%	n	%
1. Picture books	84	67.7	17	13.4
2. Young Adult Books	84	67.7	25	20.2
3. Graphic Novels/Comics	36	29.0	28	22.6
4. Mysteries	52	41.9	52	41.9
5. Science Fiction/Fantasy/ Horror	50	40.3	47	37.9
6. Romance	25	20.2	34	27.4
7. Realistic Fiction	45	36.3	55	44.4
8. Classic Literature	47	37.9	41	33.1
9. History/Biography	57	46.0	68	54.8
10. Educational/Self-Improvement	26	21.0	56	45.2
11. Religious	23	18.5	56	45.2
12. Humor	59	47.6	56	45.2

N = 124

Table 4: Adult Self-Report of Types of Books Read in the Past Six Months

Book Type	**n**	**% Read**
Regular (print) Books	94	75.8
E-Books	66	53.2
Magazines	82	66.1
Graphic Novels/Comics	29	23.4
Textbooks	28	22.6
Audio Books	23	18.5
Websites	66	77.4
Newspapers	80	64.5

N = 124

Table 5: Self-Reported Adult Types of Books Read Compared by Sex

Book Type	**n**		**% Read**	
	Males	**Females**	**Males**	**Females**
1. Regular Print Books	38	55	41.8	58.2
2. E-Books	25	39	39.1	68.9
3. Magazines	35	44	44.3	55.7
4. Graphic Novels/Comics	16	11	59.3	40.7*
5. Textbooks	6	21	22.2	32.3*
6. Audio Books	12	10	54.5	45.5
7. Websites	41	54	43.2	56.8
8. Newspapers	35	42	45.5	54.5

N = 124

Table 6: Comparison by Sex of Book Categories Read by Adults for Enjoyment

Book Type	Males		Females	
	n	%	n	%
1. Picture Books	5	29.4	12	70.6
2. Young Adult Books	8	32.0	17	68.0
3. Graphic Novels/Comics	21	75.0	7	25.0*
4. Mystery	21	41.2	30	58.8
5. Science Fiction	26	55.3	21	44.7*
6. Romance	1	2.9	33	97.1*
7. Realistic Fiction	25	45.5	30	54.5
8. Classic Literature	19	46.3	22	53.7

N = 124 *Chi Square $p < .05$

Chinook Salmon Bycatch in Pacific Whiting Fisheries

HANNAH SIKORSKI

What is Bycatch?

Bycatch occurs when vessels catch non-target fish and ocean wildlife that cannot be sold or kept, and are then discarded, dead or dying, for economic or regulation purposes.

- **Economic**: Fish are discarded because of size, sex, quality, etc.
- **Regulation**: Fishermen must discard the fish and/or ocean wildlife for reasons, such as, conservation regulations.

Background

Season: May 15th → December 31st

Method: Mid-water trawl gear.

Data Collection: Real-time monitoring to track location and catch amounts.

Vessel Types: Catcher/processor + Mothership

- Catcher/processors are large vessels that both harvest and process catch.
- Mothership process the catch received from catcher vessels.

Mitigation: To avoid high bycatch amounts, vessels can have area restrictions and a salmon bycatch cap.

Problem: Too few policies address future complications on Chinook salmon stocks with consideration to fishermen.

Chinook Salmon in Pacific Whiting Fisheries

Description: Chinook bycatch rates in Pacific whiting sector vary between years, months, and by geographical area and depth.

Time: September → December 95% of total caught population.

Volume: Chinook bycatch averaged 6,727 fish per year in the combined Pacific whiting fisheries.

Location: 81% of Chinook were taken between Cape Falcon and Cape Blanco.

Depth: 82% of the Chinook were caught in waters deeper than 150 fm (Fathom).

Mission Statement

To mitigate bycatch of Chinook salmon in Pacific whiting fisheries, while achieving optimum yield for Pacific whiting fishermen.

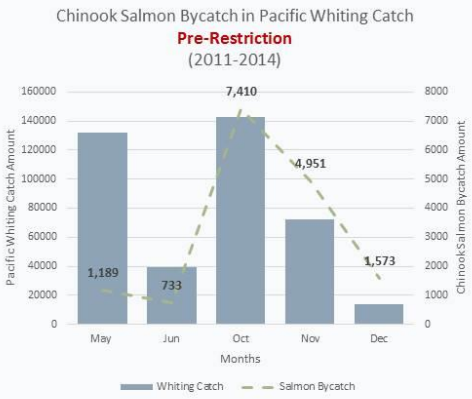
Depth/Time Management

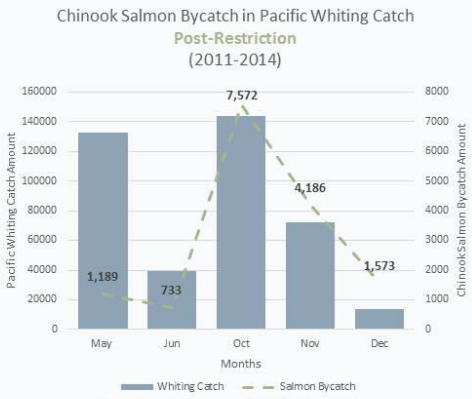
Goal: Bolster Pacific Whiting fishermen profits while preserving Chinook salmon stocks.

Action 1: Limit Whiting Fishing based on the following parameters:

- **Limit fishing depth between 101-150 (fm) during the month of November.**
- **Increase bycatch percent allowed for the month of October.**

Expected Results: Action 1





Target catch increase: 600+ Pacific whiting
Non-target catch decrease: 760+ Chinook salmon

Conclusion

My Proposal: In warmer years when Pacific whiting fish are more dispersed, limit the depth of fishing above 150 fm in the month of November, in the southern sector between Cape Falcon and Cape Blanco. To avoid salmon, but still benefit the fishermen, increase cap of Chinook bycatch in October.

Perspectives of Critical Thinking within the College Classroom

Rebecca Thavis
Robert McClure

St. Olaf College

Introduction

The purpose of this study was to examine the perspectives of second through fourth year college students regarding the knowledge practices they experienced during coursework at St. Olaf College, that were intended to improve their ability to think critically. According to Ennis (2015) “Critical thinking is reasonable reflective thinking focused on deciding what to believe or do.” We choose this definition of critical thinking for our study, as it places emphasis not only on hierarchy of thinking levels (Bloom, 1956), but also on the decision to engage in the process of thinking critically.

Knowledge practices associated with critical thinking are generally defined as the tasks and assessments assigned by faculty who are intending to facilitate critical thinking for their students (Szenes, et. al., 2015). Tasks are described as what assignments students do that are aimed at eliciting critical thinking (papers, projects, presentations, discussions, etc.). Assessments are defined as what instructors use to determine and assign value to a students’ evidence of critical thinking. Some examples of assessments include writing prompts, or examination questions that elicit critical thinking, and grading criteria/rubrics for tasks that attach value and direction for students to demonstrate their ability to think critically.

St. Olaf College has been actively engaged in institution-wide assessment activities connected with student learning for over ten years. These efforts included involvement in the Collegiate Learning Assessment (The CLA, 2013), National Survey of Student Engagement (NSSE, Research Practices Survey (RPS), and other related activities associated with the college’s assessment subcommittee of the curriculum committee. Student scores in the areas associated with critical thinking show that St. Olaf students score very well (top third percentile) when compared to other CLA institutions, and that these scores have improved as students progress from first year to graduation (The CLA, 2013). While these scores compare very favorably with other CLA institutions, they provide little insight into what might be contributing to these results. Information from students regarding their college experiences related to critical thinking could provide valuable insight into why their collective scores in this area have been so high, and what might be done to improve the situation.

Collaborative Undergraduate Research and Inquiry (CURI) funds were secured for this project enabling an undergraduate student to be funded for the summer of 2016 to conduct this project. This study was one of 88 CURI projects funded for the summer of 2016 at St. Olaf College. A student was selected for this CURI project after a vetting and interview process involving 17 applicants. Once selected, we began the process of developing a mutual understanding of the proposed project, and finalizing the research design and individual responsibilities. Extra steps, as described in the research design, were added to the study to enhance the learning experience in accordance with the expectations of the CURI program (CURI, 2017).

Research Questions and Design

The research questions for this study are:

1. What perceptions do 2nd-4th year students have regarding course related tasks they have been assigned requiring critical thinking skills?
2. What perceptions do 2nd -4th year students have regarding assessments associated with these course-related tasks?

A qualitative, case study approach was chosen as the design for data collection and analysis. Because the task of determining student perceptions on the topic requires deep exploration focused on determining the meaning that participants have regarding knowledge practices associated with critical thinking, a qualitative case study was appropriate (Creswell, 2011). Using one on one, semi-structured interviews provides researchers with control over the questioning. The semi-structure of the interviews also provided the flexibility to use follow-up questions during the interview process to elicit deeper responses from participants that could contribute to different ways of interpreting and understanding the phenomenon under study (Hatch, 2008).

The conceptual framework for the study is based upon constructivism. Constructivism is established upon the premise that an individual's understanding of a phenomenon is dependent upon their experiences and perceptions (Brooks, J. & Brooks, 1999; M., Piaget, 1985; Dewey, J., 1916). Because of this individuality, perceptions are subjective. Students engaging in knowledge practices associated with critical thinking will experience these practices differently. An examination of individual's different perceptions of knowledge practices could provide interesting insight into the impact of these practices on their ability to think critically, as participants share their views through the interview process.

An email alias of all 93, 2nd-4th year St. Olaf College students who were attending the 2016 summer school sessions was provided by the college's Institutional Research and Effectiveness office. These students were sent an invitation (Appendix A) to participate in the study. Twenty-two students agreed to participate in the interviews and a follow-up session to provide participants an opportunity to review their printed interview transcript for purposes related to clarifying points they intended to make, or to make additions. The time between the initial interview and the follow-up session provided participants an opportunity to further reflect on knowledge practices they may have experienced, and to supplement their initial responses during the follow-up session. Participants were provided modest remuneration for their involvement in this process (Appendix A).

The interview questions were developed and vetted through practice interviews with four St. Olaf students. Results of the vetting process were discussed and the semi structured interview questions were modified (Appendix B). We audiotaped all the interviews. A Livescribe recording pen was utilized to take anecdotal notes during the interview to supplement the recorded data without interrupting the process. The transcripts were later transcribed for analysis purposes.

Findings

The research findings from this study were based upon an analysis of student interviews regarding critical thinking tasks and assessments within their St. Olaf College classroom coursework. After following the methodology previously described, the analysis of the responses from interviews indicated three themes associated with each question.

Themes associated with research question one

Three themes emerged related to research question one, "What perceptions do 2nd-4th year students have regarding course related tasks they have been assigned requiring critical thinking skills?" that focused on course tasks.

Theme 1.1. Inconsistent intentionality.

The first theme associated with question one was the interviewees' perception of varying degrees of educators' intentionality with regards to teaching and learning critical thinking skills. Students mentioned and repeated several phrases such as, "it unintentionally happened," and "it was inherent" when contemplating educators' critical thinking guidance. One student reflected that, "a lot of the stuff that they want from students is unguided. It's a lot of like, 'what are you thinking about this?' It's a lot of, on your own, a thought process, and they often ask about a way in which you came to your conclusions." Many students interviewed had similar answers, resulting in an emerging theme in the data analysis of confusion regarding educators' intentionality.

Analysis of other responses supports the pattern that seems to indicate evaluator's use of Socratic intention to enhance critical thinking. Socratic method is defined as "the oldest, and still the most powerful, teaching tactic for fostering critical thinking [is Socratic teaching] (Noddings, 2012). "In Socratic teaching we [educators] focus on giving students questions, not answers. We model an inquiring, probing mind by continually probing into the subject with questions" (Paul and Elder, 2010). However, there are many supports necessary to make sure Socratic method is best utilized[i]. The interviews reveal there is a lack of focus, summarization, and intention that is required for proper development and implementation of critical thinking skills with the use of Socratic method.

Theme 1.2. Positive impact of making personal connections to coursework.

The second theme the interviews revealed was how the personal application of a subject resulted in a deeper level of understanding and application. A student reflected that the integration of personal interest with a high level of synthesis was a good test of their ability to think critically:

> We were given [a prompt for a research paper but], it was very open ended. We can relate anything, we can relate anything together, it just had to be something and food. For that, because I'm interested in dentistry, I picked oral health and food. That was kind of an example, that pushed, that was a test to my critical thinking skill, because I had to first find similarities between food and oral health and how they're connected, and

> then I had to research how, I had to look into research of what other previously had looked at. I had to combine all that, and synthesize it, synthesize a thesis and write out a coherent paper that followed, that had a nice flow into a conclusion. I think that was a good practice and test to my skills.

This second theme illuminates how students' tendency to comprehend and develop an intrinsic academic ambition coincides with the application of the subject. Another student felt classroom work was best assessed when students could take work home and continue to add to, and evolve their opinions. Time to develop further comprehension made the most impact in their comprehension because, according to this student, "the point of that [critical thinking assignments] is to synthesize in a way that you understand it best." This supports the second theme that more time for personal application produces better understanding and application of critical thinking by students.

Theme 1.3. Inadequate prompts/guidance during critical thinking process.

The third and final theme was that assessment prompts were the most guiding factor that initiated students' critical thinking. This theme identified that students felt their critical thinking was still being evaluated effectively, even though they seemed confused with their educators' intent with regard to assigned tasks. A majority of students indicated a positive experience with critical thinking as it occurred within their coursework. General sentiment was that they felt the guidance was "inherent" within the prompts of specific assignments. One student explained,

> I think for sure, papers that have you address a prompt that seems just, like, massive. Like, one of my final prompts during my St. Olaf education was "define what it means to be human," and I was like "okay...That's pretty vague. How are you going to support that and tie together the different readings we've done all semester and you've put your own ideas into it?" I would say in an exam level, profs that really want to get into critical thinking, they have three base questions and a lot of essay prompts and like "explain exactly how this process occurs and relate that to another system." Like, compare and contrast. I'll see a lot of like…that's when I feel that critical thinking is being evaluated.

The pattern of answers displayed students' perception of a lack of guidance in the critical thinking process but, when given, the individual prompts provided by some professors instigated the critical thinking process the students felt they needed to more effectively execute the process. This seems to support this theme, and while collective critical thinking scores are high (CLA), students who might struggle with their critical thinking could benefit with more explicit guidance and/or prompts.

Themes associated with research question two.

The interviews also revealed themes regarding critical thinking and classroom assessments. Students indicated that the assessments used to evaluate critical thinking had limitations that negatively impacted their abilities to demonstrate this skill during an assessment. This highlighted students' lack of confidence in the assessments used to actually assess their critical thinking abilities. Students indicated that assessments seemed to overvalue facts as compared to students' perspectives even though their perceived instructor's intent may have been to assess critical thinking. This could be a function of the limited time provided for examinations during classes or final examinations. Students also perceived less evidence of assessments emphasizing critical thinking in first year courses, where class sizes were larger and content more survey oriented. The second research question, "What perceptions do 2nd -4th year students have regarding assessments associated with these course-related tasks?" generated three themes.

Theme 2.1: Assessments show less emphasis on critical thinking than tasks.

The first theme regarding critical thinking assessments was that the assessments have a much lower percentage of critical thinking emphasis than tasks. Students felt this was due to limitations of time, uncertainty in what the professor was asking, and an emphasis on rote memorization. A student stated,

> What you learn in an entire semester can't be really assessed super accurately in an hour or two-hour exam. So sometimes you have like a lot of knowledge but the professor puts on a part that you're not concrete on, and then you're like 'Oh shoot…I feel like I have a larger general knowledge of genetics, but this one question, not as much.' And then you feel like maybe that's not showing an accurate representation of your critical thinking knowledge because it's this one fraction of everything you know.

These quotes reveal the students skepticism they have regarding their ability to communicate their full extent of knowledge on assessments with vague directions, time limitations and rote memorization.

Theme 2.2. The medium for the assessments.

The second theme was that students found the medium in which the test was given determined their ability to think critically. This relates to how students approach and regard the examinations that are designed to assess them, whether it be a multiple choice, essay, or short answer. A student reflected,

> I think anytime you get into a multiple choice setting, then you're instantly, it's about rote memorization rather than your practical application. I really, really prefer essays, or for people who maybe struggle with dysgraphia or timed settings, oral presentation, or prep something ahead of time to show what you've learned, but I think that's something that gets at concepts in a much deeper sense than just "can you remember those terms?"

Another student reflected that, “I think a lot of testing in general, you either know something or you don’t know something, and obviously if you don’t know something, you can’t apply it critically. I think a lot of times, exams will ask you for a straight answer, rather than trying to think critically about something.” A straight answer is referring to a circle type exam, like a multiple choice that is submitted and graded through a machine. Without the room to argue, explain or defend, students could simply rely on guessing when faced with uncertainty. Many students felt that “Some multiple choice tests are more of ‘what do you remember?’ instead of engaging in critical thinking.” These quotes display how students are somewhat discontented with the medium that evaluates their learning in a class assessment and their ability to think critically.

Theme 2.3. Emphasis on rote memorization assessments.

The third theme associated with critical thinking assessments is that and emphasis on rote memorization in some courses diminished student’s opportunity to think critically. Some students mentioned that many lower level courses (classes oriented toward freshman or sophomores) were based on rote memorization. One student felt that evaluations determining their progress did not adequately calculate the full extent of their learning. One student relayed, “For those classes, it’s not really critical thinking its, ‘can you memorize this, can you tell me that this is?’… It’s either just basically how much you can regurgitate on the test, or assessment.” This student reflected how tests ask for more information than calculation and personal interpretation. “Since critical thinking helps to develop memory, and these classes are meant to be the base of a major or concentration, it stands to reason there should be ample amounts of critical thinking to assist students in comprehension and integration.” It seems students feel that the assessments associated with these classes are not created to value critical thinking.

One student stated, “I took a full year of chemistry and I didn’t really feel that much push, it was much more rote memorization.” An analysis of the interviews revealed an emphasis on the use objective assessment particularly lower level courses. Though many of these courses appeared to express a focus on critical thinking, the assessments created to measure student learning in those courses appear to emphasize lower levels of cognitive learning (Bloom, 1956).

Reflection and Discussion

Proper critical thinking assists in building intellectual self-improvement, a better ability to work with others and to be able to stay calm and rational under stress (Paul & Elder, 2014). Improving critical thinking skills are important far beyond use in the classroom, and are essential as humans attempt to positively contribute to a constantly evolving world. Applications of these skills, effectively learned in the classroom, to real-world issues is essential to our quality of life and our survival as a human race (Paul & Elder, 2014; Freire, 2007; Dewey, 1916).

Six themes emerged that has provided some insight into effectively improving critical thinking skills within classrooms at St. Olaf College. In general,

students' ability to think critically in the classroom can be enhanced with more intentionality and support in the tasks they're being assigned. Results of the interviews suggested that while many students enter St. Olaf with good critical thinking skills, many do not. To improve these skills for all students we must be help them understand what critical thinking is, and how they need to apply that skill to the tasks we assign. We must also be more creative with ways to assess critical thinking within the time constraints that exist (like final examination schedules). Better intentionality and alignment of tasks and assessments to enhance student abilities to think critically appears to be essential.

But we also need to carefully examine and modify structural issues (final exam schedules, use of technology, blended learning, etc.) that can improve the alignment between associated tasks and assessments associated with enhancing students' critical thinking skills. Instructors that purport to emphasize critical thinking in their course(s) should be more intentional about what they want from students in the tasks they assign, and evaluate associated critical thinking skills with assessments that allow students to demonstrate those skills in appropriate ways. Faculty and administration should examine structural impediments to students' critical thinking development and endorse changes to our structure that could further improve student performance in this area (Cuban, 2013). We believe further research on structural constraints, the medium of assessments used, and the educators' instructional guidance call for further research.

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Appendix A

Written recruitment invitation to be emailed to the randomly selected, potential participants for this study.

Dear_____.

If you agree to participate in the following study you will receive a $15 Cage gift card.

You have been randomly selected through a process administrated by IRE (Institutional Research and Effectiveness) to participate in a CURI summer research project.

The purpose of this project is to examine the perspectives of rising 3rd and 4th year college students regarding the knowledge practices they have experienced in their coursework that were intended to improve their ability to think critically. This qualitative, case study approach includes two research questions, focusing on St. Olaf students' perceptions of knowledge practices they have been exposed to through their coursework designed to improve and assess their critical thinking skills. It is hoped that the results of this study will provide insight into the condition of knowledge practices at St. Olaf designed to elicit students' critical thinking skills.

If you choose to participate in this study, you will be asked to answer several questions regarding knowledge practices you have been exposed to during your coursework at St. Olaf College that were designed to enhance their critical thinking skills. These questions will be asked in a one-on-one interview. Participants will be asked to engage in a brief follow-up, one-on-one meeting to review their recorded interview transcript for accuracy.

The initial one-on-one interview is estimated to take no longer than 40 minutes. The follow-up, member-checking review is estimated to take no longer than 15 minutes, and will provide participants to check a transcript of their interview responses for accuracy and depth. Total time should not exceed 60 minutes.
Your information will be provided anonymously.

Again, if you agree to participate in the one-on-one interviews and follow-up member checking will receive a $15 Cage gift card.

If you are interested in participating in this study please reply to this email (Rebecca Thavis; thavis@stolaf.edu).

Sincerely yours,

Robert McClure & Rebecca Thavis

Appendix B
CURI 2016 Interview Questions

Before we begin, I [we] would love to share the intent of this project. Feel free to stop me [us] at any point if you have questions. The purpose of this project is to examine the perspectives of college students regarding the knowledge practices they have experienced in their coursework. Specifically, coursework that was intended to improve a student's ability to think critically.

Critical thinking (CT) is defined as the objective analysis and evaluation of an issue in order to form a judgment. It is commonly referred to as a higher order of thinking, in correlation with upper levels of Bloom's taxonomy of educational objectives. Bloom's taxonomy is a tool to assist educators in how to guide students so they go from skills like observing to more in-depth processes. This means, for critical thinking, students are asked to analyze, synthesize, evaluate, and judge.

Knowledge practices are generally defined as the tasks and assessments assigned by faculty who are intending to facilitate critical thinking for their students. Tasks can be described, for example, as what students do for assignments that are aimed at eliciting critical thinking (papers, projects, presentations, discussions, etc.). Assessments can be described as what instructors use to determine and assign value to a student's evidence of critical thinking (Szenes, et. al., 2015). Some examples of assessments include, but are not limited to, writing prompts or examination questions that elicit critical thinking, grading criteria/rubrics for tasks that attach value to demonstrating the ability to think critically, judging the quality of a performance or argument, developing and defending a position on issues, etc. Do you have any questions?

Interview questions

Opening:

1. Let's begin with your education experience at Olaf.
   a. What is your major and what year are you?
   b. Have you taken any gap years?
   c. Have you given any thought to post graduation, and if so, what are your plans?

Classroom task knowledge practices:

2. In your opinion, with coursework you have experienced at Saint Olaf, estimate what percentage has emphasized critical thinking (thinking that asks you to evaluate, judge or analyze)?
3. In your opinion, do you think the critical thinking coursework at Saint Olaf is satisfactory, or should be emphasize more or less? Why?
4. With the most amount of detail you can, describe coursework that comes to mind that enhanced your ability to think critically.

5. Regarding the tasks you just mentioned, how did the educators connect the assignment to critical thinking? For example, did the teacher communicate the intention of critical thinking, did they provide guidance, a rubric or verbal expectations?
6. How did the teachers focus on critical thinking, or lack of intentional focus, impact your critical thinking development?
7. As previously mentioned, knowledge practices that enhance students' critical thinking are not limited to assignments or tasks in a course. They also include assessments used by instructors to determine and assign value to a student's evidence of critical thinking, such as tests and final exams. Describe some of the assessments instructors have used in your coursework at St. Olaf designed to determine and assign value (grades) to your CT.
8. In your opinion, did these assessments accurately assess your ability to think critically? For example, do you feel you were permitted to display your full understanding when you are asked to display your critical thinking with tests (such as multiple choice)? Elaborate with specific examples.
9. In your opinion, were the assigned values of these assessments good indicators of your ability to think critically?
10. Do you have any final comments, concerns, or thoughts regarding knowledge practices in classrooms designed to enhance critical thinking that you have been exposed to at Saint Olaf?

Conclusion

Thank you so much for your time. As previously indicated, we will have a follow up with you just to make sure you feel the information we have collected properly reflects your opinion. Once this follow up is completed, then we have a thank you gift card for your participation. What times in the upcoming (days/weeks/etc.) work best for you?

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[i] A Socratic questioner should: **a)** keep the discussion focused **b)** keep the discussion intellectually responsible **c)** stimulate the discussion with probing questions **d)** periodically summarize what has and what has not been dealt with and/or resolved **e)** draw as many students as possible into the discussion.

Comparative Analysis of Publisher-Driven

Immersive Learning Technologies

Santos Torres, Jr.
California State University, Sacramento

Abstract

Immersive Learning Technologies (ILT) have been developed to work in tandem with course textbooks to complement student learning and classroom engagement. As more and more faculty consider the use of ILTs for their courses, this author researched the *Immersive Learning Technologies* (ILT) tools developed by four publishers to cultivate an understanding regarding the degree-of-fit with core social work courses in the Division of Social Work. Results from this study include: 1) identification of publisher developed educational tools for the classroom and their relationship to student retention and engagement; 2) comparative analysis of the four publisher produced ILTs; 3) assessing textbooks with associated ILTs; and, 4) recommendations to assist in the selection and adoption of these technologies.

Introduction

The purpose of this project was to research the *Immersive Learning Technologies* (ILT) tools developed by four publishers and develop an understanding regarding the degree-of-fit with core social work courses in the Division of Social Work. It seems that faculty (and those in social work are no exception) face having to find ways to do more in support of students albeit with fewer resources. It seems that faculty (and those in social work are no exception) face having to find ways to do more in support of students albeit with fewer resources. Many publishers have created technology that interfaces with many of their textbooks with the intent of increasing student mastery of course content and aiding faculty with the tasks of instruction, assessing, and grading student learning.

Technology based instructional tools are among the emerging mechanisms for assessing the level of student understanding prior to class meetings so that lectures can be modified and be most useful in the coverage of the course material, identify students who are at-risk relative to their mastery of content in a course, as well as to provide feedback for students so that they can chart ways to manage their learning and increase their understanding of the course content (Kunzman & Tweeddale, 2015; Marketing Works, Inc., 2013, McGraw-Hill, 2016; McGraw-Hill, 2015). Across the country, faculty continue to increase the number of web-enhanced, hybrid, and online courses they teach, which entails continued incorporation of technology in an effective manner. Therefore, there is a need for heightened understandings of the tools available with the various textbooks selected, in order to better reach instruction goals.

Review of the Results of the Fellowship Activities

The study of *Immersive Learning Technologies* (ILT) was conducted under a summer faculty fellowship granted by the College of Health and Human Services at California State University, Sacramento. The study examined ILTs developed and made available by four publishers, which were designed to be used with textbooks published and intended to increase student learning and success. Efforts to understand more about the millennial learner today indicate that students desire the use of more technology in the classroom. Research reports produced by publishers (including those who have social work offerings) suggest that students interact more with course material and grades improve when using this technology with textbooks (Marketing Works, 2016; McGraw Hill Education, 2016; Pearson, n.d.). It is argued that in order to

remain on the cutting edge of best instructional practices, faculty must utilize technologies that derive from a sound pedagogical foundation. Effectively utilizing these tools and instructional practices requires understanding the way in which they advance student success. Results from this study include: 1) identification of publisher developed educational tools for the classroom and their relationship to student retention and engagement; 2) comparative analysis of the four publisher produced ILTs; 3) assessing textbooks with associated ILTs; and, 4) recommendations to assist in the selection and adoption of these technologies.

A final comprehensive report was generated to serve as a guide to colleagues in the Division of Social Work, the College of Health and Human Services, and university at-large relative to four publishers' ILTs (one publisher reports they are no longer using and developing the one they started two years ago, SAGE Edge Select) and how their particular tool(s) relates to student retention and engagement. This report provides a brief comparative analysis of the four publisher produced ILTs and recommendations to assist colleagues in the selection and adoption of textbooks with ILTs.

Achievement of Proposed Goals/Objectives

The primary purpose of the project was to research and evaluate the immersive learning technologies (ILT) that exist to interface with textbooks relevant for core social work courses (undergraduate and graduate). Ultimately fifteen social work texts were identified which align with the six core social work curricular areas: practice, human behavior and the social environment, policy, research, diversity, and field. To obtain access and support, publisher representatives were contacted and agreed to participate in the study. In addition to identifying textbooks that could be used in these core social work curricular areas, ten distinct characteristics of the ILTs were examined. Student accessibility and in what ways the ILT related to Americans with Disabilities Act (ADA) compliance was identified (American with Disabilities Act website https://www.ada.gov/), cost of textbooks with ILTs, compatibility with *learning management systems* (LMS), ease of use, available support (to faculty and students), customization of the ILT, learning assessments provided, and embedded multimedia resources were among the characteristics compared across ILTs (see Table 1).

Project's Procedures and Approaches

The procedures and approaches of the research were adequate for this initial inquiry. A purposive sampling type of approach was used to delve into this new area of study with the intent to add to the understanding of ILTs and their use by several publishers in relationship to texts relevant to core social work courses. Limiting this study to four publishers was adequate for an initial exploration of immersive learning technologies relevant for core social work classes and for accomplishing this investigation during a three-month time frame.

The study provided ample information for an inquiry into the efficacy and effectiveness of the integration of such technologies with various course designs: face-to-face, web-enhanced, hybrid/blended, and online. However, a longer timeline would provide time to delve more deeply into each of these technologies, conduct some direct application comparisons in courses, as well as consider ILTs that are offered through other publishers. The exploration of ILTs in this study leads to the recommendation that

adoption of ILTs is a large enough issue that it requires support at the system level. Visioning and strategic planning at the university system level is needed to insure that pertinent information and resources are available at all levels of instruction. Researching and completing this project provided an opportunity to increase the author's knowledge of these technologies and develop greater understanding of the efficacy, efficiency, and utility when using ILTs relative to student engagement and success.

Comparative Analysis of Publisher Produced ILTs

Comparing the publishers' ILTs and generating recommendations that might assist colleagues in the selection for use in their courses served as the centerpiece of the study. Student accessibility and in what ways the ILT related to Americans with Disabilities Act (ADA) compliance was identified (American with Disabilities Act website https://www.ada.gov/). The forms and cost of textbooks with ILTs, compatibility with *learning management systems* (LMS), ease of use, available support (to faculty and students), customization of the ILT, learning assessments provided, and embedded multimedia resources were among the characteristics also compared across ILTs (see Table 1).

As stated earlier, a total of fifteen textbooks with associated ILTs, across key social work curricular areas were identified for comparison. In addition to identifying textbooks that could be used in these core social work curricular areas, ten distinct characteristics of the ILTs were examined (see Table 1). Each of these publishers demonstrated a commitment to address compliance with the Americans' with Disabilities Act (ADA). The publishers have websites dedicated to explaining ADA embedded tools for diverse learners and include who to contact at the publisher if other needs are identified that might be found lacking in the ILT. All the publishers' ILTs were found to have some measure of compatibility with various learning management systems (LMS). Some have integration with a more extensive number of LMS than others. Given the intended focus of this study not all LMS were included in the analysis. Rather the three that are used in Sacramento area universities/colleges are included in Table 1 (Blackboard, Canvas, and Desire2Learn). Time and support permitting, would allow for a deeper understanding of many of the specific ILT characteristics examined and some beyond the scope of the current project (e.g., user friendliness; customization; and addresses variation in learning styles). The identified criteria were developed based on past experience, colleagues' report on what they use when considering book adoptions, and information derived from literature over the years regarding book adoption and the use of technology in higher education. While all ten criteria may not be used when selecting a textbook with an associated ILT, these criteria provide a useful framework and standardization to the process.

Observations and Recommendations

We should not be drawn into the argument over whether or not technologically driven instructional resources or approaches are more or less advantageous for student learning. It is no longer a salient polemic just as whether the traditional face-to-face instructional modality is the only viable teaching approach. Technology enhanced instruction, whether through face-to-face, hybrid/blended, or complete online delivery

has and is occurring, therefore, there is no need to continue with such debates (Quality Matters, 2016).

As faculty consistently consider ways to use course material and activities to engage students and maximize their learning the criteria used to construct the comparison of these tools used by different publishers may prove helpful. In a report written by Kunzman and Tweeddale (2015) six practices were recommended after collecting feedback from faculty who adopted Pearson's ILT, REVEL. Pairing these suggestions with the criteria provided in this report can optimize faculty selection efforts:

1. Identify your [course] challenges and goals.
2. Plan your REVEL [or any ILT] implementation based on your challenges and goals.
3. Position students for success by holding them accountable for assigned REVEL reading and writing assignments [or whichever ILT and assignments are selected].
4. Build an assessment plan.
5. Get everyone – and keep everyone – on the same page.
6. Track learning gains and communicate results.

(Kunzman & Tweeddale, 2015p. 20)

Regardless of one's process, it is hoped that the information provided in this report assists colleagues in their textbook adoption process as they consider textbooks with ILTs. It is important to not limit one's self to just these criteria as the best choice will be one that fits an individual faculty member's teaching style, course objectives, and how they plan to utilize technology to support student engagement and success.

As educators continue to develop learning environments it is important to acknowledge that to effectively prepare students for "functioning effectively in society…people [need] to be able to use a variety of technologies to accomplish sophisticated tasks" (Collins & Halverson, 2009, p. 64). A broader dissemination of current literature on what may actually be an imagined dichotomy between online, hybrid/blended, and face-to-face instruction can assist educators as they empower student success through their teaching and course design efforts. Increasing our knowledge and understanding of immersive learning technology instructional tools and their impact on student engagement and success serves to maximize our ability to maintain high standards and student learning outcomes. Technology has always been a part of the educative experience. With this long history, we can now say there are low-tech and high-tech innovations that become incorporated into various aspects of society, education being but one of them. The dilemma becomes more about how best to incorporate the innovations into classrooms and curricula for what is referred to today as the lifelong learner (Collins & Halverson, 2009).

The intent is not to incorporate ILTs merely because they exist, but doing so, where it is demonstrated that faculty could benefit as they develop and deliver courses supportive of student engagement, positive outcomes, and success. The additional initial investment required in adopting ILTs is returned later in (i.e., general concept reinforcement, early at-risk student identification, and some mundane activities such as

grading quizzes and assignments) as use of an ILT in courses becomes standard and allows faculty to focus on the delivery of the content and adapting their lectures and activities to each unique group of students.

Concluding Remarks

Researching and completing this project offered an opportunity to increase the author's knowledge of these technologies and develop greater understanding of the efficacy, efficiency, and utility when using ILTs relative to student engagement and success. It also has afforded an avenue to share experiences and knowledge with current and future social work educators, as well as colleagues in other departments. Finally, this project created the opportunity for professional development, presentations, and publications. Work on the project beyond this study includes further exploration of some of the characteristics identified as important when comparing ILTs from the foundation developed in this initial study. In addition to the content in the report an Annotated Bibliography was developed of related literature to this study as well as of the ILTs themselves.

Table 1

Comparison of ILT Characteristics Across Publishers

Characteristic	Cengage Learning	McGraw-Hill Education	Pearson Education
Cost	$99 -- $200	$75 - $90 *	$65 - $80 *
ADA Compliance	X	X	X
LMS Compatibility	Yes with Blackboard and Canvas; D2L Integration is under development	Yes (very compatible with BB); Canvas and D2L	BB yes; other LMS integration is in process
User Friendliness	Once acquainted with the tool user friendliness increases. A lot of material is provided relative to capabilities of MindTap. The interface is not simple but is easy to navigate and self-explanatory.	Once acquainted with the tool user friendliness increases. A lot of material is provided relative to the capabilities of Connect. There is a bit of a learning curve but does not take a lot of time to learn and become accustomed to the tool.	Overall this tool is easy to use. There is a learning curve but once one knows a bit of the setup it is pretty intuitive.
Customization	Appears to have a great deal of customizability with being able to add one's own content (articles, notes, assignments) into the immersive learning tool.	Customization is available for the tool. Instructors can select what embedded components they want to use (i.e., quizzes, practice questions). Cannot add own videos and source material.	Customization is available within the tool and components of it. Instructors can add notes and comments to information in the content of the textbook as well as select what embedded components they want to use. Cannot add own videos and source material.

Characteristic	Cengage Learning	McGraw-Hill Education	Pearson Education
Experience Around Support for Adoption (extent to which the publisher provides access, desk copies, tutorials for understanding the ILT, and information as a faculty member considers adoption)	Basic access to textbook information and publisher materials online was provided. Requested information was not provided.	Both the textbook and technology representatives were helpful by giving access to Connect, eText access, desk copies, reports written from studies conducted by McGraw-Hill. Both were open to answering questions.	Both the text and media representatives were helpful and made themselves available for questions and tutorials.
Assessment of Learning	Instructors are able to look at analytics of student progress, time spent, confidence in the material etc.	Meta analysis reports for the instructor and for students. Provides information on what students understand and their confidence. For students provides questions to help build knowledge and confidence where it was low.	Meta analysis reports for the instructor and for students. Provides information on what students understand and their confidence. For students provides questions to help build knowledge and confidence where it was low.
Embedded Multimedia	Yes. Videos can also be embedded/linked into the material.	Some texts have embedded videos. All have text-to-speech features.	Yes. Audio and short videos are embedded in the textbook as well as didactic learning tools such as interactive maps.
Level of Technical Support	Email or phone 24hr 7 days/week	Phone 24hr 7days/week (except holidays, reduced hours)	Phone 24 hr. 7 days/week

Characteristic	Cengage Learning	McGraw-Hill Education	Pearson Education
Addresses Variation in Learning Style	Some of this will be dependent on the textbook itself. As a learning tool it does appear that there is a degree of sensitivity. This would need further exploration to make a definitive analysis on this point.	Some of this will be dependent on the textbook itself. As a learning tool it does appear that there is a degree of sensitivity. This would need further exploration to make a definitive analysis on this point.	Some of this will be dependent on the textbook itself. As a learning tool it does appear that there is a degree of sensitivity. This would need further exploration to make a definitive analysis on this point.

* Loose-leaf printed version at additional cost (generally $15 – 25) depending on the text.

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Evidence-Based Self-Assessment:

A Student-Centered Learning Tool

Santos Torres, Jr.
California State University, Sacramento

Debra L. Welkley
California State University, Sacramento

Abstract

Student engagement has been a topic of interest among educators for many decades. With the many changes that have occurred impacting learners in higher education, exploration of what faculty can implement to foster learner centered activities that promote academic success as well as student responsibility is relevant today. Reflection and self-assessment are described as important mechanisms for engaging "students in successful [individual as well as] collaborative group work" (Smith & Rabin, 2015, p. 1). To provide such a mechanism for student centered learning and responsibility, the authors offer a student self-evaluation tool referred to as Evidence-Based Self-Assessment (EBSA). EBSA is designed to encourage students to be actively engaged and accountable for their learning. The authors are conducting research to evaluate its utility. Smith and Rabin (2015) indicate in their research that giving specific planned opportunities for reflection about not just tasks but also the process "gave rise to a robust and rich collaborative learning environment" (p. 1). The paper reports on preliminary findings of the study.

Introduction

Encouraging student investment and responsibility continues to be a priority for educators in higher education. The authors of this paper developed a tool, Evidence-Based Self-Assessment (EBSA), to use within courses with the intention of supporting student success and engagement. After implementation of the EBSA in their own courses, unsolicited positive student comments were generated, which stimulated a desire to share its use with other faculty and students. Through its continued use analysis points are being identified to assess its empirical efficacy both quantitatively and qualitatively.

Related Literature

Current educational research points to learner centered opportunities in the educational environment as being very important when supporting success. A recent report by the National Survey of Student Engagement (2013) explores engagement indicators and high-impact practices. Within this report ten engagement indicators are highlighted: 1) higher-order learning; 2) reflective and integrative learning; 3) learning strategies; 4) quantitative reasoning; 5) collaborative learning; 6) discussion with diverse others; 7) student-faculty interaction; 8) effective teaching practices; 9) quality of interactions; and 10) supportive environment. Engagement indicator two, reflective and integrative learning, is described as requiring "students to personally connect with the course material…[and] is characteristic of students who engage in deep approaches to learning (Nelson Laird et al., 2006)" (NSSE, 2013, p. 10). Assisting students in this process and how they can assess their own investment in their learning provides a learner centered opportunity to advance student success.

Another important indicator for student engagement is a supportive learning environment (NSSE, 2013). Supportive learning environments cultivate "an openness and appreciation for new and unique ideas…and where the individual has time for

reflection…." (Papa, 2011, p. 112). Additionally, reflection and self-assessment are described as a supportive mechanism for engaging "students in successful collaborative group work" (Smith & Rabin, 2015, p. 1). Developing mechanisms of collaborative learning is another one of the NSSE's (2013) indicators that add to student engagement. Smith and Rabin (2015) indicate in their research that giving specific planned opportunities for reflection about not just tasks but also the process "gave rise to a robust and rich collaborative learning environment" (p. 1).

A recent trend in education is to embrace the concept of the lifelong learner. This concept is reflected in heutagogy, which is defined as "a form of self-determined learning…emphasis is placed on development of learner capacity and capability" (Blaschke, 2012, para. 1). The overall purpose of heutagogy is to cultivate well-prepared learners who can navigate future learning in the workplace, educational circles, and life. Adopting this perspective assists in seeing ways to support the student in the here and now but also in how to provide tools that assist their lifelong learning trajectory. Such an approach moves beyond acquiring knowledge in the educational experience, but highlights the ability to question and a holistic development of individual competencies (Hase & Kenyon, 2001). An important aspect of this is self-assessment. Mindfully engaging students in the assessment of their progress in a course can provide a new lens for the student that moves their learning from many external processes to an internal one as well. Peter Senge (2006), a renown leader regarding learning organizations, contends that "A cornerstone of lifelong learning is the capacity for objective self-assessment – the ability to judge for yourself how well you are doing" (p. 44).

Cornell University's Center for Teaching Excellence (Cornell University, n.d.) provides some guidelines for faculty to incorporate self-assessment into their teaching. Self-assessment is defined as "the ability to be a realistic judge of one's own performance" (Cornell University, n.d., para. 1). At this site it is identified that an advantage of incorporating self-assessment into a class is that students might be more motivated to engaged more intensely with the material and that it provides an "opportunity for students to take ownership of the assessment criteria" (Cornell University, n.d., bullet 4, para. 3). Using a self-assessment tool that requires students to provide specific evidence to back their assessment assists to support student engagement, reflect on their learning, and build a supportive learning environment. Therefore, the authors of this paper have developed an *Evidence-Based Self-Assessment* (EBSA) for use in their courses, but it is a tool that can be used by anyone (see Appendix).

Evidence-Based Self-Assessment (EBSA)

Creating support for learning is paramount for educational success. The *Evidence-Based Self-Assessment* (EBSA) instrument is used to help foster a learner-centered environment, provide some learner control to the student, and advance critical and creative thinking skills. This self-assessment aids the student in "checking-in; practicing presentness; trusting in the process; and accepting the wisdom of uncertainty" (Welkley & Torres, 2015, p. 31). Students are invited to use the *Evidence-Based Self-Assessment* (EBSA) *Rubric* and to include a written self-assessment

summary of their work in the course to that date as their rationale for where they placed themselves within the rubric. When assessing their work in the course they are to address all of the readings and assignments (i.e., assigned readings, discussion forums, papers, quizzes, exams, class participation, group work etc.) that that have completed individually and in their small group(s).

The EBSA focuses on three primary areas: task completion, preparation, and participation. Assessment is also done across three categories: low, average, and above average. For each area students are to provide a written justification that references to specific evidence. If the student assesses any aspect of their work in the course as unacceptable, they are to provide a brief description of their plans to revisit that portion of work and what they plan to do relative to future coursework requirements (including a timeline). It is pointed out to students that an assessment of above average is reserved for work that is clearly and unquestionably exceptional. And that therefore, the expectation is that most student work will be in the average range, especially for their first assessment which is generally done at the end of the third or fourth week of the course. The purpose of the EBSA is for the student to reflect, assess, and explain how they see themselves relative to their involvement and contributions to their learning in the course. Students are required to submit a written summary that includes specific evidence to support their assessment along with their completed *Evidence-Based Self-Assessment (EBSA) Rubric*.

Use of the Evidence-Based Self-Assessment (EBSA)

Over the course of two sixteen week semesters, the authors assigned completion of the EBSA to their classes. Students were to submit the EBSA rubric with a written narrative providing evidence for their self-assessment at two different points during the semester, week four and week twelve. Approximately five hundred thirty-two students from twenty-three courses across four college/university campuses completed and submitted EBSAs during the Fall 2016 and Spring 2017 semesters. As was previously mentioned, unsolicited comments from students demonstrated an unanticipated benefit from its use. Additionally, the writers have experienced a different level of positive student engagement from many students relative to student responsibility for achievement in the course.

A preliminary review of comments provided by students from their first submission, in a given, semester demonstrate an awareness of course requirements and tasks that are necessary to reach the level of achievement the student desired. A sample of these remarks are provided below.

- “After completing this evidence-based self-assessment assignment it is clear to me that the area that I should focus on improving most is time management, specifically regarding the discussion posts. I plan to set aside ample time each week to not only read the chapter assignments more than once, but to allow myself an opportunity to engage in the online discussions directly afterward each time…. This assessment was very interesting to me and quite helpful.”
- “For the preparation I rated myself “average” because although I read and completed every assignment I did not reflect as much as I could have done. I did

not reflect on the readings before coming to class in order to refresh my memory because I only really had time to complete my work due to my schedule."

- "In order to change this, I need to take better notes, ask more question, make more connections between the readings, and participate more in the discussion board posts. By doing this, I am sure that my next assessment will be much better than the first. "
- "For the task completion I assessed myself "average". This means I always completed my REVEL assignments and discussions on time and my work demonstrates a clear direction and meets the identified expectation though my work in REVEL quizzers. I'm taking notes and asking me questions when I'm reading those chapter information's. But I do not move much beyond details or find information's other than the information in the chapter. "
- "Overall this assessment has given me a road map on how to improve in this class. I intend to look back on the rubric and also at what I have written here to remind me of what exactly I need to work on. I hope after acting on these realizations that on the next self assessment I can reflect on how much my in class participation was holding me back."
- "After assessing myself, I can see that I have a lot of improvement to do. I need to read and prepare for each class more often to help me become better prepared for class. I can try to remember to reflect on readings prior to coming to class. However, I think the biggest area I need to improve in is participation. I hope to improve in this area by asking more questions if I need clarification. Being more active and talkative in group activities will hopefully also help me to overcome the reservations I feel about speaking in class. "
- "Completing this assignment has helped me see what areas I am strong in and what areas I could work on. To improve my participation, I could add in to the class discussions we have in topics I am comfortable in. If the topic is something that interests me, chances are I will have comments to make about. I hope by the time I complete the second Evidence Based Self-Assessment, I will improve in my weaker areas."
- "In conclusion, This Evidence Based Self-Assessment (EBSA) has helped me to realize that I am capable of excelling in this class, so long as I not only learn the material and finish my assignments on time but execute the material learned in every aspect/category mentioned in the EBSA. My plan to accomplish this is to continue/bolster the dialogue in class, group meetings, Palabra discussion posts, and REVEL homework assignments (Participation), which will also require me to take more time to critically/creatively reflect prior to class (Preparation.) This then means that I will need to complete all assignments in advance (Task Completion), thus resulting in "above average" work in (Areas), and overall success in this class."

Eight weeks later students review the EBSA tool again and submit their current evaluation at this point in the semester. The excerpts below annotate written narrative from second EBSA submissions.

- “In sum, This Evidence Based Self-Assessment (EBSA) tool has been helpful in determining the areas that I am doing well in, average in, and in determining what areas need improvement. It has also been a helpful tool in realizing how much information I have retained, learned, and understood.”
- “Comparing myself from this evaluation to the very first one I did, I am actually proud to see how much I have learned and how much I have accomplished. I deserve an average and I am proud to be able to do better than the low average rating I gave myself in the beginning “
- “After completing the first self-assessment, I was aware of what I needed to work on throughout the course. For me, I knew I needed to work on participation because just coming to class and doing the homework wasn’t going to cut it. Throughout this semester, I put in effort to participate and it made class more pleasant and engaging. Through this self-assessment, I realized I need to step up my game in online discussions. This assignment was very useful and helped me reflect and better myself as a student. “
- “I'm still considering myself as "average" and I'm ok with that because I know I wouldn't have changed crazily over a course of a semester. But there is little changes here and there even though I didn't really hit the "above average" goal that I had. Despite I'll try and keep improving not just for this semester, but for the entirety of this semester and throughout life in order to improve my critical thinking skills.”
- “Reflecting back has helped me better understand my learning techniques and showed me what I could approve on. In the future with other classes I hope to use what I learned here and apply it to them so I will one day say my performance was above average including one day in my career.”
- “This self-assessment process has given me awareness that while I do complete the work, I should put more effort into learning and understanding the material.”
- “I have actually made more changes since the last time I scored myself using the Evidence-Based Self-Assessment rubric, but I understand that there is still room for improvement. As I was scoring myself I began to think of all the assignments that we have done and I realized that I have made improvements. Making improvements can be done little by little.”
- “Completing this assignment has helped me see what areas I am solid in and what zones I could develop in. Even though I really wanted to improve my participation category in this course, I have done the best that I can. Finishing all three of these self-evaluations has definitely helped me see how I performed in this class throughout the semester. Even though I was not able to reach above average in my categories, I do feel content with what I have accomplished.”
- “I realized I have improved in many areas from the beginning of the semester. I do realize I still I need to spend more time on my readings to review, reflect, develop questions, and review assignments multiple times before turning in. I need to participate more by asking questions and being responsive to the instructor asking questions. This process was helpful to see what I have improved on from the first EBSA and what needs improvement. Even though the semester is almost over this can be very helpful and useful for any other class I’m taking or planning on taking.”

Conclusion and Next Steps

This Evidence-Based Self-Assessment was created to support student engagement and responsibility. Colleagues from across several college/university campuses have expressed enthusiasm after hearing the information shared in this paper and indicate they plan to use it in upcoming semesters. Further, development and formalized data collection will be a part of the writers' continued analysis of this student self-assessment tool.

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Appendix

Evidence-Based Self-Assessment Rubric (you may want to highlight or change the font color for the area(s) you select)

Areas	Not Done Omitted	Low "I consider my work/participation/preparation as unsatisfactory in some regard."	Average "I consider my work/participation/preparation as meeting expectations as identified in the syllabus."	Above Average "I consider my work/participation/preparation as ***exceeding*** requirements and ***going above and beyond*** what is expected."
Task Completion		I complete assigned work. Yet, my work reflects a very basic understanding of an assignment(s) and barely meets the minimum expectations.	I complete assigned work. My work demonstrates a clear understanding of the directions and meets the identified expectations. However, I did not move much beyond this level.	I complete assigned work and demonstrate a clear understanding of the assignment(s). However, it moves beyond the basic instructions and demonstrates my ability to apply concepts and connect different elements of the course together even though that might not have been stated in the instructions.
Preparation		I read but do not reflect on the readings prior to class. After preparing an assignment I submit it without ensuring the work is written clearly and is corrected for grammatical errors. I seldom prepare questions to ensure I understand assignments and the material. I attend group meetings most of the time, but do not prepare information or work for that particular meeting; I wait to do it when we are together.	I read and quickly reflect on the readings prior to class. After preparing an assignment I review it once before submitting to see if there are any errors that glare at me. From time to time I prepare questions, but not always. I attend group meetings and prepare based on what we all said we do the time prior.	I read, review, and reflect on the material covered prior to class. I think of questions to ask and bring notes from my reading and reflection. After preparing an assignment I review it for writing errors and clarity several times and may have someone else proof it as well. I attend group meetings and prepare what was agreed upon the time prior but also consider what we need to do next to contribute that to the group when we get together.
Participation		I attend class but do not ask questions. I am sometimes responsive when the instructor asks questions. When in small group discussions I talk as little as possible so I can listen to everyone else. In my assigned small group I attend the meeting but do not provide much information. I wait to be assigned aspects of the project. I do not post often to the online discussions but read some of peers' comments.	I attend class and ask questions from time to time. I am responsive when the instructor poses questions. When in small group discussions I talk and listen to everyone in the group. In my assigned small group, I attend and readily contribute to the group process. I post on time to the online discussions and respond to my peers' on a consistent basis.	I attend class and pose questions that add to the lecture or class discussion. I am responsive when the instructor poses questions and able to connect concepts presently covered with ones already covered. When in small groups I readily contribute and encourage others to contribute while listening attentively. In my assigned group, I attend and readily contribute to the group process. My contributions move the group work forward in ways that go beyond the expected level of participation. I post on time to online discussions and respond to peers in ways that help to support our learning and move the conversation forward.

"The Connecticut UNIA: A Case Study of Black Nationalist Marketing Strategies”

Evan Wade
San Joaquin Delta College

What Will Become of Us?

What will become of us?
Can we but know;
Must we be treated thus
'Where e'er we go?
Is there no law for us
We whom are weak?
What will become of us
We whom you seek?

What will become of us
As things now are?
Is there no help for u
Near or afar?
Must we be subject to
A white man's hate?
What will become of us
Sooner or late?

What will become of us
The Negro Race?
Must we be subject to
Every disgrace?
Shall no one lend a hand
To right the wrong?
What will become of us
How long--How long

-J.C. Hazel
Hm1ford, Connecticut, Div. No. 74
"Poetry for the People"
Negro World
Oct. 6, 1923. Pp. 6

In August of 1920 over 25,000 people gathered in Harlem, New York to witness the "First International Convention for the Negro Peoples of the World." Organized by Marcus Garvey and the Universal Negro Improvement Association and the African Communities League (UNIA), the convention aimed to define, articulate and address the needs of the Black community and to establish a provisional government for the continent of Africa governed by and for people of African descent. Over 225 delegates of the United States, Liberia, Cuba, Panama gathered to document the grievances of Black people throughout the world.1 Representing Stamford, Connecticut, Thomas E. Bagley raised issues of housing discrimination and the lack of racial unity in the state's African American community. Innis A. Horsford, president of the New Haven, Connecticut division, raised issues of discrimination in hospitals, the underpay of Black female workers and the need to establish trade schools to educate Black youth in Connecticut.2 These complaints and others were incorporated into the "Declaration of Rights for the Negro People of the World," one of the earliest human right declarations signed in the modern world.3

Founded in 1914 by the Jamaican Marcus Garvey, the UNIA aimed to uplift the Black race socially, politically and economically by establishing Pan-African consciousness and creating practical programs for the benefit of the race. The UNIA also aimed to gain political and economic control of Africa by and for people of African descent. If Canada is for the Canadians, Garvey said, and England is for the English, Africa should be for the Africans. The UNIA also uplifted the psychological state of Black men and women teaching that Black skin was beautiful and that intellectually Blacks were just as capable as any other race.4 To help advance the UNIA's message, Garvey created the Negro World newspaper. This weekly had a worldwide circulation of over 200,000 copies and was written in English, French and Spanish. William Ferris, a native of New Haven, CT served as its literary editor. By 1926, the UNIA claimed a membership of four million people worldwide across 1,120 branches; of which, 725 branches were in the United States. Nine of these divisions were located in Connecticut in the cities and towns of Bridgeport, East Gransby, Hartford, New Britain, New Haven, Norwalk, Norwich, Portland and Rockville. There were also interest groups established in East Berlin, Middletown, and Tariffville.5

This study focuses on the cultural appeals of Garveyism at the grassroots level. It examines the marketing strategies of Black Nationalism and in particular how Pan-Africanism was used as an umbrella concept to unify people of diverse cultures and backgrounds in the state of Connecticut. Key to the UNIA's success was its ability to expand upon local organizing traditions. In Connecticut the UNIA re-appropriated the language, practices and structures of two notable institutions: the African American church and local fraternal orders. This allowed the UNIA to promote a message of racial solidarity and communal nationalism in ways that were familiar to all people despite their regional and/ or cultural differences. This study will mainly focus on the two largest branches of Connecticut, the Hartford and New Haven divisions, and their connection to churches and fraternal orders. The UNIA depended upon local churches and fraternal orders as structural frameworks to aggrandize their doctrine at the local level.6

Cultural Tensions and the Founding of the Connecticut UNIA

The Great Migration of the early 1900s created a politically divisive Black

Connecticut. During the migration thousands of Blacks relocated from the American South and the Caribbean to the North in search of better opportunities and living conditions. This migration, however, created a cultural tension in the state between Northern, Southern and West Indian Blacks who were forced to live together in the same neighborhoods. These groups noticed differences in their dialects, cultural practices, levels of educational attainment and communal practices. Despite these differences, these groups shared two commonalities— an adherence to Christianity and a reverence for Black fraternal orders. Expanding upon these two entities in the Black community, the UNIA established itself locally to promote racial solidarity despite the presence of cultural difference.

The Connecticut UNIA's leadership was a multicultural group consisting of native, West Indian, and southern Black membership. Innis A. Horsford, a Danish West Indian, organized the New Haven Division circa 1919. Hartford natives, including William G. Wilson, an early president, founded the Hartford Division in 1920. Southerners such as Reverend H.C. Lowrie and Revered John J. Banks organized many of the smaller and more rural divisions in the state in 1922 and 1923. Marcus Garvey also named Arden A. Bryant, a West Indian from Barbados, the "High Commissioner of the State of Connecticut for the Negro Race" in 1921.7

The UNIA sponsored various activities across the state to promote racial uplift and confraternity. Some of these programs included anti-lynching campaigns, political rallies and petition signings to support Blacks unfairly imprisoned in the United States.

The UNIA also solicited orators to lecture and bring awareness on the status of Black people around the world. Some of these speakers included Gabriel M. Johnson, the mayor of Monrovia, Liberia; Adjens K. Oshoko, a West African Native; William Ferris, the literary editor of the Negro World and provisional vice-president for the UNIA, and the honorable Marcus Garvey. The UNIA also appropriated the framework of churches and fraternal orders to develop a grassroots membership that promoted racial harmony and advancement.

The Christian UNIA

Christianity played a major role in the Garvey movement at the local level. Religion was one commonality that all peoples, whether they were of northern, southern or Caribbean backgrounds, had in common. By infusing the Christian religion with UNIA ideology, a practical program was created to market the UNIA in a language familiar to the everyday Black Christian in Connecticut. The UNIA borrowed heavily from the liturgy and religious practices of the church.

In terms of liturgy, the UNIA held their weekly meetings on Sundays at 3:30 p.m. immediately following the morning church services. They often began with a call to order, a prayer by the chaplain, the singing of the song "Shine on Eternal Light," then the song "From Greenland's Icy Mountains"—a white missionary hymn about Christianizing the "uncivilized" parts of the world. Scripture readings, songs by the UNIA choir, and lectures and/or "mini-sermonettes" proceeded. Offerings were at times collected followed by the closing remarks, benediction and a recessional hymn.8 The religious order of the church influenced the doctrinal structure of UNIA meetings. The UNIA also borrowed heavily from the churches' theological and ritual practices to promote ideas of Black Nationalism and racial confraternity.

The Connecticut UNIA conducted Baptismal ceremonies. These ceremonies, outlined in both the UNIA's Universal Negro Ritual and the Universal Negro Catechism, had a dual function—they indoctrinated young children into the ways and means of the UNIA while at the same time indoctrinating them into the Christian faith.9 Other religious services held a dual function, this included funeral services. On January 4th 1923, for example, the New Haven division gave a funeral for Andrew Y. Johnson, a loyal supporter, at the meeting hall with full UNIA privileges.10

The divisions also organized Women's Day services, Easter services, Flower Day services and Mother's Day services—all events held and deriving from the local church. Often these events were re-appropriated to align with the goals and aims of the UNIA. The Hartford division, for instance, said during one of its Easter Day services that featured sermons and songs of resurrection: "while we commit to memory the resurrection of our blessed Lord and savior" we should remember "we are endeavoring to rise from our slumber lethargy in thought and ideals."11 Easter symbolized a call to action—an opportunity to reawaken the Black mind which was sleeping in Christ.

The UNIA's parent body set the theological foundation for local Garveyism. According to historian Randall Burkett, Garvey aimed to make the UNIA into a civil religion—an institution that recognized the unique history and Godly calling of a chosen people. A few of Garvey's national officers, such as Alexander McGuire, William Ferris and John E. Bruce, were notable ministers and laymen for the Episcopal, AME, AME-Zion and Baptist denominations, and as such they helped to perpetuate this philosophy.12

By extending upon the ideals and practices of the church, the Garvey movement also gave local ministers who joined the movement a space to further preach and advance political ideas that aligned with the UNIA's philosophy. Under the leadership of the UNIA, ministers promoted a "new" theology that worshipped a Black God who had the interest of all Black people in mind. In particular, they taught that God had given all Black people the tools they needed—economically, intellectually, physically, mentally and spiritually—to change their circumstances and to rise up and become a "mighty" race. Under the leadership of Garvey, a God-sent prophet, the UNIA promised to "spread like the Gospel."13

Coinciding with this ideology came critiques of churches that did not agree with the UNIA's paradigm. At Liberty Hall meetings, some speakers labeled churches that did not agree with the UNIA's paradigm as a "temple of the avaricious and greedy …[a] temple of the money changers …[it is] no longer an institution that can command our patronage and respect."14 Even though many local ministers organized the Garvey movement, some local ministers were against Garvey. According to a Hartford Division report, some ministers refused to "cooperate on the ground that they didn't understand the [Garvey] movement."15 But while some ministers refused to support the movement, others slowly converted to the UNIA's message and philosophy over time.16

The church and the UNIA became so closely related that some people interpreted the organization as a religious phenomenon. Mary Johnson of the Harford Division, for instance, believed that "from the beginning ...the whole thing [was] a Christian movement, an uplifting."17 In an interview with the Hartford Courant she stated, "Some people called Marcus Garvey a religious fanatic ...but

they soon learned he is not. He is God-inspired, well balanced and firm."18 Other Garveyites called Garvey a prophet—a modern-day Moses.19 There was a clear intertwinement of the UNIA's message with theology and local religious practices.

UNIA divisions expressed their religious views in other ways outside of liturgy and theology. One way they did so was through poems. Three members of the Hartford Division, H. Elizabeth Dowden, Joseph C. Hazel and Clement Nurse, wrote poems for the Negro World newspaper. Besides espousing ideas of racial pride and unity, some of these poems were Christian based and called upon the Lord to empower work on behalf of the UNIA. Religiosity was also expressed in the musical selections for local meetings. During meetings choirs composed of Black Cross nurses sang songs of hope, uplift, and inspiration. Many of these songs stemmed from the church and were titled "The Lord is my Sheppard, I Shall Not Want," "Jesus, Lover of my Soul" and "When the Roll is Called." 20

To conclude, Christianity played a major role in the Garvey movement at the local level. Religion was one cultural attribute that all peoples, whether they were of northern, southern or Caribbean backgrounds, had in common. By infusing the Christian religion with UNIA ideology, a program was created to market the UNIA to the everyday Black Christian in Connecticut. The UNIA also utilized these teachings to empower Blacks at the local level in a language very much familiar to them. Even though some ministers opposed the movement originally, the ministerial class became one of the movement's strongest allies. As ministers joined, they further helped to create, legitimize, and perpetuate the UNIA's religious practices. This caused some local Blacks to interpret the movement and its leader as a religious phenomenon. Some members who internalized these religious views actualized other cultural means, such as poetry and music, to further perpetuate a religious Black Nationalist agenda for the organization.

Asides from borrowing structurally and theologically from the church, the UNIA used other methods to make its message more culturally familiar and appealing to Blacks. It did so by becoming an offshoot of local Black fraternal orders.

The UNIA and Fraternal Orders

Black fraternal orders such as the Prince Hall Free Masons, Elks and the Knights of Pythias had a long and established presence in the state of Connecticut. In New Haven, most lodges were formed between 1853 and 1885.1 During the Great Migration, West Indians chartered chapters of their own fraternity called the Mechanics. As a whole, these mutual aid societies played an integral role in the Black community as they were platforms of respect, prestige and leadership cultivation. Membership also had a social appeal because it offered members a chance to attend the best parties and to fellowship with a privileged, "inside" brotherhood away from families and the workplace. The lodge's mutual aid components, which assisted the families of dead and sick members while raising scholarships for local Blacks, were another benefit for joining.

Fraternal orders also played a role in the acculturation process of Southern and West Indian Blacks. It gave these migrants a space to commune in a strange, distant and at times hostile land. By 1934, at least 20- 25% of all New Haven Blacks belonged to a minimal of one fraternal order.22

Realizing the importance of fraternal orders to the Black community, the UNIA became an extension of these very same groups. On the national level, the UNIA's governing body structured in a similar manner to the Supreme Council of Freemasonry and to the Imperial Council of Black Shriners. The UNIA's Constitution and Book of Laws was formed with the same "status and function" as the Freemason's Book of Constitutions and Book of Law. Two national officers of the UNIA, Marcus Garvey, International President, and John E. Bruce, "Duke of Uganda," were known Masons.23 In fact Bruce co-edited the Masonic Quarterly Review with Arthur Schomburg.24 According to Amy Jacques Garvey, Marcus Garvey's second wife, many UNIA divisions operated freely in the ranks of local fraternal orders.25

This was very much true for the Hartford and New Haven divisions. Both, for instance, hosted their meetings at the lodges of fraternal orders. The Hartford Division hosted its Sunday meetings and special events at the Elks Hall on 85 Windsor Street, Hartford, until it acquired its own property at 375 Windsor Street. The New Haven division hosted its meetings at the Masonic Hall on 78 Webster Street, New Haven.

The number of fraternal order affiliates who held dual membership in each division is unknown. Key resemblances between both groups are explored however.

Similar to fraternities, UNIA divisions collected mutual aid funds for the families of sick and departed members. They also kept ritual books and stressed the need for confraternity. Members ended their written correspondence with the words "Fraternally" or "In Brotherhood." Members of the Hartford division also gave each other special handshakes in the name of the UNIA.26 Other similarities included funeral rites, paying dues and the emphasis on social fellowshipping under the ideas of "friendship," "love," and "truth." 27 These familial aspects, which extended upon the prestige and traditions found in local fraternal orders, made the UNIA even more appealing for local Blacks who were looking to unite in a common brotherhood. As Amy Garvey reflected, the fraternal orders "was the easiest means of reaching the common man, who wanted security in distress; hand him this first, then tell him of the spiritual, racial benefits that would come in time." 28

The UNIA also appropriated the pomp and decorative garb of fraternal orders. During parades, UNIA members, like fraternal order affiliates, marched down streets in flashy, military-like uniforms in ways that illustrated pride, dignity, and confraternity to the surrounding communities. Women joined men by participating as Black Cross nurses, as officers of the UNIA ladies' division, and as members of fraternal auxiliary groups.29

The UNIA recognized fraternal orders, like the church, as a potential base for garnishing membership and appeal. The history of fraternal organizations as groups of acculturation, socialization and fellowship fell in line with the UNIA's aims and paradigm. The UNIA became an extended network of these organizations. The UNIA, however, extended upon fraternal value systems in ways that made ideas of "brotherly love" more inclusive to all members of the race. It also utilized certain elements of fraternal pomp, such as decorative uniforms, parades, and lavish titles, to make its universal brotherhood more flashy and appealing.

Conclusion

This paper demonstrates how the UNIA extended upon two local institutions—churches and fraternal orders— to market and promote Pan-Africanism. As a whole, the UNIA changed the way many Blacks choose to look at religion, their neighbors and Africa as it related to place and power in the world.

In terms of historiography, a few national studies have mentioned the role of religion and fraternal orders in helping to shape the Garvey movement. These works, however, only analyze the role of these two entities at the UNIA's international headquarters. 30 Case studies on the UNIA in the historiography do not highlight the affects, influences, and degree of interchange that occurred between Christianity, fraternal orders and the UNIA at the local level. This case study illustrates the intertwining of these three groups and demonstrates how the UNIA used this intertwining to garnish support and appeal amongst Blacks in a racially divided state. In doing so, it also brings insight into the rich, local history of the 1920s African American community of Connecticut.

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[1] Even though the UNIA was relatively small at this time (with only 95 chapters by the time of the convention) it grew to a total of over 859 branches by the time of the Second International Convention. See Tony Martin, *Race First: The Ideological and Organizational Struggles of Marcus Garvey and the Universal Negro Improvement Association* (Dover: The Majority Press, 1976), 13.

[2] Bagley addressed the convention on August 4th, 1921. Horsford served as president of the New Haven Division in 1920 and 1921. See Robert A. Hill, ed., *Marcus Garvey Life and Lessons: A Centennial Companion to the Marcus Garvey and Universal Negro Improvement Association Papers* (Los Angeles: University of California Press, 1987), 360, 393; *Negro World* August 14, 1920; *Negro World* December 3, 1921; Negro World December 31, 1921 and Hill, The Marcus Garvey and Universal Negro Improvement Association Papers: Volume II 27 August 1919-31 August 1920.

[4] See Evan Wade, *The African American Primary Source Reader* (Charlotte: Kona Publishing and Media Group, 2016), 109, 112.

[3] See "Declaration of Rights for the Negro People of the World" articles Vl, Vll, X, as well as XII 22,23,30,31. They directly relate to the complaints raised by Bagley and Horsford. Hill, *The Marcus Garvey and Universal Negro Improvement Association Papers: Volume li 27 August 1919-31 August 1920*. 'Amy Jacques-Garvey, ed., *The Philosophy and Opinions of Marcus Garvey or Africa for the Africans* (Dover: Majority Press, 1986).

[5] UNIA Central Division Files, Schomburg Collection, New York City Public Library. Also see Martin, *Race First: The Ideological and Organizational Struggles of Marcus Garvey and the Universal Negro Improvement Association*, 13, 15 for tables. The UNIA Central Division files does not contain records of the East Berlin, Middletown, and Tariffville interest groups. However, they are referenced in these Negro World articles: William Ferris, "Clinic of the Philadelphia Division-Major Wrights' Realty Plans-Connecticut Valley and Rockville Div.--The East Berlin Brickyards---The East Granby Barbecue-Plainville, New Britain and Hartford--The Passing of a Talented Youth" Negro World, July 22, 1922,8, and William Ferris, "The Bishops' Council-Bethel A.M.E. Church, New York, Raises Over $1,100 for African Work-The U.N.I.A. Booming in Connecticut-The Hartford, New Haven and

Portland Divisions-New Divisions Formed in Tariffville, Rockville, Middletown and East Berlin," Negro World July 1, 1922, 5.
[6] For case studies on the UNIA see Emory Tolbert, *The UNIA and Black Los Angeles* (Los Angeles: UCLA Center for African American Studies, 1980) and Mary G. Rolinson, Grassroots Garveyism: *The Universal Negro Improvement Association in the Rural South*, 1920-1927 (Chapel Hill: The University of North Carolina Press, 2007).
[7] "Hon. Arden Bryan Received Big Surprise by the Ladies of the U.N.I.A.," *Negro World*, January 14, 1922,6.
[8] For examples see "New Haven, Conn," *Negro World*, June 6, 1925, 8; "New Haven, Conn," *Negro World*, November 14, 1925,6, and "New Haven, Com1," *Negro World*, March 6, 1926,7.
[9] "Baptism," Negro World, October 6, 1923, 4. Discusses the baptism of Edward A. Sewer, son of Mr. and Mrs. Edward M. Sewer.
[10] "Mr. Andrew Y. Johnson, Loyal Member of New Hav. Div. Passes Away," Negro World, February I 0, 1923, 10.
[11] See "New Haven, Conn. Division No. 29, Hold Ladies' Day Sept. 18," *Negro World*, October 1, 1921, II; 11Flowers Day Service Observed by New Haven Division," *Negro World*, June 4, I92I, 9; Big Easter Day For Hartford Div., 74," *Negro World*, April21, 1923, 7; and "Mother's Day Celebrated by Hartford, Conn, Div.," *Negro World*, June 2, 1923,6.
[12] Burkett, *Garveyism as a Religious Movement*, 9, and Burkett, *Churchmen Speak for the Garvey Movement*, 3-18.
[13] Fred Smartt, "Hartford Div., No. 74-Henrietta Davis, Int. Organizer of the U.N.I.A. delivered a 'tory and inspirational' Speech at Kennedy Hall," *Negro World*, February 19, 1921. "Pleads For Unity of American Negro: Flays Church As Temple of Avaricious and Greedy," *The Hartford Courant*, July 30, 1923, 14.
[15] "Hartford Conn. Division Celebrates Victory,"9.
[16] "Hartford, Conn.," *Negro World*, December 12, 1923, 7.
[17] "Atlantic City Branch Holds Big Mass Meeting," *Negro World*, April 30th, 1921, 9.
[18] "African Mayor to Speak Tonight: Mayor Johnson of Liberia at Mass Meeting-Lynching Denounced," *The Hartford Courant*, September 6, 1920, 3.
[19] Burkett, *Black Redemption: Churchmen Speak for the Garvey Movement*, 6.
[20] The Hartford and New Haven divisions had choirs and bands. Some of the smaller rural divisions may have relied upon solos and/ or group congregational songs for their musical selections. "Hartford, Conn. Division Celebrates Victory,"9; "New Haven, Conn," *Negro World*, May 24, 1924, 12; "Building Fund Drive in New Haven, Conn. Division No. 29," *Negro World*, October 7, 1922, 8; "New Haven, Conn.," *Negro World*, June 7, 1924, 8.
[21] Warner, *New Haven Negroes*: A Social History, 202.
[22] Ibid, 203.
[23] Robert Hill, *Marcus Garvey and Universal Negro Improvement Association Papers Volume I 1826-August 1919* (Los Angeles: University of California Press, 1983), lxi, lxii.
[24] Irma Watkins-Owens, *Blood Relations: Caribbean Immigrants and the Harlem Community*, 1900-1930 (Bloomfield and Indianapolis: Indiana University Press, 1996),73.
[25] Hill, *Marcus Garvey and Universal Negro Improvement Association Papers*

Volume 11826-August 1919, lxi.
[26] William H. Wood, Hartford Division Elects New Officers," *Negro World*, December 3, 1921, 11.
[27] "Mr. Holman, Pres. Of Port. Conn. Div., Ill, Aided by Hartford," *Negro World*, February 24, 1923, 8; "Mr. Andrew Y. Johnson, Loyal Member of New Hav. Div. Passes Away," *Negro World*, February 10, 1923, 10.
[28] Cronon, *Black Moses: The Story of Marcus Garvey and the Universal Negro Improvement Association*, 61.
[29] "New England Convention Visitors," *Negro World*, September 2, 1922, 7; Robert Warner, New Haven Negroes: A Social History, 210.
[30] See Hill*, Marcus Garvey and Universal Negro Improvement Association Papers Volume 11826-August 1919*, Burkett, *Garveyism as a Religious Movement: the Institutionalization of a Black Civil Religion*.

Gamification as One Approach to Student-Centered Education

Jiawen Wang
Joslen Letscher
Chaomin Luo
Russell W. Davidson, III
University of Detroit Mercy

Introduction

Motivating and engaging students in learning has always been a pursuit of educators of all levels. Of many efforts in this direction, gamification has drawn attention from educators in recent years (Deterding, 2012).

Gamification is the use of game design elements such as competition, freedom to fail, leaderboards, badges, level systems, and rewards in nongame contexts (Deterding, et. al. 2011; EDUCAUSE, 2011). It may or may not involve the use of real games as activities in teaching (EDUCAUSE, 2011). Therefore, gamification is a development beyond game-based learning (Cheong, Filippou, and Cheong, 2014).

Educators and researchers have laid emphases on various aspects of gamification. For example, Erenli (2013) recommended scenarios such as scavenger hunts as an effective and easy-to-implement pedagogical method for activities in a course. Boskic and Hu (2015) used a storyline to gamify an online course on adult education, in which students role play reporters and readers of a fictitious magazine. Some others have attempted more ambitious gamification at the level of the entire course. For example, Cózar-Gutiérrez and Sáez-López (2016) used MinecraftEdu as an immersive learning environment for initial teacher training in the social science. In another example, Kingsley and Grabner-Hagen (2015) implemented their quest-based science learning on a paid platform named 3D GameLab, which they believed to have simplified the teacher management of quests and tracking student progress.

Due to the potential of gamification in engaging students in learning, some higher education institutions have started to design their own gamified learning management systems (LMS). For example, the University of Michigan has been developing their own gamification-featured LMS, the GradeCraft. But as EDUCAUSE (2011) pointed out, successful gamification may involve no more than the employment of a few feedback or reward elements. In essence, what educators and researchers value with gamification is the potential that games or game elements open up in terms of pedagogy and the classroom experience (Miller, 2017). In this study we report our course gamification project applying the Gameful Pedagogies framework of GradeCraft without using their technology platform, with an intention to demonstrate and encourage innovative efforts at the level of individual instructors that do not own the maximum technical support.

Course Design under the Gameful Pedagogy Framework

Game elements can be classified on various levels of abstraction. Badges and leader boards are examples of concrete elements while time constraints and styles of games can be considered abstract examples (Cheong, Filippou, and Cheong, 2014). In our pilot project, we considered some concrete elements such as the badges, but we mainly adopt some of the abstract principles that are best represented in the Gameful Pedagogy frame by UM's GradeCraft (http://gamefulpedagogy.com/). Out of this framework, we selected the following principles to implement:

1. Provide students the room of self-determination including, but not restricted to, choices of tasks, choices of time to complete, and the freedom to fail.
2. Provide instant feedback.
3. Provide grading transparency.
4. Provide rewards or badges for sub-module excellence to keep students engaged.

Next we report the major practices in the course design that were 'translated' from the above principles and how they were implemented with the technologies available without incurring additional costs to the program or the students.

Democracy through syllabus discussion. The instructor surveyed what students wanted to learn, and discussed why some topics needed to be covered. The students also weighed in on other issues such as what weights should be assigned to various modules in the overall grade. This democratic process was to engage students in the metacognitive thinking of course design and for the class to reach consensus on how to proceed. Different from a typical semester in which the syllabus is ready by the first class, this syllabus wasn't until the second class.

Providing choices. In two of the required modules, reading discussion presentations and technology integration demonstrations, students were allowed to select a minimum number of the topics and have the freedom of deciding when to present within a range of 2-13 weeks depending on the topics. Technically, we created a wiki page in the Blackboard course site on which students signed up on a first-come-first-approved basis for the topic and time they planned to present. While a certain reading could not be repeated in the module of reading discussion, a technology used in one student's technology integration demonstration could be repeated by another for the reason that different people might apply a technology in different ways for their specific content areas of teaching. Despite choices, however, we did apply restrictions to the sequence of some topics in certain time spans to avoid procrastination and also ensure the logic across and between modules be followed. Technically this 'unlocking' behavior is enforced by means of the 'adaptive release' function in Blackboard. Providing choices and opportunities to weigh in the learning process are actually instantiations of theories of autonomy and self-determination (Deci, et. al., 1994). As educators, it is a paramount obligation and task to design and frame experiences that protect learners' room of self-determination and maintain their intrinsic motivation to achieve.

Peer review. Peer review is an important strategy following the social cognitive learning theories (e.g. Bandura, 1986). In addition, whereas frequency and intensity of feedback is important in gaming (Kapp, 2012), peer review helps maintain this need for feedback while reducing the burden on the shoulders of the instructor.

For all major modules or projects that happened in the classroom, including the evaluation of participation, we engaged students in peer reviews. The students entered the peer review processes through links (integrated in Blackboard) to Survey Monkeys. Before the review of each type of work, we first discussed and reached agreement on rubrics to use for the peer review. In response to students' hope to avoid simple ranking (a reflection of the leader board in gaming), we managed to make use of the Matrix/Rating Scale question template in Survey Monkey in a way to avoid going to the premium version. Technically, all students were listed under an only question in the survey about an individual project to be peer-reviewed. A 'comment' text box was added to allow qualitative feedback in the peer-review process. The 'collector' in the survey was also set up in a way to allow the same survey to be taken multiple times by the same student due to the fact that not all students choose to present on the same topic on the same day. After class each student's qualitative feedback received in SurveyMonkey was copy-pasted into the feedback text frame in each student's gradebook in Blackboard.

Multiple submissions. Having the freedom to fail actually provides game players with more opportunities to go through the cycles of self-regulation: forethought, performance, and self-reflection (Zimmerman, 2009). Specifically, we allowed students to submit the teaching statement twice with the only precondition that the first attempt should meet minimal quality requirement. We provided feedback for each student in Blackboard, but we also highlighted the strengths of some other students openly in class to achieve the potential of socio-cognitive learning theories. Technically, we set the Blackboard grade center to accept the higher grade of the two.

Bonuses and badges. To encourage excellence, we assigned bonus points to extra work within the list of choices, and even to extra curriculum activities that might be considered pertinent to the learning objectives in this class. We also granted badges to students for their excellence in certain aspects of the whole course. For example, a badge of Engagement may be granted to students with full-attendance and top participation peer-review ratings. Another example, students who have won a first place in video and audio integration in teaching might win a badge certifying their competence in educational integration of multimedia. Technically, this is realized by means of the Achievement tool in Blackboard and a badge is triggered by the satisfactory scores for the related item in the grade center.

Deselection of 'running total'. We avoid using the setting of 'calculate as running total' in the Blackboard grade center because we want to create a hunger in students for higher grades like higher points in gaming; it's better to see points being accumulated than lost. This consideration, as well as the use of bonuses and badges, satisfies a human need to achieve (Atkinson, 1964; Maslow, 1987).

In this study we report how gamification may be considered an effective approach based on our analysis of students' perception of the gamification practices in our teaching.

Methods

We are a Mid-Western private university characteristic of small class sizes. Small class sizes may have advantages in class management and individual attention; therefore our experiences and lessons may not be directly applicable to colleges typical of large classes. However, we believe what we learned from our action research in a class of seven sophomore-to-senior undergraduate students may still shed lights on the community of educators interested in innovative approaches to student-centered teaching.

Our data were mainly collected from two surveys, one around the mid-term examination time and the other at the semester end. The mid-term survey also served the purpose of informing the instructor of any adjustment needed to improve the learning experience in second half of the semester. In both surveys, the students responded to 5-point Likert scales ranging from 'strongly disagree' to 'strongly agree.' Aside from the descriptive statistics and qualitative data from these two surveys (see Table 1), we also triangulate our analysis with data from students' weekly reflection journals and the qualitative sections in their peer reviews.

Findings and Discussion

Regarding democracy. We found that students did perceive to have benefited from such democracy (Q1.1 and Q1.3). In addition, their perception on these two aspects seemed deeper as the semester went from the midterm to the final (4.57 to 4.71, and

4.43 to 4.57, respectively). This may suggest that they started to have keener perception of their positive experiences as the course went along. Meanwhile, the students seemed

[Insert Table 1 Here]

to disagree to any excuses that might be used for reducing democracy (Q1.4 and Q1.5). One student clearly indicated in his/her comment, '*Yes, I liked the structure and democracy of this class and I think it helped me learn more*.'

On the other hand, the above responses do not mean that the students would simply desire more democracy. As their responses to Q1.2 indicate, their agreement to more democracy decreased from 3.33 at the midterm to 2.71 at the final, which suggests far less agreement than they typically expressed to other survey questions. This leads us to the interpretation that our students want to be empowered and take some control of their learning processes, and meanwhile that they do not intend to go to any extreme, either, by asking limitless democracy.

Regarding choices, flexibility, and opportunity to resubmit. The students were generally satisfied with the availability of assignment topics for them to choose from and the flexibility in scheduling the time to complete or present (Qs 2.1-2.4). Students' reflection entries lend us clues why they like the choices. About the reading topics, one student wrote, '*I also believe there are many different reading topics, therefore allowing us to pick the ones that interest us. I really like this type of learning.*' Similarly, about the technology topics, another student wrote, '*I believe that this gives us the opportunity to pick types of technology that we will use in our classroom. I know the ones I have picked thus far will definitely be used within my classroom*.' These citations suggest not only that the availability of choices in this course facilitated self-determination and agency (Deci, et. al., 1994) but also that the students were engaged in learning pertinent to their own content areas to teach, which reflects the requirements of the Technological Pedagogical and Content Knowledge framework in the field of teacher education in technology integration (Koehler and Mishra, 2009). Some educators may be concerned about the possibility of narrowness of learning if students only select certain topics but avoid some others. We argue that this concern is reasonable but can be greatly relieved by the existence of diversity in the context of all students having choices. Students learn from peers. On top of this, the instructor can work on this diversity and should have the ability to integrate all topics under the central objectives of the course.

The two research surveys revealed that the students would want resubmission on more assignments (Q2.4). We believe this is not a simple indication that the students want to be less disciplined. One student commented, '*Yes, I think re-submission is a good idea. I think it really helps students learn more*.' More specifically, one student noted in her reflection journal about the resubmission of teaching statement, '*I know that I will always want to provide my students with detailed feedback and also provide them with the option to talk to me or dispute any of my comments, like you did during this class period. I think this is a big part of the learning process.*' Therefore, the secret, or the key, for resubmissions to be meaningful is for the instructor or the peers to provide feedback and for the students to improve upon it.

Regarding peer reviews. Obviously the students liked the peer review process (Q4.1) and found peers' comments to be helpful (Q4.2). The change from the mid-term survey

to the final survey suggests students' increasing preference for peer reviews after having had good experience with it throughout the semester. One student commented, '*it is nice to know what your peers think*.' Another elaborated, '*it is good to know what areas you did great on and what areas need a little improvement*.'

The students' responses to other survey questions in this module speak to a concern shared by many educators that peer reviews may not go as deep as desired by the instructors. On the question of whether or not peers' comments should contain more constructive critiques than praises (Q4.3), the students' agreement level increased from 3.29 to 3.86. This increase might be a result of the instructor's requirement for real constructive critique after midterm survey, which might have made peer review more helpful. The level of 'agreement' at 3.86, however, is still low. The students did make arguments for praises to be valid. As one argues in comments, '*I have seen change, but I believe that the students should put whatever they want. If they feel there is a critique necessary to put, then that is fine to do so. If they want to just put praises, then that is a great confidence booster for their classmates.*' We will discuss the quality of peer reviews in a separate paper. Here we suggest that peer reviews may still be considered of quality if the praises are praises justified with evidences.

The students' responses to Q4.4 and Q4.5 released information that may make most instructors uncomfortable. They did not seem to quite welcome the instructor's participation in grading in the peer review process (Q4.4) although they might like to hear comments from the instructor. One student commented, '*I think just a comment (from the instructor) would be nice. But the grading system (without the instructor) is fine!*' In particular students disliked the idea of the instructor's grading to carry more weight (Q4.5). One student emphasized with all upper-case letter, 'ALL EQUAL.' This discomfort, however, is what we educators should digest in terms of our role in pursuing student-centered teaching and learning.

Regarding some other game features. In general, the students perceived the existence of some gaming features (Q5.4) and acknowledged the playfulness attempted by the instructor in the course design (Q5.5). On the specific example of the badges, the students liked the idea and looked forward to reaping such achievements (Q5.1). Our interpretation from the increase of agreement on Q5.1 from the midterm to the final survey is that the students were beginning to be eager to know the fruit of their effort after a whole semester of work.

While we have noticed the students' desire for more gamification, as is shown in the decrease from 3.71 to 3.57 on the prompt of 'no need to do more' (Q5.6), we have also noticed that the students' agreement to competition remained low despite a little increase from the midterm to the final (Q5.3). An anecdotal note from the instructor about the early-stage democratic discussion of how to implement peer reviews also indicates that the students did not like to compete in ways of ranking but instead preferred simple rating and qualitative comments. Therefore, although the students seemed to still like achievements such as badges and bonuses (Q5.2), they did not like to compete against classmates (Domínguez, et. al, 2013). Speaking in closer relationship to real gaming, we may suggest that the player-kill kind of competition is not applicable to gamification in higher education. The college students may still like to learn in fun but not through competition. Perhaps as one student commented against competition in

responding to Q5.3, '*I believe that it is perfect right now, we are learning a lot from each other and that's the way it should remain*.'

A last survey item related to the research question is students' perception of setting the Blackboard total score calculation to 'NOT calculating as a running total' (Q5.7). The students' responses indicate that this setting did achieve its psychological purpose for a more authentic sense of accumulation towards the final goal. While motivating, '*sometimes (it's) nerve wracking*,' as one student commented. But the pressure seemed to be within the range of the students' psychological competence to deal with it. That same student added, '*but not too bad*.' Another student acknowledged both aspects of it, '*Yes (it makes me nervous)! But the final grade always makes me happy … if it's good!*'

Finally, we would like to briefly discuss the students' responses to some of the survey questions that are not directly related to the research question. For example, Q6.2 was to elicit the students' perception of the instructor's questions and comments following each presentation, which is a question that can be asked about any course design and not necessarily about a gamified course. It seems that students gained deeper perceptions of their learning from such instructor's questioning and comments. On the one hand, the instructor partially fulfilled his traditional obligation of teaching; on the other hand, such questioning and comments, together with peer reviews, constituted the whole feedback system on which the students depended to 'game' the process of learning. In contrast, the students disagree to the statement that the instructor should teach more rather than questioning and commenting (Q6.3). This brings us more confidence that the gamification design in this course has achieved its purpose as one approach to student-centered teaching. One student reflected, '*Overall, I really enjoyed this semester… You made this class about us and gave us a firsthand experience through each lesson to prepare us for the future*.'

Conclusion

Based on our analyses of data from three sources including two surveys, peer reviews, and the students' reflection journals, we suggest that modeling gamification principles in higher education classrooms holds potential to the implementation of student-centered teaching. In particular we would like to point out that we implemented some major gamification principles without resorting to complex gamified systems. The practices of providing choices and flexibility in topics and scheduling, making peer reviews a means of providing feedback and social cognitive learning, and providing basic gaming components such as achievement badges were well perceived and received by the students. Meanwhile, we also learned that gamification does not necessarily mean more competition. College student may still be interested in learning in fun but not through the player-kill type of competition.

Our gamification experiment has also refreshed us of some long-lasting concerns in student-centered teaching. For example, to what extent would an instructor feel comfortable conceding his power and authority to students? When is the appropriate time for the instructor to provide feedback to students, and in what form? How to make sure peer reviews maintain high quality? These are all questions deserving careful consideration for those who plan to introduce gamification into their course design.

We suggest attention to some limitations in this study. Our gamified class was small-sized. Therefore our experiences here may not be directly useful to those larger classes although we argue the principles should remain. In addition, although gamification does

not necessarily mean games, real games should remain options when possible as some students in this study hoped for.

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Table 1

Midterm and Final Surveys and Results.

Question No.	Question	Midterm	Final
1.1	The instructor has demonstrated democracy.	4.57	4.71
1.2	I think there should be more democracy in designing and implementing the course.	3.33	2.71
1.3	I have benefited from the democracy	4.43	4.57
1.4	Democracy is not necessary because it's the instructor's responsibility to teach well.	2.43	2.14
1.5	Democracy is not necessary because I haven't benefited much.	2.14	1.86
1.6	I can achieve the same learning results with or without democracy.	3	2.43
2.1	Enough topics of technology to choose from.	4.14	4
2.2	Enough choices in reading topics.	4.43	4.29
2.3	The flexibility in scheduling is appropriate.	4.43	4.43
2.4	More assignments should be considered for resubmission opportunities.	3.43	4.29
4.1	I like the peer review processes.	4.14	4.57
4.2	Peers' comments are helpful.	4.57	4.71
4.3	Peers' comments should contain constructive critiques than praises.	3.29	3.86
4.4	The instructor should participate in the review.	3.43	3.86
4.5	The instructor's review score should carry more weight.	3	2.57
5.1	I like the idea of badges and look forward to receiving one or more.	3.71	4
5.2	I like the instructor's practice of providing bonus for the top 1 or 2 students.	3.86	4.14
5.3	The competition level in this course should be raised.	2.43	2.71
5.4	I feel the course has taken on some gaming features.	3.71	4
5.5	There is a sense of playfulness in this course.	3.86	4.14
5.6	The gamification is enough. No need to do more.	3.71	3.57
5.7	NOT calculating as a running total makes me nervous because it seems to increase so slowly.	4	4.43
6.2	The instructor's questions and comments are helpful and should be continued.	3.71	4.29
6.3	The instructor should teach more rather than questioning and commenting.	2.71	2.86

Note: 1. The questions in this table are concise versions of the original. 2. Only the questions discussed in this paper are included. 3. The survey results are weighted averages calculated by SurveyMonkey.

Science Instruction: Narrative Inquiry's Best Methods

Liping Wei
Assistant Professor Curriculum and Instruction

Teresa LeSage Clements
Associate Professor Science Education

School of Education, Health Professions, and Human Development
University of Houston-Victoria

Introduction

The shortage of high-quality secondary STEM (Science, Technology, Engineering, and Mathematics) teachers is one of the most pressing challenges facing the U.S. and its teacher education. The current demand of STEM teachers at middle and high schools across the nation greatly outweighs the supply of qualified teacher candidates, and it is up to our generation of teacher educators to close this gap as we strive for global competitive advantage through the development of STEM research and education.

STEM education extremely important to the U.S. in its ability to motivate students to create and invent, lead in discoveries, and educate people with the knowledge and practices (skills) to obtain jobs and retool for the future. The Next Generation Science Standards (NGSS) (2013) with crosscutting themes connected with engineering emphasizes "science education is central to the lives of all Americans. A high-quality science education means that students will develop an in-depth understanding of content and develop key skills—communication, collaboration, inquiry, problem solving, and flexibility—that will serve them throughout their educational and professional lives."

There is a need to use more qualitative research to study classroom pedagogy and get back to the heart of science, which naturalistic inquiry to lead to new insights. Naturalistic inquiry is not a verification of predetermined idea or predefined. It is natural and the results must be taken as they are discovered (Sherman & Webb, 2004). This research investigated the inquiry methods for improving STEM teaching and learning through unpacking the instructional implementation of a "Science as Inquiry" course. The purpose of the study was to facilitate the dissemination and recommendation of effective STEM instructional practices and education experiences.

Research Questions

1. What are the immerging inquiry science instruction themes demonstrated in a teacher education science instruction course?
2. How are instruction themes effective with students?

Methodology

Under such backdrop, an undergraduate course "Science as Inquiry" was offered in the teacher education program at a public university in a Southwestern state of the U.S., which aims to prepare qualified teachers for secondary physics and chemistry education. Qualitative methods were employed, which is characterized by discovery, exploration, theory/hypothesis generation, and narrative description. Qualitative researchers contend that research is value-bound, should use rich and thick description to reflect "reality" or get close to "reality" (Denzin & Lincoln, 2005; Lincoln & Guba, 1985). Qualitative inquiry is natural and the results must be taken as they are discovered (Sherman & Webb, 2004). Following this line of reasoning, data were collected through observation of the classes focusing on how the teacher candidates are taught to utilize inquiry methods as an approach to science instruction. A primary record was built up through videotaping 20 classes of this course and note taking of these observations, thereby getting piles of thick descriptions and field notes. Based on the primary record, a "preliminary reconstructive analysis" (Carspecken, 1996, p. 42) was conducted, including constructing meaning fields, making horizon analysis, making validity claims, distinguishing backgrounding from foregrounding, making power analysis and role analysis, and developing coding scheme. Member checking and peer

debriefing were also used to minimize researcher bias and increase credibility of the study.

Findings

Five salient themes were brought to the forefront, demonstrating how this course has unfolded as a wonderful exemplar of inquiry-based science instruction. The five themes are: (a) nourishing an inquiring mind; (b) seeking the depth of understanding; (c) enacting guided inquiry; (d) cultivating cooperative learning; and (e) emphasizing experience-based learning. Examples are as follows:

1. Nourishing an inquiring mind

A very prominent characteristic of the course is that it attaches great importance to the nourishment of students' inquiring minds. Whenever students called upon the instructor to assist them, the instructor was quick to use such an opportunity to generate questions back to students, which helped them to get closer to the core of the questions and solutions by themselves. A good example is when a student asked her for a direct answer about a non-working circuit, she replied, "Hmm, what do you think could be the possible explanation behind it?"

Another example is that once the instructor showed a picture using a projector, asking students whether the current increases, decreases, or remains the same. In thinking about the answer, students got into a heated discussion concerning what the current is supposed to represent, another question initiated by one student. The instructor listened to the students thinking aloud, questioning, and debating quietly and patiently, completely letting the students take over the exploration.

2. Seeking the depth of understanding

The instructor made efforts to instill into students the belief that having the right answer is not the most important. What really matters is the depth of understanding. Whenever the instructor reviewed students' homework, she never satisfied herself with getting a direct answer. A valid explanation must be provided from students to be considered acceptable.

When helping students to prepare for the midterm exam, the instructor stressed that what she expected was not a simple answer like "Yes" or "No," "Right" or "Wrong," but an elaboration of the concepts and mechanism substantiating the answer. A simple answer as such would not be given credit. As stated on the course syllabus, "A great deal of emphasis is placed on your ability to provide a written discussion of the concepts you are studying, as well as the reasoning you use to arrive at your conclusions." This belief is also reflected in journal writing that requires students to reflect upon their learning and describe it in their own language.

3. Enacting guided inquiries

Students in this course were never presented with the subject matter in its final form. Instead, they were guided by the instructor to engage in inquiry-based discoveries. For example, there was once the class started with two pictures shown by the instructor. One was a circuit with resistance, battery, and switch, and the other was a water pump with valve, pump, and a line. The instructor used analogy as a tool to initiate student thinking and inquiry by asking "what would happen if you think of electrons as water? Can we use water pump analogy for electrical circuit?" Students began debating spiritedly. They were not only prompted to think about similar concepts in a new light, but also propose their own hypotheses. One student asked, "Can we use the analogy of

sound waves for electric circuit?" As soon as he said this, seeming to have figured out something, he went, "Oh, but sound waves can travel in vacuum as well." Stimulated by this new analogy, students went into another round of thinking, inquiry, and discovery. Key to the guided inquiries is the instructor's questioning, which made students think through dialogue and experimentation until answers, solutions, and knowledge are devised and derived by the students.

4. Cultivating cooperative learning

Cooperative learning was manifested very distinctly in observation. In group work, students thought aloud to one another, and shared, negotiated and modified one another's ideas. Working collaboratively towards a common goal, they supported one another's learning, and in this process, everyone's strengths were capitalized on, everyone could learn from each other, everyone contributed to one another's knowledge mastery, and everyone succeeded when the group succeeded. Not only intra-group but also inter-group interactions were frequently observed. For instance, when a group working on a circuit using nichrome wire encountered a trouble, they explained their situation to an adjacent group. Though this group did not seem to have an immediate answer either, they promptly jumped in and started discussing alternatives together.

5. Emphasizing experience-based learning

In this inquiry-based classroom, it was evidently observed that the instructor gave top priority to students' personal experience of learning. Each student wrote down their reflection and discoveries in their own language in the journal as aforementioned. Individual groups work on the experiments at respective pace, solving problems they experienced, and led to the learning resulting from their experience. In one end-of-class summary, the instructor asked the group who had learned some "big thing" not to share with others, but let other groups find it out by themselves. Because she pointed out that by experiencing and discovering it themselves, students would have deeper understanding and memories of the knowledge. Throughout the course, no one was observed to idle about, waiting for other students to complete the experiment and get the results. Everyone was an important part of the inquiry, learning from his or her experience as well as all others.

Summary

This research produced a plethora of abundant data to illuminate how science is taught as inquiry in a teacher education course. Five features underlying inquiry-based science instruction were revealed: nourishing an inquiring mind, seeking the depth of understanding, enacting guided inquiry, cultivating cooperative learning, and emphasizing experience-based learning. An interesting relationship with the results of this study is related to Dimension 1, Practices in the NGSS. 'Inquiry can be interpreted in many ways, but in as in all inquiry-based approaches to science teaching, students' need for themselves to engage in the practices and not merely learn about them secondhand without directly experiencing the practices. The students in the class under study were fully engaged and learned for themselves that they must experience the science practice in order to fully understand. It is hopeful this study can highlight the continued need for innovations in STEM teaching pedagogies and contribute to the nation's commitment to supporting and improving STEM education.

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Vocabulary Mess-Ups: English as a Second Language

Liping Wei
University of Houston-Victoria

Teresa LeSage-Clements
University of Houston-Victoria

Barba Aldis Patton
University of Houston-Victoria

Okera Nsombi
Eastern Washington University

Moira Baldwin
University of Houston-Victoria

Janelle D. Bouknight
University of Houston-Victoria

Introduction

The United States has been a land of immigrates from all over the world before and after becoming a nation. Effective English language learners (ELL) instruction is in high demand in all levels of education. Many children and adults alike need assistance in learning the nation's primary language, English. This paper discusses the critical importance of academic vocabulary in content learning and effective language strategies to promote greater language acquisition and fewer vocabulary mistakes.

Discussion

Students' vocabulary development is strongly related to academic achievement and we cannot underestimate the importance of teaching academic vocabulary. Students with robust vocabularies are more likely to be successful in school. To be academically successful, it is important students acquire grade-appropriate general academic and domain-specific vocabulary.

Sheltered instruction is important in teaching academic vocabulary. As the name suggests, students are "sheltered" in the sense that they are protected from the language demands of mainstream instruction that may be beyond their comprehension. The law mandates that teachers must provide the same curriculum to ELLs as for the native English speakers, in a manner comprehensible to students at their level of English proficiency, without watering down the curriculum. This is no easy task and educators need the pedagogy and practicum with their content knowledge and skills to be good at what they do—teaching academic content and English as a 2nd language. Effective instruction does not magically happen: Language and content must be integrated.

Today's classroom is characterized by diversity where almost every classroom teacher has to prepare their curriculum and instruction to include ELLs, and keep them on grade level while developing English proficiency. To some extent, sheltered instruction is required, but we do not want to have a completely content sheltered learning environment, because the content could end up isolated and not promote language development where the student understands the definitions to vocabulary words in a subject area, but is not able to use the vocabulary linguistically and/or fluently. However, content-based instruction can provide an authentic and meaningful situation allowing language learning to take place through interactions and contextualized communication. ELL students' language development is enhanced when language learning is embedded in the regular content instruction (Peregoy & Boyle, 2013; Teaching Tips for ELLs, 2013).

Here are some strategies for faster language and vocabulary acquisition:

- Context in the classroom-Students need to discuss, read, and write about the academic content using academic vocabulary.

- Use vocabulary, such as the names of important people, places and events, scientific and mathematical terms, concepts, which are critical in language objectives.

- Use repetitions. Learn words through repeated exposures. You cannot expect students to understand a word or use it upon first exposure. Vocabulary

development requires times and multiple exposures in order for the lexical terms to become internalized.

- Provide opportunities for deeper processing of words though demonstrations, concrete examples, and applications to real life; engage students in using the newly learned words.

- Students need many opportunities to build strong vocabularies. Letting students see and hear new words repeatedly, preferably in a variety of ways, help enhance understanding, and drawing on multiple sources of meaning are important for vocabulary development.

- Provide examples of use. Allow students to create examples using the word.

- Learning vocabulary is a cumulative process and that it must be deliberately taught, learned, and recycled.
- Grammatical mastery is not a requirement for effective communication. Instead, any meaning-centered syllabus should be organized around lexis rather than grammar. It rests on the notion that an important part of learning a language consists of being able to understand and produce lexical phrases as chunks. Native speakers have a large inventory of lexical chunks that are vital for fluent production. Chunks include collocations and fixed and semi-fixed expressions and idioms. Fluency does not depend on a set of generative grammar rules and a separate store of isolated words, but on the ability to rapidly access this inventory of chunks. These chunks occupy a crucial role in facilitating language production and are the key to fluency. The building blocks of language learning is lexis, not grammar. We should be raising learners' awareness of the lexical nature of language. If you accept this principle then the logical implication is that we should spend more time helping learners develop their stock of phrases, and less time on grammatical structures. Lexis is central in creating meaning, and grammar plays a subservient managerial role. (Lewis, 1993)
- Another important strategy when teaching English is to have your students practice common phrases until they feel completely comfortable with those phrases.

- General and specific vocabulary both need to be taught. There are varied types of academic vocabulary and they are classified into three categories:

    1. General academic vocabulary: used in all academic disciplines, across the curriculum; also include some high-frequency words used in academic and social conversations

    2. Content vocabulary: subject specific, associated with a particular topic being taught, often the highlighted words in the textbooks, needed for students to understand the content, not very frequently used outside of the classroom

3. Word parts: enable students to learn new vocabulary; help students see words that are related by structure are usually also related by meaning
   Examples:
   - If a science teacher is teaching photosynthesis, he or she can help students learn the meaning of "photosynthesis" by introducing the meaning of the root—"photo" (light).
   - If a student knows that "vis" is the root meaning "to see", he or she can begin to guess the meaning of words like "vision," "visual," "visualize," and "visible."
   - Students can see how these words are related by prefix, root, and suffix.

▶ Vocabulary can also be categorized into Tier One, Tier Two, and Tier Three words.

1. Tier One words—basic vocabulary words
   - Common words, such as simple nouns, verbs, high-frequency words, and sight words
   - Rarely require direct instruction and typically do not have multiple meanings
   - Examples include "book," "girl," "sad," "run," "dog," and "orange"
2. Tier Two words—high-frequency/multi-meaning vocabulary
   - Important for reading comprehension and academic success
   - Characteristic of mature language users
   - Should be taught explicitly
3. Tier Three words—low-frequency/context-specific vocabulary
   - Typically uncommon
   - Learned when a specific need arises, such as learning "amino acid" during a chemistry lesson

Summary

When speaking to students, use day-to-day conversational language and academic language. Words with multiple meanings may look simple, but if not explicitly taught, they are the ones that frequently trip up ELLs and struggling readers. Use transition words and logical connectors, such as narrative structures found in stories, expository discourse structures for explaining, compare and contrast, persuade, show cause and effect, or delineate a procedure. In addition, it is important to note that background knowledge plays a significant role in academic language use. As background knowledge grows, students grow in their ability to understand more complex subject matters. Learning becomes easier when it is built on students' background knowledge, since it relates the new knowledge with students' prior knowledge. Effective academic language use requires a growing reservoir of background knowledge in a given subject, application of thinking skills, and sufficient linguistic knowledge to understand and present complex information orally and in writing. Encourage extensive reading, or what Krashen (2004) termed "free voluntary reading" to increase students' vocabulary. It is important for ELLs to read material geared to their English proficiency and reading ability, and read at the appropriate level of difficulty. The goal is for the ELL students as well as for all our students—to enjoy

learning, be a lifelong learner, be happy and become a successful productive member of society.

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