

# SDSU-USD Doctoral Program in Education

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THE NEWSLETTER FOR STUDENTS, CANDIDATES, AND FACULTY

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**Graduation 2007**



## The Impact of Technology on Research

*In 1965, Gordon Moore, one of the cofounders of Intel, predicted that the power of integrated computer circuits would double every 18 months. His astounding prophecy proved so accurate that it is now referred to as "Moore's Law."*



The proliferation of the Internet has opened new possibilities for researchers. The past decade has seen the creation of a variety of tools for Web-based research. These would include tools for creating and implementing web-based surveys, websites for organizing and developing complex experimental designs, and even websites devoted to simply housing web-based research projects. There are many tools and services free to academics, particularly those tools which provide outsourcing of data collection (i.e., they store the survey and data on their server until you're ready to retrieve it). This outsourcing bypasses many of the technical issues which can hamper researchers. For the most part, these tools can be used with a minimal understanding of HTML or Webservers (though such knowledge certainly increases the versatility of the tool). Examples of such tools include SurveyMonkey, SurveyWiz, and Survey Assistant which are survey/questionnaire development tools, PsychExperiments (a storehouse of web-based projects and an "online psychology laboratory"), FactorWiz (creation of factorial designs and stimuli), WEXTOR (Web Experiment Generator) that facilitates creation of Web-based experimental procedures, among other software programs that make both quantitative and qualitative research data analyses much more facile. Each of these tools has advantages and disadvantages. They vary in complexity and function, emphasizing different aspects of research and different educational possibilities. I encourage you to take a look at each before deciding which best fits your need. Technology has done for research what PCR (polymerase chain reaction) has done for biology.

**Dr. Cheryl L. Mason**, Co-Director of the SDSU-USD JDP, SDSU Office

Roaming the new USD School of Leadership and Education Sciences building, one is in awe of the massive beauty of the halls of learning. Stepping inside each classroom and technology lab the endless potential for technology supported instruction and learning across every discipline within SOLES seems endless. Moving past the massive fireplaces on the first and second level of the Grand Sala ('living room') one enters the Graduate Reading Room. It was no accident that the Reading Room opens onto the balcony over the Sala designed in the style of the University in Alcalá, Spain where doctoral students stand to deliver their dissertation defense to the faculty and students. I present this grand sweep of the SOLES Building – your building. It is a place for potential to take shape in the minds of scholars like you. This issue focuses on the impact of technology on research. The tools are like corridors of the building. They are there but you must wisely choose and understand the potential. You as a researcher and scholar are the mind behind the resources. Choose and use them wisely. On behalf of the whole faculty of the University of San Diego I am proud to welcome you to the hallways to your professional future. The welcome back event is Thursday, October 11th, 2007 at 5:30pm in the Inner Courtyard of the New School of Leadership and Education Sciences building.

**Dr. Jerome Ammer**, Co-Director of the SDSU-USD JDP, USD Office

## DSCE Connects

### The Colloquium Spring 2007

### *Your Doctorate: Pathway to Success*

On March 15<sup>th</sup>, the DSCE board welcomed alumni from SDSU-affiliate joint programs in Education who share motivational information on how the doctoral degree improved their career.

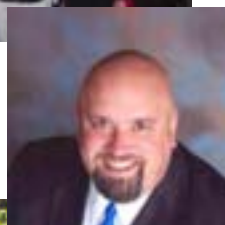
**Dr. Mark Arapostathis**, elected La Mesa City Councilmember, 2<sup>nd</sup> grade teacher at Lemon Avenue Elementary School, Director of the Peter Pan Jr. Theater, has an Ed.D from the SDSU-USD Literacy Concentration program.

**Dr. Lisa L. Clement Lamb**, Director and Associate Professor, Mathematics Education Masters program, School of Teacher Education, SDSU, has a Ph.D from the SDSU-CRMSE program.

**Dr. Janet Castanos**, Dean of Humanities, Social and Behavioral Sciences and International Programs at Grossmont College, has a Ph.D from the SDSU-Claremont Graduate University program.

**Dr. Frances Clem**, corporate consultant specializing in the design and implementation of strategic training objects, has an Ed.D from the SDSU-USD Educational Technology program.

**Dr. William DeJean**, lecturer in Middle School education at Charles Sturt University in Albury, Australia, has Ed.D from the SDSU-USD Literacy concentration. Dr. DeJean sent an insightful address "Unlocking the Door" from down-under.



## Graduation 2007



### CONGRATULATIONS

#### From left to right:

Dr. Kirsten Hanson, *Emerging elements of leadership in a complex system: A cognitivist approach.*

Dr. Michanne Hctor, *Investigating professional development in technology for literacy teachers.*

Dr. Alicia Gallegos-Butters, *Pedagogy in online graduate business courses: A Delphi study.*

Dr. Jim Julius, *A concerns-based adoption model study of university instructors engaged in faculty development for enhancing teaching with technology.*

Dr. Barbara Pongsrikul, *An investigation of the community-based English tutoring program (CBET).*

Dr. Michael Reese, *What's so hard about algebra? A grounded theory study of adult algebra learners.*

Dr. Cynthia Sistek-Chandler, *A mixed methods study on CBAM and the adoption of thin client computers by adolescents.*

Dr. Mary Jewell, *Personalization for English learners at a small high school.*

Dr. Marci-Anne Hanks, *Stakeholders' Perspectives of a Catholic K-8 School as a Caring Community.*

# Events: Celebration Reception, May 2007

Let's put it this way...We simply could not decide which pictures to select and which to omit. So...here they are. They do a better job at telling how successful the evening was than a limited word-count paragraph. Enjoy.



Marci-Anne Hanks  
& Jane Beeman



Mary Jewell  
& Family



Mary  
Palmer



Dr. Margie Kitano



Kirsten Hanson



Alicia Gallegos-  
Butters & Family



Dr. B. Allen, Mr. Foote,  
V. Foote, L. Kelsey, C.  
Lewis, P. Wright.



Michanne Hctor  
& Family



Cynthia Sistik-  
Chandler & Family



The children also had a great  
time eating and dancing.



Maria Grant  
& Family



Maria Schutt  
& Family



Jennifer Hamby  
& Husband



Isn't it the most dressed-up  
Brie you've ever seen?

# The Impact of Technology on Research

With the rise of more efficient web 2.0 tools and intelligent software, researchers find their data collecting, computing and analyzing made easier. In this article, Dr. Marci-Ann Hanks and Dr. Jim Julius share how technology has helped with keeping time and sanity in check during dissertation research work and mention some of the few research instruments they use.

## Dr. Hanks

“Dissertation Title: *Stakeholders’ perspectives of a catholic K-8 school as a caring community.*”

Stakeholders included parents, teachers, administrators, staff members, and sixth through eighth grade students. A mixed methods approach was used. The study used a survey, interviews, and observations.

My data were extensive, but technology helped me to analyze my survey data. The survey consisted of 42 questions on a Likert scale. I used SPSS to analyze survey data using both descriptive and inferential statistics.

I took an introductory SPSS course from USD by Jade Winn which taught me how to create my database and input all of my data. I also learned a lot from UCLA and Texas A&M U.’s websites. They have tutorials which have online movies that explain how to analyze data using SPSS. These are the websites I found most helpful: <http://www.ats.ucla.edu/STAT/seminars/> and <http://www.stat.tamu.edu/spss.php>.

I used Microsoft Excel to make a graph which displays my findings clearly and helps readers to see the results quickly and make comparisons between stakeholders’ responses. Knowing how to create tables was also an invaluable tool for displaying data.”

## Dr. Julius

“Dissertation title: *A concerns-based adoption model study of university instructors engaged in faculty development for enhancing teaching with technology.*”

It's hard to imagine the total time savings that technology gave me throughout the research process. Here are a few key points:

- Use of the SDSU IRB web portal tool, simplifying communication and the process of providing all the required documents.

- Extensive use of email throughout the process to communicate with committee members, outside experts, study participants, and others involved in data collection.

Note: I also tried using a wiki to provide a central hub for my committee but that didn't really "take" with them.

- Extensive use of library database and Internet resources to gather literature for review. (JDP people, don't forget that USD's library offers free electronic access to dissertations.)
- Administration of three surveys via a web-based survey tool. This resulted in:
  - All participants fully completing all surveys without any errors.
  - No cost for survey printing, mailing, etc.
  - Quicker turnaround.
  - Survey data downloads to spreadsheet for further analysis in Excel and SPSS - no data entry time or errors.
- The research method I was using (CBAM) has available some pre-formatted Excel spreadsheets which saved a tremendous amount of time with some of the initial survey data analysis and reporting
- An interview team from Colorado State University trained in the research methodology conducted phone interviews with participants (yes, phone is a technology, too!) allowing for over 30 of these interviews to take place at minimal cost compared to bringing in a trained expert or sending someone to the 3-day training
- Final in-depth local interviews were captured via iPod. I was able to transfer the digital recordings to my computer and send them to a transcriptionist in New York for low-cost, high-quality, quick-turnaround transcription. No physical media to deal with. (However, there was an iPod/user glitch and one of the interviews had to be done over again.)
- Use of the SDSU Word thesis template from the outset minimized formatting issues and saved from having to employ an outside formatter.
- Use of EndNote to keep track of references and properly format citations and the reference list is a tremendous time-saver.”

\*\*\*Food for thought and happy researching, folks.\*\*\*

# People in the News

## PUBLICATIONS

**Fearn, L. & Farnan, N.** (2007). When is a verb? Using functional grammar to teach writing. *Journal of Basic Writing*, 26, 63-87.

**Fearn, L. & Farnan, N.** (2007). The influence of professional development on young writers' writing performance. *Action in Teacher Education*, 29, 17-28.

**Fearn, L., Farnan, N., & Grisham, D. L. (Eds.)** (Summer 2007). Themed issue: Preparing teachers to teach writing effectively. *Action in Teacher Education* 29(2).

**Fearn, L. & Farnan, N.** (in press, 2008). Writing in middle and secondary schools: focus on struggling students. In S. Lenski & J. Lewis (eds.). *Reading success for struggling adolescent learners*. NY: Guilford.

**Farnan, N., & Fearn, L.** (in press, 2008). Writing to learn in the content areas. In D. Lapp, J. Flood, & N. Farnan (eds.). *Content area reading and learning: Instructional strategies, 3<sup>rd</sup> edition*. Mahwah, NJ: Lawrence Erlbaum.

**O'Shea, M.** (October). Taking the pulse of three California secondary teachers: How does the No child Left Behind act of 2001 affect them? *English Leadership Quarterly*.

**O'Shea, M.** (2007). Tinkering toward tragedy? How standardized testing in American high schools is trumping all else. *California Reader*.

**Toma-Berge, S.** (2006). Teaching writing for English learners. *The Ladder*. Los Angeles Unified School District.

Shen, R. M., **Wang, M. J.**, & Pan, X.Y. (In press). Increasing interactivity in blended classrooms through a cutting-edge mobile learning system. *British Journal of Educational Technology*.

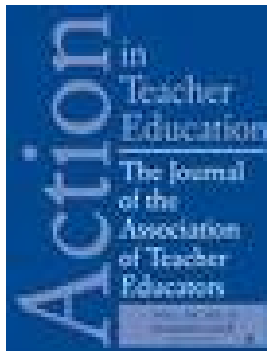
Yang, F., **Wang, M. J.**, & Shen, R.M. (2007). Community-Organizing Agent: An artificial intelligent system for building learning communities among large numbers of students. *Computers and Education*, 49(2), 131-147.

**Wang, M. J.** (2007). Designing online courses that effectively engage learners from diverse cultural backgrounds. *British Journal of Educational Technology*, 38(2), 294-311.

**Wang, M. J.**, Sierra, C., & Zhao, X. N. (2007). Gender, discourse style and equal participation in online Learning. *Journal of Distance Education in China*, 2007(2).

Laffey, J., Espinosa, L., **Wang, M. J.**, and Zhao, N. (2007). Social computing as a design perspective for E-Learning. *Journal of Distance Education in China*, 2007(4). Beijing, P. R. China.

**Wolsey, T. D.** & Grisham, D. L. (2007). Adolescents and the new literacies: Writing Engagement. *Action in Teacher Education*, 29(2), 29-38.



## CONFERENCES & WORKSHOPS

**Reljic, S.** *How to integrate technology into the adult literacy curriculum*. Southern California Library Literacy Network, Anaheim, May 11, 2007.

**Reljic, S.** *Augmenting the MERLOT tradition with multi-user virtual environments: A guided Tour*. The MERLOT International Conference, New Orleans, October 9, 2007. Sabine also served as a session chair.

**Reljic, S.** *MUVE It: Using Second Life for Foreign language and Culture Instruction*. AECT Convention 2007, Anaheim, October 27. This paper is considered for inclusion in the Proceedings.

**Sandman-Hurley, K.** *Health Literacy*. Southern California Library Literacy Network, Anaheim, May 11, 2007.

**Sandman-Hurley, K.** (2007). *Dyslexia: The Science, The Implications, the Interventions*. Commission on Adult Basic Education, Philadelphia.

**Sandman-Hurley, K.** (August). Applied and was selected to attend the *National Adult Literacy Assessment data set training* in Washington, D.C., sponsored by the National Center for Education Statistics. The training qualifies Kelly for secondary analysis research grants.

**Wolsey, T. D., Patterson, S., Toma-Berge, S.** *Interactive Practices in Writing Instruction with Diverse Audiences*. National Reading Conference, Austin, TX, November 2007.

# People in the News -Projects

## PROJECTS

**Bussell, L.** (2007). Principal Investigator for a grant funded by the national Institutes of Health, *Urban Habitats – Inquiry-based life science explorations for K-5 students*. Fellow cohort 1 classmate Dr. Maria Grant is a science education consultant on the project.

**Loh, V.** (2007). Society of Children's Book Writers and Illustrators panelist speaking on Asian-American children's literature (09/08). Coordinating a panel for USD's Peace Conference on the Virginia Tech shootings (October). Dr. Cox is one of the panelists. Board member for Lincoln's Center for the Arts. "I rented a farmhouse in Tuscany for three weeks this winter so that I can finish the sequel to my book among other stories."

**Reljic, S.** (June). Consulted with the Ministry of Education, Paris (France) on technologically-enhanced schooling. Pending project with the European Commission on multi-user virtual environments for cross-cultural and lingual educational systems.

**Reljic, S.** (Fall 2007). Joined the International Multidisciplinary PhD Studies in Educational Technology (IMPDET) Cross-Cultural Research Team to study and better understand global virtual collaborative teams and cross-cultural online instruction.

**Sandman-Hurley, K.** (2007). Successful grant writing (*Integrating Instructional Technology via WebQuests into Two Library Literacy Programs*) and funding (by the Library Services and Technology Act through the California State Library).

**Sandman-Hurley, K.** (2007). Completed preliminary research for the Health Literacy project for San Diego Council on Literacy and Community Health Improvement Partners. Implemented a treatment for the County of San Diego healthcare field.

**Sandman-Hurley, K.** (October). Health Literacy Institute, to be trained to use "a spectrum of plain language skills to create vibrant print health related communications," Maine.

**AWARDS** **Maryjane Leonard** received the *Women of Success Award* and the *VIP award for "Values in Practice"* for her outstanding and inspiring work with the Academy of Information Technology at Hoover High School. Jane was invited to speak at the Booz Allen Hamilton Women's Forum inaugural event, "Celebrating Women Successes," prior to receiving her award.

## TRAVELING

**Dr. Linda Bussell** had the opportunity to travel to Beijing in May as part of a planning group for an English language acquisition game for Chinese middle school students. "We spent 10 days visiting schools, observing classrooms, and meeting with educators and students to discuss their interests and learning needs."



"Of course, we also took the opportunity to visit the Great Wall, Forbidden City, and other must-see attractions."

**Dr. William DeJean** continues to teach at Charles Sturt University, Australia (see his work at <http://www.williamdejean.com>). William also took five of his Australian pre-service teachers to the AVID Summer Institute conference in San Diego and has begun conducting research on their experience (see <http://csusap.csu.edu.au/~wdejean/avid.htm>). "I'll be presenting a paper on the data this November at AARE (Australian Association for Research on Education) in Perth."

# Important Dates

## FALL 2007

August 16 – tuition and fees due

September 5<sup>th</sup> – first day of classes (USD)

September 17 –Last day to apply for Fall 2007/January 2008 graduation (SDSU)

October 12 –Last day to petition for Spring/May 2008 Graduation (USD)

October 19 –Fall holiday: No classes (USD).

November 1 –Priority Deadline for 2008 Intersession financial aid applications (USD)

November (TBA) –Last day for submission of dissertation to SDSU Thesis Review format check (SDSU)

November 12 –Veteran's Day: Campus Offices closed (SDSU)

November 13 –Deadline for removal of incompletes from Spring/Summer 2007 (USD)

November 21-22 –Thanksgiving Holiday: Campus Offices closed (USD)

November 22-24 –Thanksgiving Holiday: campus offices closed (SDSU)

November (TBA) –Final Format Check -SDSU Dissertation Review (SDSU)

November 30 –Deadline for completion of dissertation defense for Fall 2007/January 2008 Graduation (USD)

December 7 – Last day of classes before finals (SDSU)

December 14 –Last day of classes before finals (USD)

December 14 –Completed Dissertations, fees, and forms due to Graduate Records for Fall 2007/January 2008 Graduates (USD)

December 21 –Final deadline for Spring registration.

## SPRING 2008

January 16 –Tuition and Fees due

January 28 –First day of classes (USD)



MAYA CALENDAR

February 11 –Last day to apply for Spring/May 2008 graduation (SDSU)

March 14 –Priority Deadline for 2008 Summer Sessions financial aid applications

March 17-24 –Spring Break: no classes (USD)

March 31 –Cesar Chavez Day: campus closed (SDSU)

March 31-April 4 –spring Break: no classes (SDSU)

(TBA) –Last day for submission of dissertation to SDSU Thesis Review for 1<sup>st</sup> format check (SDSU)

April 1 –Priority deadline for USD financial aid applications for next year (USD)

...to see the rest of Spring 2008 calendar, go to the joint doctoral program website (see next page).

# Your Contacts

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**Cohort 2 Literacy Advisors** Dr. Nancy Farnan (SDSU), Dr. Kendra Sisserson (USD)

**Cohort 2 Ed.Tech Advisors** Dr. Donn Ritchie (SDSU), Dr. Jerry Ammer (USD)

**Cohort 3 Literacy Advisors** Dr. Barbara Moss (SDSU), Dr. Malu Dantas (USD), Dr. Bob Infantino (USD)

**Cohort 3 Ed.Tech Advisors** Dr. Marcie Bober (SDSU), Dr. Jerry Ammer (USD)

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