

Division of Educational Psychology & Methodology

**University at Albany, SUNY
School of Education
Department of Educational & Counseling Psychology**

Student Research Poster Session



ED 335

May 4, 2005

11:30 a.m.-1:00 p.m.

Coordinator:
Temi Bidjerano

Supervising Faculty Member:
Dr. Joan Newman, Division Director

Authors and Abstracts

Bitá Behforooz, M.S. *High School Experiences Reported by Akwesasne Youth*

The poster presents descriptive data of interviews conducted with youth of the Akwesasne Mohawk Nation about their high school experiences. The study is part of a larger project which investigates the effects on adolescents' development of PCB contamination of the rivers and local food chain.

Temí Bidjerano, M.S., Joan Newman, Ph.D., John Johnson, Psy. D., & Chin-Cheng Kao, Ph.D. *Children's Anxiety as a Cross-Cultural Phenomenon*

The study explored the cross-cultural comparability of the subscale scores of the Revised Children's Manifest Anxiety scale for U.S. (n=196), Bulgarian (n=312) and Taiwanese (n=306) children. It was found that Taiwanese children score significantly higher on the Total anxiety scale compared to their American and Bulgarian counterparts. Bulgarian and Taiwanese children tend to provide more socially desirable responses.

Temí Bidjerano, M.S., Joan Newman, Ph.D., John Johnson, Psy. D., & Chin-Cheng Kao, Ph.D. *What Do Fourth Graders Usually Do After School? A Cross-cultural Investigation.*

The purpose of the study was to identify the types of activities fourth graders from Bulgaria, U.S. and Taiwan engage in during the after-school hours. Eight broad types of activities were identified. In addition, the study found that U.S., Bulgarian and Taiwanese children spend approximately equal proportions of time in watching TV and outing. Significant gender and country differences were found with respect to time spent in routines, playing, academics, extracurricular activities, sports and reading for fun.

Mohua Bose, M.S., Felix Fernandes, M.S., & Ryan Nyadherny *A Study of Proficiency and Training Need among Substance Abuse Professionals*

The purpose of the study is to investigate if care providers from different professional backgrounds differed on feelings of proficiency and training needs. Professional backgrounds included Addictions counselors, Social workers and Medical professionals. Perceptions of proficiency and training need were measured using a self-report measure. A multivariate analysis of variance revealed that Addiction counselors were higher on most areas of proficiency and training need compared to the other types of care providers.

Felix Fernandez, M.S., & Heidi Andrade Ph.D. *A Review of Self-Regulated Learning Theories*

We review contemporary educational and psychological literatures in order to propose an updated definition and model of self-regulated learning. We identify areas of strength in the field as well as gaps in the current body of knowledge regarding self-regulated learning, and make recommendations for future inquiry.

Stephen M. Guckemus, B.A. *Videogames and Development: A Literature Review (Work in progress).*

Ever since videogaming became a popular pastime, it has been scrutinized by parents, educators, and the media. Videogames have been blamed for obesity, social problems, and aggressive behaviors. Proponents of videogames insist that these claims are false, or at the least, exaggerated, and list several positive effects of videogaming, including improved coordination and social interaction. The purpose of this review is to analyze the existing research in this new field of study in attempt to determine what influence, if any, videogaming has on development.

Christopher Hallenbeck, B.A. *Actual Versus Preferred Roles of School Psychologists*

The study had threefold purpose: 1) Which job roles of school psychologists were preferred, and which are considered less desirable? 2) Was actual time dedicated to assessment different from ideal time spent? 3) Why were certain roles desirable and not desirable? The results were gained using 4 interviews and indicated that among all job categories direct interventions was preferred, while assessment was found to be less desirable.

Zhili Liang, B.A. *Factors Contributed to the Understanding of Software Piracy among College Students*

The objective of this study is to identify the factors affecting college students' intentions toward software piracy. It used a scenario-based survey within a sample of 41 college students. The results from a hierarchical regression analysis revealed that college students' attitudes toward software piracy is the most significant factor related to their intentions toward software piracy. Intervention efforts aimed at altering college students' attitudes toward software piracy should be considered.

Lai Lei Lou, B.A. *Personality Traits, Self-determination and Procrastination among Student Athletics*

This study investigated the relationship among personality traits, self-determination and procrastination in college student athletes practicing sports. The purpose of the study was to examine how personality traits and self-determination related to college athletes doing exercise. Participants were 107 college students (all undergraduate) who were joining the University Athletics Department in various sports at SUNY. Self-determination was found negative significantly related with procrastination in student athletes practicing sports.

Kathryn Lyons, Julie Pruden, Michele Gligora, C.A.S., & Ying Du, M.S. *Observer Perception of Videoconferences as a Function of Mode of Instruction*

The aim of this study will be to determine a correlation between the mode of instruction used during videoconferencing through Project View and the competencies/skills that students exhibit during the lesson. For the purpose of this study, skill level of student responses will be assessed using a six-point Likert-type scale based on Bloom's Taxonomy. Mode of instruction is operationally defined as the instructional method implemented during the videoconference program. Data gathered from 22 classroom observations and 648 student surveys.

Leigh Mountain, M.S., C.A.S., Deborah A. Chapin, M.A., & Xiuyuan Zhang, B.A. *Longitudinal Comparison of Educators' Beliefs and Level of Adoption of Technology in the Classroom*

This study presents a longitudinal cohort comparison of teachers' beliefs in technology integration over a multi year effort to create change. Attitudes toward technology, integration, skill levels, and approaches were assessed. Findings indicated that in general, teachers reflect the positive attitudes toward integration, but that experienced teachers are beginning to show a decline in agreement with these factors. In addition, experienced teachers self-reported confidence level in technology is at or below where it was in 2000.

Asil Ali Özdoğan, M.S., Chin-Cheng Kao, Ph.D., Joan Newman, Ph.D., & John Johnson, Psy.D. *Report Cards: A Universal Source of Anxiety for Children?*

Five hundred and seventy 4th graders from Taiwan, Turkey, and USA completed the Revised Children's Manifest Anxiety Scale and a report card reaction questionnaire developed by the researchers. Results showed that perceived pressure for academic achievement subsequent to receipt of the report card was associated with children's manifest anxiety levels. Children's anxiety levels were more strongly related to their self perceptions about their report cards than their perceptions of parental reactions.

Asil Ali Özdoğru M.S., Gizem Aksoy, Nurcin Erdogan, & Fatma Gok. *Occupational Models for Boys and Girls: Content Analysis of Turkish Elementary School Textbooks*

This study investigated the presentation of occupational models for men and women in Turkish elementary school textbooks to discern the range of occupational opportunities the Turkish educational system provided their students with. Men were involved in economically and/or socially prestigious jobs, whereas women were mainly housewives and mothers, and their narrow career options were limited to low-status occupations.

Tricia Della Porta, B.A., & Melissa Tofte, B.A. *Educational Professionals' Perception of School Psychologists: School Psychologists' Utilization and their Roles*

This study examined the perceptions of beginning faculty members compared to experienced faculty members on their impressions of school psychologists. The participants were educational professionals (beginners and experts) who work at an elementary school in Upstate New York. Our results show that there was not a significant difference in the perceptions of experienced school faculty members versus beginner school faculty members except when looking at the involvement of the school psychologist in crisis intervention.

Matthew R. VanSlyke, B.A. *Video Game Usage and Its Relation to Academic Performance in College-Aged Students*

The current literature indicates that there have been several research studies that have revealed a negative correlation between video game usage and academic performance in various student population. The current study was conducted in order to further investigate the relationship between video game usage and academic performance in a secondary educational sample as well as to document differences in video game usage determined by gender, ethnicity, grade level, and age. A total of 123 college students from the University at Albany participated in this study.

Xiaolei Wang, M.S., Deborah Chapmin, & Bitia Behforooz, M.S. *The good, the bad, and the left behind: A survey of educators' perceptions of the impacts of the No Child Left Behind Act, Phase II.*

The study is a phase II study on the nature of No Child Left Behind, with an emphasis on educators' perceptions. Building on the findings of the Phase I study, a quantitative survey contained 21 items in the five dimensions of the general impacts of NCLB, the impact of NCLB on students, the impact of NCLB on curriculum and instruction, general opinion of NCLB, and accountability in regard to NCLB, was developed for the Phase II study.

Barbara Wilkinson, M.S., C.A.S., Susan L. Rogers, M.S., Lai Lei Lou, B.A., Michele Gligora, M.S., Ying Du, M.S., Regina Cosentino *Test-Takers' Perceptions Of and Comfort Levels With the New Information and Communication Technology (ICT) Literacy Assessment*

73 students participated in both a pilot version of the new Information and Communication Technology Literacy (ICT) Assessment, currently in development by Educational Testing Service (ETS), and a follow-up survey. Chi Square analyses conducted on students' survey responses revealed that students felt that the ICT assessed skills were relevant to their academic experiences, and that it should be used as a tool to inform curriculum design. Further implications and directions for research are discussed.

Haiyan Zhang, B.A. *Predicting Word Level Skills with Response to Kindergarten Intervention*

This study used linear growth curve modeling to model the growth pattern of prerequisite word level skills for reading development in children with reading difficulties as response to early intervention. It was found that kindergarten intervention has a positive effect on ability to identify and decode words. Entry level knowledge of alphabet can be used to predict the response to intervention. Sensitivity to and the successful manipulation of phonemes also predict growth in word-level skills.