

Do Students' Beliefs about Writing Relate to their Writing Self-Efficacy, Apprehension, and Performance?

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Abstract

This study tested a model in which beliefs about writing, writing self-efficacy, and writing apprehension predict writing performance. The Beliefs about Writing Survey, the Writing Self-Efficacy Index, and the Modified Writing apprehension Test were administered to 738 undergraduates to predict their grade on a class paper. In a hierarchical regression, beliefs about writing predicted variance in writing scores beyond that accounted for by writing self-efficacy and apprehension. Audience Orientation, a new belief associated with expert practice, was the strongest positive predictor of the students' grade. Transmission, a belief in relying on material published by authorities, was the leading negative predictor. Writing self-efficacy predicted performance, albeit modestly. The traditional measure of writing apprehension (anxiety about being critiqued) was not significant, but Apprehension About Grammar, a new construct, significantly and negatively predicted performance.

Practical/Social Implications

It may be useful to modify writing instruction to emphasize the mindsets and approaches associated with adaptive beliefs and minimize those related to maladaptive and ineffective beliefs. For example, assignments can be structured to encourage students to have a stronger sense of audience. Additionally, teachers can assign fewer papers and more revision so that one-draft writing becomes the exception and revision cycles the norm. Strategies, such as taking notes from outside texts, selecting and incorporating

quotations, and varying and increasing the sophistication of one's vocabulary, can be presented so that they remain flexible and do not deteriorate into mechanical cutting and pasting. Finally, the strong negative relation of Apprehension About Grammar to writing performance indicates that we may need to be less indignant about mechanical errors and develop approaches to teaching grammar and correctness that are less likely to product counterproductive levels of anxiety.

Citation

Sanders-Reio, J., Alexander, P.A., Reio, Jr., T.G. & Newman, I. (2014). Do students' beliefs about writing relate to their writing self-efficacy, apprehension, and performance? *Learning and Instruction*, 33, 1-11.

The Effect of a Supplemental Book-Sharing Intervention for Developmentally Delayed Toddlers who were Prenatally Exposed to Cocaine

Author

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Abstract

This study examined the impact of a supplemental summer literacy program and the mediating effects of the home literacy environment on the language and literacy outcomes of a group of children ($n = 47$) who were developmentally delayed due to gestational cocaine exposure and corresponding high-risk environmental factors. Participating children were exposed to an intensive book-reading intervention during the summer months over a 3-year period. Results indicated that literacy scores, as measured on the Book Reading Inventory (BRI) did improve for the children over the 3-year period; however, language scores as measured on the Reynell Developmental Language Scales (RDLS) had varying rates of change

over time. Receptive language was significantly impacted by other variables such as attendance and race/ethnicity.

Expressive language was significantly affected by other variables such as gestational age and attendance. Results also indicated that language outcomes for young children who were exposed to a literacy program were higher than those who did not participate; however, only receptive language yielded significance at the $p < .05$ level. Activities in the home that support literacy and learning as measured on the Stony Brook Family Reading Survey (SBFRS) do indeed impact language and literacy outcomes for these children.

Practical/Social Implications

Educators of young children need to understand the relationship between literacy, language and home environment. Quite often, children who are at-risk exhibit language delays that are also related to the lack of a supportive literacy environment in the home. To compensate for this lack of literacy support at home is a challenge for teachers in early intervention programs. Creating a structured system for caregivers so that they may learn how to engage in literacy activities in the home and provide literacy materials for their children to access may help young children experience greater outcomes in both literacy and language.

Citation

Ullery, M.A., Dinehart, L. & Katz, L. (2014). The effect of a supplemental book-sharing intervention for developmentally delayed toddlers who were prenatally exposed to cocaine. *Journal of Developmental and Physical Disabilities*, 26, 99-113.

Exploring the Predictive Value of the ACT Among First-Year College Students on Academic Probation

Authors

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Abstract

This study explored the relationship between ACT scores and academic achievement among first-year college students on academic probation ($n = 192$) at a large southern university. Results suggest participants' ACT scores did not correlate with second semester grade point averages (GPA).

When GPAs were compared with ACT scores of the larger student body admitted during the same academic year, results indicated students on academic probation averaged significantly lower. However, comparisons with national averages suggest participants' ACT scores demonstrated a regression to the mean. The implications this study has for retention, academic improvement, and academic counseling in higher education are discussed.

Practical/Social Implications

Due to controversy surrounding the topic of academic success and predictors, this study sought to provide more clarification and expand on work already conducted. This study aligns with research suggesting ACT scores are not a significant indicator of future academic performance. Implications drawn from this study suggest that perhaps other measures of students' ability may be better predictors of their academic success. Thus, universities and colleges may want to consider alternative performance measures that can more accurately assess students' accomplishment at the collegiate level.

Citation

Young, T., & Burt, I. (2013). Exploring the predictive value of the ACT among undergraduate students on academic probation. *The Journal of College Development and Transition*, 21, 45-53.

Using Picture Books with Adolescent Readers to Enhance Literacy Instruction

Author

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Abstract

This article discusses the benefits of using picture books with adolescent readers, describes strategies that can be taught with picture books, and provides examples of books the author has used. Some of the topics discussed include: reading comprehension, visual literacy, interactive read-aloud with facilitative talk, literary elements, and content-area reading. The advantages and disadvantages of using e-books and picture books that can be accessed online are also discussed. An annotated bibliography with more than 50 picture books is included in Appendix A. The books that may be accessed as e-books or audio CDs are also

identified. Appendix B contains a list of books and websites where print, digital, and online resources can be found.

Practical/Social Implications

“Authentic literacy experiences should occur across the disciplines with varied types of text that are inclusive of print, audio, and fixed and moving images” (IRA, 2012). The National Council of Teachers of English (NCTE, 2006) describes a reading curriculum that focuses on selecting, reading, responding to, and analyzing a wide range of literature. They also call for literature that is accessible to all students, literature that represents a variety of topics and degrees of difficulty (NCTE, 2006). Because most classrooms include children reading at various levels of proficiency, materials like picture books, considered inappropriate for whole-class instruction, might be suitable for small-group or individual use (NCTE, 2006). To increase students’ reading achievement, teachers must use as many resources as possible. Picture books can be a great instructional tool for teachers of adolescents.

Citation

Senokossoff, G. (2013). Using picture books with adolescent readers to enhance literacy instruction. *Reading Horizons*, 52, 211-232.

The Moderating Role of Brand Reputation and Moral Application

Author

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Abstract

The purpose of this paper is twofold: first, to examine the influences of theory of planned behavior (TPB) constructs (i.e. attitude, subjective norm, and perceived behavioral control (PBC)) on individuals’ volunteer intention for future sporting events, and second, to investigate the moderating effects of brand reputation and moral obligation in the relationships between TPB constructs and volunteer intention.

The sample consisted of 107 volunteers at the 2009 NCAA Men’s Basketball Tournament. Moderated hierarchical multiple regression analysis was used to test the hypothesized relationships of the model. Subjective norm and PBC were significantly associated

with volunteer intention. Brand reputation was found to be a moderator in the relationships between attitude and volunteer intention and between subjective norm and volunteer intention, and moral obligation moderated the relationship between PBC and volunteer intention.

Practical/Social Implications

Because sporting event/volunteer managers face considerable obstacles in recruiting and retaining a volunteer workforce, an enhanced understanding of the volunteering process highlights productive new strategies to increase volunteer recruitment, retention, and reliability, with the concomitant benefit to not only organizations, but also to communities and society in general.

Citation

Bang, H., Odio, M.A., & Reio, T.G., Jr. (2014). The moderating role of brand reputation and moral obligation. *Journal of Management Development*, 33, 282-298.

Literacy, Teens, Refugees, and Soccer

Authors

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Abstract

This study examined the literacy development of teenage refugee boys in a one-month intensive summer literacy camp. The study intervention sought to abate literacy regression among language minority students in a suburban southern US city by combining physical training and promotion of literacy culture. Students experienced an intensive schedule of athletics and reading/writing workshops. Data were collected regarding student writing, reading proficiency, and dispositions toward literacy practices. Outcomes included increased student enjoyment expressed for both reading and writing, especially for the experience of older students reading to younger peers. In addition, data indicated that summer literacy regression was largely avoided. However, reading proficiency level assessments foreshadow obstacles for students in achieving timely high school graduation. Finally, means used by mainstream teachers of assessing the literacy of refugee students, especially compared to assessments of proficient English-speaking students, are critiqued.

Practical/Social Implications

International refugee organizations may now address reading and writing as part of education-related policy, noting any of the following issues: (a) regular and persistent attention to literacy-based activities may be vital in helping refugee students attain higher education opportunities, (b) programs should account for the fact that refugee students attain higher education opportunities, (c) programs should account for the fact that refugee students, especially those of secondary school ages, may face daunting challenges in achieving English language proficiency levels sufficient for graduation in a timely manner, and (d) current NES-based practices can misdirect teachers in their assessment of refugees' literacy proficiency. Thus, assessment procedures specific to ESL students should be promoted; and refugee students bring stories and experiences that can broaden and enlighten all students' education.

Citation

Dwyer, E. & McCloskey, M.L. (2013). Literacy, teens, refugees, and soccer. *Refugee*, 29, 87-101.

Implementing Intensive Tact Instruction to Increase Frequency of Spontaneous Mands and Tacts in Typically Developing Children

Authors

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Abstract

The present study explored the effects of a modified, intensive tact instruction intervention on the emission of spontaneous, or unprompted, mands and tacts during play in two typically developing preschool siblings. Intensive tact instruction involved presenting each participant 100 opportunities per session to tact stimuli prior to engaging in play. Picture cards were used as the tacting stimuli, which varied across five categories and five sets. Participants were reinforced for correct tacting responses or were conversely corrected for inaccurate or omitted responses. When compared to baseline, both participants exhibited an increase in spontaneous tacts following such instruction. Mands only increased slightly for one participant. This study adds to the research on the positive effect of using intensive tact instruction to help typically developing, yet linguistically diverse children communicate.

Practical/Social Implications

The use of tact instruction presents several implications for the verbal development of young children. The present study served to expand the literature on the effects of intensive tact instruction in typically developing yet linguistically diverse children. This present study indicates that intensive tact instruction can be effectively implemented in individuals' native language. Implementing tact instruction in children's primary languages could potentially benefit those who exhibit limited English proficiency and language delays. Moreover, this intensive tact instruction was conducted in a non-instructional setting, specifically in the participants' home environment during play. This indicates that intensive tact instruction could be effective in increasing such verbal operants in more cooperative and interactive contexts, such as children playing together. Overall, the present study explored intensive tact instruction with a unique population and towards a more cooperative context, leading to other potential avenues in research and further supporting the previously established effectiveness of intensive tact instruction.

Citation

Costa, A. & Pelaez, M. (2014). Implementing intensive tact instruction to increase frequency of spontaneous mands and tacts in typically developing children. *Behavioral Development Bulletin*, 19, 19-24.

Exploring Archimedes' Quadrature of Parabola with Geogebra Snapshots

Authors

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Abstract

This snapshot offers methods of solving the quadrature of parabola, the area of the region (parabolic segment) bounded by the parabola and a chord, using Archimedes' ideas of infinite sums and limits. In the first section, I provide the background of this problem along with relevant terminology and

Propositions (1, 3, 19) from the *Works of Archimedes*. The second section illustrates an exploration of this problem based on snapshots used in GeoGebra technology, a dynamic geometry software (DGS) that intertwines algebra, geometry, and spreadsheet environments. The rationale for using a DGS in the

exploration of the quadrature problem is founded in the view of experimental mathematics (Borwein and Bailey 2003; Borwein 2005; Sinclair 2008) in which the role of technology manifests in: “(1) Gaining insight and intuition, (2) Discovering new patterns and relationships, (3) Graphing to expose math principles, (4) Testing and especially falsifying conjectures, (5) Exploring a possible result to see if it merits formal proof, (6) Suggesting approaches for formal proof, (7) Computing replacing lengthy hand derivations, (8) Confirming analytically derived results” (Borwein 2005, p. 76). The role of GeoGebra manifested in the testing and especially falsifying conjectures in an attempt to test various mathematical ideas, which were reflected in the third section. GeoGebra’s transformative role as a dynamic modeling mindtool (Jonassen 1996) had a crucial impact in setting the stage for justification of these mathematical ideas. In that sense, the snapshots used in the second section have been a useful asset in

the discovery of new patterns and in the setting of the stage for formal proofs, which are presented in the third section.

Practical/Social Implications

These snapshots illustrated ways in which computer environments could be used to transform the practice of mathematics pedagogy. Through employing the dynamic features of GeoGebra (i.e., dragging, sliders, spreadsheets, etc.), the author demonstrated how the technology supported a series of explorations useful for justifying advanced mathematical ideas in advanced geometry and calculus.

Citation

Caglayan, G. (2014). Exploring Archimedes’ quadrature of parabola with geogebra snapshots. *Technology, Knowledge, and Learning*, 19, 101-115.