

# SERA Newsletter

Southwest Educational Research Association  
[www.sera-edresearch.org](http://www.sera-edresearch.org)



SPRING 2012

Editors: Susan Troncso Skidmore, Sam Houston State University, and Rebecca Frels, Lamar University



## THE PRES SAYS...

The 35<sup>th</sup> SERA Conference in New Orleans was superb! With over 250 papers and workshops presented, members showed that they are making a demonstrable impact on fulfilling SERA's mission to *further the advancement of research in education*. Conferences that run as smoothly as ours are the result of effective teamwork and tireless volunteers.

On behalf of SERA, I would like to give special thanks to our Past-President, **Bill Jasper**, Deputy Executive Director, **Linda Zientek**, and Executive Director, **Bruce Thompson**. It is through their history, leadership, and organization that SERA continues to grow and provide a supportive environment for scholars, including student scholars, to develop their scholarship.

The 2012 SERA Program Division Chairs and Co-Chairs served pivotal role in developing the conference program and deserve special recognition. Months before the conference commences, they send proposals out for peer review, write acceptance letters, forward reviewer comments, and serve as primary points of contact for each of the Divisions. Please join me in thanking **Sandra Acosta**, **Aileen Curtin**, **Tommy DeVaney**, **Angela Gibson**, **Dianne Goldsby**, **Sandra Harris**, **Jason King**, **Cynthia Martinez-Garcia**, **Mark Reid**, **Sandra Richardson**, **Martha L. Tapia**, and **La Vonne Williams** for serving as Program Division Chairs. Special thanks also go out to everyone who served as a proposal reviewer!

Across divisions, Division VI had some of the highest number of proposals submitted and presented. Division VI is solely dedicated to graduate students. Not only does Division VI provide students an opportunity to share research that is in progress with fellow graduate students, it gives them a supportive venue in which to work with a faculty discussant. The opportunity to receive qualified feedback and mentorship sets our organization apart and in my opinion is a unique value-add to our graduate student members. Please join me in thanking **Sandra Acosta**, **Julia Ballenger**, **Mary M. Capraro**, **Aileen Curtin**, **Robert W. Elliott**, **Angela Gibson**, **Bettye Grigsby**, **Bill Jasper**, **Prathiba**

**Natesan**, **Rebecca Robles-Pina**, **Elsa Ruiz**, **Pauline Sampson**, **Susan T. Skidmore**, **Jim Telese**, **Ken Young**, and **Winona Vesey** for serving as Division VI Discussants.

This year, **Linda Zientek** and **Bruce Thompson** revised the proposal submission system, so that there are screen snapshots to help orient new members to the proposal system. They also worked closely with membership chair **Vince Parades**, which resulted in an efficient process of proposal submission and registration. Thanks in large part to the work of **David Nimon**, members had a unique opportunity this year to upload their papers to an electronic repository. This repository provides members easy access to papers presented at SERA while at the same time keeping their papers protected should members want to submit them subsequently to journals for publication.

Please also join me in personally thanking a number of special individuals who contributed a substantial amount of time and energy to the conference. These behind-the-scenes volunteers are the backbone of our conference. Thank you to **Winona Vesey** who planned and managed the audiovisual support, **Jim Telese** and **Bill Jasper** who helped setup and tear down equipment for the sessions, **Elsa Ruiz** who helped manage the registration desk, and **Shirley Matteson** who ensured that photos were taken of student presenters during the conference. **Susan T. Skidmore** ensured that technology needs were met during the conference and **Mary Margaret Capraro**, the official "SERA Trinket Maven", provided the commemorative 35<sup>th</sup> year anniversary SERA cups. Thank you would not be complete without thanking **Sonya Carr** who served as our local arrangements chair and negotiated with the Hotel Monteleone.

Please make plans to attend the 36<sup>th</sup> annual conference on **February 6 – 9 in San Antonio**. Planning is underway, and information on the conference and the **Call for Proposals** are included in this newsletter. I look forward to seeing you all in San Antonio!

**Kim Nimon**  
President

University of North Texas

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## EITHER STOPPING OR ENABLING “SERA NEWS” E-MAILS



We make a concerted effort to communicate clearly and frequently about SERA conference and other information. Thus, we send out **frequent** e-mails, which many members find very helpful, especially if they are new to the organization. Many members (especially first-time members) appreciate this, but some members do not.

These blanket e-mails are sent out as “BCC:” messages so that SERA does not distribute the e-mail addresses of its members. To insure that you **receive** these messages, please add the following two e-mail addresses to your Address Book: **bruce-thompson@tamu.edu**, and **lrzientek@yahoo.com**. On the other hand, to avoid receiving such blanket messages, create a mail filter to automatically delete messages containing the Subject Heading “**SERA News**”.

## NEWS FROM PAST PRESIDENT...

SERA 2012 in New Orleans was a huge success. We hope that you thoroughly enjoyed the opportunity to present your research, learn about the research projects of your peers, and interact with colleagues and friends. Thank you for attending and contributing to another outstanding conference.



Even though other organizations are recently experiencing reduced attendance at conferences, SERA is not. A lot of talented and dedicated people make this happen, but I would especially like to single out the professors in our doctoral programs who are staunch supporters of SERA, and who pass that enthusiasm on to their graduate students. More than half of our members are graduate students, and this speaks well to the long-term

health of SERA. Special thanks go to the Program Chair and current President, **Kim Nimon**, as well as the local arrangement chair, **Sonya Carr**, who contributed greatly to conference success. Thank you to the Executive Director **Bruce Thompson** and the Deputy Executive Director **Linda Zientek**, who both ensure that SERA continues to be a very efficient organization; to **Sandra Nite** for her leadership of graduate student awards and activities; to **Vince Paredes** who manages membership; and to **Linda Zientek** for creating and managing the proposal submission system. Also, thank you to **Mary Margaret Capraro**, our “SERA Trinket and Poster Maven.” The 35<sup>th</sup> anniversary coffee cups were something that we will all cherish for years to come.

I would also like to thank the anonymous reviewers for the Outstanding Graduate Student Paper, which was won this year by **Tonya Jeffrey** from the University of Houston.

We hope that you will also plan to attend and present at SERA 2013 in San Antonio next year. Our President-Elect, **Stacey Edmonson**, and the local arrangements chair, **Kathy Mittag**, along with the SERA Board, are already planning a great experience at the historic Menger Hotel. Don't miss it!

**Bill Jasper**

*Past President*

*Sam Houston State University*

## SERA CELEBRATED ITS 35TH ANNIVERSARY IN NEW ORLEANS!





## 2012 OUTSTANDING PAPER WINNER

The 2012 SERA Outstanding Paper winners were **Forrest Lane** and **Robin Henson** from the University of North Texas. The authors will receive an honorarium of \$750, and be noted on the SERA website, and in all future SERA conference programs. The paper, *I Index as a Method to Evaluate Covariate Selection, Bias Reduction, and Model Sensitivity in Propensity Score Matching*, will also be presented at AERA in a session featuring Outstanding Paper Awards of the State and Regional Research Associations.

### I Index as a Method to Evaluate Covariate Selection, Bias Reduction, and Model Sensitivity in Propensity Score Matching



**Forrest Lane**  
University of North Texas

Covariate quality has been primarily theory driven in propensity score matching with a general adversity to the interpretation of group prediction. However, effect sizes are well supported in the literature and may help to inform the method. Specifically, I index is a measure of effect size in logistic regression used in the estimation of propensity scores. As such, Monte Carlo simulation was used to create 35 conditions of I Index, initial bias and sample size to examine statistical differences in (a) post-matching bias reduction and (b) treatment effect sensitivity. The results and their implications for propensity score matching are discussed.



**Robin Henson**  
University of North Texas

## 2012 OUTSTANDING GRADUATE STUDENT PAPER

### Instrument Development for Measuring Preservice Teacher Dispositions

Congratulations to Tonya Jeffrey, a graduate student at the University of Houston, who won the SERA 2012 Outstanding Graduate Student Paper Award for her paper titled, *Instrument Development for Measuring Preservice Teacher Dispositions*. Tonya will receive \$500.

This study focused on assessing the professional dispositions of preservice math and science teachers at an urban university. A 64-item instrument was created using expert and empirical validity to explore preservice teacher dispositions. Forty-one participants completed the survey. The instrument was developed utilizing the NCATE and INTASC principles along with the university's professional attributes standards. Exploratory factor analysis was used to show empirical validation using SPSS. The results of the study provided evidence that the instrument is a valid and reliable instrument. Future research is needed to continue the validation of this instrument on a larger sample of preservice teachers.



**Tonya D. Jeffery**  
University of Houston

### Thanks to all the photographers!



Shirley Matteson, TTU

Maria Benzon, UH  
Daelynn Copeland, Baylor  
Michael Cubacub, Lamar  
Pat Curry, SFA  
Dan Dao, TTU

Donna Fong, Lamar  
Tiffany Forester, Lamar  
Angela Gibson, APU  
Beto Hinojosa, Lamar  
Helen Jackson, SHSU  
Hilton LaSalle, SHSU

Michael Nite  
Sandra Nite, TAMU  
Nicola Ritter, TAMU  
Keonna Roberts, TWU  
Ashley Spicer-Runnels, Lamar  
Heather Turner, UNT

Jeanine Wilson, SHSU  
Rayya Younes, TAMU  
Yan Zhang, TTU  
Leah McAlister-Shields, SHSU

## PAST GRADUATE STUDENT REPRESENTATIVE REPORT



SERA 2012 was a great experience for graduate students, and many people were involved in creating this enjoyable, educational experience. Many thanks to the Executive

Council, the Graduate Student Council, photographers, reviewers of papers for the Dean's Awards, Deans who sponsored Dean's Awards, graduate students who presented papers and submitted papers for awards and SERA logo graphics, and Graduate Student Advisor **Susan Skidmore**. Special thanks to **Michael Nite** for all the hours he spent helping with photos. All of these people were instrumental in providing components that resulted in an exceptional conference.

Graduate students events for 2012 included the Fireside Chat with Presidential Speaker **Dr. Patricia Alexander**, Game Night, session on creating an effective vita, and the Graduate Student Meeting to select the new Graduate Student Council and the Graduate Student Representative to the Executive Council. Less formally, graduate students had opportunities to network with other graduate students

and professors conducting research of interest to them, and have lunch or dinner with other graduate students and professors.

Graduate students also had the opportunity, along with all attendees, to register for special training sessions on Qualitative Analysis, How to Publish, and using *R* programming for statistical analysis. Many of them attended the annual luncheon, where they had the opportunity to enter the drawing for a free room night at the Monteleone Hotel for the conference. Fifteen free nights were awarded. Some training sessions in the regular program were designed especially for graduate students on academic writing and aspects of navigating the university as a professor after graduation. And of all of this was set in the beautiful historic and musical city of New Orleans!

At the Graduate Student Meeting, not only did graduate students from universities select their 2012-2013 representatives, but the new Graduate Student Representative was chosen. Congratulations to **Patricia Curry**, from Stephen F. Austin State University, who will take over the responsibility of leading the Graduate Student Council through SERA 2013 in San Antonio. Besides providing information on SERA 2013 for the Graduate Student Council to share with all graduate students, Patricia will organize the reviews of Dean's Awards and help schedule photographers for graduate student presenters. For SERA 2012, twenty-seven papers from nine universities were submitted, and thirteen Dean's Award winners were chosen.

**Sandra Nite**

*SERA Graduate Student Representative 2011-2012*

*Texas A&M University*

### *Congratulations to the DEAN'S AWARD WINNERS!*



(F) Kary Johnson, Texas Wesleyan; Leah McAlister-Shields, Sam Houston State University; Tonya Jeffery, University of Houston

(B) Saytoya Williams, Texas Wesleyan; Anna Pat Alpert, Texas A&M University; Rayya Younes, Texas A&M University; Thomas Holubik, Texas Tech University; Zhaomin He, Texas Tech University; Helen Jackson, Sam Houston State University; Hilton LaSalle III, Sam Houston State University; Michael Cubacub, Lamar; Kristin Harvey, University of Texas;

Not pictured: Maria Benzon, University of Houston; Fabiola Rangel-Chavez, Texas A&M University; May Lim, Texas Tech University; Ken Gassiot, Texas Tech University; Karen Frederick, Baylor; Daelynn Copeland, Baylor



## CONFERENCE HIGHLIGHTS



Pat Alexander,  
University of Maryland



Fireside Chat



Yvonna Lincoln,  
Qualitative Methods



Robin Henson,  
*How to Publish*



Tony Onwuegbuzie,  
*How to Publish*



Bruce Thompson  
*How to Publish*



Audience at Presidential Invited Address



Kim Nimon, *Using R*



J. Kyle Roberts, *Using R*

*Congratulations to the winners of the FREE night at the Hotel Monteleone!*



*(F) Janis Fowler, Lindsey Pollock, Maria Benzon, Alandra Poindexter, Nicola Ritter, (B) Scott Snyder, Rezvan Khoshlesan, Patricia Curry, LaToya Anderson, Maria Holmes, Benjamin Bostick, and Stacy Bumstead !!*



## FACULTY MEMBERS FROM ACROSS THE GLOBE ATTEND SERA

**Serkan Ozel** and **Z. Ebrar Yetkiner Ozel** likely traveled farther than any other SERA attendees in 2012. Both are Texas A&M University College of Education alumni. Currently, they are both faculty members in another College of Education over 6,000 miles away in Istanbul, Turkey. Ebrar is a faculty member in Curriculum and Instruction at [Fatih University](#) and Serkan is a faculty member in Primary Mathematics Education at [Boğaziçi University](#). Serkan is a Boğaziçi alumnus. Boğaziçi, a public university, is an extremely competitive school. The entrance exam is the sole criteria for admittance. Serkan noted that his students are extremely hard working. Recently, Serkan had the opportunity to take 18 students to an international conference. Fatih, is a smaller private university composed primarily of wealthier students.

Reflecting on their time at Texas A&M, Ebrar expressed that

she felt very fortunate to have been trained by very good scholars. Serkan echoed her comments noting that the training they both received makes them stand apart from their colleagues in terms of expertise in quantitative research. As an example, in Ebrar's first semester at Fatih she had the opportunity to provide workshops in quantitative research to other faculty members. To help in this area Serkan and Ebrar are jointly working to improve students' research and publication skills by forming a research group outside of class made up of mostly master's students. Perhaps in years to come Serkan and Ebrar can continue to attend and present at SERA and perhaps even have colleagues and students from across the ocean join them!



**Z. Ebrar Yetkiner Ozel and Serkan Ozel**

## MEMBER NEWS

**Shirley Matteson**, Assistant Professor of Middle Level Education was recently honored by the National Council of Teacher of Mathematics (NCTM) with the Linking Research and Practice Outstanding Publication Award. This award recognizes work that integrates research and practice and is disseminated to practitioner audiences. Her winning publication was "[Problems with nth term problems](#)," published in the September 2010 issue of *Mathematics Teaching in the Middle School*.





## EXTENDED SERVICE AWARD

Recipient: Gilbert Naizer

Texas A&M University--Commerce

**Gilbert Naizer** first began attending SERA roughly 20 years ago. In 1992 he presented a paper at SERA while he was still a doctoral student. He has served as a Board member, and in 2007-2008 served as SERA President. Throughout this time, including the time since he has served as President, he has religiously assisted with the AV requirements for the annual meeting, including distributing overhead projectors, and more recently LCD projectors, and carrying large numbers of projection screens from his university to the annual meeting to help the association keep its AV equipment budget economical.



(L) Gilbert Naizer and (R) John Hedl

## JOHN J. HEDL, JR. AWARD

Recipient: **Victor Willson**

Texas A&M University

**Victor Willson** has annually participated in the SERA meeting for more than 30 years. In 1980, following his move to Texas A&M University from the University of South Dakota, he co-authored an SERA paper on meta-analysis, a topic about which he knows a great deal, given that his Ph.D. advisor was Gene Glass, the inventor of meta-analysis. He served as SERA Program Chair in 1988 in the time when this was an appointed role, rather than part of being President-Elect. He served as SERA Treasurer from 1983-1986. He later served as SERA President in 1991-1992. In 1998 he co-authored the paper that won the SERA Outstanding Paper Award. Victor has on occasions too numerous to catalogue conducted major training sessions at the SERA annual meeting.



(L) Victor Willson and (R) John Hedl





# SERA'S PAST PRESIDENTS



**(F) JOHN HEDL, KATHY MITTAG, PAT ALEXANDER, KIM NIMON, VINCE PAREDES, BILL JASPER, J. KYLE ROBERTS (B) GIL NAIZER, BRUCE THOMPSON, LINDA ZIENTEK, VICTOR WILLSON**

## BOARD MEMBERS, APPOINTMENTS AND TERMS

### President:

Kim Nimon, University of North Texas

### President-Elect/Program Chair:

Stacey Edmonson, Sam Houston State University

### Past-President:

Bill Jasper, Sam Houston State University

### Secretary: 2011-2013

Susan Troncoso Skidmore, Sam Houston State University

### Treasurer:

Kim Nimon, University of North Texas

### Historian:

John J. Hedl

### Membership Chair:

Vince Paredes

### Graduate Student Advisor:

Susan Troncoso Skidmore, Sam Houston State University

### Graduate Student Representative:

Patricia Curry, Stephen F. Austin State University

### Members-at-Large: 2012-2015

Shirley Matteson, Texas Tech University

Pauline M. Sampson, Stephen F. Austin State University

Rebecca Frels, Lamar State University

### Members-at-Large: 2010- 2013

Jim Telese, University of Texas—Brownsville

Julia Ballenger, Texas Wesleyan University

Ellen "Aileen" Curtin, Texas Wesleyan University

### Members-at-Large: 2011-2014

Winona Vesey, University of Houston—Clear Lake

Bettye Grigsby, University of Houston—Clear Lake

Prathiba Natesan, University of North Texas

### Executive Director:

Bruce Thompson, Texas A&M University



## MEET THE BOARD

**Pat Curry** is a doctoral student in the Department of Educational Leadership and Secondary Education at Stephen F. Austin State University in Nacogdoches, Texas. She has experience working in public schools as a teacher, counselor, assistant principal, principal, and central office administrator. Currently, Pat is an adjunct instructor at Lone Star College – Kingwood. She has published a book review in *Education Review* of *The Flat World and Education: How America's Commitment to Equity Will Determine Our Future*, by Linda Darling-Hammond (2009). Her dissertation research will focus on the early college high school, and she plans to complete her Ed.D. in educational leadership with a cognate in higher education in May 2013.



**Dr. Stacey Edmonson** is professor and chair of the Department of Educational Leadership and Counseling at Sam Houston State University in Huntsville, Texas. She has experience in Texas public schools as a teacher, principal, and central office administrator. Dr. Edmonson is executive director of the Texas Council of Professors of Educational Administration and has served on the executive boards of the Southwest Education Research Association and the National Council of Professors of Educational Administration. She has been an active member of SERA for 12 years. Stacey has co-authored three books, *Managing Conflict: 50 Strategies for School Leaders*, *Examining What We Do To Improve Our Schools*, and *Ten Tips for Producing a Top Qualitative Research Study*. Her research interests include educator burnout, legal issues in education, and ethics. She earned her Ed.D. in Educational Administration, with minors in psychology and special education, from Texas A&M University – Commerce.

**Dr. Rebecca K. Frels** is an Assistant Professor at Lamar University and a recent graduate of Sam Houston State University. She is a Licensed Professional Counselor Supervisor, Professional School Counselor, and Production Editor for Research in the Schools (a nationally/internationally refereed journal). In her first two years in academe, she has publications numbering more than 20 and she has co-authored a book chapter on the topic of the Literature Review for McGraw-Hill Publications. Another notable recognition includes an outstanding paper award at SERA (2010). Further, she co-authored an editorial on APA errors that was posted by the American Psychological Association on APA's blog post, APA's Twitter, and APA's Facebook to more than 135,000 users from 177 countries. Dr. Frels served as a guest co-editor of two special issues for the International Journal of Multiple Research Approaches. Her more than 50 presentations at regional, national, and international conferences include the American Evaluation Association, the American Educational Research Association, and the Association for Counselor Education and Supervision. International experiences include teaching duties at UNIBE University (Costa Rica) and workshops at the Mixed Methods International Conference (England) and the International Conference on Education (Kenya). In addition to her work in academe, Dr. Frels is a mental health counselor with a private practice in Beaumont, Texas, specializing in counseling with children and adolescents.



**Dr. Pauline M. Sampson**, associate professor and coordinator of the superintendent program, received her doctoral degree from Iowa State University at Ames. Her Master of Science was awarded by Drake University at Des Moines, Iowa. Sampson has 27 years of experience in public schools as a teacher, consultant, principal, director of special education and superintendent. She brings extensive experience in school improvement efforts with an emphasis on school change and organization development. Her current research interests include superintendents, effective school systems, and women in leadership. Currently, she serves as associate editor of "School Leadership Review." She is a member of the executive board for the National Council of Professors of Educational Administrators. Additionally, she is a member of the executive board for the Southwest Educational Research Association and vice president of the SFA chapter of Phi Delta Kappa. Sampson serves the university at the Institutional Review Board Chair, and Early College High School Liaison between two local high schools. Sampson was invited to present at the state Texas Association of School Boards, as well as the Oxford Round Table. She has completed a college and career readiness module to be used by professors in Texas who are preparing superintendents. Sampson also has completed several audits for school districts to support their improvement efforts. She has authored journal articles on group investigation, action research, women superintendents, and effective schools. She has published two books, *I Heard the Angels Sing* (2012) and *Preparing and Passing the School Superintendent Test of Texas* (2008).

## PROGRAM NEWS: JOIN US FOR SERA 2013 IN SAN ANTONIO

The SERA Executive Board is looking forward to seeing you in downtown San Antonio for the 36th Annual SERA meeting. The SERA Conference events will begin on February 6, 2013 and continue through February 9, 2013. There are several great workshops and training sessions planned to continue to support our members' professional development needs. We are especially pleased to be able to host Professor **Karen Harris**, Vanderbilt University, our Presidential Invited Speaker for the 2013 SERA meeting.

Our 36th Annual Conference will begin Wednesday afternoon with a ticketed training session led by **Tony Onwuegbuzie** and **Rebecca Frels**, *Conducting and Writing a Literature Review*. On Thursday, the 2013 Presidential Invited Speaker, Professor and Currey Ingram Chair in Special Education and Literacy, Karen Harris will share her advice on *Things You Probably Should Know About Publishing* immediately following the annual luncheon. Next, graduate students will be treated to a Fireside Chat with Karen Harris immediately after the Presidential Invited Session. Beginning on Friday afternoon and continuing through Saturday morning, **Patricia Goodson** and **Dominique Chlup** will share their advice on *Becoming an Academic Writer*. We hope you will enjoy and benefit from these scheduled training sessions.

Proposals for next year are due on September 23, 2012. The 2013 Call for Proposals is included at the end of the newsletter and is also available on the SERA website at (<http://sera-edresearch.org>). You are encouraged to submit a proposal and present at the 2013 Conference in San Antonio. The SERA conference is a great outlet to share research ideas, meet scholars in your field, and learn about ongoing research projects across the region.

The historic Menger Hotel in beautiful downtown San Antonio is our conference location. Kudos to **Kathy Mittag** who is our local arrangement chair. Kathy is responsible for ensuring we all have wonderful room accommodations and a delicious luncheon menu at the conference hotel. The executive Board looks forward to seeing all of you in 2013 for the 36th Annual SERA conference in San Antonio.

**Stacey L. Edmonson**

*President-elect and Program Chair*

*Sam Houston State University*



### IMPORTANT DATES TO REMEMBER

- **SERA Proposal System Opens: Approximately August 15, 2012**
- **SERA Proposal System Closes: September 23, 2012**
- **Registration Payment Deadline if using a P.O.: October 10, 2012**
- **Registration Payment Deadline if using PayPal or Credit Card: October 17, 2012**
- **Dean's Award Papers Due: January 11, 2013**
- **Graduate Student Outstanding Paper Due: January 16, 2013**
- **Graduate Student Papers Due to Discussants: January 23, 2013**
- **Outstanding SERA Paper Due: February 7, 2013**
- **SERA 2012: February 6-9, 2013**





# SERA 2013 CONFERENCE PREVIEW

2013 SERA ANNUAL MEETING, SAN ANTONIO, FEBRUARY 6-9, 2013

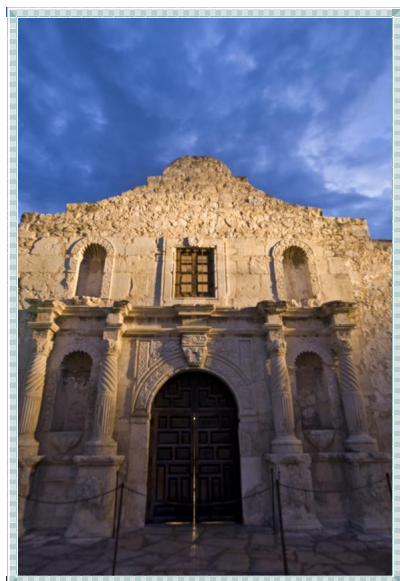


Photo courtesy of San Antonio Convention & Visitor's Bureau Richard Notwiz/SACVB

SERA would like to cordially invite everyone to our annual conference at the Menger Hotel in San Antonio, Texas from February 6-9, 2013. It will be a very intellectually stimulating conference as well as a "good time for all." San Antonio has always been a crossroads for travelers, explorers, and those on a quest for liberty. Its sights, sounds, tastes and past captivate, while friendly people, the relaxing river and a superb climate entice visitors to come back

for more. From its important role in Texas independence to its fusion of cultures, San Antonio is a truly unique and authentic destination. Explore the routes of the conquistadors, the settlements of the first missions, and the Shrine of Texas Liberty—the Alamo. San Antonio's heart is in its past—but its future is in its celebration of cultures. Sites to see around downtown are the Alamo, The Riverwalk, La Villita, Tower of Americas, the Buck-horn Hall of Fame and several museums such as the Witte, McNay Art Museum, and SA Museum of Art. SERA will be in town for the First Friday Art Walk in South Town which has live music, food and art to purchase. It starts at 6pm and ends at 10pm and is lots of fun.

There are many fun "party crowd" places such as Dick's Last Resort, Howl at the Moon, Swigs, Pat O'Brien's, and Dirty Nellie's. The Roosevelt Bar in the Menger Hotel is a must see. Teddy Roosevelt enlisted his Rough Riders there and Carrie Nation chopped up the bar during prohibition. The Menger, opened in 1859, is the oldest continuously operating hotel west of the Mississippi River.

The hotel has many ghosts and spirits so watch your back. Hope you are a sound sleeper! Please call the hotel at **210.223.4361** before **January 10, 2013** for reservations. Single/Double rooms are **\$129 per night**. Cheers and see you in San Antonio!

**Kathleen Mittag**

*Local Arrangements Chair*

*University of Texas - San Antonio*

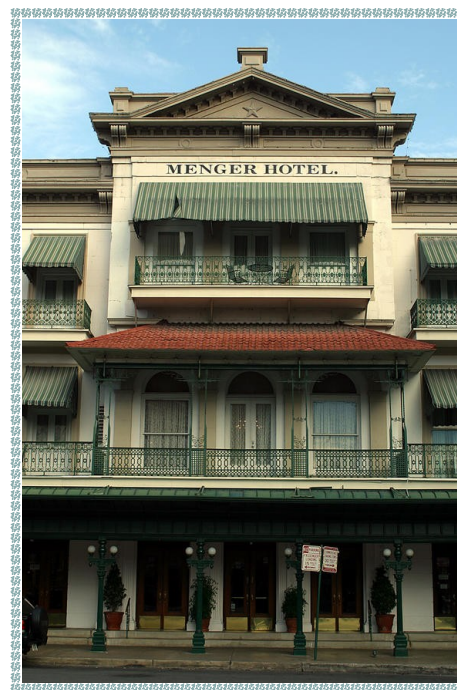


Photo courtesy of San Antonio Convention & Visitor's Bureau Menger/SACVB



Photo courtesy of San Antonio Convention & Visitor's Bureau SACVB



Photo courtesy of San Antonio Convention & Visitor's Bureau Al Rendon/SACVB

# CONDUCTING AND WRITING THE LITERATURE REVIEW: A COMPREHENSIVE, STEP-BY-STEP APPROACH

--4 HOUR TRAINING SESSION--

TONY ONWUEGBUZIE

SAM HOUSTON STATE UNIVERSITY

REBECCA K. FRELS

LAMAR UNIVERSITY

The purpose of this interactive workshop is to provide a meta-framework --integrating mixed research techniques, ethics, Web 2.0 resources, and cultural considerations--for conducting and writing comprehensive literature reviews, applicable for graduate students, beginning researchers, and experienced researchers alike. We will provide a step-by-step guide illustrating how to identify databases; use extensive search strategies via multiple MODES (Media, Observation, Documents, Experts, Secondary Data); store and organize selected literature; analyze and synthesize the information using computer software (e.g., Excel, QDA Miner, SPSS); and present the report coherently. Each step concludes with what we describe as the CORE of the process, namely, Critical Exploration, Organization, Reflections, and Evaluation.

## About Tony Onwuegbuzie:



Anthony J. Onwuegbuzie is professor in the Department of Educational Leadership and Counseling at Sam Houston State University. He teaches doctoral-level courses in qualitative, quantitative, and mixed research. His research areas primarily involve social and behavioral science topics, including disadvantaged and underserved populations such as minorities, children living in war zones, students with special needs, and juvenile

delinquents. Also, he has conducted numerous research studies on factors that predict educational achievement at the primary, secondary, and tertiary levels. Additionally, he writes extensively on qualitative, quantitative, and mixed methodological topics applicable to numerous social and behavioral science disciplines.

Dr. Onwuegbuzie has secured the publication of more than 330 works, including more than 260 journal articles, 50 book chapters, and 2 books. His articles have been published in prestigious journals such as *The Lancet*, *Educational Researcher*, *American Educational Research Journal*, *Journal of Mixed Methods Research*, *Educational Administration Quarterly*, and *Educational and Psychological Measurement*. His current *h-index* is 45. Dr. Onwuegbuzie has made more than 600 presentations that include more than 20 keynote addresses at regional, national, and international conferences. Also, he has delivered more than 90 workshops all over the world on various topics. Dr. Onwuegbuzie is former editor of *Educational Researcher*,

being part of the Editor team of *Educational Researcher* (2006-2010) (alongside Patricia B. Elmore, Gergory Camilli, Marla H. Mallette, and Julie P. Combs) that secured a first impact factor of 3.774, representing #1 in the Education and Education Research rankings, out of 177 journals. He is currently a co-editor of *Research in the Schools*. He is extremely passionate about the importance of conducting rigorous literature reviews, and in addition to co-authoring numerous articles and book chapters on this topic, he has co-authored a forthcoming Sage Book with Rebecca Frels that provides a step-by-step guide to conducting comprehensive literature reviews.

## About Rebecca Frels

Rebecca K. Frels is an Assistant Professor at Lamar University and a recent graduate of Sam Houston State University. She is a Licensed Professional Counselor Supervisor, Professional School Counselor, and Production Editor for *Research in the Schools* (a nationally/internationally refereed journal). In her first two years in academe, she has publications numbering more than 20 and she has co-authored a book chapter on the topic of the Literature Review for McGraw-Hill Publications. Another notable recognition includes an outstanding paper award at SERA (2010).

Further, she co-authored an editorial on APA errors that was posted by the American Psychological Association on APA's blog post, APA's Twitter, and APA's Facebook to more than 135,000 users from 177 countries.



Dr. Frels served as a guest co-editor of two special issues for the *International Journal of Multiple Research Approaches*. Her more than 50 presentations at regional, national, and international conferences include the American Evaluation Association, the American Educational Research Association, and the Association for Counselor Education and Supervision. International experiences include teaching duties at UNIBE University (Costa Rica) and workshops at the Mixed Methods International Conference (England) and the International Conference on Education (Kenya). In the area of literature reviews, she has presented numerous workshops, and most recently, she and Anthony Onwuegbuzie are co-authoring a textbook for Sage Publications integrating research techniques, ethics, Web 2.0 resources, and cultural considerations in a step-by-step approach within the literature review.



# 2013 SERA PRESIDENTIAL INVITED SPEAKER

## "THINGS YOU PROBABLY SHOULD KNOW ABOUT PUBLISHING"

KAREN R. HARRIS

PROFESSOR AND CURREY INGRAM CHAIR IN SPECIAL EDUCATION AND LITERACY  
VANDERBILT UNIVERSITY

Karen R. Harris, Currey Ingram Professor of Special Education and Literacy, has worked in the field of education for over 30 years. She has taught kindergarten and fourth grade, as well as elementary and secondary students with hearing impairments, ADHD, learning disabilities, and behavioral/emotional difficulties. Dr. Harris's research focuses on theoretical and intervention issues in the development of academic and self-regulation strategies among students who are at-risk and those with severe learning challenges such as learning disabilities and attention deficit hyperactivity disorder.

Karen Harris and Steve Graham developed the Self-Regulated Strategy Development (SRSD) model of strategies instruction. SRSD has been most extensively researched in the area of writing, although researchers have also addressed applications in reading, math, and homework. Over 40 studies of the SRSD model of instruction for developing self-regulated writing strategies have been reported, involving students with and without disabilities from the elementary grades through high school; strategies for a variety of genres, including personal narratives, story writing, persuasive essays, report writing, expository essays, and state writing tests; entire classes, small groups, and individual instruction; instruction delivered by special and/or general education teachers in their own classrooms, often as part of writers' workshop; and researchers independent of Harris, Graham, and their colleagues.

SRSD has resulted in improvements in four main aspects of students' performance: quality of writing, knowledge of writing, approach to writing, and attitudes/self-efficacy. Across a variety of strategies and genres, the quality, length, and structure of students' compositions have improved; improvements have been documented in planning, revising, content, and mechanics. These improvements have been consistently maintained for the majority of students over time, and students have shown generalization across settings, persons, and writing media. SRSD for writing was recently recognized as a validated evidence-based practice by the Office of Special Education Programs, and as having the strongest impact of any strategies instruction approach in writing in *Writing Next: Effective strategies to improve*

*writing of adolescent middle and high school*, commissioned by the Carnegie Corporation:

<http://www.all4ed.org/publications/WritingNext/WritingNext.pdf>

Author of over 200 publications, Professor Harris contributes to the leading journals in special education,



general education, and educational psychology. Former editor of the *Journal of Educational Psychology*, she is co-editor of the *American Psychological Association Educational Psychology Handbook* currently in preparation. She is co-author or co-editor of several books, including

*Powerful Writing Strategies for All Students*; *Writing Better: Effective Strategies for Teaching Students with Learning Difficulties*; and the *Handbook of Research in Learning Disabilities*.

Nationally, she has served as president of the Division for Research of the Council for Exceptional Children, as an officer for the American Educational Research Association, and as a consultant for local, state, national, and international organizations. She and Steve Graham received the Distinguished Researcher Award for special education research from the American Educational Research Association, and the Career Research Award from the International Council for Exceptional Children. She has been recognized as author of a classic article in special education (published in *Exceptional Children* in 1991), and author of the best review/theoretical paper in *Learning Disabilities Research and Practice* in 2003.

# SERA EXTENDED TRAINING SESSION (8 hours)

Friday afternoon 2/8/13 - Saturday morning 2/9/13

"Becoming an Academic Writer"

Patricia Goodson Dominique T. Chlup

Texas A&M University

The Extended Training session at the 36th annual meeting of the Southwest Educational Research Association is being presented by the highly-respected authorities, Patricia Goodson



and Dominique T. Chlup. Their training model is based on (a) the work of writing theoretician Peter Elbow, (b) the empirical research done by Robert Boice (and others) on the writing productivity of college professors, and (c) the research into the practice patterns of elite performers (such as Olympic athletes). These principles and practices have been de-

veloped and tested over time. Yet, when applied to the task of writing, most applications have targeted non-academic writers, such as fiction authors. This training session will focus on these successful principles that are applicable to the writing needs of college professors and students.

## About Goodson

**Pat Goodson** is Professor of Health Education in the Department of Health and Kinesiology at Texas A&M University, and Director of the College of Education and Human Development's Writing Initiative (P.O.W.E.R. Services), a college-wide writing support service for graduate students. Her P.O.W.E.R. Writing Initiative at A&M, like her SERA training session, is based on the P.O.W.E.R. model described in her 2012 book, *Becoming an Academic Writer: 50 Exercises for Paced, Productive and Powerful Writing*:

<http://www.sagepub.com/books/Book237363>

She has also authored the book, *Theory in Health Promotion Research and Practice: Thinking Outside the Box*, as well as numerous journal articles, and has served as a book review editor for *The Journal of Sex Research*.

## About Chlup

**Dominique T. Chlup** is the Associate Director of Texas A&M University's P.O.W.E.R. (Promoting Outstanding Writing for Excellence in Research) Writing Initiative. She is an Associate Professor of Adult Education and also an affiliate faculty member in the Women's and Gender Studies Program at Texas A&M University.



Her scholarship has focused on the socio-historical dynamics of women's learning in early twentieth century prison reformatories, the politics and practice of contemporary corrections—prison and jail—education, and the development of reading, writing, and creative/artistic abilities in adult learners. Her most recent interests include the development of writing productivity amongst graduate students and faculty members. She aims to create supportive writing communities and assist students and faculty in gaining power over their writing process.

She received both a Masters and Doctorate in education from the Harvard University Graduate School of Education. She also has a M.F.A in fiction writing from Sarah Lawrence and undergraduate degrees in English and History from Columbia University. She has authored over 85 publications and delivered over 80 presentations to national and international audiences. She is a consulting editor for three journals—Adult Learning, Adult Education Quarterly, and TC Record. Dr. Chlup has been the Principal Investigator or Co-PI of 12 grants since 2004 totaling over \$5.3 million in funding, and she procured \$250,000 in graduate fellowship funds.



# TOP 10 REASONS TO ATTEND THE 36TH ANNUAL SERA MEETING

BRUCE THOMPSON

SERA EXECUTIVE DIRECTOR



1. How likely is it that a major ice storm will once again almost shut down the SERA annual meeting San Antonio, like it did at the meeting in San Antonio in 2011 (or like it did the 1980 meeting in San Antonio, the 1985 meeting in Austin, or the 1995 meeting in Dallas)?

2. Don't you want to see if any of your professors have "too much fun" at Dick's Last Resort, and fall into the 3 feet deep San Antonio River?

3. Don't you want your picture taken while you are presenting at the conference, and have it posted on the web, so that you can direct

your friends and family to the SERA website to see you in academic action?

4. Don't you like to ride the street car from the hotel to El Mercado, and eat Mexican food while you listen to mariachi bands?
5. Don't you like to ride to the top of the "Needle" (i.e., the Tower of the Americas), made for the 1968 World's Fair, in Hemisfair Park, and enjoy the view?
6. Don't you like riding on the river boats?
7. Don't you like to visit the incredible Institute of Texan Cultures museum, located in Hemisphere Park, and only a short walk from the historic Menger hotel (the oldest continuously operating hotel west of the Mississippi River, and home of the Roy Rogers suite, where Roy and Dale Evans, and possibly their horse Trigger, stayed for extensive visits)?
8. Don't you like looking at the huge outdoor mural at the Convention Center on the River Walk?
9. Don't you like to visit La Villita to do some window shopping?
10. Don't you like to visit the Alamo?



Photos courtesy of San Antonio  
Convention & Visitor's Bureau



## 2012 GRADUATE STUDENT COUNCIL



**Pat Curry**

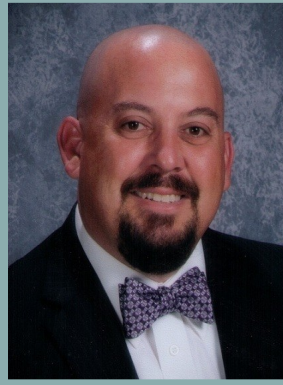
Graduate Student Representative

James I. Perkins College of Education

Department of Educational Leadership and Secondary Education

**Stephen F. Austin State University**

[Patricia.D.Curry@lonestar.edu](mailto:Patricia.D.Curry@lonestar.edu)



**William Parker**

College of Education and Human Development

Center for Doctoral Studies in Educational Leadership

**Lamar University**

[wparker@Lamar.edu](mailto:wparker@Lamar.edu)



**Nicola Ritter**

College of Education and Human Development

Educational Psychology and Learning Sciences

**Texas A&M University**

[nicolaritter@tamu.edu](mailto:nicolaritter@tamu.edu)



**Teresa Phelps**

College of Education

Curriculum and Instruction

**Texas Wesleyan University**

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**Heather R. Turner**

College of Education and Center for Interdisciplinary Research and Analysis

**University of North Texas**

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**Tonya Trepinski**

College of Education

Educational Psychology

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**Leah McAlister-Shields**

College of Education and Counseling

Educational Leadership

**Sam Houston State University**

[lym004@shsu.edu](mailto:lym004@shsu.edu)



**Susan Troncoso Skidmore**

Graduate Student Advisor

College of Education

Educational Leadership and Counseling

**Sam Houston State University**

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## BOOK REVIEWS

Kirylo, J. D. (2011). *Paulo Freire: The man from Recife*. New York, NY: Peter Lang.

Reviewed by **Kathleen E. Fite**

Texas State University

Corresponding Author: [kf02@txstate.edu](mailto:kf02@txstate.edu)

### Paulo Freire: The Man from Recife

Kirylo's talent as a gifted writer is evident in his writing about Paulo Freire. Throughout this two-part, twelve chapter endeavor, he presents, in vivid detail, the journey he was taken on to research and write this book that so well describes Freire's life and legacy.

Born in 1921, Freire, as a child, was surrounded by nature and the affection of his parents. Early in his education, he became aware of the characteristics of good teaching, and praised his first teacher for involving him in meaningful activity.

As the economic situation of his home country of Brazil became increasingly difficult, Freire became acutely aware of the ugliness and injustice of poverty. With the help and cleverness of his mother, he had the opportunity to further his education. Later, as a teacher, he tutored Elza Maia Costa de Oliveria for an exam. She subsequently became his first wife and the mother of his five children.

Kirylo has researched the life and work of Freire with great diligence and is, therefore, able to inject fascinating and valuable detail through his book. He tracks the various positions Freire held and how his life work created in him an interest in adult education, and the desire to conduct a doctoral dissertation on education in Brazil. After completing his doctorate, he went on to develop literacy programs that highlighted the notion of cultural circles, which facilitated a process where adult literacy learners learned to read the word while simultaneously learning to read the world. Freire's innovative approach brought him both recognition and unrest because his success created among some a distrust of his intentions. However, he never lost sight of his heart's desire and continued to work toward what he believed was best for the people.

Among the many positions he held during his lifetime, he became a consultant for the United Nations Educational, Scientific and Cultural Organization (UNESCO) where he helped rural workers and farmers to engage in dialogue and participate in cultural circles. His writings carried his beliefs around the world. *Pedagogy of the Oppressed*, which he wrote in 1968, as well as earlier and subsequent writings chronicled the conditions in Brazil and Chile and

how he sought to promote adult literacy and democracy. Because of his beliefs, he and his family were exiled for 16 years but eventually were allowed to return to Brazil, where he resumed teaching and traveled to help improve conditions, education, and the professional development of teachers.

Kirylo writes with great understanding about liberation theology, critical pedagogy, and Freire's legacy. He embeds Freire's life amidst historical events and shares the great influence of people like James Cone, often referred to as the "father" of black theology of liberation. Both Freire and Cone knew too well about the perils associated with poverty and race.

Kirylo makes a personal connection with his readers as he helps them to understand the concepts of critical pedagogy, critical theory, and social justice and shares reflective statements from his graduate students as they come to understand these concepts. He also makes connections with the reader as he presents an impressive list of scholars that Freire influenced. It is made clear to the reader that Kirylo is among them. He and his wife, Anette, traveled to meet Paulo's second wife, Nita, and engaged in rich dialogue with her about her husband's life and work. Kirylo's writing reflects the work of a scholar who thoroughly researched his topic and made a personal connection to his findings. His writing reflects scholarship, respect, and a belief in how each of us can make a difference to society during our lifetime.

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Collins, J., & Hansen, M. T. (2011). *Great by choice*. New York, NY: HarperCollins.

Reviewed by **Melissa Botkin, Lonnie Leal and Gary Schumacher**

University of Houston-Clear Lake

Corresponding Author: [Schumacher@uhcl.edu](mailto:Schumacher@uhcl.edu)

### Great by Choice

In their book, *Great by Choice*, Jim Collins and Morten Hansen sought to find out what enables companies to thrive while others fail in a chaotic and unpredictable world. The study facilitated by the authors in this book compiled nine years of research. The researchers identified factors that led to the survival of some companies compared to the failure of their competitors. Collins and Morten analyzed leaders that were able to outlive and outperform their counterparts by more than ten times

# BOOK REVIEWS

(termed 10Xers) over a nine-year period (2001-2010). These elite companies surpassed industry competition regardless of varied indexes influenced by stock market fluctuations, terrorist threats, and other events that challenged the survival of many companies in the early 21<sup>st</sup> century.

Readers who are familiar with Collins' previous bestseller, *Good to Great*, will find only vague references to concepts, such as the flywheel and hedgehog theories, in this book. Rather, the authors present a more aggressive manual for surviving 2010 and beyond with new concepts. Discussions center on key concepts such as: the 20 mile march (hitting specific performance markers with great consistency over a long period of time); fire bullets (low-cost, low-risk, and low-distraction), then cannon balls (large returns from concentrated actions); leading above the death line (managing risk); and Collins' favorite - return on luck (a high return on luck). The researchers encompass their research project into a triangular theory model, consisting of fanatic discipline, productive paranoia and empirical creativity. They explain how 10Xers' leaders built their companies from the ground up and sustained constant success, surpassing their competitors with a steady but determined 20 mile march. They emphasize that 10xers seemingly look the same as their rivals but their dynamic ability to survive and sustain momentum in harsh and volatile conditions sets them apart.

Throughout the book several implications are directly linked to the 'return on luck' concept. Collins and Morten indicate that good luck is merely an analogy of conscientious strategic planning or productive paranoia verses that of reaction to environmental variables. The two researchers recall initially delving into their research questions beginning in 2002, "When America awoke from its false sense of stability, safety, and wealth entitlement," (Collins, 2012, p.1). Conclusively, the authors determined that, those that were prepared outlasted those that lived in the moment. Likewise devastating impacts were assigned to those who failed to plan for unforeseeable events.

One of the most concrete analyses Collins and Morten discussed regarding 10X companies was that of Southwest Airlines and Pacific Southwest Airlines. Comparatively, Southwest displayed the ability to continuously stay focused on its vision and fanatically disciplined in their scale of innovation with regard to growth, therefore, outperforming and passionately outliving its predecessor, Pacific Southwest Airlines

Southwest Airline's secret to thriving in a deregulated airline industry with cut-throat layoffs, terrorism,

accidents, and astronomical fuel prices was their ability to zoom in and out. They were diligently focused after the tragedy of 9/11, resuming operations as soon as the National Security Administration (NSA) allowed. The 10Xer zoomed out, displaying productive paranoia, hedging fuel prices in the futures market. In order to sustain and surpass their competitors, they made a conscious effort to replace and purchase identical planes for their fleets; presenting free reign scheduling, where any pilot could fly any plane. Southwest's direct flight approach made travel efficient and produced trustworthiness and company sustainability. The emerging airline soon developed an on time flight report boosting creditability and producing customer brand loyalty.

Southwest's 20 mile march guiding principles, presented in this book, could potentially benefit school administrators for the purposes of: 1) building confidence in the ability to perform well in turbulent environments such a high stakes testing; 2) preparing teachers and students in the event that a catastrophe arises such as hurricanes, intruders in the building or other threats; and, 3) maintaining self-control in the school or district. Collins and Morten suggest that if stakeholders are committed to continuing to practice what is working (the 20 mile march), the school will thrive in any condition. Too often school administrators jump on reform bandwagons, sending schools catapulting away from their intended and agreed upon goals. Following the 20 mile march will ensure success, even in the case of a new testing regime. Success will be afforded to schools that engrain the importance of diligently marching toward the entity's goals.

Readers, particularly those who are Collins' faithful followers, will find this book summarizing his most recent research to be a compelling read with many implications for both public and private sector organizations.

## Review Submission Criteria:

•**Brief review of a recently (within 2 years) released book that would be of general interest to the SERA membership**

•**Review must not have been submitted or published elsewhere**



# LET'S NOT FORGET...



2-28-12

## ***SOUTHWEST EDUCATIONAL RESEARCH ASSOCIATION***

**CALL FOR PROPOSALS FOR THE  
2013 ANNUAL MEETING  
FEBRUARY 6 - FEBRUARY 9, 2013  
THE MENDER HOTEL  
SAN ANTONIO, TX**

**Program Chair:**

**Stacey Edmonson**

**Sam Houston State University**

**Department of Educational Leadership & Counseling**

**Huntsville, Texas 77341-2119**

**936-294-1752**

**sedmonson@shsu.edu**

### **GENERAL INFORMATION**

The 36<sup>th</sup> Annual Meeting of the Southwest Educational Research Association will be held

**WEDNESDAY, FEBRUARY 6 THROUGH SATURDAY, FEBRUARY 9, 2013**

at the Menger Hotel • 204 Alamo Plaza • San Antonio, TX 78205

Tel: (210)223-4361 • Fax: (210)228-0022 • <http://mengerhotel.com/>

### **General Proposal Guidelines**

Both members and non-members may submit proposals for consideration. **Only original work** that has not been previously (a) published, or (b) presented at SERA, or (c) presented at another professional meeting is eligible for consideration. If a portion of the work has been previously presented, but not published, and the new original contribution is substantial, the work is eligible for consideration, but only if the prior work is explicitly acknowledged. For example, one year a student presented a paper explaining the precepts of computing "clinical significance," and the next year wrote a paper reporting a meta-analysis of clinical significance tests reported in a given literature. The primary focus of the second paper was the meta-analysis, the prior presentation was explicitly referenced, and the second paper was a co-winner of the SERA Outstanding Graduate Student Paper Award. Questions regarding the "originality of work" requirement may be addressed to the Program Chair. *The general principle is that SERA is not a venue for reporting work already reported either elsewhere, or previously.* Proposals for papers, tutorials, symposia, innovative format sessions, and graduate student seminars will be considered for inclusion in the program and should be submitted electronically to the SERA website at: <http://www.sera-edresearch.org>

Submit by **SUNDAY, SEPTEMBER 23, 2012.**

*Proposals are invited on topics from all disciplines related to education.*



**Authors and co-authors are expected to register for the annual meeting and principal authors are expected to present their papers in person.** If circumstances prevent principal authors from doing so, they must designate a substitute to make their presentations. Each contributor may participate as principal author in no more than three (3) sessions.

*All authors and co-authors must preregister and pay registration fees for the annual meeting by the October deadline. Registration fees include the annual member dues. Include as co-authors only persons who have made a substantial contribution to the paper. All persons who benefit from the presentation of papers at the annual meeting (i.e., all authors and co-authors) are expected to contribute to our scholarly community by helping to pay association conference expenses (i.e., register/pay annual dues).*

**All meeting rooms at the annual conference will be equipped with an LCD projector and screen. Presenters must supply all other audio-visual equipment. Participants are advised to bring their own laptop computer.**

**PLEASE NOTE** that conference registration and payment \*\*\*RECEIPT\*\*\* are \*\*\*STRICTLY required\*\*\* within roughly one month (i.e., **BY OCTOBER 17, 2012 for PayPal payments, and by OCTOBER 10th for check or Purchase Order payments**) of the proposal submission deadline in order for proposals to be considered.

**First**, registration must be completed on-line at <http://www.sera-edresearch.org>

**Second**, payment may be made either using the SERA Registration web site and its Pay Pal features, which includes a credit card option, or by postal mailing a check or purchase order **BY THE PAYMENT RECEIPT OCTOBER DEADLINE** to the address indicated on the conference registration form.

Any persons who have all of their proposals rejected may request a conference registration refund by contacting the Treasurer. All such requests for refunds must be made by December 7, 2012, and must include (a) a postal mailing address, (b) a copy of the proposal rejection(s) and (c) a copy of the SERA registration form. Conference registration payment by all authors/co-authors is a condition for proposal review, includes annual dues, and is not otherwise refundable unless all an individual's proposals are rejected. **The proposals of any persons not completing both conference registration and payment BY THE OCTOBER DEADLINE will be rejected.**

Persons submitting proposals will be notified of the disposition of their proposals by the end of November. The DRAFT program will be posted on the SERA website in early December, and the final program will be posted in January.

**THE FIRST SESSION WILL START ON WEDNESDAY, FEBRUARY 6, 2013 AT ROUGHLY NOON.**

### **Implicit Permission to Take and Use Photographs**

During the annual meeting photographs are taken of presenters and participants in public spaces (e.g., meeting rooms, hallways, at the luncheon), which may then be displayed during the annual meeting,

in SERA newsletters, or on the SERA website. THE SUBMISSION OF A PROPOSAL IS DEEMED A GRANT BY ALL AUTHORS TO SERA TO USE SUCH PHOTOS FOR NONPROFIT USES.

## PROPOSALS

**ALL PROPOSALS** for inclusion in the program must be submitted electronically using the link posted on the SERA website: <http://www.sera-edresearch.org>. Proposals should be no more than two (2) single-spaced pages in length.

### **1. Proposals for Paper Sessions**

Paper sessions are organized around topic areas selected by the Program Committee. Participants will each be given between 11-13 minutes to present papers in summary fashion. To propose a paper for a paper session, authors should prepare a summary including (a) a statement of the problem, (b) perspective(s) or theoretical framework, (c) methods and procedures, (d) results and conclusions, and (e) the educational or scientific importance of the study. Where feasible, sessions will be organized around themes to promote discussion and audience interaction. Session Chairs are typically one of the presenters from that session, so please be sure to check the program ahead of time to determine who is chairing a given session. An asterisk (\*) next to a presenter's name indicates selection as the session chair.

### **2. Tutorials/Training Sessions**

Tutorials or Training Sessions provide an opportunity to provide instruction and/or information on a specific topic to the audience in approximately 50 minutes. To propose a tutorial/training session, authors should prepare a summary to include (a) a statement of the topic, (b) perspective(s) or importance of the topic, (c) information about the topic, and (d) how it might be applied to a research project.

### **3. Proposals for Symposia**

A symposium provides an opportunity to address a specific problem or a complex topic from a variety of perspectives. It is the responsibility of symposia organizers to identify topics, solicit speakers, and, if appropriate, provide discussants for symposia sessions. Organizers must designate a chairperson in the proposal (typically the organizer). Being a presenter does not preclude a person from also serving as chair. The organizer is also responsible for notifying other symposium presenters of the disposition of the proposal. The summary should include the following information: (a) objectives of the symposium; (b) summaries of the point of view or conclusion(s) to be drawn from each presenter; (c) a statement regarding the scientific or educational importance of the symposium; and (d) a list, on a separate page, of the symposium presenters (including a discussant, if appropriate) and their institutional affiliations.

### **4. Proposals for Innovative Format Sessions**

Proposals for sessions employing innovative formats are welcomed. Proposals for structured debates on specific, controversial issues are particularly encouraged. Persons wishing to submit a proposal for an innovative format presentation should explain how the format will be structured and what topics or issues will be discussed. A list of presenters should be included on the cover sheet. The organizer is responsible for notifying all presenters of the disposition of the proposal.

### **5. Graduate Student Division ONLY for RESEARCH IN PROGRESS (Submit to Division VI only)**

To encourage participation by graduate students, seminars will be scheduled to allow graduate students to summarize research proposals, including theses or dissertations **still in the developmental stage that have not yet been defended**. A distinguished researcher will lead session discussions. Students who wish to submit a proposal for a graduate student seminar should prepare 3 copies of a 2-page, typed (size 12 font), single-spaced summary. The summary should include (a) a statement of the problem, (b) the significance of the study, and (c) a description of the proposed methods and procedures. Please be sure to indicate that the submission is research in progress. Students whose seminar presentation proposals are accepted should send a copy of their seminar paper to the session discussant so that the copy is **RECEIVED on or before Friday, January 18, 2013**.

NOTE: Completed research by graduate students is *not* appropriate for these Division VI seminars. **Of course, graduate students may submit proposals for presentations not suitable for Division VI to any of the other five divisions, based on a match of presentation topic to the division's coverage.**

**Remember:**



- There is a **limit of 3 submissions** by a principal/first author.
- All authors/co-authors and workshop, symposia, and innovative session presenters must register for the annual meeting.
- The Program Committee may exclude any proposal that does not meet the guidelines specified in this publication.
- Presenters are expected to bring **10-15 copies** of their papers to the annual meeting for distribution to the audience, **OR** upload a digital copy of the paper to the SERA Paper Repository website. More information about the Repository will be disseminated in the Fall.
- All meeting rooms at the annual conference will be equipped with an LCD Projector, but you must bring your own laptops. Presenters are encouraged to put their presentations on a flash drive and all the presenters load their presentation onto one laptop before the session begins. **Presenters must supply all other audio-visual equipment.**

**PLEASE NOTE** that conference registration and payment \*\*\*RECEIPT\*\*\* are required within one month (i.e., BY THE OCTOBER DEADLINE) of the proposal submission deadline.

### PAPERS

The SERA annual meeting is intended as a venue in which presenters have written **an actual prepared paper, which is made available to interested members**. In other words, SERA is *NOT* a venue for coming to a conference and extemporaneously delivering off-the-cuff remarks.

Most papers have 10-18 pages of narrative, references, and many have tables and/or figures. All papers should have a cover page listing the title, au(s), and a note at the bottom saying, "**Paper presented at the annual meeting of the Southwest Educational Research Association, San Antonio, February (date), 2013.**" Also, *please, in the UPPER RIGHT CORNER of your cover page, type the Session Number in which the paper is being presented (e.g., "T2.3", "W1.4", "F3.1")*, as indicated by the conference program posted to the web in December prior to the annual meeting.

Many previous SERA papers from the past 34 years of conferences are available as ERIC "ED" documents. If you want to see some actual previous papers. You can go to <http://www.eric.ed.gov/ERICWebPortal/search/extended.jsp> and search on "Southwest Educational Research Association" as a KEYWORD, and then in the ED/EJ box click on ONLY ED (which are non-journal articles, and mostly conference papers). Most of these will have a link to the PDF version of the SERA paper.

If you know the ERIC "ED" "accession number" for the PDF file, you can also go to:

<http://www.eric.ed.gov/ERICWebPortal/basicSearch.do>

and type the accession number as the SEARCH TERM to get the PDF file. Here are 3 sample recent SERA papers: ED499991, ED499990, and ED500497.

**Submit proposals online at: <http://www.sera-edresearch.org/>**

**Proposals should be submitted to only one division.** The program committee reserves the right to reject all proposals that appear to be “duplicate” submissions by the same author(s). Please feel free to contact one of the following division chairs if you have questions.

**Program Division Chairs**

**I. Educational Administration, Policy, Leadership, & Program Evaluation**

*Ken Young*  
*Lamar University*  
*ken.young@lamar.edu*

*Aileen Curtin*  
*Texas Wesleyan University*  
*ecurtin@txwes.edu*

**II. Instruction, Learning & Cognition**

*Diane Goldsby*  
*Texas A&M University*  
*dgoldsbys@tamuk.edu*

*Sandra Acosta*  
*Texas A&M University*  
*sacosta@tamuk.edu*

**III. Methodology, Measurement & Evaluation**

*Tommy De Vaney*  
*Southeastern Louisiana*  
*tdevaney@selu.edu*

*Jason King*  
*Baylor College of Medicine*  
*jasonk@bcm.tmc.edu*

**IV. Teachers & Teacher Education**

*Sandra Richardson*  
*Lamar University*  
*slrichardso1@lamar.edu*

*Mark Reid*  
*Texas A&M - Commerce*  
*mark\_reid@tamuk-commerce.edu*

**V. Special Populations & Counseling**

*Cynthia Martinez-Garcia*  
*Sam Houston State University*  
*cynthia3687@sbcglobal.net*

*Angela Gibson*  
*American Public University*  
*angelamgibson@hotmail.com*

**VI. Graduate Student Seminars for Work in Progress**

*LaVonne Williams*  
*Texas A&M University-Kingsville*  
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*Martha L. Tapia*  
*Berry College*  
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## **POSSIBLE DESCRIPTORS**

Following is a list of *suggested* terms you may use to describe your proposal:

Achievement	Early Childhood Education	Learning	Reading
Adult Education	Education	Learning Styles	Reflective Thinking
Arts	Educational Reform	Mathematics Education	Research Methods
At-Risk Students	Effective Schools	Minority Recruitment	Schools
Attitudes	Efficacy	Minority Retention	School Environment
Classroom Management	English Education	Multicultural Education	School Improvement
Clinical Issues	Evaluation	Novice/Expert Studies	School Restructuring
Cognition	Exceptional Education	Parent Education	Science Education
College Students	Field Experience	Parent Involvement	Self Perception
Computer Education	Finance	Performance Assessment	Social Sciences
Constructivism	Gender Issues	Policy	Statistics
Critical Thinking	Gifted Education	Post Secondary Education	Student Motivation
Culture	Higher Education	Preschool Education	Student
Curriculum	In-service Education	Preservice Education	Violence/Conflict
Development	Instruction	Principals	Teacher Characteristics
Discipline	International Education	Private Schools Professional Development	Technology
Drug Education	Language		Tests
			Vocational Education

Remember:

- There is a **limit of 3 submissions** by a principal author.
- All authors/co-authors and workshop, symposia, and innovative session presenters must register for the annual meeting.
- The Program Committee may exclude any proposal that does not meet the guidelines specified in this publication.
- Presenters are expected to bring 10-15 copies of their papers to the annual meeting for distribution to the audience.
- All meeting rooms at the annual conference will be equipped with an LCD **projector and screen**. **Presenters must supply all other audio-visual equipment.**

**Submit all materials electronically (to be received by SUNDAY, SEPTEMBER 23, 2012)  
using the SERA website:**

<http://www.sera-edresearch.org>

## 2013 SERA OUTSTANDING PAPER AWARD

Authors are encouraged to submit five (5) single-sided copies of the paper submitted for presentation at the 2013 annual meeting to the SERA Executive Director, Bruce Thompson, by **NOON, THURSDAY, FEBRUARY 7, 2013**. The winner of the OUTSTANDING PAPER AWARD will be announced in the newsletter, present the paper at one of the sessions of Outstanding Papers from the State and Regional Research Associations at the annual meeting of the American Educational Research Association, and be recognized at the luncheon during the 2013 SERA annual meeting. Because of the 2013 conference date, the paper might actually be presented at the 2014 AERA conference. A stipend of \$750 to help defray the costs involved in attending the AERA meeting will be awarded to the winner.

### *Rules for Outstanding Paper Award Competition:*

- Five (5) single-sided hard copies of the presented paper (i.e, NO electronic copies) must be submitted to the Executive Director for consideration. MEMBERS INTERESTED IN ENTERING THE COMPETITION ARE **STRONGLY** ENCOURAGED TO SUBMIT THEIR 5 SINGLE-SIDED COPIES AT THE CONFERENCE REGISTRATION DESK DURING THE ANNUAL MEETING, OR MAIL THE PAPER COPIES PRIOR TO THE ANNUAL MEETING.
- The Executive Director must **receive** completed papers on or before the deadline. Late papers are **not** eligible for consideration. At the discretion of the Executive Board, an award may not be made if fewer than 3 meritorious papers are submitted for competition. Should this occur, all participants will be advised that the award will not be made.
- An individual may submit only one paper on which the member is a co-author. Papers with any common co-authors will not be considered.
- Papers will not be considered for the award unless all co-authors have paid preregistration fees by the October deadline for payment receipt.
- Persons who authored the SERA Outstanding Paper in the immediate prior year are not eligible for award consideration in the following year.
- **Active officers of the SERA Executive Council, including appointed officers, are not eligible for this competition.**

*Send completed papers for 2013 SERA Outstanding Paper Award  
by POSTAL/COURIER SERVICE ONLY to:*

**BRUCE THOMPSON, SERA EXECUTIVE DIRECTOR**  
**2013 SERA OUTSTANDING PAPER AWARD**  
**DEPT. OF EDUCATIONAL PSYCHOLOGY**  
**TEXAS A&M UNIVERSITY**  
**COLLEGE STATION, TEXAS 77843-4225**  
**VOICE: 979- 845-1335**  
**FAX: 979- 862-1256**  
**bruce-thompson@tamu.edu**  
<http://www.coe.tamu.edu/~bthompson/>



## 2013 SERA OUTSTANDING GRADUATE STUDENT PAPER AWARD

An award of \$500 and a certificate will be given for the best paper presented by a graduate student member at the annual meeting. For a paper to be eligible, **the work must be completed before the annual meeting** and presented in a paper or symposium session. Student authors should **electronically** submit completed copies of their papers to the SERA President to be **RECEIVED BY 5:00 P.M. WEDNESDAY, JANUARY 16, 2013**. The award winner will be announced at the SERA luncheon on Thursday, February 7, 2013. Please note that the Outstanding Graduate Student Paper Award competition is for **completed** graduate student research (i.e., **ONLY Division I through V papers**), and may include theses or dissertations, as well as other graduate student research. Students who present thesis or dissertation research should submit a **condensed version** of the work, not the full thesis or dissertation. **Work in-progress** presented in graduate student seminars (i.e., only Division VI) is **not** eligible for this award, nor are preliminary works, such as literature reviews or class projects and proposals.

### *Rules for Graduate Student Paper Award Competition:*

- The SERA President must **receive** completed papers on or before the **January 16, 2013**, deadline. Late papers are **not** eligible for consideration.
- If multiple authors write the paper, the first author must be a graduate student.
- Papers will not be considered for the award unless all co-authors have preregistered by the October deadline for payment receipt.
- At the discretion of the award committee, an award may not be made if fewer than 3 meritorious papers are submitted for competition. Should this occur, all participants will be advised that the award will not be made.
- Graduate students must indicate their student status on the title page of the paper.
- The Outstanding Graduate Student Paper Award competition is for **completed** graduate student research.

*Send completed papers for 2013 Outstanding Graduate Student Paper Award  
by E-MAIL ATTACHMENT ONLY to:*

**Kim Nimon**  
**University of North Texas**  
**Learning Technologies Department**  
**Denton, Texas 76207-7102**  
**940/369-7684**  
**kim.nimon@unt.edu**

## 2013 SERA DEANS' AWARDS FOR EXCEPTIONAL GRADUATE STUDENT RESEARCH

Approximately sixteen \$100 awards and certificates will be given for graduate student research papers based on their contribution to educational research.

Two awards will be given to students from each of the following universities should they choose to participate: *Baylor University, Lamar University, Sam Houston State University, Texas A&M University, Texas Tech University, Texas Wesleyan University, Texas Women's University, The University of Texas, University of North Florida, University of North Texas, and University of Houston*. The respective Dean of the College of Education for each university sponsors these awards.

**Eligibility:** To be eligible, a student must be from one of the universities listed above and must attend the 2013 SERA annual meeting. Student authors should **electronically submit** completed papers to the SERA graduate student representative to be:

**RECEIVED BY 5:00 P.M. Friday, January 11, 2013.**

**Submission Criterion:** These awards are for completed graduate student research or research work in-progress (i.e., papers submitted to **any** division, I through VI). Papers can be in any form; literature reviews, explanations of statistical concepts, case studies and will be judged from the perspective of how it will further the theory of educational research.

The awards will be announced at the SERA luncheon on Thursday, February 7, 2013.

### ***Rules for the Deans' Awards Competition:***

- The SERA graduate student representative **must receive** completed papers on or before the January 11, 2013 deadline. Late papers are not eligible for consideration.
- The paper must be authored **only** by graduate students.
- If multiple authors write the papers, the choice can be made for the award to be given to the first author or split among all the authors.
- At the discretion of the awards committee, an award may not be made if fewer than 3 meritorious papers are submitted for competition from that university. Should this occur, all participants will be advised that the award will not be made. Also, awards will not be given for institutions at which Deans decide not to participate.
- If you do not receive a receipt confirmation via E-mail by 5:00 P.M. January 18, 2013, please contact the graduate student representative immediately by phone.

*Send completed papers for the 2013 Deans' Awards by E-MAIL ATTACHMENT ONLY to:*

**Patricia (Pat) Curry**  
**SERA Grad Student Representative**  
**Stephen F. Austin State University**  
**Patricia.D.Curry@lonestar.edu**  
**936-525-7604**