

Grants in Fiscal Year 2014

Elsie Babcock	MDE-Collaborative Opportunities for Reaching Excellence in Mathematics	\$281,707
Erin Centeio	Creating a Culture of Healthy Habits	\$90,038
Kathleen Crawford-McKinney	National Writing Project 2014-16 SEED Grant	\$10,000
Suzanna Dillon	Autism Speaks Family Service Community Grant Using Technology to Teach Age-Appropriate Physical Activity (CTN)	\$24,906 \$13,372
Mariane Fahlman	Detroit Healthy Youth Initiative SNAP-Ed Programming	\$112,779 \$79,250
Maria Ferreira	Kellogg: Michigan Teaching Fellowships	\$46,000
Janice Green	KCP-MHED Morris Hood II Pathways	\$53,700
Janice Hale	Visions for Children Preschool Network for African American children	\$12,000
Silverenia Kanoyton	KCP MICUOP University Bound III KCP 45: Mission Possible Graduation II	\$130,000 \$150,000
Aslı Özgün-Koca	Title II(B) Math-Science Partnerships	\$221,776
Nate McCaughtry	Building Healthy Communities Gopher Sport BHC Champions for Healthy Kids United Dairy Industry of MI BHC	\$900,000 \$30,000 \$20,000 \$10,000
Anna Miller	USDOE-CCAMPIS Wayne RESA-GSRP	\$322,159 \$94,679
Anne Murphy	Supported Education Curriculum Evaluation	\$20,000
Tom Pedroni & Sandra Gonzales (Law School primary)	ACLU-Policing in Michigan Schools	\$10,000
Sally Roberts	GO-GIRL Through Health-Related STEM Disciplines	\$333,077
Geralyn Stephens	2013-14 CTE Teacher Ed. Prog. Improvement Secondary Perkins State Leadership Grant SPSLG-Research	\$13,330 \$19,803 \$25,000
Ron Simkins	21st Century Learning Centers After-School Project NFL Foundation Youth football Camp	\$31,412 \$3,000
Jo-Ann Snyder	Title II.A(3) Improving Teacher Quality	\$20,613
Monica Tracey (SOM primary)	Integrated Course in Biology & Physics of Radiation Oncology	\$319,098
Mary Waker	Making Mobiles Meaningful	\$10,700
	Total for Fiscal Year 2014:	\$3,408,399

Publications

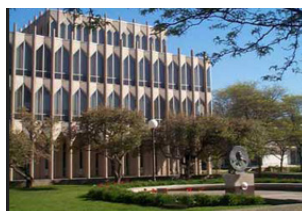
Neoliberalism, Cities and Education in the Global South and North

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In this book, the authors consider the ways that neoliberal forms of globalization are reshaping cities across the world, a process with significant implications for educational policy and practices. The book speaks to two complementary but analytically distinguishable aspects of the interplay between education, globalization, cities, and neoliberalism. The first relates to macro relationships between these powerful global forces on the one hand, and cities and their schools on the other. In particular, the book considers the stratifying dynamics that exacerbate already existing inequalities related to race, ethnicity, language, class, and gender—inequalities entailing differential access to various resources of cities. The second deals with the cultural politics, and logics, of these changes in cities. Doing so recognizes that globalization is not simply imposed on a city, but rather becomes insinuated into its fabric through the actions and the agency of local actors and social movements. Against this backdrop, the book documents how the educational politics of urban contexts in the United States, India, Canada, South Africa and Brazil should be understood as sites in which neoliberal forms of globalization are localized, reproduced, and potentially contested.

(2013). New York: Routledge.



An Examination of the Decision-Making Process Used by Designers in Multiple Disciplines

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Design-thinking is an inductive and participatory process in which designers are required to manage constraints, generate solutions, and follow project timelines in order to complete project goals. The researchers used this exploration study to look at how designers in various disciplinary fields approach design projects. Designers were asked to describe a project and a decision that they had to make previously. Decisions were analyzed to determine whether they were ready-made versus custom-made solutions. The process by which the designers arrived at the decisions was categorized as idea-imposition or discovery. Results indicated that designers work with multiple constraints while designing, and the majority used a custom-made solution following a discovery process.

TechTrends, 58(5), 81-90, 2014.



December 2014

Physical Education Curriculum in the Age of Cultural Relevance and Popular Physical Activity Culture

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In this book chapter, the authors use four vignettes from the life of a 40 year-old father of four with serious health risk factors to capture a snapshot of the man's physical activity life history. These vignettes capture several key moments where issues of physical activity were salient and taken together provide a narrative partially explaining his current health circumstances. In the end, these vignettes help show how physical education and other physical activity opportunities across the school setting might influence one's feelings about competence, activity, and bodies, which contribute in unexpected ways to the formation of enduring life habits. Although experiences in school physical education are not the only factors that facilitate one's orientation to physical activity, these vignettes suggest that it can be an influential factor when considering the role it ought to play in children's lives and how it might to be constructed for optimal positive impact across the diversity of youth populations.

(2014). *Lanham, MD: Rowman & Littlefield.*



Social Media for Informal Science Learning in China: A Case Study

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Bowling Green, OH

This article reports a case study on a popular informal science learning community via social media in China, named GuoKr (meaning "nutshell" in English). Data were collected through a variety of Chinese social media and social networking sites, web-based community portals, and discussion boards. Content analyses and data mining were conducted to investigate how GuoKr successfully attracted and engaged public in informal learning on scientific topics in particular. The study found three key characteristics that contributed to the success of such learning communities: (a) utilizing a variety of social media to empower participants with just-in-time, accidental learning opportunities; (b) daily tweets related to emerging or ongoing social events or hot topics to provide brief but intriguing knowledge "bites", which often leads to extended readings and related resources; and (c) the integration of social media and traditional face-to-face local events to engage the public in science-related learning and knowledge sharing. Practical and research implications are discussed with suggestions for future research as related to ubiquitous learning communities for informal science learning.

Knowledge Management & E-Learning: An International Journal, 6(3), 262-280, 2014.



Instructional Designers as Reflective Practitioners: Developing Professional Identity Through Reflection

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&
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As the design thinking approach becomes more established in the instructional design (ID) discourse, the field will have to reconsider the professional identity of instructional designers. Rather than passively following models or processes, a professional identity rooted in design thinking calls for instructional designers to be dynamic agents of change who use reflective thinking to navigate the design space and develop solutions to ill-structured problems. Graduate programs in ID will also need to prepare students to manage the complexities they will encounter in their professional practice, including the establishment of design precedents, reflective thinking skills, and the foundations of professional identity. This research explored the use of reflective writing assignments in an introductory ID graduate course, with results indicating that most students are able to engage in meaningful reflection in relation to prompts concerning design concepts, experiences, and identity attributes, although no clear patterns of improvement emerged over time. Future directions for research include the use of feedback and the structure of prompts (including frequency of writing assignments and wording of prompts to support improved student performance.

Education Technology Research Development,
62, 315-334, 2014.

Challenge for Rehabilitation Counselors: Serving Individuals with Disabilities Involved in Gang Activity

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Counselor understanding of the disability populations in which they serve is a critical factor in providing appropriate services for successful outcomes. Although few studies have addressed the link between gang culture and disabilities, the foundation of this primer poses that since individuals involved in gang activity are typically involved in various violent acts, they are more likely to acquire a disability and need the services of a rehabilitation counselor. This primer outlines the importance of understanding gang culture in providing rehabilitation counseling services to the population. More specifically, discussed are the case management problems that potentially contribute to the provision of rehabilitation counseling services to this population and an overview of interventions and service delivery suggestions as they relate to gang violence and rehabilitation counseling. Further, the literature suggests that counselors be willing to tackle the issues involved in reaching a population of individuals involved in gang activity and that future research focus on developing culturally responsive service delivery models for this population.

Journal of Rehabilitation, 80(2), 48-53, 2014.



December 2014

Stability of Biological Father Presence as a Proxy for Family Stability: Cross-Racial Associations with the Longitudinal Development of Emotion Regulation in Toddlerhood

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Cheri Vogel **Mathematica Policy Research**

The current study, utilizing data from the National Early Head Start Research and Evaluation Project (Love et al., 2005) explored the relationship between biological father presence and emotion regulation over toddlerhood among children from low-income families. Conceptualizing biological father presence as a proxy for family role development, results are interpreted from a role development theoretical perspective. The latent growth curve model was compared based on child ethnoracial status (African American, Caucasian, Hispanic) and child gender. Consistent biological father presence was associated with toddlers' regulatory development across toddlerhood, and this relationship was most robust among Caucasian toddlers as compared to African American toddlers. Findings for Hispanic toddlers were not significantly different from those of Caucasian or African American families. Results bolster the literature on father presence and child outcomes. Analyses address

consistency in father presence as a proxy for coherent role development and define a link between consistent father presence and children's regulatory development, demonstrating ethnoracial differences which are likely attributed to the social construction of family roles.

Infant Mental Health Journal, 35(4), 309-321, 2014.



Examining the Impact Learning Communities Have on College of Education Students on an Urban Campus

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Student attrition is a problem in universities. A systems perspective describing both departure and retention is helpful in explaining the circumstances in which student retention is increased, particularly for students traditionally excluded from university participation. Risk factors for departure include poor preparation for college and belonging to a demographic group traditionally excluded from academia. We sought to evaluate the impact of participation in a Learning Community on student retention at an urban public research university. We included all students who had been accepted into the College of Education at Level 1 for the fall 2007 semester. We found that involvement in a Learning Community, whether it is specifically formed to address and promote student success in a given area/major, or in a more general/university-wide Learning Community improves student retention.

Journal of College Student Development,
54(6), 643-653, 2013.



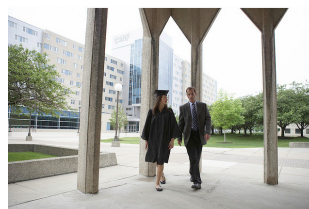
Rethinking Ratios, Rates, and Percentages

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In this paper, the authors relate a vignette in which the three of them discovered that they had neither a shared understanding of, nor common vocabulary for, three mathematical concepts that are a cornerstone of middle school mathematics. As they discussed these concepts further, they were able to unpack their knowledge to form a shared understanding of these concepts that teachers in the middle grades may find useful. Using the units of measure, they categorize ratios as commensurate in the case where the two quantities being compared share the same units of measure and non-commensurate in the case where their units of measure differ. Non-commensurate ratios always lead to rates, while commensurate ratios can be differentiated into sub-categories leading to rates or percentages. Three common threads guided the discussions that led the authors to these insights: the roles of ratios and rates as they are used in real-life, the role of the context, and the role of the units of measure.

Mathematics Teaching, May 2014, 25-28.



The Relationship between Spiritual Resources and Life Attitudes of African American Homeless Women

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Little is known about the relationships between spiritual resources and life attitudes of homeless African American women. Spiritual resources may serve as protective factors for women leaving homelessness. This descriptive study examines spiritual resources, life attitudes, and selected demographics of 160 African American women who were homeless in the Midwestern United States. Participants ranged in age from 30–62 years of age and reported being homeless 1–9 times, with a mean of 1.94 (SD=1.53) times. The authors draw inferences for how spiritual resources and life attitudes can influence women's efforts to leave homelessness. They also identify implications for nursing practice.

Issues in Mental Health Nursing,
35(4), 238-250, 2014.



December 2014

The History of Physical Activity and Academic Performance Research: Informing the Future

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The study of physical activity, physical fitness, and academic performance research are reviewed from a historical perspective, by providing an overview of existing publications focused on children and adolescents. Using rigorous inclusion criteria, the studies were quantified and qualified using both meta-analytic and descriptive evaluations analyses, first by time-period and then as an overall summary, particularly focusing on secular trends and future directions. This review is timely because the body of literature is growing exponentially, resulting in the emergence of new terminology, methodologies, and identification of mediating and moderating factors. Implications and recommendations for future research are summarized.

Monographs of the Society for Research in Child Development, 79, 119–148, 2014.



“¡Fantástico!”: Valuing Student Knowledge Through the Morning Message

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This paper shows how one teacher’s format for the morning message encourages students to use their cultural and linguistic knowledge to form new understandings and model learning strategies for their peers. In this study, the author sought to understand how students engage in the literacy event of the morning message across languages. She sought to answer the following: What are the ways that students actively engage in making meaning and sharing knowledge during the daily morning message? How do students access their cultural and linguistic knowledge during this literacy event? The routine the teacher utilized for morning message functioned as a way to recognize all students as readers. Students read the letters by themselves, regardless of reading level or language dominance. This was difficult for some students; however, the teacher felt it was important, because it encouraged risk-taking. Interchanging languages provided a format for modeling literacy skills in English and Spanish and using knowledge in both languages to take note of different features of reading and writing. The teacher’s critical listening enabled her students to see themselves as valuable members of this classroom community. She consistently stopped to respond to their comments, questions, or contributions. The morning message became a space where she could reaffirm her interest in their thoughts and model building on the knowledge they acquired in their homes and communities to produce new understandings and develop English language skills. The findings show that the validation the teacher provided contributed to students’ identities as readers, producers of knowledge, and essential members of the learning community. Additionally, she communicated value for a variety of resources and literacies, not solely

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English, which is of particular importance for emergent bilinguals due to their awareness that excelling in school and demonstrating evidence of learning requires English proficiency. Embedding feedback into literacy events as the teacher did with the morning message is a powerful opportunity to support students' acquisition of learning strategies, language development, and engagement in literacy events.

The Reading Teacher, 68(2), 135-144, 2014.



Forward Progress of Scientific Inquiry into the Early Father-Child Relationship: Introduction to the Special Issue on Very Young Children and Their Fathers

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Research on fathering and the father-child relationship has made substantial progress in the most recent 15 years since the last special issue of the *Infant Mental Health Journal* on fathers and young children. This special issue on fathers and young children contains a series of papers exemplifying this progress, including advances in methodology—more direct assessment and more observational measures—in addition to the increasing dynamic complexity of the conceptual models used to study fathers, the diversity of fathers studied, and the growth of programs to support early father involvement. In assessing the current state of the field, special attention is given to contributions made by the papers contained in this special issue, and two critical areas for continued progress are addressed: (1) methodological and measurement development that specifically address fathers and fathering relationships and (2) cross-cultural and ecologically valid research examining the diversity of models of fathering.

Infant Mental Health Journal, 35(5), 389–393, 2014.



College of Education