

Effects of Exercise on S-IGA and URS in Postmenopausal Women

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Thirty-two postmenopausal women were randomly assigned to a 16-week walking program or a control group. Prior to the intervention, each subject completed a graded maximal tread-mill test to establish VO₂max and resting saliva was collected to determine levels of salivary immunoglobulin A. Each subject was similarly tested following the intervention. The 16-week walking program resulted in a 10.4 % increase in VO₂max that was statistically significant ($p < 0.01$). Repeated measures ANOVA revealed a marked increase of 37.4 % in the resting secretion rate of salivary immunoglobulin A in the exercise group following training that was also statistically significant ($p < 0.05$). Independent of study group, both before and after the intervention, the secretion rate of salivary immunoglobulin A and saliva flow rate were reduced following acute maximal exercise (-32.3 % and -29.3 %, respectively). These results were also statistically significant ($p < 0.05$). Weekly upper respiratory symptomatology logs revealed that the number of incidences of upper respiratory symptoms throughout the intervention period were the same and the duration per incidence (control: 5.3 ± 1.5 days; exercise: 6.3 ± 2.2 days) were similar between study groups. These findings in postmenopausal women support that the secretion rate of salivary immunoglobulin A and saliva flow rate are reduced immediately following maximal exercise. Moreover, a 16-week moderately intense walking program can increase the secretion of salivary immunoglobulin A without affecting upper respiratory symptomatology.

International Journal Sports Medicine, 34, 81-86



Professional Identity Perceptions of Dual-Prepared Art Therapy Graduates

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The development of professional identity in art therapists who also prepare as counselors was studied qualitatively. Graduates from one university's two distinct master's degree programs were interviewed. The study included nine art therapy and eleven art therapy combined with counseling graduates. Most participants, regardless of their degree, described their professional identities as a combination of art therapy and counseling, and perceived professional identity in a variety of ways. A majority of graduates from both programs described their professional identities as a combination of art therapy, counseling, and teaching. It would seem that AATA-Approved programs including counseling preparation can integrate both counseling and art therapy theories and practices into one degree. Graduates of these programs will likely be experience challenges in negotiating a dual professional identity. Educators should do more to intentionally support the process of developing a professional identity and prepare students for social realities that may impact their sense of professional identity (Gussak & Orr, 2005). Professional identity can and should explicitly be addressed to help students integrate counseling and art therapy professional identities.

*Art Therapy: Journal of the American Art
Therapy Association, 29(4), 150-157*



A Design-Based Research Case Study Documenting a Constructivist ID Process and Instructional Solution for a Cross-Cultural Workforce

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As the need for teaching a globalized workforce increases, instructional designers must embrace the constraints and the opportunities these projects provide in order to move the field of cross-cultural instructional design (ID) forward. Cross-cultural projects offer multiple avenues for growth in ID

practice, overcoming cultural barriers, and a venue to apply and test contemporary models, methodologies, and theories in ID. This design-based research case study employed a rapid prototyping methodology and the constructivist ID model, Layers of Negotiation, to collect critical cultural information for the design of this cross-cultural instruction. Instructional strategies deemed effective for teaching an unskilled workforce in Dubai, United Arab Emirates, included job aids, situated learning and apprenticeship principles consisting of modeling, coaching and scaffolding. Use of the constructivist ID model and instructional solution for a cross-cultural workforce for The Dubai Mall are presented. Evaluation results indicate that the success of the instructional strategies varied depending upon worker culture, and the sequential nature of the instructional strategies.

Instructional Science, 40, 461-476



Urban High-School Girls' Sense of Relatedness and Their Engagement in Physical Education

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A sense of relatedness is individuals' views about themselves as connected to others and worthy of love and respect from others. Using the Self-System Model of Motivational Development as the framework, this study was designed to examine associations of urban high-school girls' relatedness toward teachers and peers with their behavioral and emotional engagements in physical education. One hundred, eighty-four participants aged 15-18 completed questionnaires assessing relevant psychological and behavioral constructs while their teachers also completed corresponding measures during classes. Regression analyses revealed that relatedness toward teachers and peers had direct and interactive roles in both behavioral and emotional engagements. Although relatedness to teachers was the most pronounced predictor, feeling related to peers might have an added effect for the students who

did not feel connected. The findings support that nurturing quality relationships between and among both teachers and peers may hold promise for enhancing learning.

Journal of Teaching in Physical Education,
31, 231-245



Assessing the Eating Habits of Low-Income, Urban Adolescents

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Instruments that can accurately determine the effectiveness of nutrition interventions aimed at low-income, inner-city adolescents are needed. To that end, a valid and reliable eating behavior scale (EBS) was developed for use in school-based interventions in urban, inner-city communities dominated by high poverty, food insecurity, and academic underperformance with primarily minority residents. A sample of 387 minority adolescents in an inner-city urban school participated in the research. Reliability was determined by administering the EBS to students twice on the same day, five hours apart. Convergent validity was determined by comparing the results of the EBS with 24-hour recalls conducted by trained dietitians. Spearman correlation coefficients and kappa statistics were used. The EBS produced acceptable indices of reliability and validity. The EBS, which was specifically designed for use with minority urban adolescents who are both economically deprived and attend schools with documented low performance, provides preliminary evidence of valid and reliable scores with this population. Given the ease of use with students and the minimal disruption of instructional time of the EBS, this instrument can be used by researchers or practitioners to assess the eating behaviors of low-income, minority adolescents.

American Journal of Health Education,
43(3), 165-171



An Application of the Impact Evaluation Process for Designing a Performance Measurement and Evaluation Framework in K-12 Environments

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This article illustrates the application of the Impact Evaluation Process for the design of a performance measurement and evaluation framework for an urban high school. One of the key aims of this framework is to enhance decision-making by providing timely feedback about the effectiveness of various performance improvement interventions. The framework design process is guided by the Impact Evaluation Process, and included the participation of key stakeholders including both administrators and teachers who all contributed to the performance measurement and evaluation framework design process. Key performance indicators at the strategic, tactical, and operational levels were derived from the school vision, and linked to specific interventions to facilitate the continuous evaluation and improvement process. Lessons learned include the importance of considering technological requirements, the impact of the design on the overall performance of the system, proper roll out and implementation, and evaluation of the system to ensure that it delivers its intended purpose.

Evaluation and Program Planning, 35, 222-235



Urban Health Educators' Perspectives and Practices Regarding School Nutrition Education Policies

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Although policies for health education in nutrition exist at all levels, it is unclear how these policies affect health education teacher practices. In this study, we examined a matrix of health education policies affecting one urban school district, health education teachers' awareness of the policies, the impact of the policies on the teacher's practices, and the challenges

they perceived as they executed comprehensive nutrition education. When analyzed, data from school observations, interviews with key personnel, and archived documents suggest that there was a network of health education policies in place, but that the teachers were uniformly unaware of them. Without institutional coherence and clear direction, teachers taught little nutrition content, primarily due to poor training and professional development, few instructional resources, and little administrative accountability. These findings highlight the challenges in urban settings, as well as the need for professional development in nutrition education.

Health Education Research, 27(1), 69-80



WSU College of Education at the American Educational Research Association 2013 Annual Meeting

Twenty-five faculty and students will participate in the Annual Meeting of the American Educational Research Association in San Francisco in April. They will present 21 different papers, and two will serve as symposium discussants. The table below lists their individual contributions to this important conference.

Adelstein, David

Improving the Course Design Process at a Virtual High School

Arya, Poonam

Literacy Teachers' Learning Through Collaborative Peer Video Analysis and Their Applications of This Learning to Their Pedagogy

Barbour, Michael

Improving the Course Design Process at a Virtual High School

Virtual Learning in New Zealand: Examples of Networked Schools

Refining the Use of Homemade PowerPoint Games in a Secondary Science Classroom

Brugar, Kristy

What Difference Does Interdisciplinary Teaching Make? An Inquiry of Fifth Graders' Learning Through the Humanities

Centeio, Erin

Comprehensive School Physical Activity Program Implementation

Research Newsletter

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*Preparing Teachers to be Effective Urban Educators:
Adapting to the Needs of Culturally Diverse Students
Living in Poverty*

Fahlman, Mariane

*Negative Effects of Teachers' Feeling of Burnout on
Students' Motivation*

Gonzales, Sandra

*Standardized Assessment in Latino Detroit:
Achievement Gap or Colonial Legacy?*

Kaseta, Michele

*A Social Cognitive Investigation of Inner-City After-
School Physical Activity Clubs*

Kelcey, Benjamin

*Designing Adequately Powered Cluster Randomized
Trials Using Optimal Design Plus*

*Measurement Issues in Teacher Observations and the
Estimation of Teacher Effects*

Kulik, Noel

*A Social Cognitive Investigation of Inner-City After-
School Physical Activity Clubs*

Lewis, Jennifer

*High-Quality Mathematics Instruction for Children of
Color Living in Poverty*

*When Knowledge Is Not Enough: Productive
Disposition and Other Habits of Mind*

Maljak, Kimberly Ann

*A Social Cognitive Investigation of Inner-City After-
School Physical Activity Clubs*

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*Negative Effects of Teachers' Feeling of Burnout on
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*A Social Cognitive Investigation of Inner-City After-
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McCaughtry, Nathan

*Negative Effects of Teachers' Feeling of Burnout on
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*A Social Cognitive Investigation of Inner-City After-
School Physical Activity Clubs*

*Secondary Physical Educators' and Sport Content: A
Love Affair*

Morrison, Jonathon

*Improving the Course Design Process at a Virtual High
School*

Owens, Michael

*Getting Past the Bottom Line: Reimagining
Educational Policy as Human Capital Divestment in
Metro Detroit*

Pedroni, Thomas

*Schooling Urban Education Studies: The City of
Detroit Is Not Just a Rusty Container for Urban
Education Best Practices*

Pogodzinski, Ben

*An Analysis of State Teacher Evaluation Laws Enacted
in Response to the Federal Race to the Top Initiative*

Shen, Bo

*Negative Effects of Teachers' Feeling of Burnout on
Students' Motivation*

*A Social Cognitive Investigation of Inner-City After-
School Physical Activity Clubs*

Shields, Carolyn

*Dialogue as an Educational Leadership Strategy for
Impoverished Contexts*

*Discussant: Building an Institution-Wide Research
Focus on Poverty in Local Schools: The Case of Detroit*

Siddiqui, Hamid

*Increasing Student Evaluation of Teaching (SET)
Response Rates Through Reminders*

Whalen, Laurel

*A Social Cognitive Investigation of Inner-City After-
School Physical Activity Clubs*

Wilson, Camille

*Discussant: Alternate Routes to Education: A Critical
Analysis of Economic, Intellectual, and Moral Poverty*

Woodward, Laura

*Increasing Student Evaluation of Teaching (SET)
Response Rates Through Reminder*

