



**CENTER FOR
SCHOLASTIC
INQUIRY**

RESEARCHING PROFESSIONAL PRACTICE

International Academic Research Conference

April 9-11, 2019

Kissimmee, Florida

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Best Practices in Internships

Center For Scholastic Inquiry Conference
Kissimmee, Florida April 9-11, 2019

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What Are Internships?

- ▶ Internships are “structured and career relevant work experience obtained by students prior to graduation from an academic program” (Holyoak, 2013).
- ▶ Internships have been in existence for thousands of years (mainly in the form of apprenticeships) and are “structured and career relevant work experiences obtained by students prior to graduation from an academic program” (Taylor, 1988, p. 393) (Hurst & Good, 2010).
- ▶ “Not only are internships opportunities for building appropriate skill sets for work in a particular field (Miller et al., 2010), they can provide a practical experience which smooths the transition from studying a topic to using it in the real world (Ewing, 1973) and can give those who have undertaken them greater informal workplace contacts from whom to learn about permanent job opportunities (Taylor, 1988) (Hurst & Good, 2010, p. 573-574).



Why Internships?

Benefit to Students

- ▶ Studies indicate that students who graduate with internship experiences are more likely to find jobs than those who do not (Dixon, 2018).
 - ▶ Increased likelihood of students securing employment (Callanan and Benzing, 2004) and increase earnings in future employment (Gault et al., 2000) (Hurst & Good, 2010, p. 573).
 - ▶ Internships are important because (Davis, Steen and Rubin, 1987):
 - ▶ They provide on the job experience in a tough job market and help students get the inside track on job possibilities;
 - ▶ Allow students to test their career interests;
 - ▶ Provide integrative classroom learning with what is occurring in the field;
 - ▶ Help students better understand their personal and career goals
- 

Benefits to Students



Why Internships?

Benefit to Employers

- ▶ Allows employers to “test drive” students (Carl, 2019)
- ▶ Interns can help see where there might be gaps and what can be improved (Dixon, 2018)
- ▶ Provide short term support for often overlooked projects (Willison, 2012)
- ▶ Can help with a recruiting edge (Gault, Remington & Schlage, 2000)
- ▶ Can help identify potential future hires and provide a pipeline for future candidates (Gabriel & Mitchell, 1989; Hurst, 2008)
- ▶ Create partnerships with faculty to cultivate graduates that have the skill sets needed (Carl, 2019)

Why Internships?

Benefits to University

- ▶ Top three:
 - ▶ Creates collaborative partnerships between the community and university;
 - ▶ Keeps faculty and curriculum current;
 - ▶ Strengthens the program (Ballard & Carroll, 2005).
- ▶ Expands classroom and theoretical learning (Carl, 2019).
- ▶ Offers a recruitment tool for the program when bringing interns in to speak with underclass students (Carl, 2019).

To Pay or Not to Pay, That is the Question

- ▶ Fair Labor Standards Act
- ▶ In general, 1 in 5 internships are paid (Davis, Steen & Rubin, 1987).
- ▶ Can be a challenge for student if roles and duties are not clearly defined.
- ▶ Students may be treated as entry level employees and offered limited opportunity for growth (Carl, 2019).
- ▶ Important to have clear goals and objectives in place to ensure student learning.
- ▶ Faculty member has responsibility to protect the student (Carl, 2019).

Not All Internships Are Created Equal!

- ▶ Internships require planning on the part of student, internship site, and faculty.
- ▶ The quality of the internship experience is really dependent upon the quality of the Site Supervisor.
 - ▶ This happens when the existing worker feels threatened by the intern
 - ▶ OR worker sees the student as one who is there to do menial tasks
 - ▶ OR student is seen as an entry level employee (Carl, 2019)
- ▶ Requires CLEAR learning objectives and work that is developmental
- ▶ Faculty responsibility to protect the student and make sure meaningful work will occur.

Top 10 Best Practices in Internships



- ▶ 1. Hold orientation for interns and Field Instructors/Site Supervisors. Provide them with program handbooks and/or websites.
- ▶ 2. Create a learning contract for interns that includes goals and objectives that will serve as the plan/blueprint of the internship experience (Sweitzer & King, 2018).
- ▶ 3. Immerse students in the company by providing them with work space and invite them to meetings.
- ▶ 4. Allow students to shadow, network and attend professional development opportunities.
- ▶ 5. Create meaningful and real world learning experiences.


Top 10 Best Practices in Internships



- ▶ 6. Include experiences that allow students to build upon their previous knowledge, extend knowledge, and integrate new knowledge (Kolb's Experiential Learning Model) (Bailey, Barber & Nelson, 2017).
- ▶ 7. Link theory to practice by creating connections between the internship and the field of study (Ballard & Carroll, 2005).
- ▶ 8. Have interns complete reflective assignments throughout their internship regarding their experiences, such as weekly journals (Bailey, Barber, & Nelson, 2018).
- ▶ 9. Meet with interns regularly to check in on their progress and address any concerns they may have.
- ▶ 10. Provide proper closure that includes reflection, presentation of work, portfolio, and/or skills developed (Sweitzer & King, 2018).

Conclusion



- ▶ Internships can be a valuable tool in helping students transition from the world of school to the world of work.
 - ▶ Requires a partnership between community organizations and university.
 - ▶ Can offer students deep and lasting learning.
 - ▶ Can help students find employment within their field of study.
 - ▶ Gives students a chance to examine their career choice.
 - ▶ Gives potential employers a chance to “test drive” new employees.
- 
-
- ▶ Questions?

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Beyond the Gradual Release of Responsibility

Obstacles and Opportunities for Student
Teachers Implementing Inquiry-Oriented
Instruction

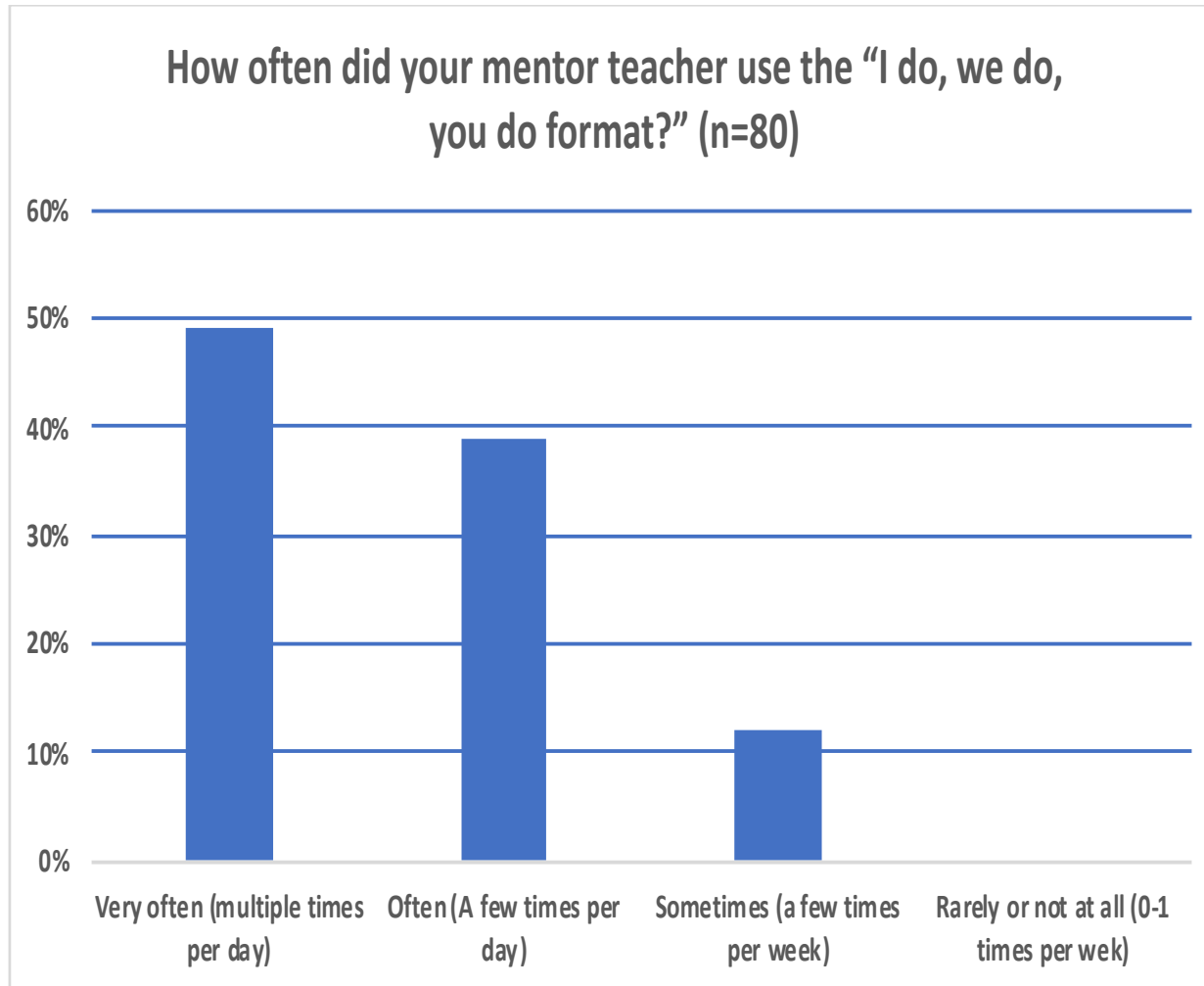
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Framing the Issue

“How do you create a lesson that’s not “I do, we do, you do?”

(Lemov, 2010, 2015; Loyd, 2004); Pearson & Gallagher, 1983, p. 331)

Framing the Issue



*88% responded either “Very often” or “Often”



“Believing”

What is “I do, we do, you do” (or the gradual release of responsibility, GRR) good for?

“Believing”

What is “I do, we do, you do” (or the gradual release of responsibility, GRR) good for?

- Teaching of skills in a time efficient manner

“Believing”

What is “I do, we do, you do” (or the gradual release of responsibility, GRR) good for?

- Teaching of skills in a time efficient manner
- Teaching things where there is one right way

“Believing”

What is “I do, we do, you do” (or the gradual release of responsibility, GRR) good for?

- Teaching of skills in a time efficient manner
- Teaching things where there is one right way
- Teaching skills where the teacher knows the outcomes before you begin



“Doubting”

What is “I do, we do, you do” *not* good for?

“Doubting”

What is “I do, we do, you do” *not* good for?

- Teaching skills with multiple answers or multiple ways to complete the tasks

“Doubting”

What is “I do, we do, you do” *not* good for?

- Teaching skills with multiple answers or ways to complete the tasks
- Fostering initiative

“Doubting”

What is “I do, we do, you do” *not* good for?

- Teaching skills with multiple answers or ways to complete the tasks
- Fostering initiative
- Fostering non-routine problem solving

“Doubting”

What is “I do, we do, you do” *not* good for?

- Teaching skills with multiple answers or ways to complete the tasks
- Fostering initiative
- Fostering non-routine problem solving
- Fostering creativity

“Doubting”

What is “I do, we do, you do” *not* good for?

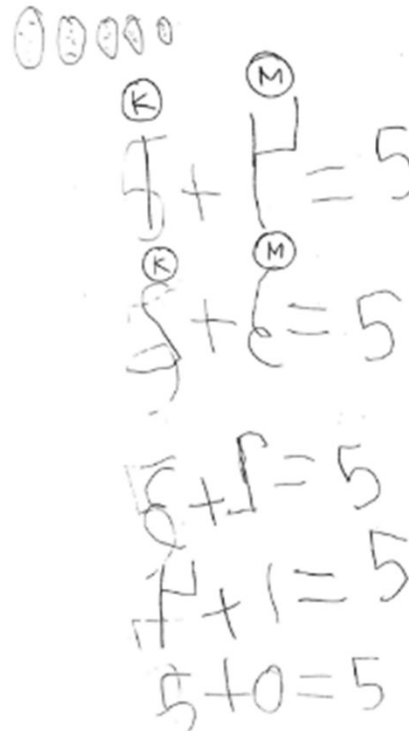
- Teaching skills with multiple answers or ways to complete the tasks
- Fostering initiative
- Fostering non-routine problem solving
- Fostering creativity
- Fostering innovation

“A grapple problem” (*not* GRR)

Student work -- Example A

Name Jamie (A)

Makenzy has 8 cookies.
What are all the ways she can share the cookies with Kyan?



“A grapple problem” – (not GRR)

Student work - Example B

(B)

Name: Devin

Makenzy has 5 cookies.
What are all the ways she can share the cookies with Kyan?

The student has drawn five diagrams illustrating different ways to share 5 cookies:

- Diagram 1: A box labeled 'M' contains 3 cookies, and two separate cookies are labeled 'K'.
- Diagram 2: A box labeled 'M' contains 2 cookies, and three separate cookies are labeled 'K'.
- Diagram 3: A box labeled 'M' contains 4 cookies, and one separate cookie is labeled 'K'.
- Diagram 4: A box labeled 'M' contains 2 cookies, and a box labeled 'K' contains 3 cookies.
- Diagram 5: A box labeled 'K' contains 4 cookies, and one separate cookie is labeled 'M'.

“A grapple problem” – (not GRR) Student work– Example C

Name Trudy (C)

Makenzy has 5 cookies.
What are all the ways she can share the cookies with Kyan?

The diagram illustrates two ways to share 5 cookies between two children. In the first scenario, one child has 3 cookies and the other has 2. In the second scenario, one child has 4 cookies and the other has 1.

RELEVANT RESEARCH

An on-going debate

Research in favor of GRR / direct instruction

Clark, R., Kirschner, P. A., & Sweller, J. (2012).

Izumi, L., & Coburn, K. G. (2001).

Kirschner, P. A., Sweller, J., & Clark, R. E. (2006).

Klahr, D., & Nigam, M. (2004).

Mayer, R. E. (2004).

Research in favor of inquiry / dialogic instruction

Applebee, A. N., Langer, J. A., Nystrand, M., & Gamoran, A. (2003).

Nystrand, M., & Gamoran, A. (1997).

Schoenfeld, A. H. (2002).

Senk, S. L., & Thompson, D. R. (2003).

RELEVANT RESEARCH

Apples and oranges?

Fundamental differences about “what it means to know” (Munter et al. 2015)

I do, we do, you do (“Gradual release of responsibility / “Direct instruction”)	Inquiry (Dialogic instruction)
Epistemology: Teacher as locus of authority	Epistemology: Student and teacher locus of authority
Efficiency	Creativity
Emphasis on orderly disciplinary progression	Participation / Communication of reasoning

RELEVANT RESEARCH

Both / And?

Comparison Study of three methods

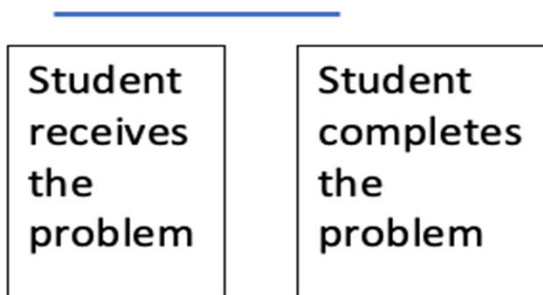
- 1) Direct Instruction
- 2) Inquiry not followed by direct instruction)
- 3) Inquiry followed by direct instruction

KEY FINDING: The third group performed at significantly higher levels compared to the other two groups.

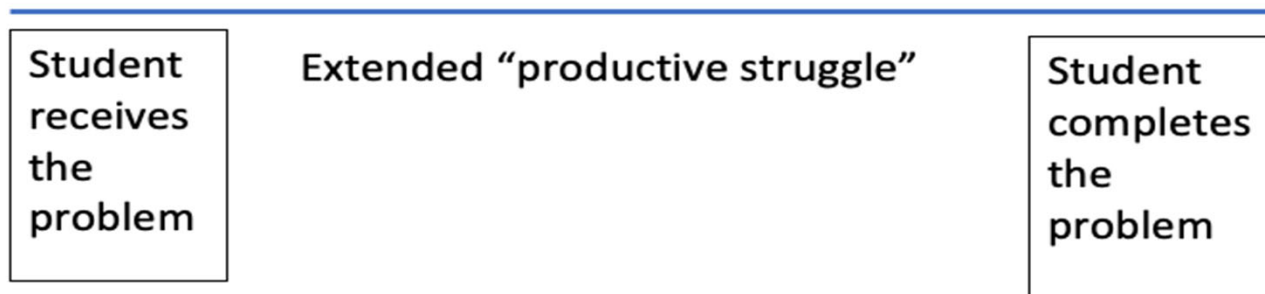
Schwartz, D. L., & Bransford, J. D. (1998).

THE STUDY – “INCREASING THE GRAPPLE”

Traditional problem:



“Grapple” Problem



THE STUDY

The Curriculum Innovation Group

- Student teacher volunteers
- One hour per week
- 10 weeks per semester

Activities of the group:

- Brainstorming of lesson plans
- Video chat with teachers
- “Decoding” of theoretical frameworks and their application to our teaching;
- Viewing videos
- Investigating generative tools such as Google Earth
- Debriefing from lessons that the participants have taught the preceding

THE STUDY

Research questions:

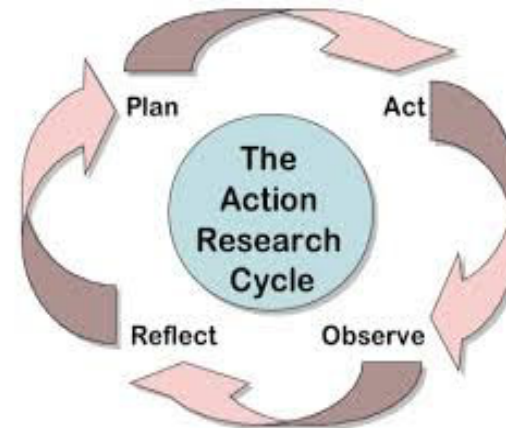
- 1) How are lessons structured when student teachers plan non-GRR lessons?
- 2) From a student teacher's perspective, what are the **obstacles** to planning inquiry oriented, non-GRR lessons when in their role?
- 3) From a student teacher's perspective, where are **the possibilities** for inquiry-oriented, non-GRR lessons when in that role?

THE STUDY

Methods

Participatory Action Research / Teacher research

- *Emic* perspective
- Creation of a praxis
- Iterative cycles
- Lesson observations
- Video of lessons
- Debrief interviews





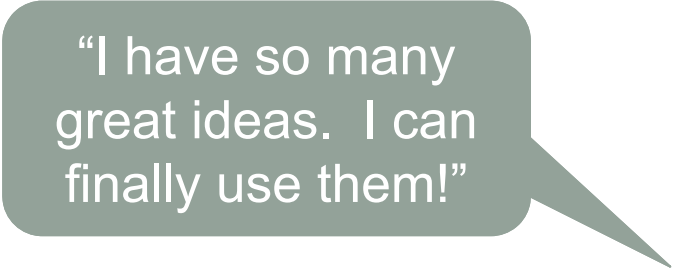
THE STUDY

The Curriculum Innovation Group

Data sources:

- Transcriptions of Inquiry group
- Lesson plans
- Lesson observations
- Video of lessons
- Debrief interviews

THE FINDINGS



“I have so many great ideas. I can finally use them!”

Research Question #1:

What are the outcomes when student teachers collaborate to plan lessons that are not in the “I do, we do, you do” format?

How lessons created in the Curriculum Innovation Group were typically structured

- 1) The challenge is given
- 2) Students grapple with the challenge
- 3) Students and the teacher come together to make sense of what just transpired. The teacher presents alternate ways of solving the challenge

THE FINDINGS

Research Question #1:

What are the outcomes when student teachers collaborate to plan lessons that are not in the “I do, we do, you do” format?

1) The challenge is given:

- Question is given (or formulated by the students)
- An experience is given
- A problem is presented
- A topic for research is assigned (or chosen by students)

THE FINDINGS

How lessons created in the Curriculum Innovation Group were typically structured:

1) The challenge is given:

- Question is given (or formulated by the students)
- An experience is given
- A problem is presented
- A topic for research is assigned (or chosen by students)

THE FINDINGS

How lessons created in the Curriculum Innovation Group were typically structured:

2) Students grapple with the challenge

- Students do research
- Student problem solve
- Students make sense of their experience
- Students look for the rules
- Students explore an artifact (e.g. map, photo...)

THE FINDINGS

How lessons created in the Curriculum Innovation Group were typically structured:

3) Students and the teacher come together to make sense of what just transpired. The teacher presents alternate ways of solving the challenge

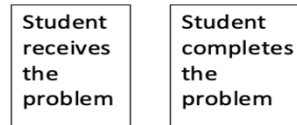
- Students make sense of their experience
- Students present research
- Students present solution and methods for reaching it
- (When applicable) Teacher explains other possible ways to solve the challenge

THE FINDINGS

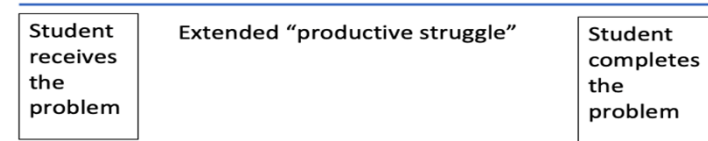
Lesson examples:

- 1) Finding the formula of the periphery of a rectangle... Then a cube...
- 2) Sun, moon and earth lesson
- 3) Harlem renaissance
- 4) Green screen

Traditional problem:



"Grapple" Problem

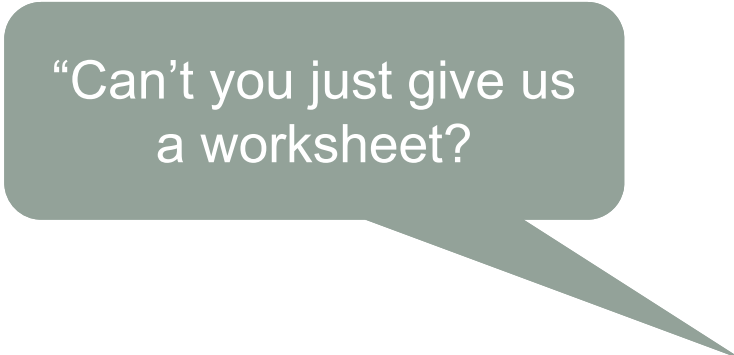


THE FINDINGS

Research Question #2:

Where are the *obstacles* to planning lessons designed for students to grapple over problems?

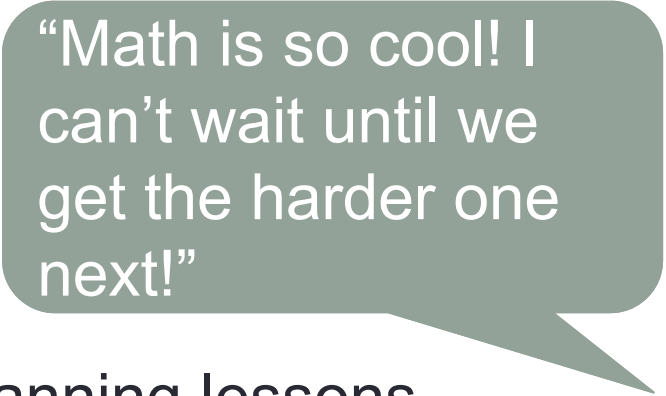
- Norms and expectations of the mentor teacher
- The press to use the most time-efficient methods
- Students were not used to struggling with problems



“Can’t you just give us a worksheet?”

THE FINDINGS

Research Question #3:



“Math is so cool! I can’t wait until we get the harder one next!”

Where are the *possibilities* to planning lessons designed for students to grapple over problems?

- Student teachers found the most opportunities for inquiry teaching were during math period and
- through reversing the order of textbook assignments so that students first grapple with a problem and then discuss it, rather than the reverse

THE FINDINGS

Research Question #3:

Where are the *possibilities* to planning lessons designed for students to grapple over problems?

- Student teachers found the most opportunities for inquiry teaching were during math period and
- through reversing the order of textbook assignments so that students first grapple with a problem and then discuss it, rather than the reverse

THE FINDINGS

Implications:

- The Gradual release model is overwhelmingly used by our mentor teachers
- Student teachers need development in inquiry or dialogic methods.
- The inquiry group is one model for developing students' skills in this type of lesson planning.

NEXT STEPS FOR THIS RESEARCH

- 1) Differences in the frequency of GRR by social class, race, and grade (survey data)
- 2) Differences in the student teachers' perceptions of the possibilities and obstacles by social class, race, and grade.
- 3) Prevalence of GRR in text book series
- 4) Prevalence of GRR in textbook series by social class, race, and grade

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CSI Academic Research Conference
(April 9 – 11, 2019)

Presented by

Dr. Gil Dueñas & Dr. Erin Klash
Auburn University at Montgomery

Learning in motion:

The significance and effect of a third grade teacher's classroom
redesign with kinesthetic learning equipment

- Talking points
 - ❖ a. Purpose of study
 - ❖ b. Research design (participants, data collection, analysis, results, and implications)
 - ❖ c. How has this study informed our own instructional beliefs?
 - ❖ d. What's next?
 - ❖ e. Brief question and answer session

Learning in motion:

The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment

- **Purpose of study:**
 - To examine how a teacher used kinesthetic learning equipment in her third grade classroom to facilitate learning opportunities
- **Guiding research questions:**
 - How does one third-grade classroom utilize kinesthetic equipment in a general education setting?
 - What kinesthetic equipment does the classroom teacher use and what is the rationale behind the selection of those pieces?
 - What are the benefits and challenges of facilitating a kinesthetic classroom?



Learning in motion:

The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment

- **Research design:**

- ❖ **a. Participants:**

- ❖ Third-grade teacher and her 20 students in a rural public school setting

- ❖ **b. Data collection:**

- ❖ Qualitative case study
- ❖ Interviews
- ❖ Observations
- ❖ Photo documentation

Learning in motion:

The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment

- **Research design**

- ❖ **c. Analysis:** Multiple emergent themes echoed over 5 different visits:

- teacher's intentional approach to empower all children to express viewpoints; continuous dialogue; students owned their own questions and learning style
- an understanding, that students' level of comfort and choice was paramount
- choice of which type of seating arrangement—whether to sit or stand (e.g., sofa, hammock, floor, swivel chairs, stationary bicycles)
- the room was spacious to all children greater freedom of movement





Learning in motion:

The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment

❖ c. Analysis (continued)

-- multiple forms of validation: first, after each observation, two researchers met with classroom teacher; second, both researchers collaborated with each other; third, field notes were shared with classroom teacher for one more validation of researcher observations, inferences and conclusions

❖ d. **Results:** our findings concur with limited prior research—a student-oriented, creative classroom layout that offers students a choice of where and how to sit or stand is significant; the teacher is pivotal to such a non-traditional classroom layout; and students need to feel valued, empowered to ask questions, challenge each other's thinking; and time is needed to gradually guide this unique approach to teaching and learning...

Learning in motion:

The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment

❖ e. Implications:

- school leaders and teachers must have 'buy in' to realize success
- investment of time, energy, funds to explore opportunities for reforming traditional classroom teaching practices
- teachers must believe in their students' own potential to contribute to learning
- students will benefit from positive energy, commitment for excellence in learning
- this out-of-the box approach has immense potential for special needs children

Learning in motion:

The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment

- **How has this study informed our instructional beliefs?**
 - truly understanding how students learn, can learn, and need to learn
 - the teacher is a key catalyst in believing in this out of the box pedagogical approach
 - belief in students' own ability to be agents for positive change, long term change
 - community stakeholders, grants, parents, and other resources need to be explored

Learning in motion:

The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment

- **What's next?**

- conduct this initial study again at other school locations
- take our initial findings and share at education conferences
- advertise at annual workshops with local school administrators and teachers
- look for opportunities to publish our findings

Learning in motion:

The significance and effect of a third grade teacher's classroom
redesign with kinesthetic learning equipment

- **Brief question and answer session:**

Learning in motion:

The significance and effect of a third grade teacher's classroom redesign with kinesthetic learning equipment

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On Using Snapchat in Business Classes

Drs. Cara Peters & Jane Thomas
Management & Marketing
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Introduction

- ▶ 83% of 12-17 year olds use Snapchat for social purposes (eMarketer, 2017)
- ▶ Some professors have reported that 98 percent of their students use Snapchat on a regular basis (Cardenas, 2017)
- ▶ Some professors may not see value in using Snapchat in the classroom
- ▶ Others advocate meeting their students “where they are at” and engaging Snapchat as a teaching & learning tool

Purpose

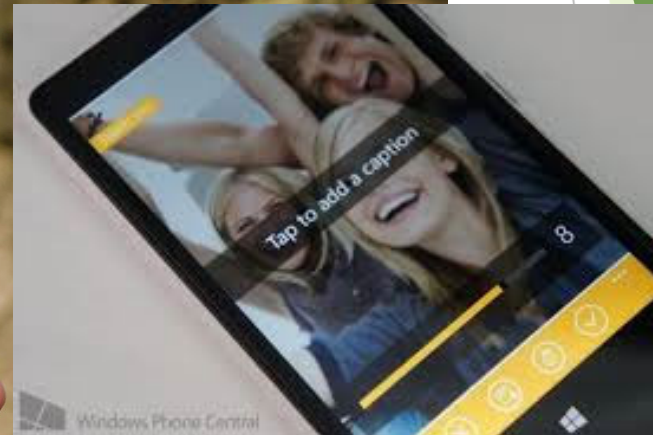
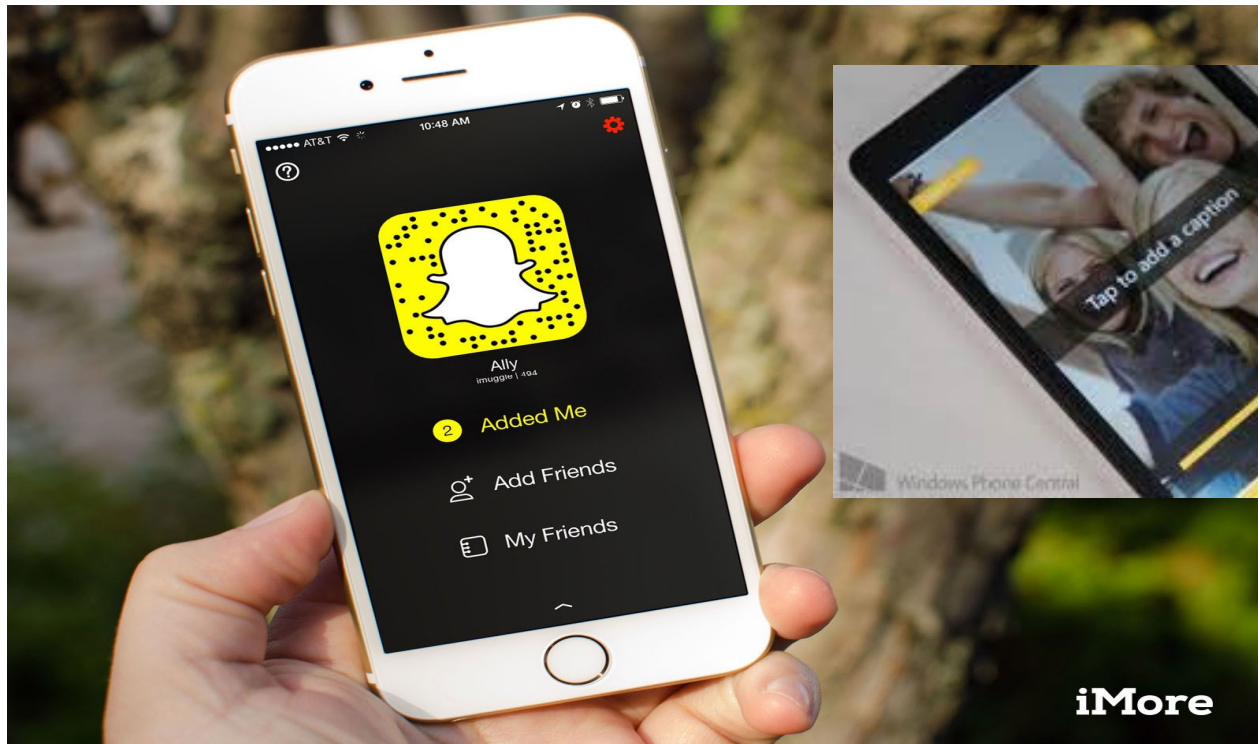
- ▶ The purpose of this presentation is to overview:
- ▶ How Snapchat works
- ▶ Potential issues or pitfalls with using the medium
- ▶ Ideas for how Snapchat could be used for marketing classes



How Snap Chat Works

- ▶ The Basics:
 - ▶ Snaps are picture or video messages that are sent to friends
 - ▶ Last up to 10 seconds after they are viewed and then disappear
 - ▶ You can add lines of text to your Snaps, draw on the picture with different colors, or add filters
- ▶ You can send Snaps to specific people on your friend list
- ▶ Or you can post them on your “Story” where anyone who added you as a friend can view them for 24 hours before disappearing
- ▶ You can add friends from your phone’s contact list or by knowing their username
- ▶ There are lots of videos and text-based guides on how to use Snap chat available to new users if you want to know more: <https://www.digitaltrends.com/social-media/how-to-use-snapchat/>

A Quick Look



iMore

Issues You Need to Know Up Front

- ▶ Snapchat can be used for one-way or two-way communication
- ▶ One Way Communication: You may not want to see your students' personal posts
- ▶ A good way to start is to give them your Snapchat username and have them add you
- ▶ You can then post to your Story throughout the day
 - ▶ Unlimited number of posts
- ▶ Warning: Users must go & click on your story to view it
- ▶ Two Way Communication: You can add them back as friends
 - ▶ Then send them Snaps directly
 - ▶ Probably want to have a professional account just for this purpose

Issues You Need to Know Up Front

- ▶ You may want to have a written “policy” for Snapchat usage that applies to you and your students
 - ▶ Explains how Snapchat will be used in the class
 - ▶ Mission statement/Snapchat goals, Style guide for use, Users’ roles and responsibilities, Appropriate actions, Best practices, etc.
- ▶ Probably also want to define about your goals for usage
 - ▶ Pictures? Videos? Tone?
 - ▶ Short clips may not have a significant impact on learning, but great supplement
 - ▶ Snaps disappear, so users cannot return, reflect, and review
 - ▶ If it feels too educational, students may not engage in the way you hoped

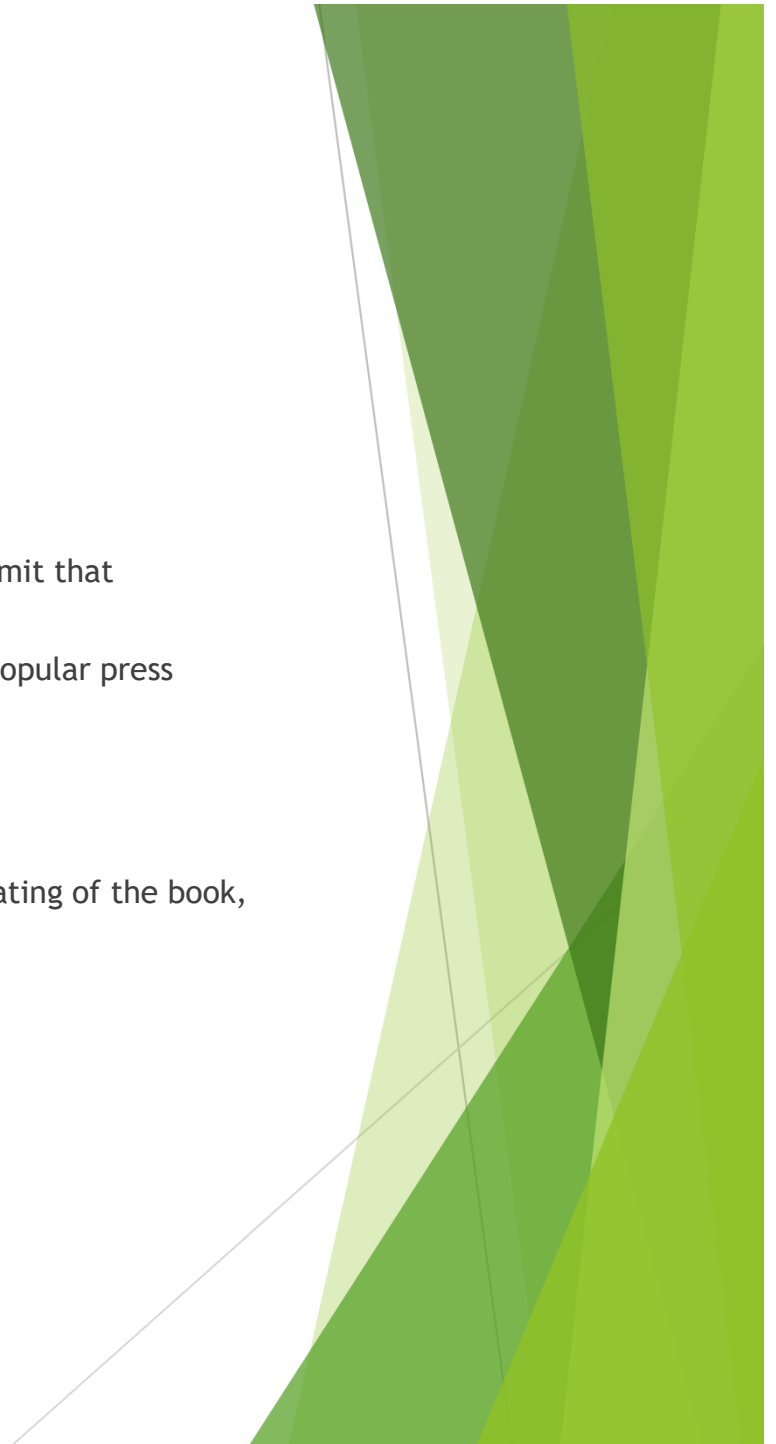
Ideas for Class Usage

▶ Book Snaps

- ▶ Annotation for homework
- ▶ Students can take a picture of their reading, react to it, and submit that annotation back to you
- ▶ Could do this for the textbook, popular press marketing books, popular press articles (WSJ, Advertising Age, etc.)

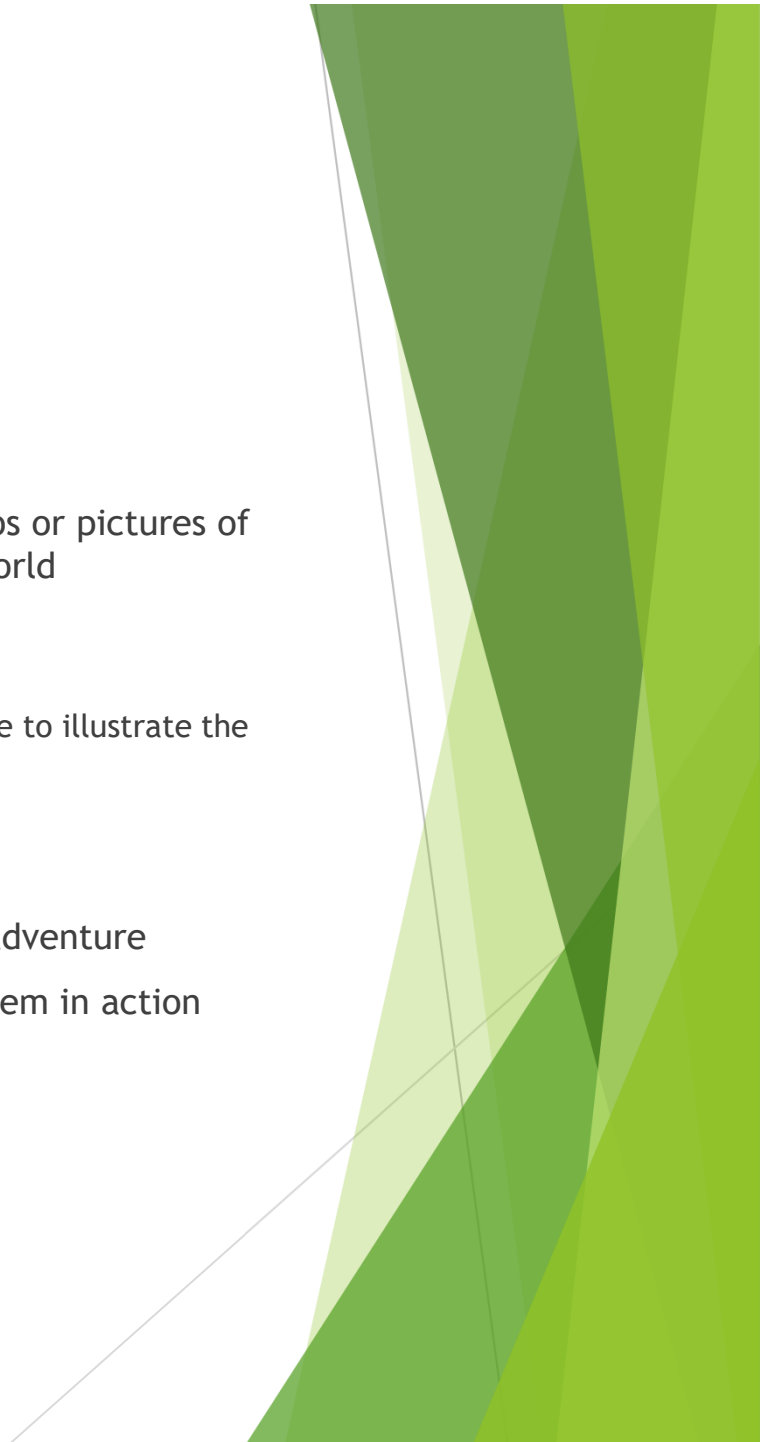
▶ Book Talks

- ▶ Give students criteria (why you chose this book, the best part, rating of the book, example of how it the book ties to lectures or class discussion)
- ▶ Students record 10 second videos about the book



Ideas for Class Usage

- ▶ Stories of Real World Examples
- ▶ Students in marketing classes can be tasked with taking videos or pictures of examples that they find from the class lectures in the real-world
 - ▶ Grocery Store, Walmart, Target, Mall, Car Shopping, Billboards, Magazine/Newspaper Ads, Direct Mail Offers
 - ▶ Can draw on the pictures, add text caption, or add speech bubble to illustrate the point or just to have fun with it
- ▶ Take Students on Field Trips to Local Companies
- ▶ They can create a story of things they saw/learned on their adventure
- ▶ Or you can create a story about the day by taking Snaps of them in action



Ideas for Class Usage

- ▶ Raise Awareness Through Movies
 - ▶ Have the students tell a story about a topic they learned about in class
 - ▶ Each 10 second video could be a scene in the movie
 - ▶ For example: Could have students do 10 second clips of the sales person and customer negotiating back & forth on a sales call
- ▶ Vocabulary Practice
 - ▶ Every class has vocabulary that the students must know
 - ▶ Students can take a picture that illustrates the definition of the word
 - ▶ Combine the snaps into a Google slideshow and distribute for the test review

Ideas for Class Usage

- ▶ Reinforce Revision of Work
- ▶ Take picture of grammar error on their project, mark it with the “pen” function, then write the correction in the text box and submit
- ▶ Take a picture of the last quiz, type revised answer in text box for those they missed, and submit
- ▶ Do peer review of papers/projects, have students snap pics of their favorite parts from their partner’s paper
- ▶ For their job/internship, have the students take a picture that relates to class or a moment they accomplished something

Ideas for Usage

- ▶ Do a Student “Take-Over”
- ▶ Let the students take over the Snapchat account for the class
- ▶ Give them a topic to teach/illustrate
- ▶ Also give them some ground rules and/or directions on what you want/expect
- ▶ Let them creatively tell the story through pictures or videos of the topic

Example from Boston University

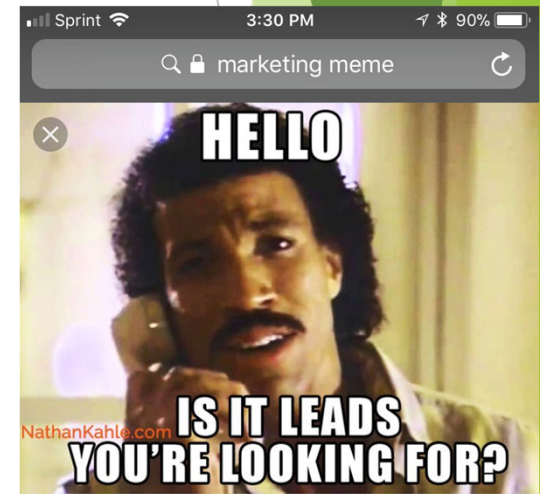
https://www.youtube.com/watch?time_continue=36&v=bcNs9wMILnw

Ideas for Class Usage

- ▶ Congratulate the Class
 - ▶ Class scored well on the exam, student won an award
- ▶ Send Reminders to the Class
 - ▶ Dues dates for homework or quiz coming up
 - ▶ Information about mock interviews taking place in your college this week
- ▶ Virtual Reviews/Study Sessions
 - ▶ Can do top 10 most important topics/things to know for the test on your story the day prior to the exam

Ideas for Class Usage

- ▶ Share Humorous Marketing Memes from Online (just to have fun with the class content)
- ▶ Have Students follow Businesses on Snapchat & Report on what they Found back in Class
 - ▶ GE has a Snapchat account with information about science and space travel
 - ▶ Could be used for a social media marketing class
- ▶ Pose an Interesting Question to the Class Prior to Today's Lecture
 - ▶ Gives time for students to think about it in advance
 - ▶ Students can reply with a Snap of their own



Questions?

Thank you very much
for coming to
the presentation today!



**THE RELATIONSHIP BETWEEN BACKGROUND
CLASSICAL MUSIC AND READING COMPREHENSION ON
7TH AND 8TH GRADE STUDENTS**

84

**Dr. Evelyn Falcon
SLAM! North Middle School**

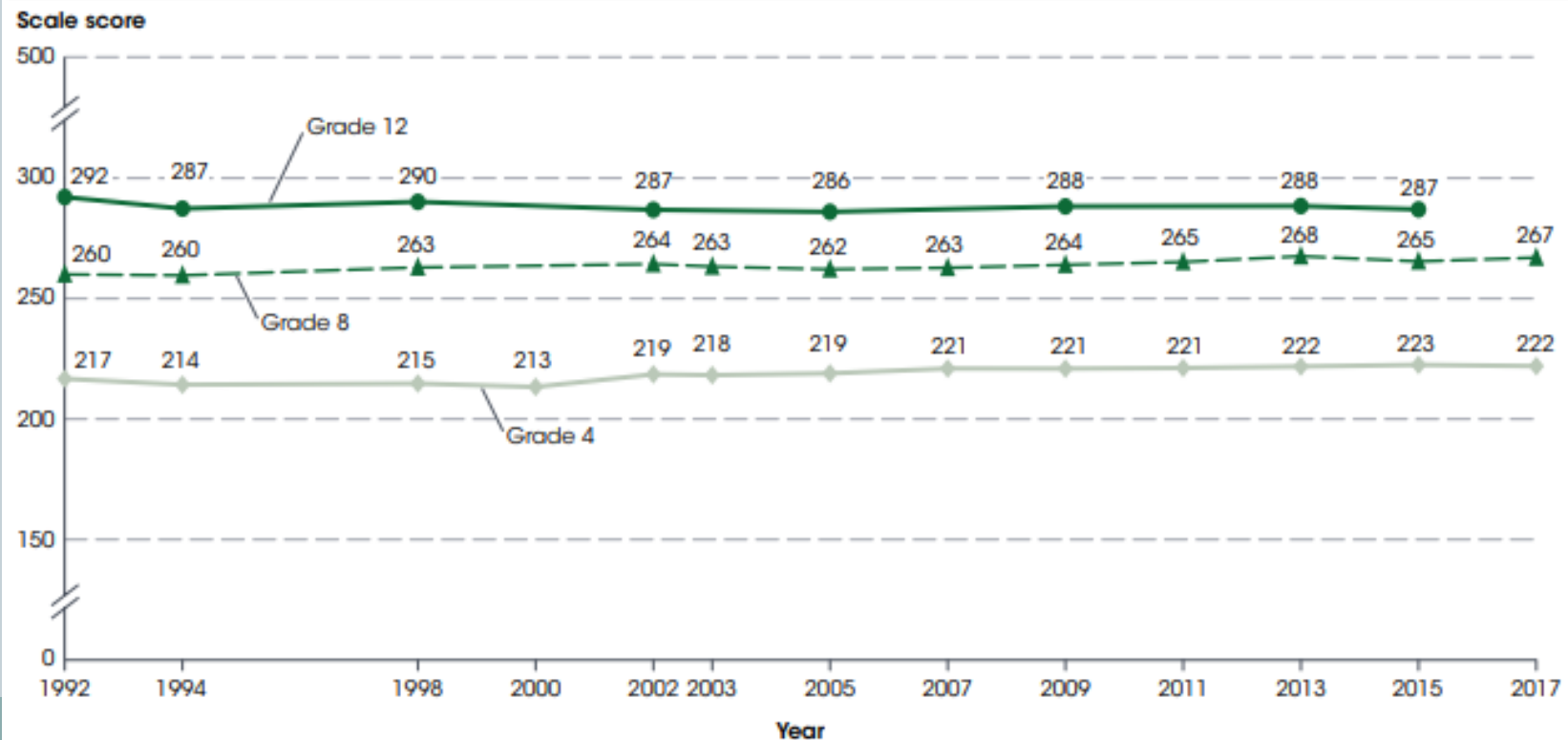
**Dr. Susan R. Massey
St. Thomas University**

Statement of the Problem

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- There have been no significant changes in reading academic performance from 1992 to 2018 (NAEP, 2018).

Figure 1. Average National Assessment of Educational Progress (NAEP) reading scale scores of 4th-, 8th-, and 12th-grade students: Selected years, 1992-2017



The Purpose of the Study

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- The purpose of this study is to explore the relationship between classical music and reading comprehension of 7th and 8th grade students as measured by a 10 question comprehension test.

Significance of Study

87

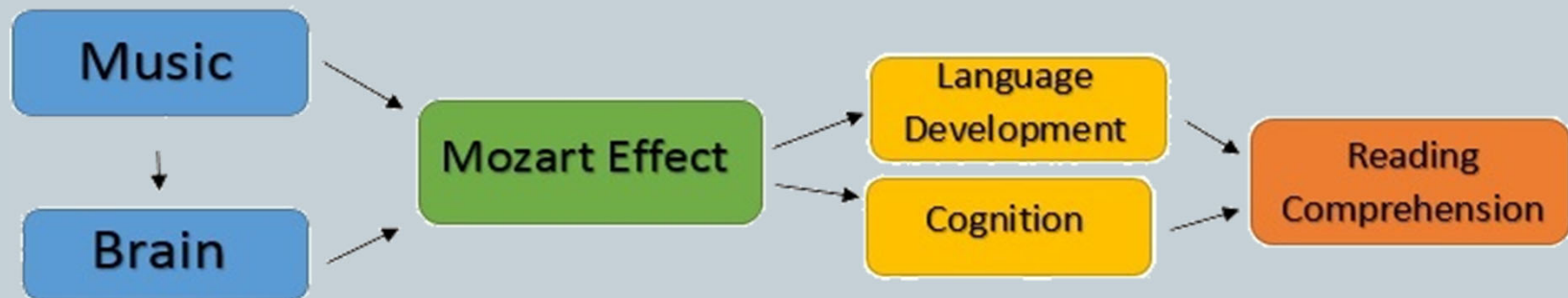
- The significance of this study is to provide valuable insight into successful application of classical music in the classroom setting as a way to increase students' achievement scores on state assessments in reading.

Theoretical Framework

Music and Comprehension

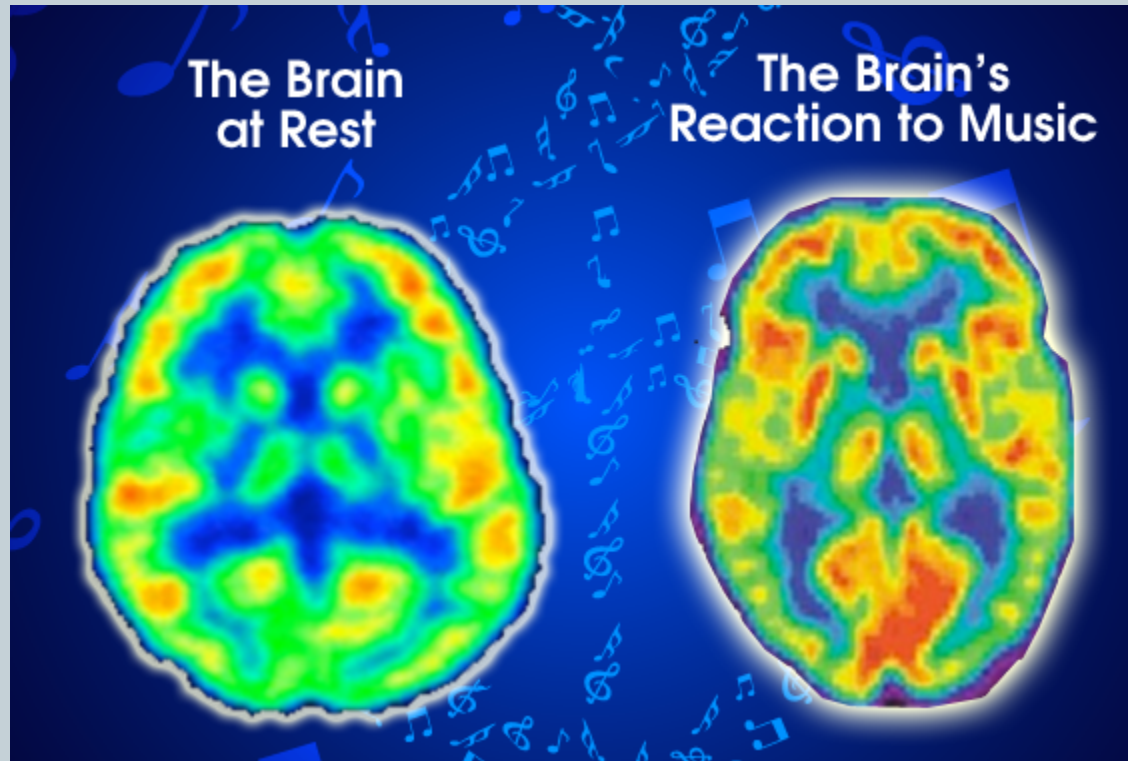
88

- The theoretical foundations of this study begins with the neurological functions of the brain while listening to music.
- A large amount of information can be rapidly and unconsciously processed when we listen to music. These experiences with music can impact and affect processing of language. This in turn, affects reading ability and skills (Blakemore & Frith, 2000) .



Music and The Brain

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When listening to music, sounds begin with the ears and finish with the music vibrating one way or another throughout all four major lobes of the brain (Blood, Zatorre, Bermudez & Evans, 1999). This produces multiple reactions throughout the body, inducing emotions and memory

“The Mozart Effect”

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- Hall (1952) identified a phenomena he refereed to as the “Mozart Effect.”
 - The Mozart effect refers to claims that listening to classical music results in a small improvement in performance
- The relationship of listening to classical music and cognitive development became known as the Mozart Effect when several researchers attempted to replicate the original study.

Research Design and Method

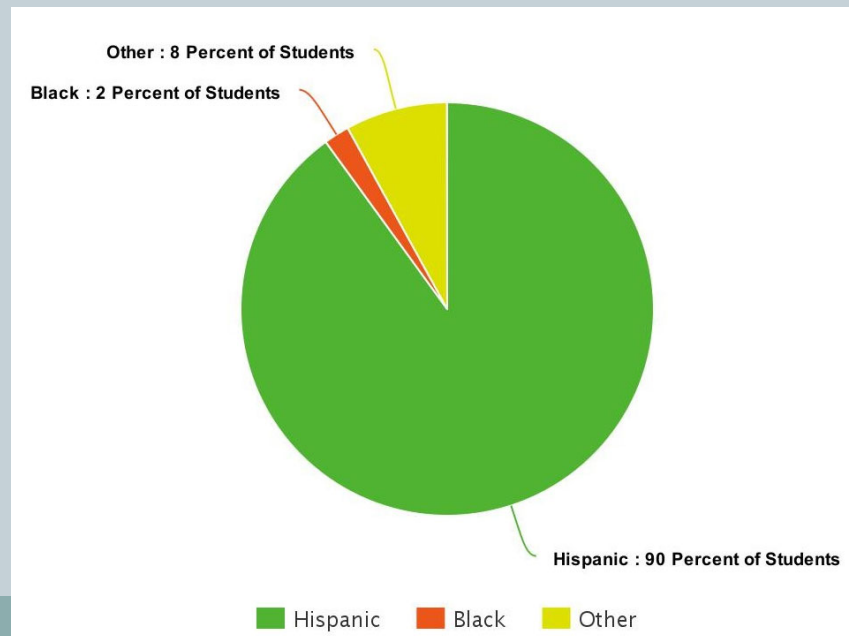
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- This study explored the relationship between reading comprehension scores of 7th and 8th grade students while background classical music was being played.
- A t-test was applied for both the control and the experimental groups and then analyzed using SPSS.

Participants and Sample

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- The participants for this research study consisted of a sample of ninety-two 7th and 8th grade students drawn from the intensive reading classes.
 - Forty 7th graders, of which 19 were female and 21 were male.
 - Fifty-two 8th graders, of which 22 were female and 30 were male



Instrumentation

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- The assessment instrument selected for the pre- and posttest and ongoing assessments was downloaded from a Miami-Dade Test Platform which is tailored to the grade level standard and curriculum.
- The pre-test test consisted of 4 reading passages and 10 multiple choice questions based on the Florida reading standards.

Data Collection

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- Approval was attained from the St. Thomas Institutional Review Board, principal of the school, students, and parents.
- Day 1
 - The pretest was administered and took about forty-five minutes for all students to complete. All participating groups took their pre-test during their class time with their classroom teacher.
- Every three weeks students were given a reading comprehension test.
 - The experimental group was exposed to classical background music and students in the control group completed their test in silence.
- Last day of the study
 - On the last day of the experiment, the control group and the experimental group participated in a final post-test.

Findings/7th Grade

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Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Gr 7 After Treatment	Classical music	20	5.35	1.694	.379
	No music	22	5.86	2.100	.448

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gr 7After Treatment	Equal variances assumed	1.012	.320	-.867	40	.391	-.514	.593	-1.711	.684
	Equal variances not assumed			-.876	39.474	.386	-.514	.586	-1.699	.672

Findings/ 8th grade

96

Group Statistics

		N	Mean	Std. Deviation	Std. Error Mean
Gr 8 After Treatment	Classical Music	28	7.68	1.389	.263
	No Music	25	5.24	2.204	.441

		Levene's Test for Equality of Variances		t-test for Equality of Means						
		F	Sig.	t	df	Sig. (2-tailed)	Mean Difference	Std. Error Difference	95% Confidence Interval of the Difference	
									Lower	Upper
Gr 8 After Treatment	Equal variances assumed	8.476	.005	4.873	51	.000	2.439	.500	1.434	3.443
	Equal variances not assumed			4.753	39.618	.000	2.439	.513	1.401	3.476

Discussion

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- Evidence exists that listening to music leads to enhanced performance on a variety of cognitive abilities.
- Due to the drastically decreased funding for education, there was a shortage of funds to maintain the function of all school programs and extra-curricular activities.
 - The arts curriculum, including music instruction in elementary education, is usually one of the first areas to be eliminated in the elementary school systems.
- Based on the results of this present study, it would be wise for educators and policy makers to examine the effect of music on the brain and reconsider these decisions.

Questions?