



REQUIRED Cover Page

APPLICATION FOR PROFESSIONAL DEVELOPMENT GRANT

****All applicants please complete this cover page.**

Choose one:

- ☐ Creative activity
☐ Research activity
☒ Professional
Enhancement activity

Date of Last PDG Award (Semester and Year awarded): Spring 2006

Date of ATU Faculty Appointment (Semester and Year): Fall 2000

1. Project Title: Comparing Online Graduate Results to Face-to-Face Graduates' Results also presenting Additional papers to be presented: Title: Impact/Outcomes/Reports on Student Learning: Simplify Collecting, Organizing, Documenting, and Reporting to Accrediting Organizations; Title of Presentation: Childhood Obesity: A Heavy Problem

2. Name of Principal Investigator/Project Director: Byra L. Ramsey

3. School (abbrev): School of Education **4. Department:** Department of Curriculum and Instruction

5. Campus Mail Address: Tomlinson 106 **6. PI/PD Campus Phone:** (479) 964-0862

7. Amount Requested: \$1362.28 **8. Total Cost of Project:** \$1882.56

9. Does this project involve:

10. Duration of Project: Spring Semester 2007

Yes No

- ☐ ☒ human subjects? (Collected data from ATU Teacher's Education Program)
☐ ☒ animals/animal care facility?
☐ ☒ radioactive materials?
☐ ☒ hazardous materials?
☐ ☒ biological agents or toxins restricted by the USA Patriot Act?
☐ ☒ copyright or patent potential?
☐ ☒ utilization of space not currently available to the PI/PD?
☐ ☒ the purchase of equipment/instrumentation/software currently available to the PI/PD?

NOTE: If the answer is "yes" to any of the above questions, the investigator must attach appropriate documentation of approval or justification for use/purchase.

SIGNATURES

David Bell 11-27-06
Department Head Date

Shirley Shot 12-4-06
Dean Date

This Section to be completed by the Office of Academic Affairs

PDC Committee Award Recommendation: Yes _____ No _____

PDC Committee Proposal Rank: _____ of _____ Total Proposals.

Recommendation of VPAA: Yes _____ No _____

Recommendation of President: Yes _____ No _____

Award Date: _____

PROPOSED BUDGET

FACULTY RESEARCH/DEVELOPMENT GRANT

(include budget categories as appropriate)

1. Graduate assistant stipend \$ _____
 Fringe benefits: salary X .0012 _____

2. Non-work study stipend _____
 Fringe benefits: salary X .0012 _____

3. *Supplies (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate):

Item No. 1 (e.g., software)	Estimated Price	_____
Item No. 2 (e.g., copying costs)	Estimated Price	<u>\$ 40.00</u>
Item No. 3	Estimated Price	_____

(additional lines as needed)

Total estimated supplies \$ 40.00

4. Travel (please list travel expenditures by date and estimated costs):

Travel No. 1	Estimated Price	Airline Ticket	\$ 278.00
Travel No. 2	Estimated Price	Hotel	<u>\$1040.56</u> <small>(no one to share the cost of the room)</small>
Travel No. 3	Estimated Price	Parking	<u>\$ 60.00</u>
		Mileage for Travel to Little Rock	<u>\$ 74.00</u>
		Taxi Transportation to / from	<u>\$ 60.00</u>
		Conference Registration Fee	<u>\$ 190.00</u>
		Meals	<u>\$ 140.00</u>

(additional lines as needed)

Total estimated travel \$1842.56

5. *Capital Outlay (please list items to be purchased and estimated price per item including taxes and shipping, if appropriate):

Item No. 1	Estimated Price	_____
Item No. 2	Estimated Price	_____
Item No. 3	Estimated Price	_____

(additional lines as needed)

Total estimated capital outlay

TOTAL PROPOSED BUDGET \$1882.56

*Items purchased under \$2,500 (including taxes and shipping) are considered supply items. Capital Outlay items are those which cost \$2,500 or more (including taxes and shipping).

Memo

To: Faculty Research/Development Grant

From: Dr. David Bell *AB*

Date: November 20, 2006

Re: Request for funding

If the committee approves my travel it will allow the following:

- I serve on the ATE national planning committee for 2008 and we will be planning that conference on Saturday and Sunday. It will allow me to attend these planning sessions.
- It will allow me to present a paper at a national conference
- I serve as coordinator for ATU's NCATE review. This conference hosts a number of sessions related to NCATE and I can attend these sessions.
- I serve on the NCATE Board of Examiners and visit other institutions to conduct accreditation visits. This conference hosts sessions that are open only for BOE examiners. This will allow me to remain current as a BOE examiner.

I respectfully request the consideration of this request for \$1327.48 to attend the national Association of Teacher Educator's conference.

Research Report

Byra L. Ramsey

Department of Curriculum and Instruction

Four faculty members have been conducting research on possible differences in the outcomes of online graduates and face-to-face graduates in the ATU Early Childhood Program.

For the past four years the ATU Early Childhood Program researched, developed, and taught the same courses online and face-to-face.

The first phase of this study has been completed and data has been analyzed by comparing online graduates exiting results to face-to-face graduates exiting results. Data from the PRAXIS tests, ATU Exit Portfolios, and Student Teaching Field Evaluations showed no statistical significances differences between the two groups.

This group is now responsible to disseminate this information, at the national level, to other professionals in the field of teaching.

The second phase of this study will be to collect data from principals who hire graduates who completed their early childhood course work online and graduates who completed their early childhood course work face-to-face. Analysis of data will be conducted to find if there is a statistically significance difference between the two groups.

(See the attached paper.)

VITAE

Byra L. Ramsey

Associate Professor of Curriculum and Instruction

Graduate and Undergraduate Faculty

Appointed, July 2000

Education And Certifications

Ph.D.	Curriculum and Instruction Research K-12, Mississippi State University, 1999: Minor: Technology
Special Ed. A/O	Special Education Certification, Mississippi State University, 1990
Social Science A/O	Social Science Certification, University of California, 1974
B.S. El.Ed.	Elementary Education, University of Arkansas, 1966
A. D.	General Education/Music, Cottey College, 1964

Professional Experience

1965-1996 and 1998-1999

Prior to Higher Education: Established and directed one of the first Head Start programs in the United States-1965-1966; Primary Principal, P.E. Coach, Preschool Director, taught in regular education classrooms Kindergarten-11th Grade Elementary Curriculum; Jr. High and High School Computer Science, Social Studies/Speech, Integrated Science; Trainable Mentally Retarded in Special Education, and Alternative Education.

Student Populations: Gang Members, African-Americans, Asians, Euro-Americans, Hispanics, Native American Indians on the Choctaw Reservation, and children in Russia.

2000-Present

Higher Education:

Assistant Professor of Early Childhood Education; Arkansas Tech University

1999-2000 Adjunct: Reading and Grant Writing, Mississippi State University

1996-1998 Graduate Assistant: Assistant to Practicum Experiences and Research Assistant; Mississippi State University

Publications

2005 Wizcom Teachers Manual (*in print*) 2005

2002 Southeastern Regional Association of Teacher Educators, SRATE Journal, 11(2), 46-55

Grants

2005 Three Year National Science Foundation Grant (NSF), (The short proposal was sent in and NSF requested a full proposal, awards will be made at the first of the year) amount requested in the second round of submissions: \$844,107.00

- 2003 ATU Faculty Grant for Research, Haberman Star Teacher Evaluation for Teacher Candidate in Relationship to Dispositions, \$500

No Child Left Behind, Funding through the Dardanelle School District, AR \$5,000,

- 2002 \$5,000 Funding for Research on the *Wizcom Reading Pen*,
Russellville, AR, *CENTURYTEL*, Russellville, AR October 2002
PEO Chapter BM, Russellville, AR, August 2002
PEO Chapter CG, Center Valley, AR, August 2002

Presentations

Ramsey, B., "Impact/Outcomes/Reports on Student Learning: Simplify Collecting, Organizing, Documenting, and Reporting to Accrediting Organizations." Association of Teacher Educators (ATE). San Diego, CA. February 17-21, 2007.

Costley, Kevin, Byra Ramsey, "Early Childhood Obesity: A Heavy Problem." Association of Teacher Educators (ATE). San Diego, CA, February 17-21, 2007.

Ramsey, B., David Bell, Gwen Morgan, "The Best from the Past and Future: Teacher Education Online." Association of Teacher Educators (ATE). San Diego, CA. February 17-21, 2007.

Ramsey, B., David Bell, "Chalkboard or Computer." Southeastern Association of Teacher Educators (SRATE), Baltimore, MD. November 2, 2006.

Costley, Kevin., Byra Ramsey, Timothy Leggett, "Feel the Beat: Plum, Apple, Cantaloupe, Watermelon." Arkansas Early Childhood Association (AECA). Hot Spring, AR. October 2006.

Costley, Kevin, Byra Ramsey, Timothy Leggett, "Early Childhood and the Suzuki Rhythms." Nashville, TN, Southern Early Childhood Association (SECA). February 3, 2006.

Ramsey, B., David Bell, Kevin Costley, Timothy Leggett, Sammie Stephenson, "Teaching Stress: Does it have an Effect on a Teacher's Ability to Collaborate and Meet Challenges?" Atlanta, GA. February 21, 2007.

Ramsey, B., David Bell. "Maximizing Teaching and Learning Opportunities for all Children (2 ½ Hour Clinic)." Atlanta, GA. Association of Teacher Educators (ATE), Atlanta, Ga. February 18, 2006.

Costley, Kevin, Byra Ramsey, "Let's Read and Write Fun Poetry." Mississippi Reading Conference, Tunica, MS. January 10, 2006.

Costley, K., Ramsey, B., "Creative Writing with Rhythms and the Beauty of Classical Art", Arkansas Conference on Teaching Workshop, Little Rock, AR. November,

2005

Ramsey, B., Sammie Stephenson and Connie Zimmer, "Aligning Arkansas History Standards with Creative Units" Arkansas Conference on Teaching, Little, Rock, AR. November, 2005

Leggett, Timothy, Byra Ramsey., David Bell, Kevin Costley, Sammie Stephenson. "Using the Web to Enhance Your Music Experience in the classroom: Quality Sites for the Teacher to Incorporate Music into the Curriculum." Arkansas Early Childhood Association (AECA). Hot Spring, AR. October 2005.

Ramsey, B., David Bell, Kevin Kear. "Dog Paddle if it Works." Arkansas Early Childhood Association (AECA). Hot Spring, AR. October 2005.

Ramsey, B., David Bell, Kevin Costley, Timothy Leggett, Sammie Stephenson. "Things That Go Boom, Tweet and Fly to the Sky." Arkansas Early Childhood Association (AECA) Meeting. Hot Spring, AR. October 2005.

Glenn Sheets, Byra Ramsey, David Bell, Kevin Kear. "The P's and Q's of Reducing Stress for Teachers." Arkansas Association for Teacher Educators, Russellville, AR, September 2005

Ramsey, B., Bell, D. (April 14-17, 2004) *Opening the World of Reading to All Children (Virtual Presentation)*, New Orleans, LA

Ramsey, B., Bell, D., Leggett, T., Ryel, R., Stephenson, S. (February 15-18, 2004). *Measuring Dispositions of Teacher Candidates*, ATE, Dallas, TX.

Ramsey, B., Bell, D. (October 4, 2003). *Using Technology to Boost Literacy*, Arkansas Early Childhood Association (AECA) *Technology in Reading*, Hot Springs, AR.

Ramsey, B., Bell, D. (April, 2003) *Technology Use in Reading*, Arkansas Association for Teacher Education, Conway, AR.

Ramsey, B., Bell, D., Womack, S. (February, 2003). *Individual Help on Demand in Reading*, American Association of Colleges for Teacher Educators (AACTE), New Orleans, LA.

Ramsey, B., Bell, Zimmer, C. (February, 2003). *A Call for Vigilance and Discernment: Teacher Education in the Information Age*, American Association of Colleges for Teacher Education (AACTE), New Orleans, LA.

Ramsey, B. (October, 2002). *Morals and Ethics in Higher Education*, International Conference on Morals and Ethics, Ministry of Science, Kiev, Ukraine.

Ramsey, B., Bell, D., and Zimmer, C. (November, 2002). *Electronically Created and Stored*

Student Documents: Concerns and Benefits, Southeastern Regional Association of Teacher Educators (SRATE).

Ramey, B. (April, 2002). *Cause and Effect: Early Childhood to Adolescence*, International Conference on Problems of Moral and Ethical Upbringing of Children and Adolescents within the System of Contemporary Education, Ministry of Science, Kiev, Ukraine.

Ramsey, B. (April, 2002). *Cause and Effect: Early Childhood to Adolescence*, Ministry of Science, Moscow, Russia.

Ramsey, B., Bell, D., Womack, S., Wilson, J.B. (November, 2002). *Reading Help in All Subjects* Southeastern Regional Association of Teachers Educators (SRATE).

Ramsey, B. Bell, D. (November, 2001). *Look at Developmentally Appropriate Practices In Public Schools*, Mid-South Educational Research Association (MSERA), Little Rock, AR.

Ramsey, B. (November, 2000). *Teaching Curriculum to Russia Youth*, Mid South Educational Research Association (MSERA), Bowling Green, KY.

Ramsey, B., Monts, D. (November, 2000). *Comparing Traditional and Computer-Aided Qualitative Analysis*, Mid-South Educational Research Association (MSERA), Bowling Green KY.

Ramsey, B. (July, 2000). *Early Childhood to Adolescence: Highly Effective Habits*, Ministry of Science, Ivonavo, Russia.

Research/Workshops

2002-2004 Reading pen in regular classroom settings, Fourth Grade Classrooms, Dardanelle and Pottsville, AR.

2002-2003 TaskStream Tools of Engagement, Electronic Portfolios Arkansas Tech University, Russellville and Fort Smith, AR

2001 Developmentally Appropriate Practices

2000 Quantitative Research with Electronics
Creating Curriculum in Diverse Cultures

Research Report

Byra L. Ramsey

Department of Curriculum and Instruction

Three faculty members, for the past four years, have worked on a project involving researching, creating, developing, and teaching Early Childhood Education majors, online and face-to-face, while collecting data that could be used to compare outcomes of the two graduating groups.

The first phase of this study came to fruition with the first ECED graduates from the online program. Data was collected from PRAXIS tests, ATU Exit Portfolios, and Student Teaching Field Evaluations. Analysis of data, comparing exiting results from online graduates to face-to-face graduates, found no statistical significant differences between the two groups.

With the increase of online courses in higher education, it is imperative that the findings of this study be disseminated in a prestigious and expedited manner. This information will be presented at the national conference of the Association of Teacher Educators National in February 2007.

A second phase of this study will involve discovering if there are any perceived differences between the two groups, online and face-to-face graduates, of principal satisfaction with graduates that have been hired and/or graduates' satisfaction with the level of education they received at Arkansas Tech University.

Face-to-Face and Online Learning Outcomes

Abstract

In the past, courses in higher education were generally face-to-face and faculty-led. With the golden age of technology, opportunities have become available for students

to continue their education through online learning. Arkansas Tech University developed an online Bachelor's of Science Degree in Early Childhood Education to meet the needs of students who live in isolated communities, as well as provide highly qualified teachers as mandated by the No Child Left Behind Act 2001. In this study, data was collected from two groups of learners, face-to-face and online. The coursework for the groups was slightly modified to meet online course delivery. When comparing scores from the two groups of learners, there was not a significant difference in student outcomes.

Introduction

Online courses are not a silver bullet to meet the needs of every learner; what they can do is form a bridge between individuals, their potentials, and access to lifelong learning. Traditionally, coursework in higher education has been through correspondence courses or on-campus, face-to-face, classroom environments. Today's learners are tech-savvy, having been brought up in a world of cell phones and instant messaging (e-Tech News, 2005). Levine (2000) stated that colleges and universities are facing a transformation in learning as more individualization becomes the norm.

Hypothesis

The hypothesis for this study stated that there would be no differences in Arkansas Tech University School of Education Early Childhood exiting competencies when comparing scores of face-to-face with online early childhood program completers.

Conclusion

No statistically significant differences were found in outcomes on the Exit Portfolios, PRAXIS II tests, or Field Evaluations scores between online and face-to-face graduates.

Reference

- Amirian, S., & Baer, J. (2004). Reflections of first-year online faculty. *Distance Learning*, 1, (2), 23.
- Berge, Z. (2004). Complexity and confusion in distance education. *Distance Learning*, 1, (2), 23.
- Eaton, J. (2001). Distance learning: Academic and political challenges for higher education accreditation. *Council for Higher Education Accreditation*, 1, 10.
- e-Tech News. (October 17, 2006). Colleges face challenge of 'Recruiting 2.0'. Retrieved online October 18, 2006 from <http://www.eschoolnews.com/news/showstoryts.cfm?Articleid=6650>.
- Levine, A.E. (October 27, 2000). The future of colleges: 9 Inevitable changes. *Chronicle of Higher Education*. Retrieved online October 10, 2006 from http://education.gsu.edu/ctl/Programs/Future_Colleges.htm.
- Harrington, C. & Reasons, S. (2005). Online student evaluation of teaching for distance education: a perfect match? *The Journal of Educators Online*, 2.
- Hiltz, S., & Turoff, M. (2005). Education goes digital: the evolution of online learning and the revolution in higher education. *Communications of the ACM*, 48, (10), 60-61.
- Kachel, D., Henry, N. & Keller, C. (2005) Knowledge Quest. *Making It Real Online*. 34, 14.
- Kruger, K. (2000). Using information technology to create communities of learners. *New Directions for Higher Education*, 109, 59-68.
- Peat, J. & Helland, K. (2002). *Perceptions of Distance Learning and the Effects on Selection Decisions*. Poster session.
- Simpson, C. (2005). Library media connection, *TEACHing and the Internet*. 24, 23-25.
- Simonson, M. (2005) Distance education eight steps for transforming an organization. *The Quarterly Review of Distance Education*, 6, 7-8.
- Sloan Consortium. (2005). Sizing the opportunity: The quality and extent of online education in the United States, 2002 and 2003. Retrieved online October 10, 2006 from <http://www.sloan-c.org/publications/survey/index.asp>.
- TaskStream Tools of Engagement. (2006). The universal toolset for demonstrating learning achievement. Retrieved online October 18, 2006 from <https://www.taskstream.com/pub/>.