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## 2012 Dissertations

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The Effects of Faculty Unionization on University Shared Governance

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*ProQuest Document ID: 1112886561*

*Document URL: <http://search.proquest.com/docview/1112886561?accountid=10351>*

### Abstract

Unions have been a part of many university political landscapes for over four decades. During the early years of faculty unionization, researchers explored the effects of faculty unionization on university governance.

## Classroom Management: Whose Responsibility Is It?

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*Document URL: <http://search.proquest.com/docview/1112886557?accountid=10351>*

### Abstract

The purpose of this qualitative dissertation was to explore the lived experiences of classroom teachers and how they experience classroom behavior. The main research question of the study was how teacher experience behavior problems in their classroom. Results of the interviews were grouped into six distinct themes. This dissertation employed a qualitative interview and data gathering process. Phenomenology was used as the research design in this dissertation. This mode of inquiry allowed me to capture

## “If I Don’t Fight For It, I Have Nothing”: Experiences of Homeless youth ‘Scaling the Collegiate Mountain’

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*ProQuest Document ID: 1112886563*

*Document URL: <http://search.proquest.com/docview/1112886563?accountid=10351>*

### Abstract

Within college environments, homeless students are invisible. The majority of homeless youth go undetected and unsupported in college environments. This study used validation and strengths-based perspective theoretical lenses to understand the experiences of twenty homeless traditional age community college students. Their stories were examined to understand the exchange between students and varied faculty, staff, and support service departments. Interview data were analyzed to draw out subject matter from each interview in order to develop codes and themes within the experiences of participants. Demographic questionnaires supplemented interview data.

Students described themselves as “a different type of homeless person,” different from both their homeless and college-going peers, resulting in a feeling of isolation that shaped their college experience. Homeless students described numerous and competing demands on their time, limited social capital, and often frustrating administrative and pedagogical practices that contributed to obstacles and frustration as they sought to avoid “the cliff” of chronic homelessness and instability. They also described a “safety harness” (e.g., advising helpful adults) that they constructed and accessed to help succeed and move up the collegiate mountain. They pointed to work, financial aid, academic advising helpful adults, and other college resources as well as their own resilience as helping them move up the collegiate mountain.

Findings show the complex experience of homeless students. Misinformation and misdirection in college drag youth down, yet financial aid, academic advising faculty, and other critical resources can pull homeless students toward new vistas. As individuals, the students show great resilience; however, colleges and housing agencies can and should play a critical role in helping them move forward to more stable ground, using policy and effective practice to connect and support students.

Colleges must identify homeless students on campus and provide targeted support services that match their strengths and needs. Training in working with homeless youth for financial aid and advising staff, as well as faculty, will ensure that homeless youth are better served. Finally, additional exploration of the experiences and outcomes of homeless youth in higher education is vital to developing policies and practices to serve them.





# An Examination of the Financial Literacy of California

## Critical Pedagogy as an Instructional Leadership Initiative in a Small Urban High School Setting

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### Abstract

This qualitative study explored the experiences of 3 high school students and 1 high school principal to understand how a leadership initiative rooted in critical pedagogy impacted their personal and academic development as students and as a leader. The conceptual framework, of critical pedagogy provided an analytical lens to explore the experiences of the 3 participating students in this study as well as the 1 high school principal. Portraiture methodology was incorporated to describe the rich narrative that unfolded both with him and his students in the study.

The findings in this study revealed data that supports the existing literature in critical pedagogy as it relates to student learning. The literature details show students involved in classrooms that utilize critical pedagogy are intrinsically motivated to learn about their world within the context of a larger society. Additionally, the findings further developed the literature that discusses how critical pedagogy as an instructional practice motivates students to have a desire to engage their community to make positive change. The findings related to the role of the principal in a critical pedagogical instructional leadership initiative revealed that when students are provided the opportunity to engage in academic work related to notions of critical pedagogy they thrive and excel.

Recommendations for policy and practice include: All school site principals are encouraged to teach a research seminar class rooted in critical pedagogy. Areas for future research include further exploring a longitudinal study of students that have taken the research seminar class analyzing the impact the class has had on a larger sample of participants and continuing to collect data on the principal as he leads the initiative and how it impacts his leadership.

## A Narrative Inquiry Exploring the Expectations and Childrearing Practices of Six African American Mothers

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### Abstract

This narrative inquiry explores the childrearing practices and expectations for achievement as well as socialization of six African American mothers for their sons and daughters. Using a lens of Black feminism while exploring the positioned childrearing of these mothers, I attempt to deepen understanding of how these unique parenting practices influence the gender gap in achievement for African American students. Guided by in depth, semi structured interviewing methods, I engaged in structured conversations with six middle class African American mothers to convey narratives of their childrearing practices.

Transcription and narrative coding of all interview data, as well as participant and researcher journals, revealed a story of each mother's life growing up, the influence this had on their childrearing practices, how they supported their children with school, and expectations for their sons and daughters. All of the mothers who participated in this study wanted their children to be successful adults. They expected their sons to be "productive members of society" and ultimately grow up to live comfortably providing for their future families. The expectation communicated to daughters was that they would grow up to be women who would be able to take care of themselves and not have to depend on anyone. They each felt the intersectionality of their identity as middle class African American women, influenced their experiences with involvement efforts at school.

This inquiry provides a counter narrative to the deficit based societal discourse around African American mothers' childrearing practices. Recommendation for policy that inform culturally relevant school practices that support the engagement of African American families as well as suggestions for future research are provided.







## Second Generation Latinos and the Perceived Barriers to College Enrollment

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*ProQuest Document ID: 1112886548*

*Document URL: <http://search.proquest.com/docview/1112886548?accountid=10351>*

### Abstract

This quantitative study examined a secondary data set from the Pew Hispanic Research Center and the Kaiser Family Foundation on Education from 2004 to find the relationship between perceived barriers and linguistic acculturation, socioeconomic status, bilingual abilities, generational status, and academic achievement for second generation Latinos compared to first and third generation Latinos. Through multinomial

## Small School, Big Gains: A Case Study of Urban High School Reform

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*Document URL: <http://search.proquest.com/docview/1112886544?accountid=10351>*

### Abstract

For the past 2 decades, considerable attention has been paid to urban high school reform. Increasingly, educators, policymakers, community and civic leaders recognize that high schools in the United States need to be redesigned and reinvented. For more than a decade, small schools have been a growing trend in secondary school reform. Since its inception, the restructuring of large comprehensive high schools to small autonomous schools has shown promise.

The purpose of this study was to explore the factors that contributed towards improved student performance outcomes at one urban high school within Los Angeles Unified School District that showed considerable gains in both student engagement and increased student performance due in large part to its conversion to a small school. The study shed light into the faculty's experiences on the attributes, challenges and pitfalls of implementing meaningful secondary reform.

In examining the experiences of the faculty, the study illuminated several findings. First, the faculty employed many of the practices identified by leading small schools researchers as effective tenets of small school reform. Namely, advisory, school size, and parental involvement, which supported sustained and continuous relationships between the faculty, students, and their peers. The faculty's experiences corroborated previous studies where school size, personalization and continuous relationships were influencing factors in creating a positive school culture that supported student and teacher engagement.

Secondly, the research findings indicate that instructional strategies coupled with structural design elements provided a strong foundation to help student achieve. In this study, the research findings revealed that structure and instruction emerged as contributing factors to improving student performance. While research has demonstrated that structural changes alone do not achieve the desired improvements in academic performance, this case study further reinforced the need to have both conditions present to achieve the desired academic results.

Lastly, the research findings also illuminated a set of intrinsic factors, such as active teacher engagement and a commitment to high standards that combined with structural and instructional approaches were the driving force behind improved student performance.



## Participant Perspectives: Student Outcomes in Arts Based International Service æ Learning

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