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The *Excellence in Education Journal* is an open access, refereed, online journal that promotes and disseminates international scholarly writing about excellent practices in all aspects of education. Eight years ago, this journal was founded with the goal of sharing these practices to benefit the education of children and adults worldwide. We encourage teachers, professors, and other professionals worldwide to write about practices that promote the improvement of education. Submissions are double-blind, peer reviewed and are accepted year round with publication occurring twice annually.

In support of our mission, we provide assistance with writing and formatting in English to international writers who seek our assistance with preparing their manuscripts. There are no fees to submit or publish manuscripts so that cost will never be a barrier. Typeset and graphics are intentionally simple in order that the journal can be more easily accessed on a variety of devices worldwide to fulfill the mission of the journal.

I am pleased to share that the United States Department of Education Institute of Education Sciences will be listing all articles published in this journal on its ERIC database.

I hope that the practices discussed in this journal will be helpful to you, our readers.

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Emerging Trends in Teacher Education in India

Dr. D. Chitra

Abstract

A quality teacher education program is rational and streamlined to address specific pedagogical issues. It elucidates the ideas about what constitutes good teaching and the content and scope of course work and practical experiences. Teacher education courses are very much connected to practice as well as theory. High quality teacher training programs have students studying to be teachers (preservice teachers) and working continuously with expert master teachers. Teacher education programs focus to build teacher proficiency and competence; candidates are able to face new challenges in educating students. In today's world, the demands on teachers are increasing. They must be able to create understanding with investigative minds; assimilating the required transformation and accommodating and responding to universal needs. The purpose of this paper is discuss significant changes that have incurred in teacher education in India and also provide how these national trends relate to global trends, reforms and innovations in teacher education. The need for teacher education programs to be innovative and encompass various approaches and practices is also discussed. It is recognized that teacher education programs should be structured and modified so that teacher candidates learn to respond dynamically to new problems and challenges in the field of education. With this knowledge and skills, future teachers can lead and guide the development of the country

Keywords: Emerging trends, teacher education, India.

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There have been changes in the perceptions of education in recent years; and this has been partially due to the new flows of information and teacher resources which can be found in the form of the Internet. Because of India's brittle financial situation and challenges which remain in our society, there have been debates regarding whether or not teaching should be professionalized and whether or not this investment is a worthwhile value. Those who commentate in the world of education now believe that more is needed in order to develop effective teachers. Merely having the knowledge and skill to teach lessons is no longer enough as teachers now are expected to recognize and respond to additional circumstances including a depressive or negative personality in students or even signs of abuse in some severe circumstances. Being open and personable from time to time adds to a teacher's professionalism.

Improving Teachers' Skill by Doing Research

Teaching has come a long way from the traditional lecturer-listener system. Today, teachers are not just lecturers, but guides; and students are not just listeners, but co-explorers of knowledge. Education has become more interactive and experiential for both parties. Thus, teaching skills have also evolved, with more techniques available for teachers to use. Fortunately, there is one method that helps a teacher see the aspects of his or her teaching that need improvement. This method is research, and particularly Classroom Action Research (CAR). In its broadest sense, research is itself helpful when a teacher is trying to introduce concepts to students. Teachers who do their own research on the topics they teach, instead of depending on textbooks, can gain a much better understanding of those topics and how their students interact with the topics. As a result, they can be more effective in sharing the knowledge with students. CAR is more specific than basic research, and it is more concerned with the teaching process itself than with the topics taught. Briefly, CAR is a form of practitioner research that investigates the current situation of a class. The practitioner (the teacher) is the one who conducts active

research on what his or her class truly needs. Since CAR is practitioner research done by one teacher for a particular class, it may produce unique results that can be generalized to other classrooms. Classroom Action Research is truly helpful for teachers to find out what the students need. But more importantly, it is a tool for them to identify what they themselves need to improve in their instruction. This identification is the first step towards better teaching, and consequently, better quality education.

E – Learning

Information technology has long past dawned, and knowledge of it is now considered almost a basic necessity. It is no wonder that schools have begun using computers during classes, whether for basic tasks such as student report presentations or even for crucial activities such as exams. Electronic quizzes are hardly new today. To complement the use of computers, various types of software are available. The most basic ones are the word processors, spreadsheet creators, and presentation programs. Then there are more specialized ones such as attendance trackers, educational games, and graphic organizers. With computers, the use of the internet predictably follows. And with this classroom innovation comes an endless world of possibilities. Notes can be recorded, uploaded, and shared. More communication channels are opened up than ever before. Some classes even utilize social networks for communication, as evident in online groups and forums. There are also more substantial school activities done over the internet. For instance, absentee teachers may create online tutorials for students, so that students will not have to miss a learning session. Some major projects also require the use of online journals and blogs for documentation and the like. There are even those who experiment with the creation and maintenance of websites for the exclusive use of the class. In the end, this is the goal of every bit of educational evolution: a journey towards the best quality of education possible for the younger generation.

Collaborative Learning

Collaborative Learning is a system in which two or more people cooperate in a learning experience to share and contribute to each member's understanding of a topic and to complete a given task. Sharing information and connecting with others, whether we know them personally or not, has proven to be a powerful tool in education. Students are collaborating with each other through social media to learn more about specific subjects, to test out ideas and theories, to learn facts, and to gauge each others' opinions. Collaboration is a natural part of life and should be included in the curriculum. Sometimes teachers will build a lesson designed specifically to teach collaborative learning and teamwork. There are many teambuilding games and activities that can be done in a classroom that force students to work together to complete a task. In this scenario, students can learn just as much as if they were developing a presentation on their own, but they get the added benefit of learning how to collaborate. Collaborative learning is on the rise in our classrooms. Done correctly, it is a great opportunity to break up the monopoly of the lecture, teach teamwork to our students, and help them to become more productive members of society in the future.

Constructivist Learning Theory

Constructivist Learning Theory is a philosophy which enhances students' logical and conceptual growth. The role of teachers is very important within the Constructivist Learning Theory. Instead of giving a lecture, the teachers function as facilitators whose role is to aid the students to develop their own understanding. This takes the focus away from the teacher and lecture and puts it upon the students and their learning. The resources and lesson plans that must be initiated for this learning theory take a very different approach from traditional learning as well. Teachers following Piaget's work in constructivism must challenge the students by making

them effective critical thinkers and must not merely be a "teacher" but also a mentor, a consultant, and a coach.

Improving Critical Thinking Skills

Critical thinking is paramount to the development of students and should be the goal of all teachers no matter what subject they teach. Teachers should consider building critical thinking skills in all the rubrics and lesson plans they use in their classrooms. Critical thinking skills can be taught in any classroom and any subject with a little creativity. Some ways to incorporate critical thinking into teaching include:

- 1. Deep analysis** - Take something that students see often and take for granted, and have them analyze it more deeply. For example, if a class recites the Pledge of Allegiance every morning, one day have them spend some time answering some questions about what it means and why they say it.
- 2. Evaluation** - Give a concept to the students and ask them to evaluate its merit, giving supporting reasons why they think it is good or bad. This makes students think beyond what someone has told them or what they feel and into the realm of the logic of an argument. This can even be done in a group if it is too difficult for the students to come up with several reasons on their own.
- 3. Synthesis** – Give two or more articles to students on a topic and have them put the information together in a summary. Students demonstrate that they truly comprehend the material in an article instead of simply memorizing it.
- 4. Debate** - Give a topic to the students (something as non-controversial as possible to start) and have one group of students debate one side of the argument and another debate the opposite. Make sure that there are some strict guidelines in order to avoid the degradation of the debate into a heated argument. These types of activities can be used in any classroom for any subject,

and, if used correctly, can result in a higher level of thinking for students; a lofty and worthy goal for any teacher.

5. **Paraphrase** - Give a passage of a book or article to students and ask them to explain it in their own words. This is similar to synthesis in that students must demonstrate understanding of the passage rather than memorizing it.

Global Education

Global education aims to raise children and to give them a boost, putting them on an even footing despite their unprivileged background. Global education can also be founded on international affairs, as the name would suggest. Students who experience this concept in curriculum are more curious about life and about the various intricacies which are associated with it. Students who are educated with a global focus think about how their actions and their lives have an impact on the world in a far larger scale than they might have imagined beforehand. It is a different way of thinking for young people which they can use in their everyday lives, as they make sense of the different challenges which are faced in the world.

Multicultural Education

Multicultural education is needed as some teachers find it difficult to relate the curriculum to the children they teach. This might be because an educator in the city is far more likely to teach a greater number of children who are from a multicultural background. Experts believe this type of education is progressive, preventing young people from being made the victim of assumptions.

Trends in Educational Research

Looking at current trends in educational research provides an eye-opening view of the modern classroom. Preservice teachers who are pursuing careers in education must keep current

with changing instructional styles that prepare them to enter the field with the tools they need to best serve today's students.

Team teaching.

Putting two instructors in one classroom is known as team teaching, collaborative team teaching or co-teaching. This model provides benefits and presents challenges to both teachers and students. Students in co-teaching classrooms observe teamwork in action and learn to see concepts from more than one perspective. They have the chance to learn from teachers with diverse backgrounds and can delve deeper into subjects thanks to the opportunity for more one-on-one instructional opportunities. However, conflicting personalities and the tendency of students to favor one teacher over the other can threaten the stability of this model.

Individualized instruction.

A great deal of research is being done on how diversification of instruction to meet the unique needs of students may help them to better grasp core subjects. This type of instruction moves away from the traditional lecture model of teaching and offers students a way to learn at their own pace. Slower learners can take the time they need to develop a solid understanding of material while more advanced students don't have to wait to move on to the next concept. This better addresses individual learning styles and allows teachers to utilize diverse platforms to provide instruction.

Mixed-age teaching.

The potential benefits of putting students of different ages together in the same classroom are still being researched, but many schools have been using this teaching method for years with good results. In a mixed-age classroom, younger students learn how to interact with older ones and benefit from observing their academic abilities. Collaboration between age groups facilitates further development. Achieving advanced competencies at a young age increases confidence.

Teachers also benefit from mixed-age classrooms in that they're able to track their students through more than one grade to get a clearer picture of academic growth.

Brain-based teaching.

Based on neuroscience research that shows consistent practice of a concept creates strong pathways between neurons, brain-based teaching takes advantage of the power of the developing mind to create the greatest amount of positive changes during the short period that students are in school. Students work in groups, participate in games that address specific concepts, and engage in lessons built around central themes; all with the goal of improving their understanding of important academic skills and ideas. Physical education is included to facilitate the growth and development of new neural pathways.

Critical thinking skills.

Although memorization of fundamental facts is critical to building a foundation of knowledge in the early grades, students also need to be able to apply those facts in a multitude of situations. Research into critical thinking skills is driving new ways of teaching that include encouraging students to ask questions, develop problem-solving skills by working in groups, and discuss the outcomes of their experiments. These methods of discovery give students a more active role in their education and teach them how to make decisions by applying the facts they've learned to the problem at hand.

Preservice teachers should be aware of these and other research trends as they study to become educators so that they know what is expected of them when they are in charge of a classroom. Preservice teachers are encouraged to make what they learn an integral part of their teaching methods, discover what works best for their students and continue to modify their methods to create the best possible learning environment.

Conclusion

Examination of case studies and literature from around the world lead to four broad success factors for the implementation of new approaches to initial teacher education:

1. A clear vision of effective teaching that informs the entire program, provides a basis for prioritization and resource allocation, and ensures that all those involved in supporting preservice teachers present a coherent message.
2. Integrating theory and practice so that professional experience in schools is central to the program, and graduates leave with a full toolkit of effective teaching strategies and the capacity to continually review and improve their approaches.
3. Highly skilled and well supported supervising teachers who are accomplished adult educators as well as expert teachers, equipped to play the pivotal role they are assigned in these programs.
4. Sustainable, scalable partnerships that bring the resources and capabilities of all parties to the table, and engage systems to ensure the benefits of successful approaches are spread widely.

The current policy focus on initial teacher education presents a major opportunity to significantly improve this critical component of a high quality education system. Examination of existing effective practices can provide a strong foundation for further reform. Since the teacher is the pivot of the entire educational system and is the main catalytic agent for introducing desirable changes in the teaching learning process, all attempts need be made for motivating teachers to become innovative and creative. It goes without saying that a self-motivated and really industrious teacher can utilize his or her own resources to keep him or herself abreast of new knowledge and skills. It has been recognized that teacher education programs should be structured and modified in a way that enables their teacher graduates to respond dynamically to the new problems and challenges in the field of education. Only then can teachers help in national development.

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Four Year Update on the Development and Implementation of a Substance Abuse Prevention and Awareness Campaign at a State-Supported Regional University

Julie Lombardi and Mandi Dupain

Abstract

Areas of critical health concerns for colleges and universities across the nation focus on substance abuse including alcohol and other drugs. Our State-Supported Regional University (SSRU) continues to implement a substance abuse prevention and awareness campaign. The SSRU administered the American College Health Association National College Health Assessment Iib (ACHA-NCHA Iib) (2015) to its undergraduate population. Healthy Campus 2020 topic areas measured are under Student Objectives and included Substance Abuse (SA), Health Communication (HC), and Education and Community Based Programs (ECBP). Two areas of health concern under Healthy Campus 2020 Student Objectives in the Substance Abuse area were identified where progress is critical. The results supported the SSRU's goals as it continues emphasizing substance abuse prevention through early education and prevention strategies coupled with continued support from the university's collaborative efforts among multiple university and community programs.

Keywords: Substance abuse prevention, substance abuse awareness, prevention strategies

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The latest Monitoring the Future (MTF) survey results on alcohol and other drug use in the past three decades indicates college student use decreasing from 74.7% in 1991 to 62% in 2017 for alcohol use while marijuana/hashish percentages have increased from 46.3% in 1991 to 50.5% in 2017 (Schulenberg et al., 2017). Results of a 2014 study (Buu, et al.) found that males are at higher risk for being early-onset alcohol users, while females tend to be at higher risk for initiating marijuana use at younger ages. High-intensity drinking during the past two-weeks was shown to be associated with an increased risk of past-thirty day use of nonmedical use of prescription drugs (McCabe, Veliz, & Patrick, 2017).

The purpose of this study was to measure progress for five (5) Student Objectives from Healthy Campus 2020 (ACHA, 2016). Healthy Campus 2020 topic areas measured were under Student Objectives and included Substance Abuse (SA), Health Communication (HC), and Education and Community Based Programs (ECBP). The student objectives provided the occasions to recognize the characteristics of substance abuse and misuse at our State-Supported Regional University (SSRU). The equation used to measure progress for each student objective was:

$$\frac{(\text{Current Status} - \text{Baseline}) \times 100}{(\text{Year 2020 Target} - \text{Baseline})} = \text{Percentage of Target Achieved}$$

(Healthy People 2010 Toolkit: A Field Guide to Health Planning, 2002). Measuring progress for the five student objectives was used to determine whether our university's initiatives were effective in achieving the Healthy Campus 2020 student objectives.

Our SSRU is a public institution with an undergraduate enrollment of 6,778 students (Fall 2017 enrollment data). It is in a rural setting with approximately 73.31% white and 83.76% full-time students (Fall 2017 enrollment data). Since 2014, one academic department within the SSRU has made an intense effort to change a freshmen oriented course focusing on

health/wellness issues and move all alcohol and other drug prevention and educational messages into the first six weeks of each semester's curriculum. These changes have resulted in greater communication and collaboration with other university and community abuse prevention efforts.

Literature Review

The proportion of students who report using marijuana (pot, weed, hashish, hash oil) is the first Student Objective area our study compared under the SA topic area of Healthy Campus 2020. It was predicted in 2016 that the price of marijuana would drop and use would increase (Hall & Lynskey, 2016). Miller, Rosenman, and Cowan (2017) found that recreational marijuana legalization was associated with a significant increase both in the proportion of undergraduate students who reported having recently used marijuana and in the average frequency of use. The Center for Behavioral Health Statistics and Quality has shown that marijuana use tends to peak in young adulthood (2016) and as legalization of both medical and recreational marijuana use has become more common across states, fewer young adults report that regular marijuana use has risk compared to data collected during the previous 10 years (Johnston et., 2015). Bolin, Pate, and McClintock (2017) recommend that prevention efforts include a focus on marijuana and alcohol use throughout the entirety of their college careers.

The proportion of students who report engaging in high-risk drinking of alcoholic beverages within the last two weeks is the second student objective area our study compared under the SA topic area of Healthy Campus 2020. Schulenberg and Patrick (2011) have shown that going to college is associated with a significant increase in heavy episodic drinking and marijuana use between the ages of 18 and 21 years, and then a decline in use between ages 21 and 25 years. The research has also shown that the association between college attendance and increases in heavy drinking and marijuana use was conditional on the timing of enrollment into secondary education with students enrolling directly out of high school being the heaviest

drinkers (Thompson, Homel, & Leadbeater, 2015). Interestingly, it has been shown that although college students drink alcohol to cope with life stressors, avoid negative incidents, and make fun encounters, most drink alcohol to improve their mood and help them be social (LaBrie et al, 2012). Lanter et al. (2015) suggest the use of quality improvement methodologies and the creation of a national collaborative for reducing high-risk drinking successfully effected meaningful change in high-risk drinking behaviors on college campuses.

The proportion of students who report nonmedical use of prescription drugs within the last 12 months is the third student objective area our study compared under the SA topic area of Healthy Campus 2020. The nonmedical use of prescription drugs initiation rates are second only to marijuana in the United States. The nonmedical use of prescription drugs is known to increase the risk of developing a substance use disorder (SAMSHA, 2011). Studies have found that, in young adults, alcohol use and nonmedical use of prescription drugs are highly correlated (McCabe et al, 2007a, 2012, 2015; Schepis et al, 2016). McCabe, Veliz, and Patrick (2017) found that the 15+ drinks in a row threshold appears to be a critical indicator of drinking that substantially increases the likelihood of engaging in any type of nonmedical use of prescription drugs, especially among non-whites.

The proportion of students who report driving after consuming any alcohol is the fourth student objective area our study compared in the HC topic area of Healthy Campus 2020. Even with extensive prevention efforts, approximately 4.2 million adults in 2012 reported an estimated 121 million alcohol-impaired driving episodes (Jewett et al., 2015). Consumers of alcohol mixed with energy drinks have been shown to be more likely to be heavier-risky drinkers and more likely to drive after drinking when compared to alcohol alone consumers (Arria, et al., 2016; Martz, Patrick, & Schulenberg, 2015; Tucker, Troxel, Ewing, & D'Amico, 2016). Teeters et al. (2015) showed that counselor-administered brief motivational interventions that included

descriptive normative feedback were associated with significant reductions in alcohol-impaired driving.

The proportion of students who report receiving information on alcohol and other drug use from their institution is the fifth student objective our study compared in the Education and Community Based Programs (ECBP) topic area. Undergraduate students at our SSRU receive alcohol and other drug information from the following individuals and groups: First Six Weeks curricular infusion into a freshman health/wellness course, first year experience courses, workshops by prevention professionals, social norming messaging, peer education programming, special peer education programming for student-athletes and Greek organizations, residential hall programs, and professional counselors. The Office of Safe and Drug-Free Schools at the U.S. Department of Education published a document summarizing the essential parts of effective campus-based alcohol and other drug abuse prevention practices (2010) which guides our education and prevention efforts.

Methodology

In the Spring of 2018, a random sample of SSRU students responded to an electronic invitation to fill out the ACHA-NCHA IIB online survey. An e-mail announcement was sent to all valid e-mail addresses (n= 6778) (Fall 2017 enrollment data) of currently registered full time undergraduate students. The survey required approximately 30 minutes to complete and was completely confidential (i.e., students email addresses or names are not attached to their responses). The email announcement included a link to the ACHA-NCHA IIB survey. The total university response was 11.93 % (students). Permission for conducting the research was granted by the University's Institutional Review Board (IRB# 392594891).

Demographic characteristics of the SSRU population are illustrated in Table 1:

Demographics of Sample. Out of the 809 students who responded to the survey, 52.1 % were 18-

20 years of age, 41.7% were 21-24 years of age, 3.4 % were 25-29 years of age, and 2.9 % were 30 years of age or older. Most participants were female (77.5%) (56.76% of SSRU are female [Fall 2017]) and white (88.0%) (73.31% of SSRU are white [Fall 2017]) and 93.4% were full-time students (83.76% of SSRU are full-time students [Fall 2017]). The majority of students reported being single (94.7%), 3.6% were married, and 1.7% were separated, divorced or other.

Results

Healthy Campus 2020 Topic – SA

Student Objective: Reduce the proportion of students who report using marijuana (pot, weed, hashish, hash oil) within the last 30 days. The Healthy Campus 2020 target is set at 15.30% and our SSRU's students' results are at 20.6%. This is a 34.6% difference from the 2014 level (12.70%) and indicates that our SSRU results are above Campus 2020 target.

Healthy Campus 2020 Topic – SA

Student Objective: Reduce the proportion of students who report engaging in high-risk drinking of alcoholic beverages within the last two weeks. The Healthy Campus 2020 target is set at 31.60% and our SSRU's students' results 31.5%. This is a .32% difference from the 2014 level (29.00%) and indicates we are very close to the 31.6% Healthy Campus 2020 goal.

Healthy Campus 2020 Topic – SA

Student Objective: Reduce the proportion of students who report nonmedical use of prescription drugs within the last 12 months. The Healthy Campus 2020 target is set at 13.8% and our SSRU's students' results are at 16.6%. This is a 20.3% difference from the 2014 level (20.80%) and indicates we are above the Healthy Campus 2020 target.

Healthy Campus 2020 Topic – HC

Student Objective: Reduce the proportion of students who report driving after consuming any alcohol within the last 30 days. The Healthy Campus 2020 target is set at 16.1% and our

SSRU's students' results are at 9.8%. This is a 39.1% difference from the 2014 level (10.70%) and indicates we are already below the Healthy Campus 2020 target.

Healthy Campus 2020 Topic – ECBP

Student Objective: Increase the proportion of students who report receiving information on alcohol and other drug use from their institution. The Healthy Campus 2020 target is set at 71.3% and our SSRU's students' results are at 89.6%. This is a 25.6% difference from the 2014 level (87.70%) and indicates we are already above the Healthy Campus 2020 target.

Limitations

The limitations for this descriptive study should be noted. The number of student respondents (809 students) was small. The demographic characteristics (Table 1) include a high proportion of respondents who identify as full-time, white, 18-24 years old, single, and female. Second, the study was limited by self-reporting and researchers must assume the respondent are reporting correctly. Third, the sample was limited to undergraduate students at one rural, SSRU, and therefore, the results should not be generalized to undergraduate students in other regions of the United States.

Discussion

The results of the ACHA-NCHA IIb (Table 2) provided our SSRU with data for substance abuse and prevention behaviors for our undergraduate student population. We measured progress for five (5) Student Objectives from Healthy Campus 2020 (ACHA, 2016): three from the SA area, one from the HC area, and one from the ECBP area. We continue to utilize Healthy Campus 2020 to prioritize student health objectives for our students.

Healthy Campus 2020 Topic SA: Student Objective: Reduce the proportion of students who report using marijuana (pot, weed, hashish, hash oil) within the last 30 days. Our baseline survey in 2014 indicated that 12.7% of SSRU students reported using marijuana within the last

30 days. The Healthy Campus 2020 target is set at 15.30% and our 2018 survey results indicate we are at 20.6%. Our SSRU results indicate that the percentage of reported marijuana users is higher than the Healthy Campus 2020 target. There was a 3-fold regression away from the target for Healthy Campus 2020 SA Student Objective of 15.3% during this four-year time period. This large increase in the percentage of SSRU marijuana users is not a surprise to the authors, yet, disappointing given the prevention and education efforts during those four years. Substance abuse rates peak in early adulthood (Schulenberg et al., 2017). Although the federal government considers marijuana a Schedule I substance (having no medicinal uses and high risk for abuse), approximately three-quarters of the states in the nation have either legalized the recreational and/or medical use of cannabis and/or decriminalized it. Not surprisingly, adolescents have shown increases in positive attitudes about the use after recreational marijuana legalization and decreased perceptions of harm from marijuana (Cerdeña et al., 2017). In a large scale longitudinal study, Arria et al. (2013) found college students who used marijuana very frequently during all four years were twice as likely as minimal users to experience discontinuous enrollment.

Healthy Campus 2020 Topic – SA: Student Objective: Reduce the proportion of students who report engaging in high-risk drinking of alcoholic beverages within the last two weeks. Our baseline survey in 2014 indicated that 29.00% of SSRU students reported engaging in high-risk drinking within the last two weeks. The Healthy Campus 2020 target is set at 31.60% and our 2018 survey results indicate we are at 31.5%. Our SSRU results following this four-year time period indicate a 1-fold regression away from the Healthy Campus 2020 target of 31.6% indicating more students reported engaging in high-risk drinking. Although our 31.5% is less than the Healthy Campus 2020 goal of 31.60% the authors are disappointed in the increase in numbers.

As many as 90% of college students drink and experience academic, health, legal and social consequences (Johnston, O'Malley, Bachman, & Schulenberg, 2013). The pervasiveness of high-risk drinking is well recognized as an area of health risk on college campuses as college students have high rates of binge drinking (Center for Behavioral Health Statistics and Quality, 2016). Although more recent trends have shown that standard binge drinking and 10+ high intensity drinking have declined among high school seniors over the past several years, movements in 15+ high-intensity drinking have not significantly declined over the last ten years (Miech et al., 2016).

Healthy Campus 2020 Topic – SA: Student Objective: Reduce the proportion of students who report nonmedical use of prescription drugs within the last 12 months. Our baseline survey in 2014 indicated that 20.80% of SSRU students reported nonmedical use of prescription drugs within the last 12 months. The Healthy Campus 2020 target is set at 13.8% and our 2018 survey results indicate we are at 16.60%. Our SSRU results following this four year time period indicate a .6-fold improvement in progress toward the Healthy Campus 2020 SA Student Objective target of 13.8%. Rates of young adults (ages 18-24) alcohol-related overdoses have increased with a rise in hospitalization rates for combined alcohol and drug overdoses between 1999 and 2008 (White et al, 2008). Many of these hospitalizations among young adults involve nonmedical use of prescription drugs and many times involved simultaneous co-ingestion of alcohol and nonmedical use of prescription drugs (SAMHSA, 2013b, 2014). Given the national drug abuse crises and the fact that the National Fiscal Year 2017 Budget proposed the allocation of \$1.1 billion in an effort to reduce prescription drug misuse (Ali, et al., 2017), the authors are pleased with the small amount of progress toward the Healthy Campus Goal of 13.8%.

Healthy Campus 2020 Topic – HC: Student Objective: Reduce the proportion of students who report driving after consuming any alcohol within the last 30 days. Our baseline survey in

2014 indicated that 10.70% of SSRU students reported driving after consuming any alcohol within the last 30 days. The Healthy Campus 2020 target is set at 16.1% and our 2018 survey results indicate we are at 9.8%. Our SSRU results following this four-year time period indicate that the percentage of students reporting driving after consuming alcohol Healthy Campus 2020 HC Student Objective improved and has already been attained and surpassed. Alcohol impairment is involved in roughly one-third of all motor vehicle crashes (NHTSA & USDT; 2015). Data shows that males are more likely to be arrested for driving under the influence (Schwartz & Davaran, 2013) and those who reported binge-drinking behavior were more likely to engage in alcohol-impaired driving compared to drinkers who do not binge (Sunshine et al., 2018).

Healthy Campus 2020 Topic – ECBP: Student Objective: Increase the proportion of students who report receiving information on alcohol and other drug use from their institution. Our baseline survey in 2014 indicated that 87.70% of SSRU students reported receiving information on alcohol and other drug use from their institution. The Healthy Campus 2020 target is set at 71.3%. and our 2018 survey results indicate we are at 89.6%. Our SSRU results following this four-year time period indicate a .11-fold improvement in progress toward the Healthy Campus 2020 ECBP Student Objective target that has already been attained and surpassed. Universities and colleges throughout the United States provide alcohol and other drug education and abuse prevention information through a variety of methods. Healthy Campus 2020 provides a downloadable document with a list of campus and community departments/organizations that could be partners in college/universities' dissemination of information (ACHA, 2016).

The results from this Healthy Campus 2020 Student Objectives progress analysis supplied information that is useful in assessing and maintaining our substance abuse prevention

and awareness campaign and training programs. The results showed that we have made progress in a few areas and in other areas more intense interventions are necessary in order to effect change in the behaviors of our students. The results indicated our educational messages need to be changed and improved concerning the use of marijuana and nonmedical use of prescription medicine.

Since 2014, a stronger effort was made by our SSRU to educate students about the risks involved with the misuse of alcohol and other drug issues. Our prevention work has been guided by a social ecological framework, which recognizes that any health-related behavior, including college student substance abuse, is affected through multiple levels of influence: intrapersonal factors, interpersonal processes, institutional factors, community factors and public policies (Stokols, 1996). Prevention efforts concentrated on intrapersonal factors have been designed to increase student awareness of alcohol-related problems, to change individual attitudes and beliefs, to foster each student's determination to avoid high-risk drinking, and to intervene when substance use has put them in danger. Among these efforts are freshmen orientation and alcohol awareness first six weeks' curriculum infusion. The assumption behind this approach is that once students are presented with the facts about alcohol's dangers they will make better informed and healthier decisions about drinking and use risk reduction techniques. Activities focused on interpersonal processes have been designed to use peer-to-peer communication to change student social norms about alcohol and other drug use. The largest such program, the Center for Health Promotion and Education (CHEP), trains student leaders to implement a variety of awareness and educational programs and to serve as role models. Social norms campaigns are another prevention strategy implemented to affect interpersonal processes. Our social norms campaign attempts to provide more accurate information about actual levels of alcohol and other drug use on campus by using campus-based mass media (i.e. newspaper, stall talks, posters and email

messages). Social norms campaigns are grounded in the observation that college students greatly overestimate the number of their peers who drink heavily (Perkins and Wechsler, 1996). A broader focus on institutional prevention factors have included implementation of an alcohol and other drug task force. The objective of the task force is to identify ways in which the environment can be changed to clarify the college's expectations for its students, better integrate students into college life, change student norms away from alcohol and other drug misuse and make it easier to identify students in trouble with substance use. In addition, a campus and community coalition has been implemented to curtail youth access to alcohol and to eliminate irresponsible marketing practices and alcohol sales by local bars, restaurants and liquor outlets. Finally, college officials are working for policy change by following the effective campus-based alcohol and other drug abuse prevention practices published by Office of Safe and Drug-Free Schools at the U.S. Department of Education (2010). Addressing substance abuse awareness and prevention campaign from an ecological model framework should remain a priority for universities emphasizing protective factors and risk/harm reducing factors. Our SSRU is utilizing our data to design and implement programs that employ collaboration among students, faculty, health services and prevention specialists.

Table 1

Demographics of Sample Population (N= 809)

| Student demographics | n | % |
|-----------------------------------|-----|------|
| Age | | |
| 18-20 | 421 | 52.1 |
| 21-24 | 337 | 41.7 |
| 25-29 | 28 | 3.4 |
| 30+ | 23 | 2.9 |
| Sex | | |
| Females | 627 | 77.5 |
| Males | 164 | 20.3 |
| Non binary | 18 | 2.2 |
| Full –time student status | | |
| Yes | 756 | 93.4 |
| No | 46 | 5.7 |
| Other | 7 | 0.9 |
| Ethnicity | | |
| White | 711 | 88.0 |
| Black or African American | 35 | 4.4 |
| Hispanic or Latino | 46 | 5.7 |
| Asian or Pacific Islander | 24 | 3.0 |
| American Indian or Alaskan Native | 6 | 0.6 |
| Biracial or Multiracial | 21 | 2.6 |
| Other | 16 | 2.0 |
| Relationships status | | |
| Single | 766 | 94.7 |
| Married/Partnered | 29 | 3.6 |
| Separated/Divorced/Other | 14 | 1.7 |

Table 2
Results of the ACHA-NCHA IIb Survey

| Topic Area: Substance Abuse | Data Source | Baseline 2018 | Target 2020 | % Difference | Baseline 2014 | Measuring Progress | Percent Difference |
|---|---|---------------|-------------|--------------|---------------|--------------------|--------------------|
| Reduce the proportion of students who report using marijuana (pot, weed, hashish, hash oil) within the last 30 days. | American College Health Association – National College Health Assessment II (ACHA-NCHA II), Question 8A6 | 20.60% | 15.30% | 0.34640523 | 12.70% | 303.846154 | -62.204724 |
| Reduce the proportion of students who report engaging in high-risk drinking of alcoholic beverages within the last two weeks. | American College Health Association- National College Health Assessment II (ACHA-NCHA II), Question 13 | 31.50% | 31.60% | -0.0031646 | 29.00% | 96.1538462 | -8.6206897 |
| Reduce the proportion of students who report nonmedical use of prescription drugs within the last 12 months. | American College Health Association- National College Health Assessment II (ACHA-NCHA II), Question 18A-E | 16.60% | 13.80% | 0.20289855 | 20.80% | 60 | 20.1923077 |
| Reduce the proportion of students who report driving after consuming any alcohol within the last 30 days. | American College Health Association- National College Health Assessment II (ACHA-NCHA II), Question 14A | 9.80% | 16.10% | -0.3913043 | 10.70% | -16.666667 | 8.41121495 |
| Increase the proportion of students who report receiving information on alcohol and other drug use from their institution. | American College Health Association- National College Health Assessment II (ACHA-NCHA II), Question 2A1 | 89.60% | 71.30% | 0.25666199 | 87.70% | -11.585366 | -2.1664766 |

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Application of Meta-Cognitive Strategy Instruction in Listening Comprehension to the Level III Student-Teachers

Evangelin Whitehead

Abstract

This study investigated the impact of meta-cognitive strategy instruction on the listening comprehension of level III student-teachers. Sixty-eight student participants were selected whose listening proficiency was at the average to below average level. The selected students were randomly assigned to experimental and control groups. The experimental group (n=34) received the meta-cognitive strategy instruction but the control group (n=34) received no meta-cognitive instruction. Listening comprehension modules of their course books were utilized to test the listening skills of the participants in both groups before and after the treatment. The results of tests revealed that the experimental group significantly outperformed the control group on the post-test. The pedagogical implications of the study are discussed as well.

Keywords: Meta-cognitive strategy, student teachers, self-learning styles, organizational planning, monitoring and Self-assessment

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Listening has been a growing interest of EFL/ESL researchers and teachers in the last 50 years because the majority of learners view listening as one of the most problematic skills. Many English teachers conduct listening courses in nearly the same way. They present and explain some vocabulary items, which are assumed to be new to students, then play a tape recording of those vocabulary words once or twice. After that, listening exercises in the textbooks are required to be done. Listening exercises, which are similar to one another in different units, involve matching, filling in the blank, or ticking off the correct answers.

Non-native speakers have long been known to have trouble understanding academic lectures due to the methods followed in improving listening skills. Listening to lectures is difficult, especially for students who have just entered the university. Recently, there have been discussions on teaching listening with the emphasis on strategy instruction for better achievement in listening comprehension. Hence, the researcher designed this quantitative study to investigate how to help learners overcome their challenges. In the current study, the meta-cognitive strategy was used to promote students' awareness on meta-cognitive strategy instruction and its application in listening comprehension to find out whether meta-cognitive strategy instruction is effective in improving students' listening performance.

The goal of any strategy training is self-diagnosis, awareness of how to learn the target language most efficiently, developing problem solving skills, experimenting with familiar and unfamiliar learning strategies, making decisions about how to approach a task, monitoring and self-evaluation, transferring successful learning strategies to new learning contexts, and enabling students to become more independent, autonomous, and lifelong learners (Oxford, 2003)

Anderson (2003) classifies language learning strategies into seven major strategy categories: cognitive, meta-cognitive, mnemonic or memory related, compensatory, affective, social, and self-motivating. O'Malley and Chamot (1990) have differentiated the range of

cognitive categories into two main types: meta-cognitive and cognitive strategies. Meta-cognitive strategies oversee, direct and regulate the learning process. These kinds of strategies involve thinking about the learning process, planning, monitoring and evaluating learning. Meta-cognition asserts the awareness, analysis and knowledge that a person has of his/ her cognitive (learning, thinking) processes.

Meta-cognition

The simplest definition of meta-cognition is thinking about one's thinking. A more complex definition that is widely cited within educational literature is an appreciation of what one already knows, together with a correct apprehension of the learning task and what knowledge and skills it requires, combined with the ability to make correct inferences about how to apply one's strategic knowledge to a particular situation and to do so efficiently and reliably (Taylor, 2014). In simpler terms, this means that meta-cognition is being aware of what one knows and doesn't know, understanding what one will need to know for a certain task and having an idea of how to use one's current skills to learn what one doesn't know.

Review of Literature

O' Mally and Chamot (1990) assert that meta-cognitive strategy has a hierarchical relationship among meta-cognitive, cognitive and social/affective strategy. They give a detailed description of meta- cognitive strategy. Among the main aspects of meta-cognitive strategy are: advance organizers, directed attention, selective attention, self-management, advance preparation, self-monitoring, delayed production, self-evaluation and self-reinforcement.

Hacker (2009) encourages people to take charge of their own learning through meta-cognitive strategies. This involves awareness of how they learn, an evaluation of their learning needs, generating strategies to meet these needs and then implementing the strategies. Learners often show an increase in self-confidence when they build meta-cognitive skills. Self-efficacy

improves motivation as well as learning success. Meta-cognitive skills are generally learned during a later stage of development. Meta-cognitive strategies can often (but not always) be stated by the individual who is using them.

Vandergrift (2004) observes that initially most listening strategy studies investigated patterns and strategies used by successful compared with less successful learners. Gradually the line of research shifted to focus on effective strategies based on process oriented approaches to teaching listening skills in order to guide the students to learn how to listen so that they can better listen to learn. Therefore, Mendelsohn (1995) asserted that listening instructors have the responsibility of teaching students to take advantage of strategies rather than merely providing students with oral passages and testing them.

Ridley et al. (1992) stated that the outcomes of utilizing meta-cognitive strategies include:

- Regulation and prediction of learning activities such as a conscious control of learning, planning and choosing strategies.
- Monitoring the process of learning, correcting errors, and analyzing the effectiveness of learning strategies.
- Changing learning behaviors and strategies when necessary.

Rubin (1975) defined meta-cognition as a construct that refers to thinking about one's thinking or the human ability to be conscious of one's mental processes. Research has shown that language learners can learn more effectively when they learn strategies that have been identified as defining characteristics of a good language learner. Anderson (2003) states that meta-cognitive strategies play a more significant role than other learning strategies in this process because once a

learner understands how to regulate his/her own learning through the use of strategies, language acquisition should proceed at a faster rate.

Movahed (2014) examined the effect of meta-cognitive strategy instruction on the listening performance, meta-cognitive awareness, and listening anxiety of EFL beginner learners. The strategy instruction to the experimental group was based on the work of Vandergrift and Tafaghodtari (2010). This study showed that the experimental group performed considerably better than the control group on the post-tests confirming the positive impact of the meta-cognitive strategy instruction on learners' listening performance, meta-cognitive awareness and listening anxiety.

According to Marcia Lovett (2008), language learners can develop their independence by applying cognitive, meta-cognitive and socio-affective strategies to gain control of their own learning. Actually, teachers can educate students to become what Lovett deems as 'expert learners'. She believes that educating students to develop their meta-cognition entails three particular processes:

- Instructing students that their ability to learn not only alters, but that they can influence how that skill extends,
- Instructing them how to sketch for achievement and set aims, and
- Providing them with many situations to monitor their learning and adjust their own learning strategies.

Seferoglu and Uzakgoren, (2004) assert that, in many educational settings, meta-cognitive strategy instruction is not an inner part of many listening course books and instructors do not focus on these strategies when they design their lessons. Listening does not obtain its due significance and learners do not look as if to be effectively taught about the listening strategies.

Goh (2008) highlights that more study is required to examine the role of meta-cognitive teaching in listening performance in diverse contexts. The more that students know how to learn, the better they learn. Hence, this study aims to investigate the impact of meta-cognitive strategy instruction on EFL learners' meta-cognitive awareness in listening to reduce the complexity of listening comprehension.

Zahra Ratibi (2013) aimed to investigate the types of meta-cognitive strategies used by Iranian university students majoring in English, and the differences in the use of these strategies between listeners across two levels of high and low proficiency. The results revealed that Iranian university students used problem-solving strategies most frequently and person-knowledge strategies less frequently. It was also found that more proficient listeners used meta-cognitive strategies more frequently than less proficient listeners and there was a significant difference in the use of person-knowledge strategies between high and low proficient listeners. The results of the study have some implications for students, teachers, syllabus designers and EFL textbook designers.

Objectives of the Study

The major objective of this study was to apply Meta-cognitive strategy in listening comprehension of the EFL student-teachers to find out whether this strategy is more effective than the traditional approach.

Hypotheses

- a) There exists no significant difference between the pre and post mean scores of the Experimental group.
- b) The Control and Experimental groups do not differ in their academic achievement scores.

Methodology

In the present study, a non-randomized control group pre-test/post-test design was adopted. The groups were formed according to the requirement for administrating meta-cognitive strategy in the course of Listening Comprehension.

Sample Selection

In the present study, the experimental group and the control group were selected. The two groups were selected from the researcher's regular classroom. Level III student-teachers of a reputed College of Education in Saudi Arabia were potential subjects. Although the two groups were equal in terms of achievement scores, the subjects in each group varied in terms of their academic abilities. The composition of the listening comprehension teams was based on the achievement scores of the learners. The subjects of the two groups were selected and the application of randomness led to the classification of the Control and Experimental groups.

Selection of the Experimental Group

The Experimental group was formed on the basis of the academic achievement scores of the students. Thirty-four students were selected for the experimental group based on the first term examination scores of the Listening Comprehension Course. Below average and average students were selected.

Selection of the Control Group

The Control group consisted of 34 students who studied in the same class of the same college. This group was exposed to the traditional method of instruction and no novel treatment was given to this group.

Research Tools

The investigator's self-made achievement tests were used for the pre-test and post-tests of both the groups. The same question papers were used for both the groups to evaluate the pupils'

skills in the Listening Comprehension of the course books *Headway III* and the *Skills for Success III* covering selected topics of the content of both the books. At the beginning of the test, the instructions for answering were given and the subjects were asked to write the answer. The time allotted for answering was one hour.

Both the groups were administered a pre-test in which proper instructions were given to the students for answering. Selected topics from both books were utilized in the administration of the pre-test. In order to increase the reliability and validity of the post-test performance and to eliminate the testing effect of the pre-test, two other achievement tests were constructed. These tests were a slight modification of the pre-test. The same type of questions and same number of questions were used for these two tests. The procedures adopted in developing the pre-test tool were employed while constructing post-test tools as well. Other important units from both the books were selected for administering the other two tests.

The survey was conducted by the researcher herself during the students' regular English classes. The listening tests were conducted during the students' class time. The participants were informed about the purpose of the test and they were assured that their performance would be used for research purposes only and the scores of the tests had no relation with the final scores of the course. The researcher was present in the classroom to ensure that the subjects could fully understand what they were supposed to do and that they finished the test on their own. They were not permitted to discuss any aspects of the test with each other. No discussions or references were allowed during the process of the tests. At the end of the tests, all test papers were collected on time regardless of whether the students had finished them or not. Each of the listening tests consisted of two passages with 20 blanks in total. The listening test was designed in a 100 score scale, thus each blank was assigned a score of five. The researcher graded all tests.

Test Validity

The content of both tests was validated by a team of English language specialists. The team validated the content and instructions of the test, the relevance of the questions to the content, its suitability for attaining the goals, the number and arrangement of questions, and time allotted. The remarks and suggestions of the team were taken into consideration and the researcher made the necessary modification before application.

Test Reliability

A pilot group of 30 students were randomly selected from the population of the study and test-retest method was used to check the reliability. A test was administered to them and then repeated with them two weeks later. The reliability correlation coefficient of the tests result were calculated using Pearson correlation method. The obtained value of the Pre-test was 0.753 which was an indication of its reliability. The obtained value of the Post-test was 0.78 and 0.81 respectively.

Test Administration Procedure

Both the experimental and comparison groups followed the routine syllabus when the meta-cognitive strategy-centered model was being carried out in the experimental group. Listening comprehension tests were involved in the present study. At the very beginning of the training, a pre-test was given to every student in both the groups to serve as the starting point for the comparison of the results of present pedagogy with the results at the end of experiment. Selected topics of both books were considered for the administration of the pre-test. Then, after a semester's training, all the subjects took a post-test which resembled the parts of the pre-test in pattern, difficulty and time limitation. Both the pre-test and post-test were used to measure the subjects' listening comprehension proficiency.

Administration of Meta-Cognitive Strategy in Listening Comprehension

Planning stage.

Meta-cognitive strategy was administrated in three stages. The first stage is the Planning Stage and the meta-cognitive strategies involved in this stage were planning and directed attention. The researcher gave the definition of these strategies and provided the students with some examples to contextualize them in listening situations. The researcher also provided some pre-questioning forms of advance organizers along with explanations to highlight the significance of these strategies. Next, the topic of the given text was made familiar to the students and it was written on the board. Before listening to the oral text, students were asked to write their idea about the topic in a sentence or a few words.

Listening stage.

In this session, the students listened to the task three times. Experimental students were asked to sit in pairs. In the first listening, they were asked to write new information that they heard and understood. The meta-cognitive strategies involved in this stage were selective attention and monitoring comprehension. The teacher demonstrated these strategies for the students and assisted them with focusing on key listening points.

Students compared their information and predictions they perceived in the first listening session. They focused on the missing information in the first listening and prepared to focus on areas that needed more attention in the second stage listening. The meta-cognitive strategies involved in this stage were monitoring, planning and selective attention.

Next, students listened to the task for the second time. They attempted to focus on areas of missing information and areas that had been difficult for them in the first listening. They monitored and corrected the information that they had predicted incorrectly and also added additional points they perceived. Meta-cognitive strategies involved in this stage were problem

solving, monitoring and selective attention. The teacher drew a distinction between listening and hearing and its significance. The students explained the main points they had perceived.

In the third listening, students adapted to various conditions encountered in listening. Students listened more carefully on the points which they could not get in the previous listening. The meta-cognitive strategies involved in this stage were selective attention, problem solving and self-management.

Post-listening stage.

This stage is a self-assessment stage. Students engaged in class discussion to judge how well they accomplished a learning task. They utilized a check back system to analyze how their classmates arrived at the meaning of certain words or parts of the text that they failed to recognize. They kept a learning log and noted their peers' strategies and tactics used to listen and comprehend. Finally, students answered comprehension questions based on the task for which they listened. The meta-cognitive strategies used in this session were reflection and evaluation.

Results and Discussion

The results of the study are presented in the Tables 1-6 with interpretation. A Pre-test was administered to both the control and the experimental groups. The standard of $p < .05$ was adopted to determine significances throughout the study. That is to say, a relationship can be regarded as statistically significant if the results are significant at the special alpha of .05 (i.e., probability of chance occurrence). This means that a result is considered statistically significant if it could have occurred by chance fewer than 5 times out of 100.

Table 1

Comparison of the Pre-test Between Experimental and Control Groups

| Group | N | M | SD | 't' |
|--------------------|----|----|-----|-----|
| Experimental Group | 34 | 32 | 6.9 | 1.0 |
| Control Group | 34 | 30 | 8 | |

Table 2

Comparison of the Pre-test and Post-test I of the Experimental Group

| Group | N | M | SD | 't' |
|-------------|----|------|-----|-------|
| Post-Test 1 | 34 | 52.4 | 7.5 | 11.72 |
| Pre-test | 34 | 32 | 6.9 | |

Table 3

Comparison of the Post- test I and Post-test II of the Experimental Group

| Group | N | M | SD | 't' |
|--------------|----|------|-----|------|
| Post-test II | 34 | 64 | 8.7 | 5.85 |
| Post-Test 1 | 34 | 52.4 | 7.5 | |

Table 4

Comparison of the Post-test I of the Experimental Group and the Post-test of the Control Group

| Group | N | M | SD | 't' |
|-----------------------------------|----|------|-----|------|
| Post-Test I Experimental Group | 34 | 52.4 | 7.5 | 6.13 |
| Post test Control Group | 34 | 41 | 7.9 | |

Table 5

Comparison of the Post-test II of the Experimental Group and the Post-test of the Control Group

| Group | N | M | SD | 't' |
|------------------------------------|----|----|-----|------|
| Post-Test II Experimental Group | 34 | 64 | 8.7 | 11.5 |
| Post test Control Group | 34 | 41 | 7.9 | |

The mean score of the experimental group in the pre-test was 32 and that of the control group was 30. Both groups do not differ in their pre-test mean achievement scores as demonstrated by the 't' value of 1.0 which is not significant at 0.05 level of significance.

Achievement scores of the Pre-test and Post-test I of the experimental group were compared. The experimental group showed significant difference between its Pre- test and Post-test -1 mean achievement scores. The 't' value of this comparison was 11.72 which is significant at 0.05 level of significance. The performance of the experimental group was found better in the Post-test -1 when compared with its pre-test performance.

Achievement scores of Post-test 1 and Post-test II of the experimental group were compared and there existed significant difference between these two scores in that the 't' value was 5.85 which is significant at 0.05 level of significance. It was observed that the academic performance of the experimental group in Post-test II was far better when compared to the scores of the pre-test.

Achievement scores of the Post-test 1 of the experimental group were compared with the Post-test of the control group. The mean value of the experimental group's Post-test 1 was 52.4. The mean value of the control group's Post-test was 41. The comparison of these two scores demonstrated that a significant difference existed between these two scores in that the 't' value is 6.13 which is significant at 0.05 level of significance.

Achievement scores of the Post-test 1 of experimental group were compared with the Post-test of the control group. The mean value of the experimental group's Post-test II was 64. The mean value of the control group's Post-test was 41. The comparison of these two scores demonstrated that a significant difference existed between these two scores that the 't' value was 11.5 which was significant at 0.05 level of significance. The results showed that the application of meta-cognitive strategy instruction had reasonable impact on the listening comprehension skills of the experimental group. The results of the comparisons clearly demonstrated that both hypotheses were rejected.

Findings and Conclusion

The results of the experiment show that meta-cognitive strategy instruction facilitates English listening comprehension. Data obtained suggests that meta-cognitive instruction can improve students' awareness of meta-cognition, equip learners with meta-cognitive strategy and finally improve students' listening proficiency. Limitations of this study included that the experiment was conducted for only one term with a very small group in a single class of students. Moreover, many other variables like the attitude of the students, motivation, and learning styles were not considered in this experiment which may influence the statistical results.

In conclusion, teachers should provide a pattern and purpose for listening so that students will become aware of the specific information they need before listening. The results show that using meta-cognitive strategy instruction in listening comprehension definitely improve students' listening skills so that students become accountable for their own learning and move toward meaningful learning. It is recommended that curriculum designers incorporate this type of teaching strategies in their course books and design activities which value the importance of language learning strategy instructions, especially meta-cognitive strategies.

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The Disability Rights Movement List of Resources

William Hoge

Abstract

This document provides an annotated list of resources focusing on disability rights, the disability rights movement, disability activism, and campus disability activism. It is hoped that this resource will be helpful to educators who wish to learn more about disability rights and teach others about it as well. Resources are categorized in five areas:

1. **Disability Rights Chronology:** This section provides a timeline of major events in disability rights in the order that they happened over time in the United States.
2. **Important People in the History of Disability Rights Activism:** This section includes key figures in disability rights together with the changes they brought about. It shows the development of disability rights from the 1800's to the present in the United States.
3. **Legal Victories in the Disability Rights Movement:** A key part of movements is pushing for and obtaining laws that support the goals of the movement. This section contains the key laws giving rights to the disabled in the United States.
4. **Social Role Valorization:** SRV addresses how the disabled are often marginalized and how to support them to have access to the same good things in life that everyone should have.
5. **Inclusive Higher Education:** This section provides resources on why and how the significantly disabled are being included on college campuses.

Keywords: Disability, disability education, disability rights, disability rights movement

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Disability Rights Chronology

1. Disability Rights Timeline

https://en.wikipedia.org/wiki/Timeline_of_disability_rights_in_the_United_States

This Wikipedia chronological timeline from the Revolutionary War through the present outlines the major people and events in the history of disability rights and what each contributed. This timeline is unique because of the way that Wikipedia functions as a source that the public can add to and edit it. Because of the many contributors worldwide over many years, it contains many more events and nuances than other disability timelines.

Key Persons in the History of Disability Rights Activism

2. Dorothea Dix, Pioneer in Disability Rights, National Women's History Museum

Webpage, <https://www.womenshistory.org/education-resources/biographies/dorothea-dix>

“They’re confined in cages, closets, cellars! Chained, beaten with rods, lashed into obedience” Dorothea Dix

This museum site tells about the life and work of Dorothea Dix, an early pioneer in disability rights who toured prisons and workhouses in the 1840’s and exclaimed that the sick and insane were being tortured, unfed, and physically and sexually abused. While society viewed disabled persons as ‘something’ to be rejected, Dix focused national attention to helping the disabled rather than hurting them. She established five hospitals and her national tours and speaking influenced the creation of clean, well-kept hospitals and staff with trained personnel who could help the disabled to lead a comfortable life.

3. Abraham Lincoln Founder of Gallaudet University, Washington Post Article

https://www.washingtonpost.com/local/education/gallaudet-university-marks-150-years-since-lincoln-signed-a-bill-for-deaf-higher-education/2014/04/08/ae77a548-bf47-11e3-b574-f8748871856a_story.html?utm_term=.8721016e5c60

This Washington Post article tells how individual-led disability activism came to a national focus when President Abraham Lincoln established a charter for Gallaudet University in 1860, a school for the deaf, mute, and blind. In doing this, he said that he, “created a beacon in the world for visual learning, visual language, social justice and full rights for deaf and hard-of-hearing people!” Later in 1864, Lincoln had two giant victories all in the same day to make the “the race” more fair: the Senate voted to support his proposed 13th Amendment to abolish slavery and Lincoln signed authorization for Gallaudet to become the first institution in the world to award college degrees to the deaf, mute, and blind. Lincoln’s action sent a powerful national message that disabled persons are intelligent and capable. Today, Gallaudet University is proud to proclaim itself as, “the premier institution of learning, teaching and research for deaf and hard-of-hearing students!”

4. Oliver Brown and the Brown v. Board of Education Reader’s Theater Script

<https://brownvboard.org/content/brown-case-brown-v-board>

In 1954, Oliver Brown filed a lawsuit after the local public school district refused to enroll his daughter in the local school because she was black but insisted that she ride a bus to a school for blacks that was further away. While on the surface Brown’s work might not appear to have anything to do with disability rights, it spoke to the larger issue of human rights and he won the case. The Brown V. Board of Education victory started the Disability Rights Movement (DRM) legal conversation by ruling that separate facilities, even if equal in their construction, were a form of discrimination. It propelled the DRM to one of its first legal victories; the Architectural

Barriers Act of 1968 stipulated that separate facilities for the disabled were not equal and that any facility built with or receiving federal funds had to be accessible to all.

5. The Paul Longmore Institute Twitter Feed

<https://twitter.com/longmoreinst?lang=en>

Dr. Paul Longmore, San Francisco State University, staked his claim as a leading scholar of disability studies and one of only a few historians studying disability. He was unable to use his hands because of a childhood bout with polio, but that didn't stop him from expressing his ideas about disability rights and he wrote his first book by punching a keyboard with a pen he held in his mouth. It took him 10 years, and when he was done, he burned it in front of the Social Security Administration's offices in Los Angeles because he faced the loss of federally funded health insurance if he earned even modest royalties from his book. It made national headlines and highlighted how the disabled were being force to conform to the government "work disincentive" model of being totally unable to do anything or else literally die from lack of the support they need to live daily life. Longmore's book burning fueled public policy changes that promoted disabled persons being able to participate more fully in education and the work place without losing their government benefits.

6. Judy Heumann, Activist, Government Official, TED Talk

https://www.ted.com/speakers/judith_heumann

Heumann, a post-polio paraplegic in her wheelchair, had been declared a "fire hazard" by her local school when she was a child and was prohibited from attending. But in the 1970s, she created new waves. Using the technology of the day (phone, TV, and print), Heumann gathered a small group to form Disabled in Action (DIA) and grew this group of disabled activists so they could march together effectively even blocking Nixon's 1972 campaign efforts to raise awareness for disability rights. Heumann captured media attention (which she did quite

effectively with her radiant personality) making her the initiator of media involvement in the Disability Rights Movement. This coverage further propelled the DRM towards legal victories and Heumann wrote legislation leading to the Americans with Disabilities Act (1990) and the Individuals with Disabilities Education Act (1990). President Obama appointed her as the first Special Advisor for International Disability Rights at the U.S. Department of State. Since then, she has served as Senior Fellow at the Ford Foundation.

Legal Victories in the Disability Rights Movement

7. The Architectural Barriers Act of 1968

<https://www.access-board.gov/the-board/laws/architectural-barriers-act-aba>

The Architectural Barriers Act of 1968 law requires that buildings or facilities that were designed, built, or altered with federal dollars or leased by federal agencies after August 12, 1968 be accessible to all persons regardless of their physical disabilities. Facilities that predate the law do not need to comply, but alterations or leases undertaken after the law took effect must be ADA compliant. The passage of this law helped to solve a particular problem, but it also created social reactions to propel the movement. It is valuable for undergraduates to know about this law historically but also to look around them and realize that the accessible features in buildings that they see are a result of this Act.

8. Rehabilitation Act of 1973

<https://www.ada.gov/cguide.htm#anchor65610>

This document from the U.S. Department of Labor outlines the key points of the law which require agencies to take affirmative action in hiring, placing and advancing of individuals with disabilities. Section 503 prohibits employment discrimination based on disability and requires affirmative action in the hiring, placement and advancement of people with disabilities by federal contractors or subcontractors. Section 504 prohibits recipients of federal financial

assistance from discriminating against qualified individuals with disabilities in employment and in their programs and activities. Section 508 applies to Federal Government agencies and the technology providers that sell to them and requires that all information and communications technology (ICT) the Federal Government develops, procures, maintains and uses be accessible to people with disabilities.

9. Individuals with Disabilities Education Act of 1975 (IDEA)

<https://sites.ed.gov/idea/about-idea/>

IDEA guaranteed children a “free and appropriate public education” (FAPE) and ensures special education students the right to education in a “least restrictive environment” (LRE). Through this law, the federal government acknowledged that, “Disability is a natural part of the human experience and in no way diminishes the right of individuals to participate in or contribute to society. Improving educational results for children with disabilities is an essential element of our national policy of ensuring equality of opportunity, full participation, independent living, and economic self-sufficiency for individuals with disabilities.” IDEA was the first major legal victory that the DRM had in the realm of education.

10. Americans with Disabilities Act of 1990

<https://www.ada.gov/cguide.htm#anchor62335>

The Americans with Disabilities Act (ADA) prohibits discrimination against people with disabilities in employment, transportation, public accommodations, communications and access to state and local government programs and services. Title I of the ADA protects the rights of employees and people seeking jobs. The ADA also establishes requirements for telecommunications relay services. Title IV, which is regulated by the Federal Communications Commission, requires closed captioning of federally funded public service announcements.

Social Role Valorization

11. International Social Role Valorization Association Homepage

<https://socialrolevalorization.com>

Social Role Valorization (SRV) is a powerful set of ideas for addressing the marginalization of people in society by supporting them to have access to the same good things in life enjoyed by typical people. The International SRV Association was formed in 2013 to promote Social Role Valorization (SRV) development, education, assessment, and leadership to assist people and organizations to implement SRV concepts so that vulnerable people may have better access. Role-valorizing asserts that the good things any society has to offer are more easily accessible to people who have valued social roles. Conversely, people who have devalued social roles, or very few or marginally valued ones, have a much harder time obtaining things of life available to most everyone else.

12. Wolf Wolfensberger Interviews

<https://www.wolfwolfensberger.com/video-audio/extended-interviews-by-about-wolfensberger>

Wolf Wolfensberger, Ph.D. was a world-renowned advocate for and expert on the care of the developmentally disabled. A faculty member in the Department of Psychiatry and a researcher at the former Nebraska Psychiatric Institute from 1964 to 1971, he later joined Syracuse University as director of the Training Institute for Human Service Planning, Leadership and Change Agency. His research collection is a one-of-a-kind resource in the academic world.

13. Social Role Valorization Facebook Page

<https://www.facebook.com/groups/8623212156/>

This Facebook page is a group for individuals who have studied the theory of Social Role Valorization and are committed to its implementation. It gives up-to-date information about SRV ideas and events worldwide. It is a way for people who are interested in SRV to connect, support

one another, and exchange ideas. This is a closed Facebook group but permission can be easily gained by request.

14. An Interpreted Pictorial Presentation on the History of Human Services

<http://www.mn.gov/mnddc/wolfensberger/index.html>

Set 1:

This series of 19 videos emphasizes the origins contemporary service patterns, universal lessons for planning service patterns, and lessons for planning and structuring of services which can be learned from this history. Videos begin with the early counts of human service interventions in the Greco-Roman times through western civilization. The overriding theme is that service has often served to limit the disabled.

Set 2:

This series of 12 videos emphasizes service patterns from the 1950's through the present along with implications for the future. From prior to the Reforms of the 1950's-70s to the present it covers implications for the future; specifically, what has gotten better, what has gotten worse, what is the same, and what lies ahead.

Inclusive Higher Education

15. Post-secondary Inclusive Education, Academic Journal Article

Uditsky, B., & Hughson, E. (2012). Inclusive postsecondary education-an evidence-based moral imperative. *Journal of Policy & Practice in Intellectual Disabilities, 9*, 298–302.

This article discusses that inclusive education and the beliefs and principles of inclusive practices must be the foundation for inclusive postsecondary education. Although there is research for over 40 years about the benefits of inclusive education both for the disabled as well as for society as a whole, it still remains relatively rare. Programs that do exist are often only partially inclusive and segregate the disabled from the rest of the population. The rationale for a

totally inclusive approach is based on positive outcomes derived for young adults where opportunities for inclusion in context of universities, colleges, and technical schools offer a means for them to become part of regular life pathways that can lead to positive lifelong outcomes.

16. Think College Film

<https://thinkcollege.net/resources/rethinking-college>

Think College is a national organization dedicated to developing, expanding, and improving inclusive higher education options for people with intellectual disability. Rethinking College is a 25-minute film produced by Think College that explores the growing movement to include students with intellectual disability in higher education. Through the perspectives of parents, educators, advocates, policy leaders, and (most importantly) students, this film illustrates how colleges and universities can provide a setting for all students to grow, learn, and build toward better futures.

17. PIHEC Infographic

<https://pihec.com/wp-content/uploads/2019/04/pihec-infographic-flyer-2019-02-1.pdf>

Pennsylvania Inclusive Higher Education Consortium (PIHEC) is funded by the U.S. Department of Education Transition and Postsecondary Programs for Students with Intellectual Disabilities (TPSID) grant and is housed at Millersville University. The purpose of the Consortium is to further develop the Millersville University Integrated Studies model of postsecondary education for students with intellectual disabilities (ID) and to encourage program development among other Pennsylvania institutions of higher education (IHEs), although the model is now being further developed across the United States. PIHEC's vision is to design and support postsecondary campus settings in which education, authentic social experiences, independent living and integrated and competitive employment can be accessed by young adults

with intellectual disabilities within inclusive and supportive environments.

18. Elks, M., Bechtel, J., Licata, A., Neuville, T. (2019). *A Passion For Full Inclusion: Integrated Studies At Millersville University*. Independently published book.

https://www.amazon.com/dp/1098576578?ref_=pe_3052080_397514860

Inclusive Postsecondary Education curriculums are university designed and aimed at giving access to a liberal arts education for students with intellectual disabilities. This book promotes fully inclusive postsecondary education and serves to assist others in implementing their own fully inclusive postsecondary education initiatives. *A Passion For Full Inclusion* and the model initiative is based on the disability studies framework, the theories of Dr. Wolf Wolfensberger, and is implemented with a healthy mix of passion and practical organizational strategies. The stories told in this book are meant to guide and inspire institutions of higher education as they create a fully inclusive postsecondary education curriculum.

19. Daniel Castellanos, Graduation Speech, First Integrated Studies Graduate

<https://pihec.com/daniel-castellanos-first-integrated-studies-graduate-at-millersville-university/>

Dan Castellanos was the first graduate from the Integrated Studies program at Millersville University and among the first to graduate from any such program in the United States. Dan has significant intellectual disabilities and throughout his K-12 education was, like most Integrated Studies students, isolated as a special education student in his school. Like others with intellectual disabilities, he was told that college would never be something he could do. This source is helpful for undergraduates because it demonstrates another victory in the DRM as disabled persons can be more included in college education and life.

20. ADAPT Blog

<https://adapt.org/category/blog/>

ADAPT is a national grass-roots community that organizes disability rights activists to engage in nonviolent direct action, including civil disobedience, to assure the civil and human rights of people with disabilities to live in freedom. This blog is valuable to undergraduates because it provides very up-to-date information on how, where, and when the disabled can be involved in direct action. Longmore and Heumann often were alone as disabled persons advocating for the disabled. ADAPT arose from their efforts and also to mobilize the disabled population to learn how to advocate and have the opportunity to come together to advocate.

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