Student Name (graduation year)	Committee Members and **Chairperson**	Title	Abstract	Link to Full-Text Dissertation
Dakota Horn	**Thomas Crumpler,** Kyle Miller, Cheri Simonds	Instructional Clarity Examine as a Transactional Communication	This study was an attempt to reexamine the instructional communication construct of teacher clarity through student perceptions. Through multiple open ended data collection measures, the study helped redefine instructional clarity through the widely accepted transactional communication model. The major findings indicated clarity is not a rhetorical construct with instructors being the only determining participant. How students interpret the message, build relationships, overcome barriers, and various other key themes emerged during the data analysis. This study provided a key reexamination of clarity for future studies.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2527&context=etd
Chelsey Bruns	**Steve Mertens**, Allison Antink-Meyer, Jay Percell, Justin Stanek	Athletic Training Clinical Education Assessments: An Exploration of the AT Milestones	Athletic training is an evolving and growing allied health profession. With recent changes in educational degree requirements and standards, many athletic training programs are reviewing current assessments. The AT Milestones project was developed to provide programs with a guide for student assessment within athletic training education programs (ATEPs). While these Milestones have slowly been implemented into select ATEPs, there is currently no published empirical research on the application of the AT Milestones in athletic training education. The purpose of this study was to examine athletic training educators' perceptions of current clinical evaluations, and program evaluations' alignment to the principles of the AT Milestones. The survey had a response rate of 13.2%. Overall, faculty including program directors and clinical coordinators were satisfied or very satisfied with their current clinical evaluations. The majority of respondents reported that they had a general understanding of the AT Milestones (50%). Programs seeking accreditation or in good standing were more likely to have made or are planning to make revisions to clinical evaluations and were more likely to implement the AT Milestones than those programs voluntarily withdrawing. The average AT Milestones Alignment Criteria Score (ATMACS) among the participating institutions was 55%, indicating an average alignment with the AT Milestones. This research seeks to contribute to the limited literature base on clinical assessments in athletic training and serve as a guide for administrators in developing clinical evaluations that best fit the needs of their respective programs.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2517&context=etd
Rachel Smith	**Erin Mikulec**, Tracy Mainieri, Kyle Miller	Pulling Back the Carpet on the Non-Tenure Track Faculty Experience: Perceptions of Pedagogical Support In Postsecondary Education	This dissertation explores the perceptions of part-time and full-time non-tenure track (NTT) faculty at a Midwestern university with a focus on teaching. As NTT faculty are increasingly utilized to instruct a majority of the undergraduate courses in U.S. postsecondary education understanding their experience is essential to their integration into the institutions they represent. Little is known about the perceptions of NTTs regarding their views of preparedness and pedagogy. This dissertation uses a qualitative case study design to give voice to this new majority and in turn provides insight to assist university campuses in developing and retaining NTT faculty. This study provides a holistic view of the experiences of both full and part-time NTT faculty from three distinct departments and includes perspectives from administrators, union representatives and faculty developers.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2504&context=etd
Kate Nealy	**Allison Antink-Meyer**, Dr. Ryan Brown, Erin Mikulec	The Underrepresentation of Minoritized Groups in STEM Education	The current school system lacks racial representation among science, technology,engineering, and mathematics (STEM) teachers, particularly in Black and Latinx populations (National Science Foundation, 2019). This is a critical equity issue due to the increasing racial diversity of the student population and the benefits of race congruence among teachers and students. Using a Critical Race Theory framework, this mixed-methods study explores the underrepresentation of minoritized groups in STEM education. Original surveys and interviews were used to understand the experiences of Black and Latinx STEM majors. The purpose of this study is (1) to better understand the Students of Color's (SOC) positive educational experiences that led to majoring in STEM; (2) to examine the experiences that have challenged SoC success in STEM; and (3) to better understand whether and how those experiences impact a SOC's interest in becoming a STEM teacher. Findings reveal that SOC are not interested in pursuing careers in STEM teaching because (1) the low pay of the teaching profession and (2) the impact of stereotype threat. This research confirms that the inequities in the STEM education pipeline are taking place at the K-12 and post-secondary education level. Change is required in K-12 education, post-secondary, and at the policy level in order to create a more equitable education system for all students.	https://ir.library.illinoisstate.edu/etd/1499/
William J. Rodriguez Nieves	**Sandra Osorio**, Tom Crumpler, Grace Kang	Do They Know or Do They Think They Know? Analyzing Pre-Service Teacher's Cultural Awareness	With an increasingly diverse population, are pre-service teachers confident in their abilities to teach Culturally and Linguistically Diverse students? The research available states the importance of teacher becoming culturally aware to work with diverse students, but little is known about how confident pre-service teachers perceive themselves to be in this aspect. This research study seeks to understand how teacher candidates in a teacher preparation program in the Midwest U.S. assess their levels of cultural awareness and how this informs their practice with minoritized students.
To understand just how teacher-candidates perceive themselves and implement practices for Culturally and Linguistically Diverse students, participants filled out an online survey, participated in a focus group interview, and provided lesson plans to be evaluated using an adapted SIOP protocol. Results showed that participants believed they were culturally aware, but their implementation of culturally aware strategies were not evident in their artifacts.
Teacher preparation programs should reflect how student-teachers are perceiving themselves and how close are those perceptions with the reality of their practices. The better they align practices with perception the more pre-service teachers will be prepared to work with Culturally and Linguistically Diverse Students.	https://ir.library.illinoisstate.edu/etd/1503/

Helen Brandon	**Ellis Hurd**, Pauline Williams, Allison Antink-Meyer, Beth Hatt	INCLUSIVE MATH AND SCIENCE SPACES THROUGH PROFESSIONAL DEVELOPMENT: A QUALITATIVE STUDY FOCUSING ON EDUCATOR VIEWS OF MULTILINGUAL LEARNERS AND EDUCATOR IDENTITY	This action research qualitative study focused on the role that targeted professional development has on shifting the ways in which middle school math and science educators view their culturally and linguistically diverse (CLD) students; in addition, this study focused on the role that professional development plays on shifting teacher identity. Through this study, four middle level math and science educators took part in a four month professional development opportunity that included interviews, questionnaires, video lessons, and focus groups. Through this experience, the educators shifted their views of CLD students to be more asset-based. When looking at the shifts in their perceptions of identity, all of the educators shifted to be more comfortable talking about the role that identity plays in the educational system as well as shifted their understandings of the ways in which our identities affect the way we teach and the way that we, as well as our students, learn.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2482&context=etd
drianna E. Smyrniotis	**da Quesenberry**, Alan Bates, Terry Husband	Investigating Intersubjectivity between Preschool Teachers and Children during Instruction: A Case Study	Early childhood teachers attend professional development sessions, take college-level courses, or read articles, and will, at some point, be exposed to some concepts found in Vygotsky's (1986) cultural-historical theory of cognitive development as they are deeply embedded in education standards, professional standards, texts, and journals throughout the country. And yet, some concepts, including scaffolding (Wood et al., 1976), are the result of misinterpretations and the assignment of a label over the years (Gonzales Rey (2008). A largely overlooked concept accurately relating to Vygotsky's work is intersubjectivity (Trevarthen, 2008), defined as mutual understanding, among teachers and children, for concept development. Intersubjectivity is reached outside the zone of proximal development (ZPD) by assessing prior knowledge and within the ZPD while engaging children through guided participation (Vygotsky, 1986). Learning why this is important and how to achieve intersubjectivity through guided participation is of critical importance to pre- and in-service professionals. Guided participation is child-centered pedagogy involving multi-modal communication to reach intersubjectivity. The process can be explained as an interactive 'dance' between a more knowledgeable other (MKO) and the learner that may include verbal language, gestures, facial expression, and props so they can both to reach *mutual* understanding (Brinck, 2008; Vygotsky, 1986). The purpose of the study was to investigate preschool teachers' engagement with children, communicating toward intersubjectivity (mutual understanding) during the learning process, in preschool classrooms. In many preschools, there tends to be an 'either-or' emphasis on teacher-directed learning (more academic) or child-directed (play-based) learning. Because the concept of mutual understanding relies on give-and-take (aka serve and return) verbal and non-verbal communication, this study examined practices of three participants in play-based programs serving children from three to five years of age. In this qualitative, phenomenological case study, the methods used to gather data were classroom observations, semi-structured interviews, video of the classroom environments, and coded analysis of data. Findings revealed that two of the three participants used more direct instruction with one leaning more toward intersubjective instruction through guided participation and mediated activity.	https://ir.library.illinoisstate.edu/cgi/viewcontent.cgi?article=2471&context=etd
Lindsey L. Jensen	**Robyn Seglem**, Erin Mikulec, Linda Haling	It's a Man's World: Gender and Technology in Young Adult Dystopian Literature	Abstract: The upcoming study involved the content analysis of 20 young adult dystopian texts. The following research questions were used to guide this study: How does YA dystopian literature represent the relationship between girl characters and technology? How does technology positively influence girl characters and their existence within the context of the social and political structures of the novel? How does technology hinder girl characters and their existence within the context of the social and political structures of the novel? What do the common characteristics of dystopian novels suggest about cultural/societal norms regarding gender and technology?	No link available