

## **College Aged Females' Perceptions of Their Fathers as Sexuality Educators**

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*This study explores the perceptions of college aged females in regards to their fathers as sexuality educators. Ten females, all participants in a larger study about parent-child communication regarding sexuality, were interviewed about their fathers' role in sexuality education. Several concepts emerged: Girls and their fathers are uncomfortable discussing sexuality issues; responsibility for sexuality education is placed upon mothers; menstruation, birth control, and relationships are commonly discussed sexuality topics; discussions are often vague and indirect; and fathers use humor when discussing sexuality issues. A proposed framework for the stages of sexuality discussions between fathers and daughters is presented. Practitioners could use this research to help foster father-daughter communication, possibly reducing risky sexual behavior and delaying the onset of intercourse.*

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## **Extrinsic Factors Affecting Overseas Student Teaching**

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*We conducted a qualitative research study involving 13 undergraduate students who completed their student teaching in overseas contexts. Participants completed two waves of interviews immediately after returning to campus from their multicultural experiences. Elsewhere (Firmin, MacKay, & Firmin, 2007), we reported intrinsic findings regarding the participants' experiences. Here, we report three extrinsic factors relating to distance supervision, language adjustments, and preparation issues. Being supervised via e-mail, overall, was considered to be a positive experience—with particular benefit mentioned regarding the weekly journaling process. Language alienation provided some added stress to the overall teaching experience—both inside and outside the classroom. And finally, becoming adequately prepared for the overseas experience (beforehand) was a challenge for all students.*

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## **“Somebody Needs to Light a Firecracker Under Me!” Understanding the Meaning of Physical Activity and Exercise for Older Adults**

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*While physical activity has been shown to contribute to longevity and quality of life, the literature reports that few Americans are sufficiently active. Older adults are the least active population. Studies have examined older adults' physical activity patterns, yet few have explored why this population is inactive. The primary purpose of this study was to understand the meaning of physical activity for older adults across the Stages of Change model. A second purpose was to explore a self-determination continuum through the voices and lived experiences of older adults. A transcendental phenomenological framework illuminated the essence of the meaning of physical activity for older adults. Implications about how these meanings can guide interventions and programs for older adults are provided.*

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## **The School Experiences of Multiple Birth Children**

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*What does it mean to be a multiple birth child (MBC) in school? I interviewed and observed 12 MBC participants and found that the MBC all had the exclusive co-twin relationship as well as distinctive relationships with family and friends. They were commonly viewed as one unit rather than two individuals but generally did not mind this lack of individuation. Each of the participants had developed similar coping strategies by way of positive attitude and switching places. Their school experiences varied between complete classroom separations to consistent common placement, yet all were happy with their respective situations. Based upon the relevant literature and data compilation, there was no singular formula to educate every set of MBC.*

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## **Factors Affecting the Adoption of Co-teaching Models in Inclusive Classrooms: One School's Journey from Mainstreaming to Inclusion**

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*We conducted qualitative research in a suburban middle school in Western Pennsylvania and examined the factors affecting the implementation and adoption of co-teaching models between regular and special education faculty. Purposeful sampling was used to identify 15 regular education teachers and 5 special education teachers as participants in the present study because the implementation of co-teaching had a significant impact on their daily practice as classroom teachers and resulted in substantial changes within their work environments. Teachers were interviewed and observed during a one-year period. Results suggest interpersonal relationship among co-teachers, clearly defined roles and responsibilities, and administrative support and validation are factors that may affect the successful development of co-teaching relationships.*

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## **Measuring Social Consciousness: Using Multiples of Evidence to Examine Teacher Dispositions**

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*Teacher education programs seeking national accreditation must examine and assess the dispositions of their candidates as potential teachers. While it can be agreed that there are beliefs about children and learning that all teachers should share, defining, measuring and evaluating those beliefs is far more difficult. This methodological article examines one institution's efforts to frame dispositions as social consciousness and to measure the unit's ability to support and sustain them. Using Ball and Lampert's (1999) frame of "multiples of time, evidence, and perspective," we propose that dispositions can be measured using quantitative and qualitative methods. This article describes a qualitative method in which micro-case analyses allow for the exploration of candidates' dispositions relating to classroom opportunity and equality.*

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## **“Why Isn’t My Teaching Good Enough?” The Journey of Urban Charter School Educators Seeking Certification**

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*Charter school teachers around the country are increasingly entering university certification programs as the pressure of No Child Left Behind legislation grows. This creates an opportunity for institutions of higher education to meet the needs of these uncertified practicing teachers. Using Critical Race Theory as a guide, this ethnographic case study followed urban charter school educators from largely Afrocentric charter schools at the start of their certification process at a local university. Inquiry focused on an examination of their conceptualization about the certification process and how the process related to providing students with quality educational experiences. Findings indicate general dissatisfaction among charter school teachers regarding the appropriateness and benefits of the certification process to their non-traditional teaching and learning environments.*

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## **Adolescent Awareness of Isolation’s Consequences**

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*Research shows that isolation during adolescence has the potential to contribute to a variety of later problems, but to date no study has focused on adolescent awareness of this effect. The goal of the present study explored adolescents’ perceptions of isolation’s potential harmful consequences. This qualitative study incorporates the perspectives of 14 seventh-grade girls via personal, in-depth interviews. The researchers found participants not to possess a comprehensive understanding of isolation’s possible consequences. These included behavioral, emotional, and cognitive consequences. Students’ responses revealed recurring patterns regarding the self-identified sources of their understanding. Overall, the results are informative both for future researchers and those currently involved with adolescent services.*

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