2.0 INTRODUCTION

Review of related studies is the fundamental importance to provide insight into the problem to familiarize the researcher with the studies previously done and to make the research adopt suitable design. Best(1989) points out "a familiarity with the literature in any problem area helps the students to discover that is already known, what others have attempted to find out" a familiarity with the literature in any problem area helps the students to discover that is already known, what others have attempted to find out, what methods of attack have been promising and disappointing and what problem remains to be solved". The studies related to Social Family Models of teaching are comparatively very limited in number. So the researcher made a detailed study of the available literature related to Social Family Models of teaching during the investigation.

2.1 STUDIES RELATED TO SOCIAL FAMILY MODELS OF TEACHING

Fowlie, Julie; Wood, Matthew (2009) studied MBA students' actual experiences of both good and bad leadership and the resulting emotional responses; to determine which emotionally intelligent competencies, if any, have greater importance in times of change. Design/methodology/approach: The paper follows a deductive approach: moving from the general to the particular based within the phenomenological paradigm, extending Goleman's inductive research into emotional intelligence competencies. Goleman's framework was adopted because his research was based upon competency models from both private-and public organisations, which matches the MBA students' experiences. Findings: The findings suggest that bad leadership equates to a lack of self-management and relationship management competencies; however good leadership is not the exact
opposite. If a person has developed self-management competencies it does not follow that he/she will be considered a good leader. Leaders should aim to have a clear focus on their followers; in other words, highly developed relationship management competencies. It also appears that face-to-face communication is relevant. Research limitations/implications: The research adopted a qualitative approach, with a small sample, which limits the generalisability of the findings. Also, the interpretation of the responses was based on the researchers' knowledge of Goleman's model, which could be considered to be subjective. Practical implications: This research could be used to support HRD professionals in the design of both selection and developmental programmes for managers, including competency descriptions, introduction of testing and developmental activities. Originality/value: The paper discusses the role of emotions in management and adds to the evidence that the competencies within the relationship management quadrant could be used as selection and developmental criteria.

Costigan, Robert D.; Donahue, Lynn (2009) states that the Great Eight competencies are work behaviors that promote employee effectiveness in 21st-century organizations. These competencies include enterprising and performing, adapting and coping, organizing and executing, creating and conceptualizing, analyzing and interpreting, interacting and presenting, supporting and cooperating.

Qiao, June Xuejun; Wang, Wei (2009) argues that this study aims to identify managerial competencies required for successful middle managers in China. Design/methodology/approach: First a questionnaire survey was distributed among MBA and EMBA students at a major university in China, and then two case studies were conducted to collect more in-depth data. Findings: The findings of this study suggest th

Cocchio, Kathy L.(2009) states that this review was prompted by the significant under-representation of women in Canadian corporate executive
positions and the University of Alberta's Executive Education and Lifelong Learning department's interest in determining whether a market exists for an executive education program designed specifically for women. I expected that I would find ample literature about the competencies.

Cocchio, Kathy L. (2009) The study sought to develop consensus opinion on the core competencies required to succeed as a female executive in the C-Suites of Alberta, Canada. The study was prompted by the significant under-representation of women in Canadian corporate executive positions and by a post-secondary institution's interest in determining whether a market exists for an executive program designed specifically for women.

Karkkainen, Riitta; Raty, Hannu; Kasanen, Kati (2009) states that this study examined parental views of their child's educability through the parents' perceptions of their child's resilience. The purposes of the study were: (1) to examine psychometric-properties of the rating scale created to measure parental views of their child's educational and psychological resilience, (2) to explore whether the parents' views of the child's resilience were related to their

Chaux, Enrique (2009) argues in this article, Enrique Chaux considers the effect that an environment replete with violent political conflict has on children. He cites literature that points to higher levels of aggressive and violent behaviors among children in these settings. Then he examines the case of Colombia and an educational initiative that attempted to foster stronger citizenship competencies.

Karkkainen, Riitta; Raty, Hannu; Kasanen, Kati (2008) states that this study set out to examine children's notions of the malleability of their academic competencies and the relations of these notions to the child's grade-level and gender and the parent's educational level.

Isaeva, T. E. (2007) the beginning of the twenty-first century, the issue of the instructor's professional and personal competencies has taken on features not
previously characteristic of it. The problem of determining the content and structuring of the professional and personal competencies of instructors in higher education is conditioned not

Vadivelu, Ramaswamy N.; Klein, James D. (2008) in their research in the areas of human performance technology (HPT), organizational development, and cross-cultural training has suggested the need for developing managerial competencies that are effective in diverse cultural settings. Some competencies such as technical proficiency, knowledge of company systems, adaptability, and the ability to cope have been examined for their suitability in various cultures. However, there have been few efforts to examine the suitability and validity of HPT competencies in cross-cultural settings. This exploratory study investigates the application of HPT competencies across two regions of the world. On the basis of a survey of more than 100 industry professionals, we obtained data indicating the frequency of application of a set of core HPT competencies in the United States and South Asian regions. Findings revealed significant differences between how practitioners in these two regions apply performance analysis, cause analysis, and intervention design and development competencies. Results suggest that cultural differences might be affecting how practitioners in these regions are applying HPT. Possible areas for future studies are discussed. (Contains 5 tables.)

Scrimgeour, Andrew; Wilson, Philip (2009) in The International Curriculum for Chinese Language Education (ICCLE) represents a significant initiative by the Office of Chinese Language Council International (Hanban) to organise and describe objectives and content for a standardised Chinese language curriculum around the world. It aims to provide a reference curriculum for planning, a framework for assessing language competence, and a basis for resource development to cater for a variety of Chinese language learners, especially students at primary and high schools. In this way it is a welcome addition to the international movement to promote and support Chinese second language education around the world. It claims to be based on thorough scientific
research in both past experiences and current practice in foreign and second language education globally, and to have considerably reduced the difficulties of learning Chinese by adjusting objectives and skills to suit more novice learners. The ICCLE is presented in Chinese with an English translation included in the one document. The review provided in this article is based upon the English version. The ICCLE describes the goal of Chinese language education to be the mastery of Linguistic Competencies. Linguistic Competencies is composed of four components: "Linguistic Knowledge" (phonology, vocabulary, grammar etc), "Linguistic Skills" (macroskills), "Strategies", and "Cultural Awareness." The first two of these components, "Linguistic Knowledge" and "Linguistic Skills," are considered the basis of Linguistic Competencies; the latter two components, "Strategies" and "Cultural Awareness," are provided "mainly for the benefit of language teachers."

Roysircar, Gdrgi (2008)studied about explanatory behavioral and social effects with an individual or micro focus. A somewhat less programmatic literature exits in social justice that considers systemic or macro factors: for example, mental health service and its structures that perpetuate inequity and disparity in service delivery. Social privilege arises from macro-level environments wherein certain social identities of race, class, gender, sexuality, and religion are considered normative with perceived natural rights, whereas those not thus privileged are questioned and discredited. The article approaches privilege as a therapist attitudinal variable, a subjective experience as well as perception of entitlement, which can be remediated through the practice of multicultural counseling competencies. As a multicultural competency, group therapists are expected to learn about groups with different social classes, their privileged cultures and feelings of entitlement as opposed to marginalized cultures, and their feelings of disempowerment and disidentification with privileged classes. Group therapists are encouraged to examine their own values, biases, and assumptions that emanate from their middle-class, higher-education standing and to advocate against counseling dynamics that marginalize and
oppress group therapy members who are different from other group members as well as from the leader. Social privilege and multicultural competencies are inversely related.

Miranda, Silvania V.; Tarapanoff, Kira M. A. (2005) presented a paper which deals with the identification of the information needs and information competencies of a professional group. Theoretical basis: A theoretical relationship between information needs and information competencies as subjects is proposed. Three dimensions are examine: cognitive, affective and situational. The recognition of an information need was linked to the development of competencies to analyse the problem in focus. Methodology: Qualitative epistemology was used and the research strategy was a case study. The research techniques were document analysis, interviews, participant observation, work process analysis and focus groups. Analysis and results: The analysis of critical success factors and the work processes mapping brought understanding of the relationship between the identified information needs and the information competencies developed to satisfy them. Conclusion: Information needs were closely linked to the needs of the work processes and that the competencies developed to attend these needs were closely related to the success factors. The proposed research framework offered a new perspective that had positive results in understanding the main characteristics of the activity.

Hillaker, Barbara D.; Brophy-Herb, Holly E.; Villarruel, Francisco A.; Haas, Bruce E. (2008) conducted a study on three aspects of parenting, positive family communication, facilitation of supportive family relationships, and maintenance of standards in the family, were examined as predictors of positive values and social competencies in sixth- (n = 1,453), seventh- (n = 3,732), and eighth- (n = 4,474) grade youth. Hierarchical regression analyses indicated that parenting processes were significant indicators of youth outcomes, both independently and in interaction with each other. Whereas perceptions of parenting processes declined across grade level, the effects of parenting on youth outcomes did not. Parental contributions to basic youth competencies continue to
be an important contribution to positive youth development work throughout early adolescence.

Kats-Gold, Inna; Priel, Beatriz (2009) conducted a study on the emotional competence of school children. There is growing interest in the role of emotional competence in middle school children's adjustment and functioning, yet many populations remain underresearched. Few studies have explored the emotional competence, especially emotion understanding, of children with, or at risk of, attention deficit hyperactivity disorder (ADHD), and even fewer have examined the role emotion understanding plays in these children's social skills. Our study investigates a profile of the emotion understanding capacities of Israeli boys at risk of ADHD and evaluates its association with their social skills. One hundred and fifty-two boys (grades 4-6) were each assigned to an at-risk (n = 66) or comparison (n = 86) group based on their scores on an ADHD symptoms questionnaire;(Conners Rating System-Revised). The two groups were matched on age, socioeconomic status and class, and school environment. Group comparisons revealed that relative to their non-at-risk counterparts, at-risk boys demonstrated less mature emotion understanding. Finally, our findings indicate that poor emotion understanding plays a more notable role in the social functioning of at-risk than non-at-risk children. This study's contribution to the understanding and school treatment of children with ADHD emotional and social competencies is discussed.

Palomera, Raquel; Fernandez-Berrocal, Pablo; Brackett, Marc A. (2008) through their study calls for the inclusion of emotional competencies within basic competencies considered in compulsory schooling and in the objectives of pre-service teacher training that is now being designed within the European Space for Higher Education. Toward this end, we review current research on the fundamental role of emotional competencies, concretely, emotional intelligence (EI; Mayer and Salovey, 1997), on students' personal, social and academic functioning, as well as on teacher effectiveness and well-being. In addition, we analyze the multiple functions that educational legislation requires of the teacher.
By presenting the scientific evidence for the predictive validity of emotional intelligence and its relation to present educational objectives, this paper seeks to demonstrate the need for developing emotional competencies in teacher education in order to enhance well-being and job performance, both in teachers as well in their future students. We propose pre-service teaching training as the priority educational context for this type of learning, which is also an indispensable requirement for later ongoing professional development.

Klinzing, Hans Gerhard (2009) studied the ability to express and decode nonverbal cues is assumed to be an essential quality in communication and teaching. To validate, generalize and expand upon earlier research on the importance of nonverbal competencies in communication and teaching, i.e., the relationship of nonverbal competencies

Sekerka, Leslie E.( 200P) Insuring that ethical action remains a vibrant aspect of an organization's climate and culture is an ongoing challenge for those responsible for training and development. To better understand what best practices are being utilized today, eight organizations in the Silicon Valley region of the United States were studied. Findings suggest that ethics training is particularly intensive when an employee is first hired, when rules, regulations and corporate values are shared during the indoctrination period. Training continues, but is often limited to online activities. Face-to-face interaction, necessary for learning and development, is usually reserved for specialized functions and senior level managers. Most firms emphasize a compliance-based approach, with little attention directed toward developing moral competencies over time. In addition, assessment tools to measure ethical competencies are rarely used as performance criteria. Findings from this study reveal specific trends, which can inform, guide and improve practitioners' efforts to further develop ethical decision-making and action within their organizations.
Studies Related To Group Investigation Model

Atkinson, A (2009) states that the Education Planner website provides a searchable database of approximately 1,700 undergraduate post-secondary programs in British-Columbia (BC). It is intended as a "one-start entry point" for students looking for post-secondary options. This independent review of Education Planner was undertaken to determine its overall effectiveness, and to serve as an accountability mechanism to government. The scope of the review includes: (1) Governance and Project Management; (2) Effectiveness (Usefulness and Navigability); (3) Marketing; (4) Site Security; and (5) Sustainability. Surveys were prepared for users and the various professional groups deemed most likely to make use of the resource: both users and the professional groups working with students and prospective students gave the resource high ratings for usefulness and for navigability. However, within both groups, many respondents were not familiar with, and in many cases, had not used many of the components: further investigation and analysis is recommended. The governance and management model for the site has proven to be most effective. Feedback received through the surveys and the focus group indicates that the marketing strategies employed are working well. In addition, several useful suggestions for reaching parents of secondary school students and adults contemplating entering or returning to post-secondary education were received. An assessment of site security revealed that the technological architecture and technical support meets the highest industry standards. In relation to sustainability, several factors emerged, including risk management, technological efficiency, content management, scalability, and planned enhancements. It is recommended that a risk management strategy be developed and that further technological efficiencies be pursued. Additionally, monitoring of the effect of the newly adopted policy on membership is recommended, as the new policy may significantly increase the number of programs that need to be added/updated. The reviewer also recommends assessment of planned enhancements, both in relation to the work
required to develop and maintain them, but also to ensure that enhancements are in keeping with the intended purpose of the study.

Maron, Nancy L.; Smith, K. Kirby (2008) states that as electronic resources for scholarship proliferate, more and more scholars turn to their computers rather than to print sources to conduct their research. The decentralized distribution of these new model works can make it difficult to fully appreciate their scope and number, even for university librarians tasked with knowing about valuable resources across the disciplines. In the spring of 2008, the Association of Research Libraries engaged Ithaka to conduct an investigation into the range of online resources valued by scholars, paying special attention to those projects that are pushing beyond the boundaries of traditional formats and are considered innovative by the faculty who use them. This report profiles each of eight types of digital scholarly resources, including discussion of how and why the faculty members reported using the resources for their work, how content is selected for the site, and what sustainability strategies the resources are employing. Each section draws from the in-depth interviews to provide illustrative anecdotes and highlight representative examples. These eight resources are: (1) E-only journals; (2) reviews; (3) preprints and working papers; (4) encyclopedias, dictionaries, and annotated content; (5) data; (6) blogs; (7) discussion forums; and (8) professional and scholarly hubs. The study found that while some disciplines seem to lend themselves to certain formats of digital resource more than others, examples of innovative resources can be found across the humanities, social sciences, and scientific/technical/medical subject areas. Of all the resources suggested by faculty, almost every one that contained an original scholarly work operates under some form of peer review or editorial oversight. Some of the resources with greatest impact are those that have been around a long while. While some resources serve very large audiences, many digital publications-capable of running on relatively small budgets-are tailored to small, niche audiences. Innovations relating to multimedia content and Web 2.0 functionality appear in some cases to blur the lines between resource types. Projects of all sizes-
especially open-access sites and publications—employ a range of support strategies in the search for financial sustainability. This report indicates several ways that university librarians can play a central role in sharing information about these digital resources with the campus community, and in guiding new projects toward success. In addition, the field team model has provided a path for enriching future interactions between faculty and librarians, one which the Association of Research Libraries continues to develop. The following are appended: Field Team Participation; (2) Current Models of Digital Scholarly Resources by Type; (3) List of Interviews; and (4) Digital Scholarly Resources by Disciplinary Group.

Lee, Szu Hsin; Tseng, Hui Citing (2008) states that in today's studies of how computer technologies are used in college art lessons, limited examples are focused on both digital instructional technology design and learning achievement. This study attempts to measure the learning achievement of college students from two intact groups in an art class when a multimedia form of instruction was utilized in place of traditional instruction. The researcher developed an instructional CD-ROM followed by the steps of the ADDIE instructional model. Only the experimental group received digital content-based instruction and the three-dimensional visualization module. A pretest and post-test instrument was utilized for both the experimental group and the control group. A one-way ANOVA was used to determine significant differences between groups. The usage of the three-dimensional visualization module (the experimental group) produced a significant difference in student performance, compared to traditional

Paquette, Kelli R. (2009) states that a mixed methodological approach was used to examine the effect of a cross-age tutoring writing program among second- and fourth-grade students in a rural elementary school in Delaware. Pre-test and post-test writing prompts were administered and evaluated using the 6+1 traits writing assessment rubric. Students were assessed qualitatively through written journal responses and group discussions, and interviews were conducted at the
completion of the cross-age tutoring writing program. After detailed descriptive statistics were ascertained, an analysis of covariance test was performed. The analysis revealed that there was a statistically significant academic difference between fourth-grade students who participated in the cross-age tutoring writing program and the fourth-grade students who did not participate in the program. There was no statistically significant academic difference between the second-grade treatment and non-treatment groups.

Smith, Jane 2009 states that purpose: The purpose of this paper is to investigate the theoretical foundations of the solidarity network concept and its perceived utility as an enabling force for social organizations to influence change. The theoretical framework presented is intended to stimulate dialogue, interest and investigation on the subject of solidarity networks. Design/methodology/approach: The paper adopts a discourse analysis-type approach to developing a theoretical framework for conceptualizing solidarity networks through an analytical review of existing literature on solidarity and solidarity networks. It is through consideration of this literature that the "threads" of a theoretical model for solidarity networks are "woven" together. Findings: Based on the findings of the analysis the paper asserts that the following characteristics are among the defining elements of solidarity networks and help to form the basis of a theoretical framework that strives to create a more cohesive understanding and an applied exploration for future analytical investigations. These characteristics are: support for "broad" values, anti-oppression and vision-based solidarity for the future; the flexibility and adaptability of the network's organizational structure and issue-area(s) of focus; that network members are motivated by a sense of mutuality, or mutual self-interest; that network members are motivated by "high-order" values associated with the "public good"; and that there is a demonstrated ethic of social responsibility and social justice. Originality/value: The paper represents a theoretically-based approach to conceptualizing solidarity networks. It adds new dimensions to one's thinking
about social networks as a form of social relationship and social network analysis (SNA) as a "tool" for describing social relationships

Tanyeli, Nadiran states that Internet is the most important technological innovation of today, which can easily be integrated into every field of people's lives. The reason of its rapid improvement is its usefulness and easy access. Web, WWW, is a new technology which is used as a communication facilitator and it is an instructional delivery medium. It is vital to learn English and it becomes easier when you use the Internet as a tool for learning in the virtual learning environment. In this study I aimed to figure out how effective the web assisted reading skills in Eastern Mediterranean University (EMU), Faculty of Law are. The study aimed to find answer to the question "Is there a significant difference between the test results of the experiment group and control group, which are instructed in two different methods?" In today's world, web assisted teaching and learning is replacing traditional teaching and learning methods and thus, I aimed to determine if Faculty of Law students are learning better when the reading instruction is assisted by the web. The results showed that web assisted instruction is more successful on Law students. This study has a vital significant internally since the results will be used to change the curriculum of the English courses in the Faculty of Law. The results showed that experiment group does better than the control group, and the curriculum is revised and web assisted reading skills will created the main part of the curriculum. In a broad sense, the study is also important because EMU seeks a worldwide recognition and accreditation and thus adapting the generation's innovation partly helps to achieve this goal. EMU should have web-based teaching and learning, as today it is the growing educational tool for future teaching and learning styles; In this study, experimental study. model is used. There are two experimental groups of students. The experiment group students practice reading skills activities on the web. Students in control group practice the same activities using the traditional methods, guided by the teacher in class. Both groups are given pre-test at the beginning and post-test at the end in order to compare the achievements of the
two groups. The experiment took place in one month. At the time of the experiment, the English language reading activities are done with the experiment group in the Faculty of Law computer laboratory. The control group did the same activities in classroom. During the experiment, quizzes are given to both student groups in order to figure out and follow their progress. The population under investigation are second year students, who are taking English IV Course in Fall 2007-2008 school year in Faculty of Law at EMU, chosen randomly. I have chosen students from this course because it is the 4th and final English course in the curriculum of Law students. Triangulation is used in this study. The data is collected through a questionnaire, interviews, and observations.

DaRos-Voseles, Denise A.; Collins, Kathleen M.T.; Onwuegbuzie, Anthony J.; Jiao, Qun G. 2008 The purpose of the present investigation was to examine the role of self-perception in predicting performance of cooperative learning groups in graduate-level research methodology courses. A total of 29 groups was examined (n = 102 students), ranging in size from 2 to 7. A series of multiple regression analyses revealed that the groups attaining the lowest scores on the article critique assignment (i.e., group outcome variable) tended to report the lowest levels of perceived job competence and perceived self-worth, the highest levels of perceived creativity, the greatest variation with respect to perceived scholastic competence and perceived humor, and the least variation with respect to perceived social acceptability. These six variables model explained 75.8% (adjusted R\textsuperscript{2} = 69.2%) of the variation in article critique scores, which indicated an extremely large effect size. Thus, self-perception appears to be a very powerful predictor of performance of cooperative learning groups involving graduate students.

Cleaver, Shaun; Ouellette-Kuntz, Helene; Hunter, Duncan (2008) studied the population ages, mobility limitations-are associated with increased mortality and negative health-related states both in the general population and among people with intellectual disabilities. The influence of mobility limitations upon the lives
and lifestyles of people with intellectual disabilities remains poorly understood. Specifically, the extent to which mobility limitations might limit residential options for individuals and families has not been evaluated. To determine the relationship between mobility limitations and place of residence for adults with intellectual disabilities, age 45 and older, a proxy-response telephone survey was completed for 128 adults with intellectual disabilities in Southeastern Ontario. A participant's place of residence was categorized as being "high support" (group homes and nursing homes) or "low support" (living alone, with family, roommates, or host family). People with a score of 12 or less on the Rivermead Mobility Index were considered to have a mobility limitation. The relationship between mobility limitations and high-support residential settings was analyzed using a multivariate logistic regression model. After adjusting for age, sex, and presence of cerebral palsy, communication problems and behavior problems, people with mobility problems had 3.6 times greater odds of living in high-support settings. Authors concluded that mobility limitations are associated with residence in "high-support" settings and that further investigation is needed to determine the direction of causality and to create programs and services that equalize opportunities.

Soter, Anna O.; Wilkinson, Ian A.; Murphy, P. Karen; Rudge, Lucila; Remnger, Kristin; Edwards, Margaret 2008 The purpose of this study was to validate and extend the findings of an exhaustive literature search in Year 1 and a metaanalysis in Year 2 of a 3-year project in which nine (9) small-group discussion approaches were identified. Having identified parameters of discussion that were, to a greater or lesser extent, present in these nine discussion approaches, our goal in the study being reported in this paper, was to evaluate the nine discussion approaches on a common set of discourse features known to characterize "quality" discussions. Although there is overlap among some studies in the nature of the measures used, the extant literature does not afford a uniform basis on which to evaluate student talk as an indicator of student understanding and critical thinking. In the present study, we identified features of classroom discourse that might serve as proximal
London: Routledge]. The data indicate that the most productive discussions (whether peer or teacher-led) are structured, focused, occur when students hold the floor for extended periods of time, when students are prompted to discuss texts through open-ended or authentic questions, and when discussion incorporates a high degree of uptake. Results also indicate that authentic questions give rise to longer incidences of student talk, which in most cases result in opportunities for greater elaboration of utterances by students, and which in turn, generate reasoning and high-level thinking. Our results also support the view that affective connections between readers and text appear to play a role in generating discourse that elicits high-level comprehension and critical-analytic responses in text-based discussions. Indeed, the richest reasoning appears to occur in the critical-analytic rather than in the expressive discussion approaches. Our analysis of discourse, then, suggests that authentic question, uptake, the density of reasoning words, and elaborated explanations may indeed be useful measures of productive discussions despite the highly situated nature of small group discussions.

van Rijn, Sophie; Swaab, Hanna; Aleman, Andre; Kahn, Rene S. (2008) reported that Klinefelter syndrome (47,XXY) has been associated with psychosocial difficulties, knowledge of the social behavioral phenotype is limited. We examined specific social abilities and autism traits in Klinefelter syndrome. Scores of 31 XXY men on the Scale for Interpersonal Behavior and the Autism Spectrum Questionnaire were compared to 24 and 20 control men respectively. XXY men reported increased distress during social interactions and less engagement in specific social behaviors. In the XXY group, levels of autism traits were significantly higher across all dimensions of the autism phenotype. These findings call for a clinical investigation of vulnerability to autism in Klinefelter syndrome. Klinefelter syndrome might serve as a model for studying a role of the X chromosome in social behavioral dysfunction and autism-like behavior.
Reynolds, Arthur J.; Roe-Sepomtz, Dominique (2008) conducted a study to explore whether social or emotional outcomes for high-risk early adolescent youth that attended an established preventive intervention called the Chicago Child-Parent Center Preschool Program (CPC) are moderated by individual, family and program variations. Purpose: Two questions are addressed: (1) Do the effects of CPC preschool participation on early adolescent social and emotional competency vary by sex of child, family risk status, parent education and family structure? (2) Do estimated effects on early adolescent social and emotional competency vary by program length in the preschool and school-age components of the program? Programme description: Located in or close to elementary schools in the Chicago public school system, the CPC program provides educational and family-support services to children between the ages of 3 and 9 (preschool to 2nd or 3rd grade). Within a structure of comprehensive services similar to Head Start, the intervention emphasises the acquisition of basic skills in language arts and math through relatively structured but diverse learning experiences that include teacher-directed, whole-class instruction, small-group and individualised activities, and frequent field trips. Sample: Data for this investigation were drawn from the Chicago Longitudinal Study (CLS). The CLS follows a cohort of 1539 disadvantaged, minority children (93% African-American, 7% Latino or Other) who were born in 1980 and attended kindergarten programs within the Chicago Public School System in 1985/86. Out of the full sample of 1539, a subset of 989 children (64% of the sample) received preschool services from one of Chicago's 20 Child-Parent Center (CPC) programs. An additional set of 550 children (36% of the sample) did not attend CPC preschool and serve as a non-CPC comparison group. The study sample are 1378 primarily African-American youth who participated in the CLS and had scores for two or more identifiable social and emotional competency indicators by age 15. Design and methods: Follow-up of a non-randomised alternative intervention matched-group cohort at age 15 years. Differential effects were estimated using multiple regression. Program interaction terms (e.g., program [times] sex or program [times] parent high school graduate) were added to the basic regression model specification that already included the
main effects of each variable included in the interaction. Results: Some 12% (or
11 of 92) of the interaction terms for social and emotional outcomes by age 15
were significant at the 0.01 or 0.05 level. The most frequently detected
differential effects were for family risk level (high or low) and sex of child.
Conclusions: Most children appear to benefit equally from participation in the
CPC program. The prediction from ecological theory that children, experiencing a
large number of environmental risk factors (e.g., high family risk status and low
parental education levels) are more likely to benefit from program participation
was supported

Ou, Suh-Ruu; Reynolds, Arthur J. (2008) states that the authors investigated a
comprehensive set of predictors of high school completion and years of
completed education for youth in the Chicago Longitudinal Study, an ongoing
investigation of over 1500 low-income, minority children who grew up on high-
poverty neighborhoods. The study sample included 1286 youth for whom
educational attainment could be determined by age 20. Predictors were measured
from birth to high school from participant surveys and administrative records on
educational and family experiences as well as demographic attributes. Results
from regression analyses indicated that the model explained 30.4% of the variance
in years of completed school. The model also predicted accurately 73.3% of
youths' observed high school completion status and 72.6% of their high school
graduation status. The strongest predictors of educational attainment were
maternal educational attainment, school absences and mobility, grade retention,
and youth's educational expectations. Findings indicate that students' expectation
and school mobility are targets of intervention that can promote children's
educational persistence.

Fenollar, Pedro; Roman, Sergio; Cuestas, Pedro J. (2007) states that Background:
The prediction and explanation of academic performance and the investigation of
the factors relating to the academic success and persistence of students are topics
of utmost importance in higher education. Aims: The main aim of the present

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study is to develop and test a conceptual framework in a university context, where
the effects of achievement goals, self-efficacy and class size on academic
performance are hypothesized to be direct and indirect through study strategies.
Sample: Participants were 553 students of different faculties from a university in
Spain. Method: Pre-existing scales were used to develop the questionnaire.
Questionnaires were group-administered in 21 classes during the first 2 weeks of
May (i.e. about 1 month before the final examination). At the end of the academic
year, students' grades were obtained from professors of each course. Results: Data
were analysed through structural equation modelling. The results of the structural
model provided support for most of the hypothesized relationships. Achievement
goals and self-efficacy had no direct effects on performance, but results from the
model comparison suggested that a mediational model provided a better fit to the
data. Conclusions: Our study provides support for the key mediational role of
study strategies in the effect of achievement goals and; self-efficacy on academic
performance. Self-efficacy seems to have the strongest indirect effect on
performance. Mastery goals play a key role increasing deep processing and effort,
and in turn affecting performance. Academic performance tends to diminish with
increasing class size.

Pomplun, Mark (2007) This study investigated the usefulness of the bifactor
model in the investigation of score equivalence from computerized and paper-
and-pencil formats of the same reading tests. Concerns about the equivalence of
the paper-and-pencil and computerized formats were warranted because of the use
of reading passages, computer unfamiliarity of primary school students, teacher
versus computer administration of the tests, and slightly lower scores on the
computerized format than on the paper-and-pencil format across all 4 grades. A
confirmatory item factor analysis implemented through the bifactor model in
TESTFACT indicated that the best-fitting model had a general factor as well as
skill-group factors. This model was more consistent with the data than a model
with 2 method factors, paper-and-pencil and computer administration. In addition,
the general and skill factor loadings for most of the items were reasonable.
Although several instances of negative loadings were found for items on the skill factors, these did not appear to have any practical importance. As a result, the bifactor model proved useful for studying paper-and-pencil and computerized score equivalence because of the reasonable results and delineation of loadings for the method and skill factors at the item level as well as for the general factor.

Morris, Jerome (2008) states that background/context: Most narratives of Brown V. Board of Education primarily focus on integrated schooling as the ultimate objective in Black people’s quest for quality schooling. Rather than uniformly assuming integration as Black people’s ideological model, the push by Black people for quality schooling instead should be viewed within the contours of Black political thought, which encompasses multiple ideologies (of which integration represents only one). Purpose/Objective/Research Question/Focus of Study: As Black people searched for quality schooling for their children, many knew that, though legally segregated, some of their segregated Black schools were effectively educating Black children. Unfortunately, the representation of predominantly Black schools in the historical literature is narrow and, as has been noted, primarily focuses on the fiscal inequalities between segregated Black and White schools. Yet, some scholars who have conducted historical research on Black schools during segregation have gone beyond such truncated representations of segregated Black schools. This article investigates an important, but often ignored, intellectual trend in the historical and contemporary scholarship on Black schooling. This trend offers a counternarrative to the representation of predominantly Black schools and the experiences of Black people before and after the passage of Brown v. Board of Education of Topeka, Kansas. Research Design: The research design for this article is an analytic review and essay that highlights key works on African American schooling during legalized segregation, and suggests directions for research on contemporary African American schooling. Descriptions of main findings: A major theme from this analytic review and article has been the emergence of a cadre of scholars over the past three decades—most of whom are African American—who have
provided a counternarrative to the master-narrative representation of Black schools before the passage of Brown. In this article, I illustrate how this group of scholars has challenged the pervasive notion that all the segregated Black schools, and the educators who worked in them, were inferior in all respects. This counternarrative is becoming evident in recent historical literature of segregated Black schooling, as well as present in a limited capacity in contemporary sociological research on African American schooling. Collectively, this body of scholarship raised poignant questions concerning (1) the efficacy of desegregation as the primary means to implement Brown, (2) how desegregation policies ignored the sociocultural and historical contexts of Black schooling, and (3) the need to address Brown's second promise of quality schooling for low-income Black children. Conclusions/Recommendations: The article concludes with implications for contemporary educational policy and reform, and for the scholarly investigation of African American people and institutions.

Windschitl, Mark; Dvornich, Karen; Ryken, Amy E.; Tudor, Margaret; Koehler, Gary(2007) states that field investigations are not characterized by randomized and manipulated control group experiments; however, most school science and high-stakes tests recognize only this paradigm of investigation. Scientists in astronomy, genetics, field biology, oceanography, geology, and meteorology routinely select naturally occurring events and conditions and look for descriptive, correlative, or causal trends. Field investigations contribute to scientific knowledge by describing natural systems, noting differences in habitats, and identifying environmental trends and issues; they are designed to answer an investigative question through the systematic collection of evidence and the communication of results. This paper describes the range of field investigations conducted by scientists and K-12 students and elaborates a comparative model of three different types of field investigations (descriptive studies, comparative studies, correlative studies). These forms of investigation are more representative of current scientific practice and provide rigorous and engaging inquiry experiences for young learners.
Breland, Hunter; Lee, Yong-Won (2007) conducted a study with objective of the present investigation was to examine the comparability of writing prompts for different gender groups in the context of the computer-based Test of English as a Foreign Language[TM] (TOEFL[R]-CBT). A total of 87 prompts administered from July 1998 through March 2000 were analyzed. An extended version of logistic regression for polytomous items was used to investigate both uniform and nonuniform gender effects. An English Language Ability variable was developed from the multiple-choice components of the TOEFL[R]-CBT examination and used as a matching variable. Initially, most of the prompts were flagged because of statistically significant uniform gender effects, with some prompts displaying nonuniform effects as well. Nevertheless, the effect sizes were too small for any of those flagged prompts to be classified as having an important group effect. These findings are discussed in relation to prompt content review, gender format differences, and second language learning theories.

Myers, Karen Kroman; McPhee, Robert D. (2006) states that this multilevel investigation examined the effect of group interaction and its influence on individual-level membership variables and group assimilation. The study is based on a model of group socialization developed by Moreland and Levine (1982) and was modified in this study to investigate the development and maintenance of highly interdependent work groups in a high-reliability organization: a municipal fire department. Using hierarchical linear modeling, we examined individual- and crew-level influence on four assimilation outcomes: involvement, trustworthiness, commitment, and acceptance. At the individual level, acculturation predicted all the four assimilation outcomes. Involvement also was a predictor of the latter sequences of assimilation: commitment and acceptance. The study also found that one crew-level variable—crew performance—affected and modified the influence of tenure, proactivity, involvement, acculturation, and trust on members' commitment. Implications are offered for the influence of group interaction on member assimilation and support for continuing group-level research on
assimilation. This study also underscores the utility of multilevel analysis in examining communication at the interpersonal and group levels.

Faro, Salvatore; Swan, Karen (2006) states that the Studio Model was developed at Rensselaer Polytechnic Institute (RPI) to improve teaching and learning in introductory science classes. The study reported in this article explored the efficacy of the Studio Model at the high school level. The Studio Model combines collaborative learning with the use of online materials designed to support and augment in-class activities. The study explored the effects of the Studio Model on student learning of Earth Science concepts. In addition, the research investigated the potential attribution of such effects to either of the Studio Model's component parts (collaborative learning or online materials) by comparing student learning and attitudes across four treatment groups: a Studio Model group, a Cooperative Only group, an Online Materials Only group, and a Control group who received traditional science instruction. Findings demonstrate the superiority of the Studio Model, and the Studio Model alone, over traditional science instruction. They suggest the Studio Model may be an important new method for increasing learning in high school science, and that its positive effect may derive from the support it gives to collaboration within and beyond science classes.

Walton, John S.; Guarisco, Gisele (2007) states that the purpose of this research is to analyse knowledge flows within a transnational educational partnership and to use social network analysis to map out structural differences between the two partners and the evolution of these differences over time. Design/methodology/approach: A single longitudinal case study social network analysis is undertaken over a ten-year period based on semi-structured interviews with key informants supported by observational and archival data. Findings: The investigation identifies feedback, feed-forward and feed-across knowledge transfer processes- resulting in shared personal learning within the network zone and increasing institutionalisation of acquired knowledge. Research limitations/implications: The findings are based on a single case study setting and
further research with similar partnerships needs to be undertaken to establish points of comparison. Practical implications: How diagrammatic representation can be used to capture key structural issues that underpin the knowledge management process in loosely formed organisational settings. Originality/value: The paper presents a new diagnostic-enabling knowledge management model that helps address issues of how knowledge flows/transfer can be analysed and identified between partners at individual, group and organisational level. This model also identifies the inter-organisational space that bounds the social network under discussion.

Garcia-Reid, Pauline (2007) Hispanic females are a rapidly growing population and are now considered the largest group of ethnic minority girls in the United States. Yet research to guide their educational needs remains sparse. Addressing this concern, this investigation incorporated a strengths-based approach for examining school engagement among Hispanic middle school girls. A path model predicting school engagement was tested that included a neighborhood environment variable (e.g., neighborhood dangerousness) and variables to assess social capital (e.g., teacher support, friend support, and parent support). The hypothesized model was found to fit data from the sample and showed the positive and direct effects of teacher support, friend support, and parent support on school engagement, and further demonstrated that the perceived absence of neighborhood dangerousness was positively and directly associated with engagement in school. Implications for school-based interventions for Latina youth are discussed.

Corby, Brooke C; Hodges, Ernest V. E.; Perry, David G.( 2007) states that the generality of S. K. Egan and D. G. Perry's (2001) model of gender identity and adjustment was evaluated by examining associations between gender identity (felt gender typicality, felt gender contentedness, and felt pressure for gender conformity) and social adjustment in 863 White, Black, and Hispanic 5th graders (mean age = 11.1 years). Relations between gender identity and adjustment varied
across ethnic/racial groups, indicating that S. K. Egan and D. G. Perry's model requires amendment. It is suggested that the implications of gender identity for adjustment depend on the particular meanings that a child attaches to gender (e.g., the specific attributes the child regards as desirable for each sex); these meanings may vary across and within ethnic/racial groups. Cross-ethnic/racial investigation can aid theory building by pointing to constructs that are neglected in research with a single ethnic/racial group but that are crucial components of basic developmental processes.

Perkins, Stephen J.; Daste, Romain(2007) states that the purpose of this article is to enhance understanding of influences on interaction between corporate personnel and development specialists and line functions associated with expatriating managers. Line managers are expected to accept greater responsibility for people management and development. But line managers' strategies for managing risks inherent in supervising expatriate managers may cause to surface incompatibilities with specialists' corporate "policy conscience" role. A pluralistically inclined perspective on "managerial interest streams" offers insights into inter-group perceptions and behaviour.

Design/methodology/approach-Focusing on organisational actors' interpretations, a non-standardised survey by e-mail, covering a small sample of expatriate managers (n=20) employed in various countries by a large UK-headquartered healthcare retail group, was complemented by semi-structured interviews with personnel and development specialists in a further seven large multinational companies. Findings—Potential tensions around the application of corporate expatriation policy may be attributed to factors-"educating" line and specialist orientations to expatriate managers. Originality/value—The value of the paper is in the development of an original model sketching pluralistically located interaction around expatriation management. While limited to an exploratory empirical investigation, the practical implications derive from specification of opportunities and threats to partnership building between those involved in expatriating managers.
Allen, Linda Quinn (2006) states that studies indicate that group work accompanied by the cooperative learning elements of individual accountability and structured independence among group members enhances student achievement. This article illustrates the implementation of a specific type of cooperative learning project called group investigation. The project is based on Slavin's (1995) six-stage model of group investigation. It was implemented in a fourth-semester college-level French class and would be suitable for third- and fourth-year high school French classes. The model could be adapted for Spanish or other language classes.

Holfye-Sabel, Maty-Anne (2006) states that this investigation focuses on student attitudes and looks at school quality from the perspective of affective variables rather than students' knowledge or abilities. The concept of attitude includes ways of feeling, thinking and behaving and maintaining an expression of one's identity within the environment. The analysis focuses on student attitudes 35 years apart between the late 1960s and 2003. During this period, major changes in the Swedish national curricula occurred, although the goal orientation has remained that of equity and democracy. Purpose: The purpose of the paper was to investigate whether major changes in Swedish student attitudes towards school, teachers and classmates had occurred between the late 1960s and 2003, and to discuss possible changes in relation to educational policies. In addition, a recently described CFA model was examined in relation to the investigation in order to see if development of the method using factor scores could be applied in further analysis of the possible differences between the two time periods. Sample: In 1967/68, 1488 pupils from 60 classes in the Gothenburg area in the compulsory 6th grade responded to a questionnaire. In 2003, 1540 pupils from 78 grade 6 classes in Gothenburg City responded to the same questionnaire. Design and methods: The questionnaire consisted of 40 items with five alternatives and was originally constructed in 1960. Confirmatory factor analysis was used with previously described latent variables at two levels, within and between classes. Factor scores were computed for the factors at both levels. At the within level,
seven factors were found and four of these were relational-factors; at the between level, three factors were identified. Results: In general, the attitudes on item level were more positive today. The differences between classes had increased. Factor scores at the individual level showed no significant changes in the factors "interest in school", "view of teacher" and "working atmosphere in the classroom". Significant positive changes had occurred in all four peer relational factors: "relation with classmates", "view of peers" "lack of anxiety" and "view of fuss" (disturbances). At the class level the means of the three factors: "teacher and teaching", "working atmosphere" and "social relations with classmates", had all increased. The investigation 35 years ago showed a rather negative Swedish student attitude also on an international perspective. By comparison, the present investigation shows a general improvement in attitudes on class level. Within classes the pattern is differentiated. Significant changes in the within-class level were seen in peer relational factors. Conclusions: The student attitudes towards school, teachers and classmates are found to be more positive now than 35 years ago. Most striking are the changes in peer relational aspects. The earlier compulsory school with its focus on theoretical knowledge did not achieve all the goals of the curriculum. The present curriculum with its focus on interactional aspects of learning may have implemented changes in relational patterns and created a more positive student attitude at class level, but the variation among classes is wide. An even more differentiated picture is seen within classes. Current national and international investigations are unable to relate a positive school attitude to greater achievement.

Lind, Vicki R. (2007) states that this study focused on a model of professional development designed to support and encourage arts educators to increase their understanding of student learning in the arts, broaden their knowledge of the Visual and Performing Arts Standards, build upon their repertoire of teaching methods and assessment strategies, and improve leadership skills. Data included 300 hours of observation, focus group and individual interviews, written responses to reflective prompts, unit plans, video and audio tapes, and samples of
student work collected over a two year period. Findings indicated that working collaboratively, focusing on student learning, and identifying and planning curriculum around issues central to the discipline positively impacted teachers work. The issue of time constraints was consistently identified as a barrier to professional growth.

Hennessey, Beth A. (2007) states that one hundred fifty-four fourth graders took part in an investigation of the Open Circle Program (OCP), an intervention model that encourages students, teachers and administrators to learn and practice communication, self-control and social problem-solving skills. Eight classrooms, two in each of four schools, were sampled.

McNeill, Katherine L.; Lizotte, David J.; Krajcik, Joseph; Marx, Ronald W. (2006) states that the purpose of this study was to determine whether providing students with continuous written instructional support or fading written instructional support (scaffolds) better prepares students to construct scientific explanations when they are no longer provided with support. This article investigated the influence of scaffolding on 331 seventh-grade students' writing of scientific explanations during an 8-week, project-based chemistry unit in which the construction of scientific explanations is a key learning goal. The unit makes an instructional model for explanation explicit to students through a focal lesson and reinforces that model through subsequent written support for each investigation. Students received 1 of 2 treatments in terms of the type of written support: continuous, involving detailed support for every investigation, or faded; involving less support over time. The analyses showed significant learning gains for students for all components of scientific explanation (i.e., claim, evidence, and reasoning). However, on posttest items lacking scaffolds, the faded group gave stronger explanations in terms of their reasoning compared to the continuous group. Fading written scaffolds better equipped students to write explanations when they were not provided with support.
DuPaul, George J.; Jitendra, Asha K; et.al(2006) states that the purpose of this investigation was to evaluate the relative efficacy of two consultation-based models for designing academic interventions to enhance the educational functioning of children with attention-deficit/hyperactivity disorder (ADHD). Children (N.= 167) meeting DSM-IV criteria for ADHD were randomly assigned to one of two consultation groups: Individualized Academic Intervention (IAI; interventions designed using a data-based decision-making model that involved ongoing feedback to teachers) and Generic Academic Intervention (GAI; interventions designed based on consultant-teacher collaboration, representing "consultation as usual"). Teachers implemented academic interventions over 15 months. Academic outcomes (e.g., standardized achievement test, and teacher ratings of academic skills) were assessed on four occasions (baseline, 3 months, 12 months, 15 months). Hierarchical linear modeling analyses indicated significant positive growth for 8 of the 14 dependent variables; however, trajectories did not differ significantly across consultation groups. Interventions in the IAI group were delivered with significantly greater integrity; however, groups did not differ with respect to' teacher ratings of treatment acceptability. The results of this study provide partial support for the effectiveness of consultation-based academic interventions in enhancing educational functioning in children with ADHD; however, the relative advantages of an individualized model over "consultation as usual" have yet to be established.

Toremen, Fatih; Ekinci, Abdurrahman; Karakus, Mehmet(2006) states that the main purpose of this investigation is to find out the influence of empathic skills of managers on the success of schools. Design/methodology/approach: In this study, survey based descriptive scanning model was used. This study was fulfilled in Batman city on teachers working at public and private primary schools in 2003-2004 education year. According to the results of the central evaluation examination, schools were divided into three success groups (each group having seven schools). About 10 teachers were randomly selected from each of these schools, and then the 23 itemed questionnaire was administered. Findings: As a result of the research it was seen that empathic skills of managers'and school
success had a very close relationship. There were meaningful differences between the first group and the other two groups. Successful schools’ managers clearly had better empathic skills and unsuccessful schools’ managers had little empathic skills. The same situation was seen between the second group and the third group as well. Research limitations/implications: The results of this research may be affected by local conditions in which it was conducted. Practical implications: The empathic skills which are revealed as important indicators of success should be taken into consideration during the selection and training of managers. Originality/value: This paper discusses the empathic aspect of school management which has been rarely taken up and displays the importance of empathic skills on school success.

Gresham, Frank M.; Lane, Kathleen L.; Beebe-Frankcnberger, Margaret2005 states that disruptive behavior patterns are particularly challenging for parents, teachers, and peers as these behaviors often interfere with classroom instruction, frequently lead to academic underachievement, and are associated with social skills acquisition and performance deficits. Children who exhibit a combination of hyperactivity-impulsivity-inattention and conduct problems (HIA + CP) have been shown to be at greater risk for negative social, behavioral, and legal outcomes than children with HIA-only or CP-only behavior patterns. This investigation explored the degree to which academic, social, and behavioral characteristics in Grade 4 could differentiate sixth-grade students with HIA + CP (n = 61), HIA-only (n = 29), and CP-only (n = 14). Results showed that the HIA-only group had higher academic achievement in Grade 4 as measured by teacher judgments and standardized tests than the HIA + CP and CP-only groups. By Grade 6, the HIA-only and HIA + CP groups showed lower academic competence than the CP-only group suggesting that by sixth grade, children having HIA alone or in combination with conduct problems are at greater risk for academic failure. Additionally, HIA + CP and CP-only groups had poorer social skills than the HIA-only group. Consistent with past research, students in the three risk groups showed no difficulties in either academic or social self-concept. Early screening
and identification methods using a multiple-gating model were recommended as a means of proactive approaches to intervention design and prevention.

Walley, R. M.; Donaldson, M. D. C. (2005) states that Prader-Willi syndrome (PWS) is a genetic disorder caused by the absence of expression of maternally imprinted genes on the long arm of chromosome 15 (15q 11-13). There are two main genetic sub-types: (1) deletion, caused by the absence of paternally derived genetic material; and (2) uniparental disomy (UPD), where two copies of maternally derived chromosome 15 are present. In addition to generally mild borderline intellectual disability (ID) and the almost universal feature of hyperphagia, PWS is associated with high rates of behaviour problems including temper tantrums, compulsive behaviour, perseverative speech, skin picking and rigid thinking. The present study seeks to explore whether these behaviours are associated with relative deficits in executive function (EF), which comprises the set of non-automatic processes utilized by an individual when faced with a novel situation. Methods: Eighteen adult participants with a clinical diagnosis of PWS (12 with deletion sub-type, 6 with UPD) were recruited from a UK Health Service PWS clinic, and compared with 15 participants of similar age and verbal ability on a series of EF tasks and also Digit Span Forwards. An informant completed two ratings of behaviour, the Aberrant Behavior Checklist (ABC) and the Dysexecutive Questionnaire (DEX). Results: The PWS group had significantly higher scores on the ABC but not on the DEX. There were no significant differences between the whole PWS group and the comparison group on any of the EF tasks. The deletion sub-type group was significantly poorer at a non-executive task, Digit Span Forwards. There was an unexpected trend for the deletion sub-type group to show more efficient performance on a visuospatial planning task, the Tower of London (TOL), but this trend did not reach significance. Conclusions: The lack of relative deficits in EF task performance does not support the hypothesis that EF differences could account for the high levels of behaviour problems found in PWS. Applying the Baddeley and Hitch model of working memory it is suggested that the PWS group have a relatively
intact central executive and visuospatial sketchpad but a relative impairment in the phonological loop, perhaps relating to the capacity of the phonological store. This latter finding seems to be particularly salient for those with a deletion. As differences in EF ability were not found, it is suggested that a region of the brain involved in the modulation of emotion but not particularly with EF, the orbitofrontal cortex (OFC), may be implicated in the behaviour problems reported in PWS.

Awan, Shaheen N.; Roy, Nelson(2006) states that during assessment and management of individuals with voice disorders, clinicians routinely attempt to describe or quantify the severity of a patient's dysphonia. This investigation used acoustic measures derived from sustained vowel samples to predict dysphonia severity (as determined by auditory-perceptual ratings), for a diverse set of voice samples obtained from 134 adult females, with and without voice disorders. Stepwise multiple regression analysis on all voice samples, followed by randomized and repeated cross-validation (random selection of 75% of the original 134 voice sample corpus; 100 iterations) indicated that a four-variable model comprised of time and spectral-based acoustic measures was able to strongly predict perceived severity of dysphonia (mean R =.880; mean R^2 = 775). A cepstral-based measure (CPP/EXP ratio) was determined to be the most significant contributor to the prediction of dysphonia severity, though it is clear that the addition of other acoustic measures (pitch sigma; shimmer (dB); and the Discrete Fourier Transformation ratio, a measure of low versus high frequency spectral energy) add substantially to the accurate prediction of severity. The results are interpreted and discussed with respect to the key acoustic characteristics that contributed to the prediction of severity, the value of identifying a subset of time and spectral-based acoustic measures which appear sensitive to a perceptually diverse set of voices, and the possible use of acoustic models in guiding auditory-perceptual ratings.
Terry (2005) states that there has been a substantial increase in the number of candidates enrolled in PhD programmes in the past decade. Whereas the literature is relatively informative with its advice to candidates and supervisors, there is little evidence of research related to supervisory styles and changes of style over the supervisory period. This paper attempts to close that research gap by examining 60 items from the literature related to PhD completion. Eighty key variables identified from the literature were used to build a four-quadrant supervisory style management grid based on the Blake and Moulton Managerial Grid model. The grid was subjected to a verification study through the results obtained from 12 in-depth interviews with supervisors. Further, a hypothetical model was developed to examine changes in supervisory style over time, along with the managerial implications for supervisors. The study was taken within an Australian context using the /European style of PhD structural practices which do not necessarily reflect the contemporary American model. The study has significant implications for alternative dissertation completion approaches where high levels of supervision are required. (Contains 3 tables, and 5 figures)

**Studies Related To Juris Prudential Inquiry Model**

Hay, Iain; Foley, Paul (1998) argues that geography educators need to give greater attention to the teaching of professional ethics as part of their contribution to the education of responsible citizens. Introduces an approach that couples the case method with a jurisprudential inquiry model, asking students to resolve professional ethical dilemmas through publicly defensible means. (DSK)

Monhardt, Rebecca M. 1998 states that examines the effects of issue-based science teaching on students in rural Idaho. Eighth-grade students investigated the use of the Bear River using the Jurisprudential Inquiry Model of Science, technology and Society (STS) as a guide. Describes challenges encountered in
attempting to integrate the use of technology as part of the project as well as resulting positive outcomes for students. (Author/PVD).

Joyce, Bruce R.; Calhoun, Emily F. 1996 states that this is an introduction to some of the teaching models that have been developed and studied through modern educational research. Some models are designed to accomplish specific objectives, such "as teaching students to form and attain concepts; some have generic applications that adapt to a range of learning styles and curriculum areas. Information-processing models include inductive thinking, concept attainment, scientific inquiry, inquiry training, cognitive growth, advance organizer, mnemonics, and synectics. Social models include group investigation, social inquiry, jurisprudential inquiry, laboratory method, role-playing, positive interdependence, and structured social inquiry. Personal models include nondirective teaching, awareness training, classroom meeting, self-actualization, and conceptual systems. Behavioral systems models include social learning, mastery learning, programmed learning, simulation, direct teaching, and anxiety reduction. For each model, the underlying theory is discussed, research is examined, and scenarios illustrating its use are provided.

Jackman, Diane H.; Swan, Michael K. (1996) states that the purpose of this study was to identify which instructional models based on the framework of Joyce, Weil, and Showers, could be used effectively in distance education over the Interactive Video Network (IVN) system in North Dakota. Instructional models have been organized into families such as Information Processing, Social, Personal, and Behavioral systems. Each family contains several different instructional models with similar assumptions leading to similar outcomes. Models may involve techniques like advance organizers, analogies, memorization, simulation, and role playing. Subjects were 126 students enrolled in selected IVN distance education courses at North Dakota State University during 1993-1994 and 1994-1995 academic years and the summer 1995 session. These included students enrolled in graduate courses offered by the School of Education, and one undergraduate/graduate course offered by the College of Business. A survey was administered to students at both on-campus and off-
campus sites to measure the most effective and preferred of the instructional models. Results indicated that the six highest ranking instructional models (representing three of the families of instructional models) most effectively utilized over a distance delivery system are: role playing; simulation; jurisprudential; memorization; synectics; and inquiry. Students perceived direct instruction to be the least effective instructional model. They preferred models that actively engage them as learners both physically and mentally. Recommendations for future research include: examine the relationship between the discipline and the instructional models favored; evaluate and revise the distance education handbook to include specific ideas from IVN instructors; and evaluate the instructional models currently being used. A table provides a rank order to effective instructional models using IVN distance education.

Jackman, Diane H.; Swan, Michael K. (1995) states that a survey of graduate students involved in distance education on North Dakota State University's Interactive Video Network included 80 on campus and 13 off. The instructional models rated most effective were role playing, simulation, jurisprudential (Socratic method), memorization, synectics, and inquiry. Direct instruction was rated least effective. Students preferred active learning methods. (SK)

Jackman, Diane H.; Swan, Michael K. (1994) states that this handbook identifies the instructional models found to be effective for distance education: using the Interactive Video Network (IVN) system. Each model is summarized briefly and followed by specific suggestions for the use of the model over the IVN system. For each model, information is given on instructor responsibility prior to, during, and as a follow-up to the lesson. Instructional models profiled are the following: advance organizer; concept attainment; direct instruction; dyads or groups; inductive thinking; inquiry training; jurisprudential; memorization; role playing; and synectics (analogies). The handbook also includes instructions for working in visual formats, suggestions to the teacher, and a
Models of Teaching. Description of Teacher Inservice Education Materials. 1978 states that the teacher program described here provides a framework in which teachers may identify and understand their own theories and styles of teaching and may become familiar and competent with a variety of teaching strategies. The seven models studied are: concept formation, concept attainment, role playing, inquiry training, synectics, simulation, and the jurisprudential model. This descriptive report provides information on the purposes and content of the program and materials as well as activities and resources involved.

Beck, Judy A.; Czerniak, Charlene M. (2005) In this activity, students learn about the important topic of invasive species, specifically Zebra Mussels. Students role-play different characters in a real-life situation: the trial of the Zebra Mussel for unlawful disruption of the Great Lakes ecosystem. Students will also learn about jurisprudential inquiry by examining the trial process. This activity will reinforce important knowledge and skills underscored in the Life Science and Science in Personal and Social Perspectives Standards in the National Science Education Standards (National Research Council 1996). Callison, DaniellOOO Discusses the importance of critical literacy education, and highlights its history in development of education settings. Outlines the steps in critical debate, and describes the three styles of formal debate. Notes that jurisprudential inquiry is a key instructional method for learning to think about social policy, and describes three competency areas in which participants should be versed.

Studies Related To Role Playing Model

Priscilla Islam and T Azria Islam (2012) studied the Effectiveness of role play in enhancing the speaking skills of the learners in a large classroom: An investigation of tertiary level students. This investigation looks at enhancement in

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learners’ speaking skills through role play in groups in a large classroom and this study also examines the teacher’s assessment of students for further development of their speaking skills. About one hundred twenty students of the department of English, Stamford University Bangladesh were involved in this investigation process from January 2012 until April 2012 in the speaking classes. For the research, qualitative data were collected in the form of questionnaires, group interviews, classroom observation, and students’ performance evaluation result. The result from classroom observations of students’ performance has been presented in the form of graphic analysis. The result shows learners’ improvement in speaking skills through role play and how the positive attitudes of teachers help to further their speaking skills. From the response of the student’s questionnaire it has become obvious that role play has been enthusiastically accepted by the students as it challenges their creativity and ability to think critically, which enables them to speak more logically and confidently in the classroom. The result of the group interview shows the advantages and disadvantages of students’ performance while doing the role play in groups inside the classroom and it also helps students to overcome inhibition when it comes to speaking in front of others. Through classroom observation the teacher identifies students’ ability to adapt with the situational factors and also measures their fluency and use of accurate language by recording their performances. The teacher also records the gradual progress of students for further development of their speaking skills and ascertains how beneficial it is to do role play in a large classroom.

Hsu, Shang Hwa; Wen, Ming-Hui; Wu, Muh-Ch'erng(2009) states that the overuse of Massively Multiplayer Online Role Playing Games (MMORPGs) is becoming a significant problem worldwide, especially among college students. Similar to Internet addiction, the pathological use of MMORPG is a kind of modern addiction that can affect students' lives on both a physical and a psychological level. The purpose of this study is to understand MMORPG addiction from a user experience design approach. We first developed a complete model that includes eleven factors ("challenge," "fantasy," "curiosity," "control,"...
"reward," "cooperation," "competition," "recognition," "belonging," "obligation" and "role-playing") to represent users' experience in MMORPGs. After that, we design a questionnaire to measure students' gaming experience and level of addiction. Students' demography information, including gender and game playing habits, was also collected. Four hundred and eighteen Taiwanese college students aged 18-25 years old took part in this online survey. Regression analysis was then conducted to evaluate the relative explanatory power of each variable, with addiction score as the dependent variable and the eleven user experience factors as the independent variables. The results of regression analysis reveal five critical factors (curiosity, role-playing, 'belonging, obligation and reward) that can be used to predict MMORPG addiction. In addition, this study also infers possible casual mechanisms for increasing college students' level of addiction. The implications of our findings for both design and educational practitioners were also discussed.

Baltasar(2009) states that in this paper we present a general framework, called NUCLEO, for the application of socio-constructive educational approaches in higher education. The underlying pedagogical approach relies on an adaptation model in order to improve group dynamics, as this has been identified as one of the key features in the success of collaborative learning scenarios. Students' teaming strategies are analyzed considering a simplified version of Vermunt's model for learning styles. The resulting profiles provide the basis to group students in teams where each student is assigned a role according to his/her learning strategies. The result is the formation of complementary and semi-autonomous teams that collaborate to achieve solutions to the problems provided by the instructor. The framework is instantiated through an online multi-player role-playing game environment, which sets a stage for the underlying collaborative problem-based learning approach. The framework has been benchmarked in different programming courses at the Complutense University of Madrid during 2007-08 and 2008-09 academic years. This work also presents the results of these experiences. (Contains 3 tables and 3 figures.)
Awbrey, Colleen; Longo, Amy; Lynd, Amanda; Payne, Colleen (2008) states that four teacher researchers focused on the lack of students' proper social skills for this action research project report. In the classes of four teacher researchers, the students were coming to school lacking proper social skills. Because of this, teachers were spending time allocated for the curriculum, on discipline and the instruction of social skills. Therefore, the teachers instituted a project whereby the students would receive social skills education through the use of literature and role playing. This study was completed in two 1st grade classrooms with a total of 46 students, one 3rd grade classroom with 23 students, and a fourth/fifth gifted class with a total of 20 students. There were a total of 89 participants in the study from January 22nd to May 18th, 2007. The teacher researchers found that their students were displaying unfavorable behaviors such as: being disrespectful to both adults and peers, not being responsible for daily work, making poor choices, and being uncooperative. The three ways the evidence was documented: was through a student survey, a teacher survey, and an observation checklist. Based on the student survey, observation checklist, and teacher survey, it was found that the majority of the students in the teachers' schools and classrooms needed to improve on the social skills of integrity, respect, cooperation, and responsibility. The teacher researchers decided to incorporate literature and role playing to help encourage their students use positive social skills. With clearly defined goals, literature can be a highly effective aide in social skill development (Cartledge, 2001). The teacher researchers collected children's literature that coincided with the four social skills that needed to be improved upon. Along with literature, it was found that role playing can also promote communication and teach acceptance of each others differences (Harriott, 2004). Teachers should always model, practice, and role play expected behaviors (E; Frey, 2000). The teacher researchers instituted role playing into the classroom after the literature on a specific skill was taught. The results of this study were varied. Little to no positive change was found by the teacher researchers from pre- to post-observation. However, a minimal decrease in the frequency of disrespectful and uncooperative behaviors was found. On the other hand, there was a
dramatic increase in the occurrences of poor integrity and irresponsibility. The teacher researchers felt that had the intervention occurred at the beginning of the school year rather than towards the end, the results could have been different. (Eight appendixes are included: (1) Student Survey; (2) Observation Checklist Pre-Documentation; (3) Observation Checklist Post-Documentation; (4) Teacher Survey; (5) Students Journals; (6) Students Plays; (7) Student Stories; and (8) Rubric for Student Stories.

Kolb, Sharon M.; Griffith, Amy C. Stevens (2009) states that one goal parents and educators should have is to help children become assertive and emotionally intelligent individuals. In furthering this goal, it helps to have an understanding of the three basic communication styles: (1) passive; (2) aggressive; and (3) assertive. Because communication is most effective when a message is delivered assertively, teaching students to communicate in an assertive manner should be an instructional goal. Being assertive can help students communicate their feelings, exercise their rights, and respond to violations of their rights while respecting the rights of others. Students can learn to select a strategy and, when possible, plan a course of action in advance. When teaching assertive communication strategies, it's important to actively engage students by having them brainstorm and identify the types of situations they encounter to which assertiveness strategies can be applied. This article discusses five assertive techniques that can be directly taught to students at home or in the classroom. The scenarios presented, provided as a model for role playing, can be modified as needed to make teaching situations relevant for student levels and settings. Incidentally, these strategies are excellent for personal safety and protective behaviors.

Perm, Cecilia (2008) states that "Musikdidaktik" is a central subject within music teacher training in the Nordic countries. In "musikdidaktik" acts of teaching (music) and learning ("musikdidaktik") constitute possibilities for identity formation. The objective of learning is closely connected to their future profession, in which musical and educational competences are blended, combined
and used in different ways. The study presented in this article was based on a phenomenological way of thinking about education as an arena for identity development. Students' identity formation in relation to their education in "musikdidaktik" was investigated. In an interview study where seven "musikdidaktik" professors and three groups of music teacher'trainees participated, the following questions were asked from a phenomenological perspective: How can education in "musikdidaktik" function as an arena for identity formation? What constitutes processes of music teacher trainees' identity formation? What connections can be seen between ways of teaching "musikdidaktik" and identity? What competences (are expected to) develop during the processes and how are they connected to employability? The results show that trainee identity formation processes can be communicated. It became evident that awareness of and reflections upon one's own experiences, learning, goals and identity development are important issues in the trainees' identity formation processes. That the trainees had the possibilities to try to act as music teachers proved to be important. When it comes to the challenges for the professor, they are primarily concerned with handling situations in a way that encourages the growth of the trainees, but also challenges them to reflect; and to be a role model, but also to offer them meetings with different role models. The competences that the trainees develop are combined in different ways within the trainees' identity formation. "Musikdidaktik" constitutes an arena where the students should have the opportunity to be in the world as music teachers through playing to teach music.

Jorenby, Mamie K. (2007) states that during World War II the United States and Japan experienced what Rouhana and Bar-Tal described as "a clash of narratives between two societies". The Japanese envisioned themselves as heroes saving Asia from western colonisation, while the Americans felt the need to defend the West from the "Yellow Peril". In the research reported below, US students at Grinnell College studied the Japanese national narrative of World War II by
viewing Japanese graphic novels about the war and role-playing Japanese characters from 1945. The role-playing exercises, based on an experiential learning model, are designed to encourage students to alter perceptions of war through reliving the war experience of another people in a past time. Vicarious participation in World War II Japanese society leads role-playing participants to go beyond their accustomed frame of reference and see themselves as part of a "larger self" in a "wider common world of rational beings" (Habermas). This study suggests that war experience as mediated by role-playing is a promising methodology for peace educators. (Contains 2 figures and 2 notes)

Ripley, Brian; Carter, Neal; Grove, Andrea K. (2009) states that model United Nations (MUN) provides a great forum for students to learn about global issues and political processes, while also practicing communication and negotiation skills that will serve them well for a lifetime. Intercollegiate MUN conferences can be problematic, however, in terms of logistics, budgets, and student participation. In order to improve the educational utility of the MUN experience while minimizing some of the drawbacks that accompany lengthy travel, the authors created an intercollegiate scrimmage league. This paper details our experience with MUN, examining the strengths and weaknesses of traditional competitions, our reasons for starting a scrimmage league, and the particulars of putting together such a league. We then evaluate both the challenges and successes of this approach and discuss our future plans. It is hoped that this paper will stimulate more discussion of useful techniques for improving the MUN experience. (Contains 1 table and 4 notes)

Harms, Kristyn; King, James; Francis, Charles (2009) states that this study evaluated and described student perceptions of a course in agroecology to determine if participants experienced changed perceptions and behaviors resulting from the Agroecosystems Analysis course. A triangulation validating quantitative data mixed methods approach included a written survey comprised of both quantitative and open-ended questions as well as observations by the authors.
Qualitative data garnered from the 2001-2007 daily evaluations were analyzed to locate and categorize central factors essential for the development of an experiential learning environment (n = 140). Study participants consisted of students and instructors who participated in the course, with matched non-participant subjects serving as the control group for baseline comparisons (n = 66). Quantitative responses were analyzed using item analysis and ANCOVA. Qualitative responses were coded in accordance with grounded theory research practices. Although there was no significant difference between the responses of the course participants and the control group, five causal conditions were identified as playing a major role in creating an experiential environment more conducive to behavior change: hands-on experience, emotional response, human interaction, self-efficacy, and intensity of experience. Based on the research conclusions, five additional causal conditions were added to create a more comprehensive, effective model for creating an agricultural environment more conducive to experiential learning: length of course, appropriateness and rigor of curriculum, learner-centered curriculum, ongoing education, and meta cognitive processes. A comprehensive grounded theory model was presented, and recommendations for future course design and research were identified.

Jackson, Julie (2009) states that learning about states of matter is fun and exciting when students, acting as water molecules, role-play moving from a solid to a liquid to a gas. The 5-E lesson plan model provides the framework for this activity, ensuring that students actively engage in inquiry science while creatively constructing

Sims, Edward M. (2007) states that lifelike, interactive digital characters, serving as mentors and role-playing actors, have been shown to significantly improve learner motivation and retention. However, the cost of modeling such characters, authoring and editing their interactions, and delivering them over limited-bandwidth connections can be prohibitive. This paper describes a framework, authoring tools, and Web-based run-time environment that support the creation of
training scenarios using digital virtual humans and other reusable 3D components. By conforming to the Humanoid Animation (H-Anim), Extensible 3D, and ADL Shareable Content Object Reference Model specifications, these 3D components are designed to promote reuse and interoperability at several levels. Recently, these software tools were used to develop prototype lessons in foreign language and cultural familiarization for use at the Defense Language Institute Foreign Language Center. These lessons include simulations in which the student, taking the role of a US soldier, interacts with the local population of a foreign culture in authentic situations, using both English and the local dialect. Digital virtual humans are used to represent not only the soldier, and the role-playing actors; but also a mentor who reviews language and cultural learning points, and provides remediation. Using these prototype lessons as examples, we review the potential advantages of the technology in other training applications.

Rosenbaum, Eric; Klopfer, Eric; Perry, Judy(2007) states that the learning of science can be made more like the practice of science through authentic simulated experiences. We have created a networked handheld Augmented Reality environment that combines the authentic role-playing of Augmented Realities and the underlying models of Participatory Simulations. This game, known as Outbreak at the Institute, is played across a university campus where players take on the roles of doctors, medical technicians, and public health experts to contain a disease outbreak. Players can interact with virtual characters and employ virtual diagnostic tests and medicines. They are challenged to identify the source and prevent the spread of an infectious disease that can spread among real and/or virtual characters according to an underlying model. In this paper, we report data from three high school classes who played the game. We investigate students' perception of the authenticity of the game in terms of their personal embodiment in the game, their experience playing different roles, and their understanding of the dynamic model underlying the game.
Kim, Yongho; Kellogg, David (2007) states that using a discourse analytic approach from the work of Hoey (1991) and a dual processing model from Wray (2000), this paper compares the language produced by the same classes of children when they are engaged in role-play and when they are playing rule-based games. We find that role-play tends to be richer in "frozen" pair parts, where the responses are predictable, and that rule-based games are more conducive to dispreferred responses and bound exchanges. Overall, this means that role-plays appear to create "short, fat" exchanges, while rule-based games generate "tall, thin" ones. We argue the transition from discourse complexity to grammatical complexity demonstrates what Vygotsky (1978, 1987) called a zone of proximal development (ZPD), conceived of not as a mechanism for learning in general but rather as a specific link between microgenetic learning and ontogenetic development. Interpreting this cross-sectional view of the data ontogenetically not only provides an explanation for why role-play seems to be developmentally prior to rule-based games, but can also help explain how the intra-mental rules of grammar are precipitated from inter-mental relations in discourse. For children, foreign language learning allows a game-like inversion of first language acquisition processes, making rules explicit and discourse roles much less concrete.

Morrison, Bruce (2008) states that this paper discusses the role of the self-access centre (SAC) in tertiary language learning and teaching, a role which has developed out of the changes that have occurred within the disciplines of Applied Linguistics and Education as well as from wider changes in technology and society itself. As the focus in language learning has moved, over the past thirty years, from the teacher to the learner, self-access language learning has emerged as a complement to the more traditional face-to-face learning model, with SACs now operating in many parts of the world. One aim of the study was to develop a theory of how a SAC operates, in other words to answer the question "What is a self-access centre?" Central to this is the place that the SAC plays in the learning and teaching process. The study suggested that the SAC plays four main roles:
bringing together language learning and independent learning, enabling the learner to improve both linguistic proficiency and independent learning skills, providing the necessary resources and providing learner support. The study also identified a number of constraints that can hinder SACs from playing a fully effective and efficient role in the learning and teaching process.

Cunningham, Lisa(2008) states that middle schoolers are developing skills for learning. Part of those skills is learning how to be an active participant in class and take control over their classroom behavior. Students who are not actively listening or participating are not internally motivated to learn the material. It was my hope that by reflecting upon their participation each quarter with a series of questions to answer about their behavior, they will be more aware of how to improve in listening, and thus comprehension skills. I analyzed the number of referrals, garbage duties, and parental conferences based upon misconduct and compared that to this years. Unfortunately the numbers stayed about the same. I had three parent emails, four garbage duties, two detentions, and one referral to the vice-principal. This means that my system of having them reflect upon their classroom participation did not make a difference in those students who are likely to put being social priorities ahead of the learning. Middle school is a time, particularly at seventh grade, when peers become extremely important. I did however interview a female seventh grader who reported that she daydreamed less and realized more what active listening means. I interviewed another female seventh grader who is an A student who said that she loved Spanish because she gets her rewards (meaning points and thus teacher recognition) for being a model student. The result is that those students who are on task feel rewarded for being so. Those who are not on task were not changed by this activity because they place too high a value on socialization during class time. However, this realization of the overall importance of socialization has led me to have more skits and role-plays in front of the class, their peers. If students realize they will be performing for their peers, they are more likely to place a bigger effort on creating an end-product worthy of presenting, and not spend the time otherwise wasted by fooling
around. Therefore, this project has given me ideas on how to use the importance of peer relationships to better motivate middle school learners. One idea for those who do not do their homework, is to have them do it in class, separately, while those who did their homework enjoy a more interactive lesson, such as a game. Those who are off task by constant chatting to neighbors are asked to sit apart from the group, in special seating without a partner until they usually plead that they will be compliant after sitting apart for two or three days. Tactics such as this are external motivation for students who are off-task because they are internally motivated by peer relationships, not the learning of the material or the external reward of an A.

Correia, Paulo R. M.; Torres, Bayardo B. (2007) states that the success of teaching molecular and atomic phenomena depends on the didactical strategy and the media selection adopted, in consideration of the level of abstraction of the subject to be taught and the students' capability to deal with abstract operations. Dale's cone of experience was employed to plan three 50-minute classes to discuss protein denaturation from a chemical point of view. Only low abstraction level activities were selected: (i) two demonstrations showing the denaturation of albumin by heating and by changing the solvent, (ii) the assembly of a macroscopic model representing the protein molecule, and (iii) a role-play for simulating glucagon synthesis. A student-centered approach and collaborative learning were used throughout the classes. The use of macroscopic models is a powerful didactical strategy to represent molecular and atomic events. They can convert microscopic entities into touchable objects, reducing the abstraction level required to discuss chemistry with high school students. Thus, interesting topics involving molecules and their behavior can take place efficiently when mediated by concrete experiences Courtois, Matthieu; Guirao, Boris; Fort, Emmanuel 2008 states that it is well known that the pitch of the sound produced by an excited glass shell can be tuned by adding some liquid in it. In this paper, it will be proved that the distribution of the liquid inside the shell plays a crucial role in this frequency shift. Thus it provides another way to tune the pitch of the sound by
modifying the liquid distribution inside the glass. Both adding a cylinder in the liquid or rotating it results in a pitch lowering. A simple model based on energy conservation is in good agreement with the measured experimental results. This paper assumes some basic knowledge about mechanics and hydrodynamics. It addresses instructors of physics at the undergraduate and advanced secondary school level as well as their students.

Hall, Pete; Harris, Rick (2008) states that in the Washoe County School District (WCSD), in Reno, Nevada, school leaders climb a steep ladder from the moment they contemplate a career in administration. Fortunately, they are supported at each step in the process, thanks to the Principals' Academy. This approach helps principals fulfill their critical mission of providing a link between policy and student achievement, articulating vision and strengthening instructional delivery, working directly with students and teachers, and playing a key role in a district's administrative agenda. WCSD principals follow an articulated plan of career development that supports their growing expertise for the sake of improved student achievement. The Principals' Academy is a 10-tier approach to recruiting, building, developing, and strengthening principal leadership. Following the tenets of the professional learning community concept (DuFour & Eaker, 1998) and driven by the active instructional leadership vehicle of the walk-through process (Werlinich, 2004), the 10-tier model professionalizes the principalship, from pre novice to distinguished expertise. The Principals' Academy is a collaborative effort of the WCSD, the University of Nevada, the University of Phoenix, the University of Pittsburgh, and WestEd. This article discusses each of the 10-tier approach to principal development.

Craft, Jennifer L.; Miller, Jacqueline S. (2007) states that the National Science Education Standards (NRC 1996) recognize the efficacy of teaching science within the context of history, emphasizing the evolution of concepts, models, and theories. By studying science in a historical context, students view themselves less as spectators and more as participants in this human quest for truth and
understanding. In this article, the authors describe a project intended for high school chemistry students to investigate atomic structure from a historical perspective. Assuming the personas of eight legendary scientists and their assistants, students stage a mock gathering to explore the evolution of the atomic model. This role-playing activity serves as a template for weaving the rich history of science into other subject areas.

Punamaki, Raija-Leena; Wallenius, Marjut; Nygard, Clase-Hakan; Saami, Lea; Rimpela, Arja 2007 states that the first aim for this paper was to examine gender and age differences in the intensity of usage of information and communication technology (ICT: computer for digital playing, writing and e-mailing and communication, and Internet surfing, and mobile phone). Second, we modelled the possible mediating role of sleeping habits and waking-time tiredness in the association between ICT usage and perceived health (health complaints, musculoskeletal symptoms, health status). The participants were 7292 Finns aged 12, 14, 16 and 18 years responding to a postal enquiry (response rate 70%). The results showed that boys played digital games and used Internet more often than girls, whose mobile phone usage was more intensive. Structural equation model analyses substantiated the mediating hypothesis: intensive ICT-usage was associated with poor perceived health particularly or only when it negatively affected sleeping habits, which in turn was associated with increased waking-time tiredness. The associations were gender-specific especially among older adolescents (16- and 18-year olds). Intensive computer usage forms a risk for boys', and intensive mobile phone usage for girls' perceived health through the mediating links. Girls were vulnerable to the negative consequences of intensive mobile phone usage, as it associated with perceived health complaints and musculoskeletal symptoms both directly and through deteriorated sleep and increased waking-time tiredness. The results of gender-specific ICT usage and vulnerability are discussed as reflecting gendered psychophysiological, psychological and social developmental demands.
Seipelt, Rebecca L. (2006) states that several hands-on and wet laboratory activities have been proposed to model the genetic concepts of genotypes and phenotypes and their relationship. The exercise presented in this article is a novel, time effective, student-centered, role-playing activity in which students learn about the intricate connection between genotype and phenotype by exploring the fundamental effect of mutation on protein function beginning with a very real and human phenotype, albinism. This exercise is based on a long established role-playing model of enzyme kinetics by allowing students to act out the role of enzyme (Oreo-ase). However, in this model's exercise, instead of learning only about the enzyme, students learn about the genes and mutations, bringing this model to its full genetic extension. This exercise can be adapted easily to students of various grade levels.

Tolentino, Efleda Preclaro (2007) states that based on the results of a qualitative study that examined the role of talk during literacy events in a preschool classroom, this article describes ongoing talk among 4-year old children during three reading activities: reading informational text; narrating a story; and browsing over photos. The reading activities in which preschool children were engaged in talk were examined using Halliday's (1978) model of the context of a situation. The article confirms that talk and meanings expressed are affected by what is taking already familiar with the tales of how Pecos Bill fearlessly tamed a ferocious tornado, or Paul Bunyan effortlessly restrained a great river. Such tales have been passed down from generation to generation to explain humanity, the natural world, and scientific-phenomenon. When tradition connects collective wisdom with innovative inspiration, it sparks students' desire to discover. This article presents a five-day lesson that follows the 5-E model (Engage, Explore, Explain, Elaborate, arid Evaluate) for incorporating constructivism into science teaching developed by Roger Bybee (1996). The lesson incorporates tall tales in the classroom and ventures far from the stagnant teaching traditions of the past. In this lesson students are drawn into the Old West as they become characters in a
tall "tale that twists science with literature and the arts. They enjoy role-playing the main events of the legend using props created with cardboard, bulletin board paper, and paint. Students are able to engage in an active exploration of how weather phenomena in the world around them works without realizing they are doing work.

Connell, Louise; Keane, Mark T. (2006) states that plausibility has been implicated as playing a critical role in many cognitive phenomena from comprehension to problem solving. Yet, across cognitive science, plausibility is usually treated as an operationalized variable or metric rather than being explained or studied in itself. This article describes a new cognitive model of plausibility, the Plausibility Analysis Model (PAM), which is aimed at modeling human plausibility judgment. This model uses commonsense knowledge of concept-coherence to determine the degree of plausibility of a target scenario. In essence, a highly plausible scenario is one that fits prior knowledge well: with many different sources of corroboration, without complexity of explanation, and with minimal conjecture. A detailed simulation of empirical plausibility findings is reported, which shows a close correspondence between the model and human judgments. In addition, a sensitivity analysis demonstrates that PAM is robust in its operations.

Myers, Pamela Ann (2005) states that in this study, the author adapted reciprocal teaching strategies for use with her kindergarten students. Using puppets to help model strategies, she implemented a series of lessons that showed students how to retell, ask questions, and predict what would happen in a story that was read aloud. The purpose was to provide students with comprehension strategies and enable them to engage in role-playing and interactive discussion of text. Results indicate that the approach was an excellent way to encourage students to participate in an interactive read-aloud in which they could share authority and assume responsibility for their learning. The author gained insight on the connections students made between their prior knowledge and the text, allowing her to assess and develop "students' understanding. The study suggests that even
very young children can benefit from metacognitively oriented comprehension strategy instruction.

Metz, Don(2005) states that although most students view science through a positive lens they often have difficulty connecting the science that they study in school with the practice of science in general, and their personal experience with science in their everyday lives. In an attempt to mediate "school science" with a more authentic view of science a contextual model is advanced as a framework for field based learning experiences. To model this perspective for prospective science teachers a unique collaboration between an education pre-service program and a local museum is described. During a normally closed period the museum opened their galleries for the pre-service student teachers. Prior to visiting the galleries, each student was assigned a role to play that matched an exhibit in a gallery walk. As the group proceeded through the gallery each student played their role and delivered a "hidden" science lesson. Entering into and experiencing the activities of real persons in such a historical context provided the students with a much more authentic learning experience. The pre-service teachers in the course reported that the experience was not only worthwhile as a learning strategy, but also that the role playing was beneficial in practicing their teacher presentation skills.

Colucci-Gray, Laura; Camino, Elena; Barbiero, Giuseppe; Gray, Donald (2006) states that in their study, we report some reflections on science and education, in relation to teaching and research in the field of complex and controversial socio-environmental issues. Starting from an examination of the literature on the epistemological aspects of the science of controversial issues, and introducing the perspective of complexity, the article argues for a complexity of content, context, and method in understanding current problems. Focusing on a model of learning which includes dialogical and reflective approaches, the final part of the article reports on aspect of the authors' experimental practice with role-play for dealing with complex issues. The review of the literature and our experience of action-research introduce a view of education which promotes young people's awareness of multiple points of view, an ability to establish relationships between processes,
scales, and contexts which may be nonlinearly related, and practice with creative and nonviolent forms of interrelations with others. Such an approach in science education is coherent with a scenario of planet sustainability based on ecological webs and equity principles.

Pata, Kai; Sarapuu, Tago; Lehtinen, Erno (2005) states that this study investigated tutoring during collaborative role-play dealing with environmental dilemmas in a synchronous network environment. The relationships of different tutor scaffolding styles with students' discourse acts and their decisionmaking variables were studied. A role-play with a jigsaw design was developed using the model of real-life environmental negotiations. Tutor scaffolding supported the process of making judgements. Five role-plays consisting of 31 decision-making discussions were carried out with 14-17-year-old students (N=62) from Estonian secondary schools. The findings indicated that the activeness of tutor scaffolding was related to the higher frequency of students' task-related discourse acts, as well as their ability to generate a mutually accepted ownership of problem representations in teams.

Steierwald, Ulrike (2006) states that the specialisation Library Science at the Hochschule Darmstadt/University of Applied Science Darmstadt is the newest academic program in Germany for the higher education of librarians. Five current trends in library science in Germany reflect the new "Darmstadt Model": (1) The delimitation of a specific professional field "library" is obsolete, so it might be a chance to redefine library science "out of the spirit of information science"; (2) Information science and library science become a fundamental component, of scientific thought in times of perceived crises in education and comprehensive educational reforms; (3) Library science is playing a major role in the current redefinition of the function of libraries: the re-establishment of libraries as educational and cultural institutions will depend to a decisive degree on premises of educational policy; (4) The academic profiling of the profession has not been completed yet: the process of specialization and of simultaneous extension of the
responsibilities of the job should be considered as an ongoing challenge; and (5) Library science in Germany is no longer conceivable without international interaction.

Chen, Judy F.; Warden, Clyde A.; Chang, Huo-Tsan (2005) states that language learning motivation plays an important role in both research and teaching, yet language learners are still largely understood in terms of North American and European cultural values. This research explored language learning motivation constructs in a Chinese cultural setting, where large numbers of students are required to study English. In Taiwan, 567 language learners responded to a survey concerning motivation orientation, expectancy, and self-evaluated skill. Factor analysis and structural equation modeling were used to explore potential relationships within the framework of the process model. Expectancy was found to be an intervening construct between motivation orientations and self-evaluated skill. The strongest link to expectancy was the required motivation, with the integrative motivation playing no significant role. The context of these findings is discussed in relation to Chinese cultural and educational history and a proposed motivator-the "Chinese Imperative." Implications for teaching practice are explained, including the need to reconsider motivation constructs within non-Western cultural settings.

Do, Seung Lee; Schallert, Diane Lemonnier(2004) states that to understand the role of affect in classroom discussion, the authors asked 16 students taking a 3-hr seminar to participate in a semester-long grounded theory inquiry. Coding of classroom observations, stimulated recall interviews, and self-ratings from each class meeting resulted in a model of affect as a catalyst in students' experience of classroom discussion, both moment by moment and cumulatively across the semester. Influenced by personal and contextual factors, four main actions—attending, listening, talking, and tuning out—constituted the experience of discussion, with affect playing a key role. The consequences of this dynamic system of affect, cognition, and action in discussion were that students learned
content, became more aware of social aspects, experienced different affective states, and changed their motivation to talk in future discussions, -provided link.

Stelmack, Colleen M.; Sinclair, John A.; Fitzpatrick, Patricia(2005) states that purpose-Environmental assessment (EA) is a proactive planning tool designed to consider the ecological, cultural, socio-political and economic impacts of potential projects, making it a major tool for achieving sustainable development/meaningful EA requires a bridging of the natural sciences with the social sciences to broaden understanding of the overall environmental impacts of development projects on humans, the natural environment and other organisms. As a result of this complexity, education and training needs are great. The purpose of this paper was to consider EA educational opportunities at Canadian universities and to test a model for the analysis of the state of such education.

Design/methodology/approach—The research design used a qualitative interactive approach, including a survey of 2001 university course calendars, participant observation and semi-structured interviews. Findings—Results indicate that the number of universities offering EA courses has tripled to 40 since the mid-1980s. While this is a positive finding, data illustrate that the bulk of the courses offered are survey-oriented and introductory in nature, with little opportunity to specialize. This cursory approach is exacerbated by a lack of teaching resources and instructor development. Despite the nature of the courses offered, many professors encourage critical thinking and use innovative teaching techniques, including role-playing, to promote self-reflection. In fact, the interdisciplinary approach to the curricula and the promotion of critical thinking outside disciplinary boundaries are two strengths of current EA programming. Originality/value—In light of this state of formal EA education in Canada, more research and international level dialogue are warranted.

Iverson, Kathleen; Colkey, Deborah (2004) states that as it was initially implemented, e-learning did little other than supply facts and information, offering limited opportunity for interactivity and problem-solving. Designers need to find ways to address past limitations and bring the engagement of classroom training to the web. One method that merits attention is scenario-based learning.
The premise behind scenario-based e-learning is that a good program consists of a story in which trainees play a key role that they might perform in real life or may need to perform in the future. Trainees are placed within a realistic scenario, taking the key role of the protagonist. As they work through the scenario to perform their mission, they learn the skills necessary to accomplish their tasks successfully. Iverson and Colkey present a design model for creating and implementing scenario-based e-learning, including collaborative learning, constructivism, contextual learning, and metacognitive theory. Discussion of delivery, facilitation, implementation, and evaluation of scenario-based e-learning is included.

Smith, Stacie Nicole; Fairman, David (2004) states that conflict resolution education (CRE) grew out of several parallel efforts: integrating social justice into schools, concerns about safety and youth violence, and desires to enhance responsible citizenship. Today, CRE encompasses, or is a component of, a broad range of initiatives in schools: violence prevention programs, diversity and tolerance programs, law-related education, citizenship or civic education, peer mediation-programs, and whole school change efforts. Despite this enormous educational opportunity, many high schools lack the mandate and the tools to teach such skills. This is true even in academic disciplines where issues of intergroup conflict are most directly addressed: history and social studies. The Workable Peace curriculum aims to teach general concepts and skills of conflict analysis and management in the context of historical and current events selected for relevance to high school social studies and history curricula. The Workable Peace curriculum is a model for discussing what students can learn about conflict, how they can learn it,

Rema K.S (2003) studied effectiveness of play way technique in teaching sciences at upper primary stage, with the following objectives. (i) To enable children understand the basic principles and concepts in chemistry (ii) to develop the curiosity among the children in learning chemistry and recognize the scientific
facts (iii) to help children arrive at independent conclusion and to provide opportunity to children for formulating correct rules. In this technique all the lesions were introduced with game; later all the other steps based on the games were developed. By comparing the performance of both the group the investigator discovered that the performance of the experimental group was better and that play way technique in teaching chemistry was better than formal method.

Baer (2003) on Grouping and achievement in cooperative learning found that homogeneous group was superior to heterogeneous group by the use of cooperative learning.

Kalaiyarasan and krishnaraj (2004) conducted the study “Cooperative Learning: Enhancing self-esteem of learners” revealed the greater effects of cooperative learning approaches on the self-esteem of learners. Caving out learning teams within the larger group of the classroom provides the learners self-respect and a sense of belongingness. It is pointed out that grouping the learners into teams may contribute to their academic competence. Through experience in accepting the responsibility of leadership and in employing cooperative producers the learners develop self-confidence, self-expression, cooperativeness, creativeness and other social virtues of society.

Ochoa, Therasa (2005) studied collaborative learning Dynamics during a problem based learning activity in Education Problem based learning (PBL), especially in conjunction with collaborative learning teams continuous to gain maximum as a popular instructional approach in higher education.

2.2 STUDIES RELATED TO SOCIAL COMPETENCE

Landis et. al. (2006) studied cognitive social competence, life change events, and health risk behaviours among adolescents: Development of a structural equation model. It was found that adolescents’ social thought process was related to their recent life events, which in turn are related to their substance use behaviours.
Kaneko and Okamura (2006) conducted study on the social competence, self perception, and associated factors, including motor co-ordination of children with attention deficit hyperactivity disorder. It was suggested that most of the subjects had some degree of motor problem and delay of social competence. They also suggested an association between social competence and static-dynamic balance, which was one of the indices of motor coordination.

Lestari et. al. (2005) investigated factors influencing social competence among obese children at elementary school in Surankarta. It was concluded that the prevalence of social immaturity in these children was 32.5%.

Frigeria et al. (2002) reported that the differences in social competence of children were significantly associated with culture of the children. However, if children are not able to attain the skills necessary at each stage, they will fail to progress.

Anulekha (2001) concluded that girls were better in social concern, leadership, communication, self-awareness, and interpersonal relationship whereas, boys were better in self-confident.

Gao (2001) compared the social competence of pre school children with cerebral palsy of Japan and China and concluded that the social competence level was lower in the Chinese children than in the Japanese. The children who were under collective cares were higher on the scale of social competence than those children who are provided care in their homes.

Sodhi (2000) studied social competence as related to gender, anxiety and adjustment of the adolescents and found that there was no significant difference between 3 dimensions of social competence viz. personal adequacy, interpersonal adequacy, and social adequacy of male and female adolescent. Adolescents pursuing humanities as well as science as streams of disciplines did not differ on social competence.

Sanders (1999) investigated the effects of the early school entry and late school entry on subsequent student success. The teacher on the whole viewed the early entry children as being more delayed than their matched regular entry peers in the social competence and leadership areas.
Booth et al. (1998) concluded that best friend as a member of one’s emotional support network was not related to security, but was positively related to social competence.

Emery (1997) examined the effects of educational placement on academic achievement, social competence, and motivation for students with mild mental retardation. No significant differences were found on the dependent variables of achievement and social behaviours.

Phatak et al. (1995) studied motor development, mental development and 15 environmental components as the independent variables and social competence as the dependent variable in a study of 89 infants assessed at 3, 6, 9, 12, 18, 24 and 30 months of age. It was summarized that a child having educated parents, an elderly mother with commitment for outside work and a father occupied in work related to learning or skills with managerial freedom was contributing positively to development of social competence.

Gavazzi et al. (1995) examined the impact of family differentiation and peer differentiation levels on adolescent problematic behaviours and psycho social competence in 63 families, each of whom had adolescent offspring (aged 11-19yrs). Differentiation levels were assessed in both the families and peer systems. It was found that family differentiation was the sole predictor of adolescent problematic behaviour. Additional regression analysis indicated that peer differentiation was a significant predictor of psycho social competence, along with the significant impact of adolescent gender and age.

Kumar (1994) studied gender differences in social competence in rural and urban children. Results showed that rural and urban children exhibited non-significant differences in social competence on the basis of gender.

Goh & Feldhusen (1994) investigated relationships among leadership potential, social competence, creativity, intelligence, and academic achievement among adolescents in the United States and Singapore. It was highlighted that positive correlation in general between social competence and intelligence, while
creativity was found to be negatively correlated with both intelligence and academic achievement.

Yadav (1992) while studying the social competence of teachers before and after teacher training found that social competence of teacher trainees increased in all the dimensions except for self direction, personal adequacy, etc.

Mulia (1991) compared the social competence of higher secondary students in the context of their streams, sex and DIQ. It was concluded that there was no significant difference in social competence among students of the three streams, and between two sexes while DIQ had main significant effect on social competence streams and sex.

Sarojamma (1990) compared the reading ability and social competence of over, normal and underachievers of standard VII and found that there was significant difference in the reading ability of normal and underachievers, over- and normal achievers, girls and boys and students having high and low social competence.

Angenent & Man (1989) studied the relationships among intelligence, gender, social competence and school readiness and revealed that school readiness was related to intelligence and sex but not social competence.

Asthana (1989) analysed the social competence among school going children in the city of Lucknow and concluded that social competence increased with increase in grade level, the growth rate being highest in the first school year.

Sabapathy (1986) studied the relationship of manifested anxiety and emotional maturity of standard Xth students on their academic achievement. It was found that emotional and social competence was positively and significantly related to achievement in individual subjects and total academic achievement. Saovaluk (1983) examined social competence as a function of some psycho-socio-adjustment factors of B.Ed. college students of North-Central Region of Thailand. It was found that B.Ed. College students with high socio-economic background were socially more mature than those coming from low socio-economic status.
2.3 CONCLUSION

Review of the related literature provided an idea to the investigator as to what are the studies already done and their related aspects. Though there are studies conducted in the social family models of teaching and social competence, there is a scope for a study on social family models and social competence. It gives the researcher how to proceed and gives a direction. It enables the researcher to formulate relevant hypotheses to the present study. Further it has helped the investigator to formulate methodology and well planned procedure for the investigation.