Dissertation Preparation

Character Education Residency 2008

Group 2

Pidge Bannin
Cheryl Bremer
Allen Henderson
Liz Honaker
Current State of Knowledge

- Foundational goal: to prevent injury to self & others
- Lack of funding
- High value placed on Character Education
- Definitions are not standardized
- Predominantly found in early ed, slowly being addressed throughout all ages
Current State of Knowledge

- Emphasized more by females and teachers with 1-8 yrs experience
- Disconnect between personal efficacy and general teacher efficacy when teaching Character Ed (own teaching vs nature of teaching effectiveness)
- Character Ed ↔ crumbling core family
Research Design

- Qualitative
- Quasi-expperimental
- Surveys
- Descriptive models
- Mixed methods
- Exploratory research
Dissertation Preparation
Character Education

Range of Statistical Procedures

- ANCOVA
- MANOVA
- T-Test
- Chi-Square
- ANOVA
- P Score
- Descriptive Statistics
- Pearson Correlation
Threats to Internal/External Validity

- Survey
  - Low Response – mortality rates
  - Subjective response
  - Differing opinions on terminology
- Hawthorne Effect
- Intervening Variable
Dissertation Preparation Character Education

Threats to Internal/External Validity

- Lack of buy-in → resistance to change
- Potential inconsistent delivery
- Small sampling = non-representation
Future Recommendations

- More study on how literature influences character
- Research theoretical explanations of interventions
- Develop more higher ed models
- Increase administrative support
Future Recommendations

- Longitudinal studies to compare effect of character education
- Extend research to include variables of age, gender & grade
- More specific analyses of psychological functioning of actual moral exemplars


References


References

