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Abstracts Book

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Thursday, 6 September

	Elwood I	Elwood II	Stoops Ferry
9.15-10.45am **Simultaneous Panels 1**	**Education**	**Panel: Q & Pop Culture**	**Communication**
	College students' perceptions about personal strengths: An exploration of meaning using images *Virginia Gravina - Oklahoma State University* Factors Contributing to Early College High School Student Persistence *Katie Cerrone, John B. Nicholas, Susan Ramlo - The University of Akron* Investigating student preferences of faculty teaching methods in relation to their own learning styles *Wesley Carpenter - The University of Akron*	Q and Pop Culture *James C. Rhoads, Ulf Oesterle, Dennis F. Kinsey, Rachel Somerstein - Westminster College, Syracuse University*	Strategic or Tactical: The Characteristics of The Ideal Senior Government Communicator *Terence Flynn - McMaster University* Decoding "The Code": Audience Readings of Morality, Morbidity and Muder in Dexter *Jason Zenor, Steven Granelli – SUNY, Oswego*

Title:	College students' perceptions about personal strengths: An exploration of meaning using images
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Building on the early work of Maslow (1963), Dewey (1900), and Rogers (1961), the concept of positive psychology has increased in its professional support since the 1990s with the work of Seligman and Csikszentmihalyi (2000), May (1995) and others. The underlying tenet of psychology is that psychological theories emphasize virtues and resiliency instead of flaws, weakness or disease. Strength development is said to result in motivation, satisfaction, and persistence. Therefore gaining insight into the ways that college students perceive their strengths is critical to provide teachers and advisers with information to teach and guide in an efficient way. Using images to represent a range of ways of processing information (Gardner, 1993), this Q study describes the perceptions that define college students' strengths. A Q sample of 40 pictures was structured around the eight types of intelligence in Gardner's Multiple Intelligence theory (linguistic, logical-mathematical, musical, spatial, bodily kinesthetic, interpersonal, intrapersonal, and naturalistic).The P-set members were 17 college students (10 graduate and 7 undergraduate) from different colleges at a comprehensive university. Twelve sorts achieved significance on only one of the three factors and were used as defining sorts. These were interpreted as Reflection and Action view, defined by students whose strengths were linked with introspection and nature, concrete thinking, and ability to work with people. The Renaissance Person view reported diverse strengths, abstract thinking, and creativity. The Analytic Induction view reported its strengths in interpersonal relationships, natural environment, analytic thinking, problem solving, and strategy development. Implications for the results of this exploratory study provide insight for educators and highlight the use of pictures instead of written statements.

Title: Factors Contributing to Early College High School Student Persistence

Author(s): Katie Cerrone, John B. Nicholas, Susan Ramlo

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The Early College High School is an initiative sponsored by the Bill and Melinda Gates Foundation to increase the number of minorities, first- generation, and other under-represented populations in higher education by allowing students to earn an associate's degree or up to two years of college by the time they graduate high school. The current study was conducted at a large Midwestern Early College High School where students take one to three college classes during their first two years of high school and full college course loads during their last two years of high school. The transition between the sophomore and junior year is the most difficult for many of the students. A previous qualitative study examined transition experiences of students in their senior year. In that study (Cerrone, 2012), interviews were conducted with seven senior STEMM (science, technology, engineering, mathematics, and medicine/health) majors at the beginning and end of their final semester in the program. Interviews were also conducted with two high school math teachers, two high school science teachers, three high school administrators and seven college professors to gain insight into the roles they saw they played in the students' transition to college. That study revealed the following six categories from the analysis of the interview transcripts (a) attitude toward STEMM majors, (b) motivation, (c) preparation, (d) support, (e) interaction and engagement in the college culture, and (f) academic identity.The current study developed a concourse based upon the aforementioned study. Statements from within the six categories that emerged in the Cerrone (2012) study were used to balance the Q sample. This study employs Q- methodology to evaluate factors that contribute to persistence between the students' sophomore and junior years. Students (43) that were at the rank of high school sophomore and junior at the end of the 2011-12 academic year sorted 51 statements that pertained to their experiences and perspectives of being an early college student. A Q sort revealed 2 factors: "College Ready" and "Academically Immature". Implications of these results will be discussed.

Title: Investigating student preferences of faculty teaching methods in relation to their own learning styles

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The purpose of this study is to investigate preferences students have towards various teaching methods in the engineering technology classroom. Faculty can employ a variety of teaching methods in an attempt to educate their student's however, unless these methods are properly aligned with how the individual student learns, the end result can be an ineffective lecture from the students point of view. This study seeks to investigate which teaching methods students prefer, is there is a relationship between this preference and their individual learning style and whether there exists a consensus regarding any particular teaching method in the engineering technology classroom. The Q study will determine each students preferences for particular teaching methods and then further questioning will be used to determine each students own particular learning style, in other words, the students own particular way of learning which could be auditory, visual, tactile, etc. The participants (N=30) were taken from a large Midwestern university and selected from among a variety of engineering technology courses. Further, the representation of the P-set was diverse from the standpoint of race, age and gender. The factors revealed in the Q study will give faculty a better idea of the

most preferred and thus potentially the most effective teaching methods for the typical engineering technology classroom that are more closely aligned with how the typical engineering technology student learns.

Title: Q and Pop Culture

Author(s): James C. Rhoads, Ulf Oesterle, Dennis F. Kinsey, Rachel Somerstein

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This panel explores the use of Q methodology in pop culture. Four separate studies explore subjectivity in various corners of pop culture. Visual and non-visual Q samples are used. The four studies include the immediate reaction to film, the role of social media in music marketing today, the relationship between the aesthetic appeal of paintings versus photography, and the physical product of a punk 7" record. Q-samples items used include photo stills from film, traditional statements of opinion, actual 7" records so that subjects can explore the jacket (front cover and back cover), inner sleeve and the record itself, images of fine-art photography and fine-art paintings. Both intensive and extensive analysis and Q studies are included on this panel. Confirmed panelist: James C. Rhoads (Westminster College), Ulf Oesterle (Syracuse University), Dennis F. Kinsey (Syracuse University), Rachel Somerstein (Syracuse University)

Title: Strategic or Tactical: The Characteristics of The Ideal Senior Government Communicator.

Author(s): Dr. Terence (Terry) Flynn, APR, Ph.D.

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In early 2011, senior level government officials raised a concern about the strategic mindset of their communications managers. The expressed concern was that the administrative managers believed that the communicators were more tactical in their approach to solving government communication challenges. In order to more fully understand the concern, a series of depth interviews (N=19) were conducted with senior-level administrators and communicators to ascertain what they believed were the necessary competencies and skills of "the ideal government communicator". The findings from the depth interviews were supplemented and supported by a literature review of the fields of public relations, strategic management, and human resources. During two professional development sessions in the fall of 2011, 32 senior-level communicators (P Set), under the condition of instruction "From your own perspective, what are the characteristics/competencies/qualities of an ideal Communications Director in the Government?" were asked to sorted 50 statements (Q Sample) on a continuum of -5 (most unimportant) to +5 most important. Using PQMethod to analyze the data, 29 sorts loaded significantly on three distinct factors: "The True Strategist", "The Trusted Professional Manager", and "The Traditionalist".

Title: Decoding "The Code": Audience Readings of Morality, Morbidity and Muder in Dexter

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Dexter Morgan is a seemingly normal man. He works for the Miami-Metro Police Department as a blood spatter analyst helping solve cases of homicide. But, Dexter has a hidden side to his life- he moonlights as a serial killer, killing those who have escaped the justice system. Dexter has been a popular television show on the Showtime Network since 2006. It is successful because it uses the narrative devices of classic cop shows, while adding the twist of having the protagonist as an anti-hero that commits murder. Consequently, this show requires the audience to question concepts inherent to the genre: justice, morality, and good and evil. Accordingly, this study examines how viewers of the show Dexter read such concepts and reconcile the conflicting themes of the series. The study had 66 viewers sort 59 statements pertaining to the perceived meaning, value and effect of the series. Three perspectives emerged. Perspective 1 read the series as simple escapism allowing the viewers to fantasize about power and deviance. Perspective 2 read the series as a critique on justice in our society and held Dexter Morgan as a justified vigilante. Finally, Perspective 3 read the show as a morality tale about the darker side of human nature- warning viewers that wrongdoers always get caught, and that will include Dexter as well.

Thursday, 6 September

		Elwood I	Elwood II	Stoops Ferry
11.00-12.30pm **Simultaneous Panels 2**		**Education**	**Methodology**	**Policy issues**
		Student Views on the Use of Technology in Computer Information Systems (CIS) Courses *John B. Nicholas, Susan E. Ramlo, Chris Kuhn - The University of Akron*	Stephenson's Subjectivity from the Standpoint of Behaviorism *Bryan D. Midgley, Dennis J. Delprato - McPherson College and Eastern Michigan University*	The Qlash of Ideas: A Q Study of Twentieth Century International Relations *Jessie Rumsey, Steven Brown - Kent State University*
		Student beliefs about vocabulary acquisition in EFL *Alessandra Sartori Nogueira; Linda Gentry El-Dash - University of Campinas (Unicamp)*	On the Representation of Q Methodology: Some Rhetorical Reflections on the Vicissitudes of William Stephenson's Science of Subjectivity *James Good – Durham University*	Subjectivity And The Economic Inequality Conundrum: The Case For A Q - Methodological Reframing *Dan B. Thomas, Larry R. Baas - Wartburg College and Valparaiso University*
		The Assent to Learn of Engineering Technology Students *Roland Arter - The University of Akron*		Using Q to explore the subjective meanings of Muslim Social Identity in South Africa *Saloshni Muthal, Gillian Finchilescu - University of the Witwatersrand*

Title: Student Views on the Use of Technology in Computer Information Systems (CIS) Courses

Author(s):   John B. Nicholas, PhD, Susan E. Ramlo, PhD, Chris Kuhn

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This study examines student views on the use of technology through four computer information systems (CIS) courses at a large, public Midwestern university that occurred in the fall of 2009. The technology being examined, Springboard is an online course management system. Q Methodology is utilized to better ascertain the perspectives of students as it applies to their instructor's use of technology within their classroom. There are 32 study participants and three major groups of student perspectives that were discovered: 1) "Technology Friendly" 2) "Super Connected" and 3) "Old School." The results discover what views CIS majors have on the use of classroom technology (CT).

Title: Student beliefs about vocabulary acquisition in EFL

Author(s):   Alessandra Sartori Nogueira; Linda Gentry El-Dash

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This study reports on student beliefs about the acquisition of vocabulary in English as a Foreign Language (EFL). Research in this area has increased in the past decade, although it was long neglected. Today vocabulary acquisition has been the focus of various studies, but these concentrate on the techniques and strategies used in acquisition in order to understand their usefulness and efficiency. Moreover, most of these studies assess this acquisition on the basis of tests indicating knowledge of vocabulary, thus focusing on the product of learning. On the other hand, Q Methodology allows the investigation of the ideas of participants about the process of their learning. For this study, the concourse was taken from statements made in individual interviews and focal groups composed of teachers and students from the university and high-school level, and fifty-two statements were chosen for the Q-sample. Two P-Samples were used, one composed of 30 public university students and the other of 16 seniors in a public high school. These two samples were analyzed separately using PQMethod 2.20 software. Five perspectives emerged among the university students: opportunity-takers, inferencers, students concerned with the formal language, students concerned with native-speaker-like language use, and those concerned with the mediation of the mother tongue. Among the high-school students, four perspectives emerged: one revealing an interest in the informal language, one consisting of learners focusing of school activities, one of seekers of autonomy, and the fourth of learners concerned with grammar. A second-order study was also performed, yielding three factors: one expressing concern with the avoidance of the mother tongue, one of motivated learners, and the third of those who dislike reading. Since it is widely accepted that student beliefs influence their learning, implications for language teaching and learning are considered.

Title: The Assent to Learn of Engineering Technology Students

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W. Stephenson (1980) concluded that educators focus on the objective rather than the subjective aspects to education. From the student's standpoint of view teaching can be considered as objective because the teacher structures content, presentation and the overall organization of the course or activity, but learning does not begin or occur until the student decides or agrees that it does. Students may be intelligent, confident and capable, but can, and do, refuse to learn. Learning is very subjective and dependent on the student's assent to learn (Kohl, 1994; Ericison, Bagrodia, Cook-Sather, Espinoza, Jurow, Spencer, 2008). Within his or her capabilities the student has to agree or decide to learn. So, what triggers students' assent to learn or their rejection of learning? The purpose of this study is to shed light on the beliefs, opinions and attitudes that typically affect the assent to learn or the rejection of learning among engineering technology students in a formal classroom setting from three interactive perspectives: epistemological beliefs and mindsets, or how students view knowledge and their relationship to knowledge, and how students views themselves as learners; students' personal perceptions of usefulness, need, and self direction as an adult learners; and the protection of "Self," or the defense of students sense of identity and culture. Eleven engineering technology students participated in a Q study that resulted in three factors: one that focused heavily on epistemological beliefs and mindsets, and one that focused on experience and job application, and one that focused on skeptical learning and expectant views of teaching.

Title: Stephenson's Subjectivity from the Standpoint of Behaviorism

Author(s):   Bryan D. Midgley, Dennis J. Delprato

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William Stephenson promoted a monistic and, therefore, non-dualistic perspective on psychology. Emphasizing his commitment to a naturalistic behaviorism, Stephenson (1953) asserted that "all experience is behavior. Behaviorism, therefore, is all embracing." However, a central concept in Stephenson's behaviorism—subjectivity—is open to multiple interpretations, some of them inconsistent with behaviorism. In this presentation, our main goal is to understand better Stephenson's conceptualization of subjectivity. For Stephenson the monist, subjectivity has at least two referents: covert events and behavior in general. With respect to the latter, we translate subjectivity into Skinnerian behavior-analytic and behavioral concepts—locus and response bias. "Locus" refers to the person as the possessor of behavior but not as the causal agent of behavior, and it is consistent with Stephenson's concept of self-reference. "Response bias" refers to behavioral potentialities as revealed by Q-sample probes, and it is consistent with Stephenson's concept of opinion. Our second goal in this presentation is to point out a mutually beneficial relation between Q methodology and behavior analysis. If behavior analysis offers Q methodology some conceptual clarity, Q methodology offers behavior analysis a conceptualization of subjectivity that goes beyond covert events. Q methodology can help behavior analysis appreciate that privacy is not limited to "the world within the skin."

Title: On the Representation of Q Methodology: Some Rhetorical Reflections on the Vicissitudes
               of William Stephenson's Science of Subjectivity

Author(s):   James Good

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Over the past few decades it increasingly has been recognised by historians of science that rhetoric (persuasive communication) plays a central role in scientific communication just as it does in communication in everyday life. To date, the role of rhetoric in the dissemination of the principles of Q Methodology has received little scholarly attention. A rare exception is a (1995) paper by Angela Febbraro which provides a critical analysis of the epistemology, metatheory, and ideology of Q Methodology. Febbraro concludes that 'as a device for conducting scientific research, whether positivist, behaviorist, or feminist, Q methodology, for better or for worse, has somehow obtained scientific legitimacy by having convinced all the research players, of varying epistemological, metatheoretical, methodological, and ideological commitments, of its value as rhetoric. In this presentation I will explore the variety of ways in which Q methodology has been represented over the past 75 years. I begin by noting changes of emphasis in the ways William Stephenson presented his own claims about the nature and significance of Q Methodology. I then turn to the representations of Q Methodology in the 'British Dialect', representations which attempts to appropriate Q Methodology in the service of a discourse-oriented human science. More recent representations of Q Methodology as a 'Qualitative' or 'Mixed-Method' mode of investigation are also examined. I end with a consideration of the implications of these diverse forms of representation for the future prospects of the Q Methodology movement.

Title: The Qlash of Ideas: A Q Study of Twentieth Century International Relations

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The 90-year anniversary edition of Foreign Affairs (January/February 2012), the leading source on global affairs, reprinted several seminal articles that had appeared since the magazine's founding in 1922, including essays on Lenin and Mussolini, the philosophic basis of fascism, 20th century political ideas, the prospects for communism, nationalism and economics, post-cold war chaos, the return of authoritarianism, and other topics—a kind of "greatest hits" collection, according to the editor—followed by contemporary essays, all under the anniversary issue theme of "The Clash of Ideas." The purpose of this study is to examine the current status of this clash from the standpoint of international relations and foreign affairs scholars and practitioners and also of ordinary members of the public. A Q sample containing a representative set of assertions from this special issue has been selected and a beginning has been made in administering them to specialists worldwide (foreign affairs academics and governmental officials) as well as a small sample of non-specialist citizens obtained locally. The presentation provides a contextual summary for the study, a rationale and conceptual justification for the use of Q methodology, and a preliminary presentation of results obtained to date. Given the in-progress nature of this presentation, the presenters would value guidance with regard to the following discussion points: (1) It is anticipated that some Q sorts will be obtained from academic luminaries during conferences (for example, the annual meeting of the International Studies Association). What would be effective means of "button-holing" such individuals and obtaining responses from them? (2) For Q sorts obtained from individuals in distant locations (e.g., Europe), what are the comparative advantages of mailing, electronics, and other means of administration?

Title: Subjectivity And The Economic Inequality Conundrum: The Case For A Q-Methodological Reframing

Author(s): Dan B. Thomas and Larry R. Baas

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This research takes as its predicate the contradiction between growing survey evidence that Americans are aware of and bothered by increasing economic inequality, on the one hand, and popular support at the ballot box for policies and politicians who exacerbate that inequality, on the other. In poll after poll we see lopsided majorities voicing their annoyance at the fact that the wealthiest one percent of US households now accounts for more than one-fifth of the total annual national income. No matter what distributional metric is utilized, one bottom-line fact is beyond dispute: over the past thirty years, the (very) rich have gotten richer – at rates unprecedented since the Gilded Age – while middle- and low-income Americans have struggled to keep pace with increases in the cost of living. While survey data have steadily grown to document the mass public's dissatisfaction with this state of affairs, when one examines electoral outcomes at the federal and state level (in 2010 and thereafter), along with fiscal policymaking traceable to such cases of collective choice, a very different picture emerges. If majorities of American voters recognize and detest the dimensions of cumulative economic inequality, why does this not translate into perceptible policy-driven behavior at the ballot box? In this research we report a pair of Q studies that, we shall argue, can contribute to a freshened methodological perspective on this conundrum. When the issue of economic inequality is investigated from an intensive, Q-methodological standpoint that abandons the constricting logic and dictates of the large-sample survey (replete with its rules for disregarding self-reference in favor of categorical group averages), what we find is a more compelling and complex (yet more nuanced and sensible) set of public-opinion portraits than have heretofore emerged from the scores of polls seeking to calibrate public sentiment pertaining to economic opportunity, fairness and inequality in contemporary America. A concluding discussion underscores the implications of these findings – and the methodological alteration underpinning them – for "real-world" policymaking and for public opinion research in the scholarly realm.

Title: Using Q to explore the subjective meanings of Muslim Social Identity in South Africa

Author(s): Saloshni Muthal, Gillian Finchilescu

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The authors explored the subjective meanings attached to Muslim social identity amongst a sample of Muslim South Africans residing in Johannesburg (n = 40). The study aimed to understand how Muslims subjectively represent and understand their Muslim identity and to explore the degree to which the negative perceptions of Islam have shaped Muslim social identities. Q methodology was used to research the subjectivity and diversity of meanings attached to Muslim social identity. Four distinct accounts of Muslim identity emerged in the analysis. The first account (Factor A) was a dominant identification with one's Muslim identity that was steeped in Islam. The second account of Muslim identity (Factor B) was tainted by the negative representations of Muslims, which manifested in a tension between the need to belong to the larger Muslim community and the need to be seen as distinct from other Muslims. The third account of Muslim identity (Factor C) reflected the differences among men and women in terms of their interpretation of a woman's role within Islam, with men

believing that women were given many rights within Islam, whilst women did not feel that this was so. The final account of Muslim identity (Factor D) described a more conservative mainstream view of Muslim identity that alluded to a struggle to balance the dictates of one's religion with that of other identities. The key finding from this study was that Muslims believe their identity is under threat from negative representations which is coloring their interpretation of their Muslim identity.

Thursday, 6 September

	Elwood I	Elwood II	Stoops Ferry
3.15-4.45pm **Simultaneous Panels 3**	**Education**	**Methodology**	**Journalism & Law**
	Reading English as a foreign language from the point of view of Brazilian high school students: A Q Methodological Study *Linda Gentry El-Dash, Eliane Fernandes Azzari, Liv Fernandes - State University of Campinas, Brazil* Meaning construction in career choices among university graduates *Hannah Owens Svennungsen - The Norwegian University of Science and Technology* Examining Clinical Education Experiences of Athletic Training Students *Carrie L. Fister, Laura A. Richardson, Susan Ramlo - The University of Akron*	Contextual challenges using Q methodology in comparative research *Arlene Arstad Thorsen, Ingunn T. Ellingsen, Misty Steele, Diane Montgomery - University of Stavanger and Oklahoma State University* Conceptualizing Complete Streets: Visual Q *Perry D. Gross, Andrew Blanchard - Atkins North America* Many versions of a single story: perspectives on public engagement with wildfire management in New Jersey *Stentor Danielson - Slippery Rock University*	On the Shared Subjectivity of Value in Legal Decision and Discourse: The Application of Q Methodology in Analytic Jurisprudence *Daniel Behn - University of Dundee* Editing in the Digital Era: A Q-methodological Study of Professional Journalists' Viewpoint of Editing in an Era of Technological Change *Reshonda Scott - Florida A&M University* An Examination of Journalist Motives in Covering Tragedy and Trauma *Mark H. Masse, Mark Popovich, Dennis Kinsey - Ball State University, Ball State University, Syracuse University*

Title: Reading English as a foreign language from the point of view of Brazilian high school students: A Q Methodological Study

Author(s):   Linda Gentry El-Dash, Eliane Fernandes Azzari, Liv Fernandes

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In the official Brazilian orientation for the teaching of English as a foreign language in the secondary schools, the focus in recent years has been primarily on reading, in a text-focused genre approach emphasizing the value of an awareness of the characteristics typical of different types of texts used in different social situations. There is also concern with reading as a social, critical process and its participation in literacy practices, with cultural and ideological assumptions especially relevant for the interpretation of foreign language texts and the formation of good citizens in a globalized world. The present paper was designed to reveal how students feel about this approach, using Q Methodology to give voice to their concerns and interests. A Q Sample of 45 statements was obtained from the ideas expressed in the National Curricular Guidelines and the literature in the field of reading, and these were sorted by 24 high school students. Four points of view were identified. The

first was that of Well-Prepared Readers, who are self-motivated and dominate the traditional reading tools such as inference; they also express a desire to use English in oral production. The second is that of the Translators, satisfied with a dictionary-based translation of texts, who concentrate on practical needs such as university entrance examinations. The third entails Poorly – Prepared readers, who show some difficulty in dealing with texts, apparently lacking the required tools, and who fail to see the link between previous experience and text interpretation. The final point of view is that of the Socially Aware readers, concerned with the practices of good citizenship and with the importance of grammar. The results of the present study foster an important discussion on the adequacy of the official curricular parameters when addressing learner needs and expectations.

Title: Examining Clinical Education Experiences of Athletic Training Students

Author(s):   Carrie L. Fister, Laura A. Richardson, Susan E. Ramlo

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The Commission of Accreditation on Athletic Training Education (CAATE) requires athletic training education programs (ATEPs) to develop and implement an assessment plan to evaluate all aspects of these undergraduate and graduate programs. This includes continual assessment of the clinical education portion of these programs, which may include, but is not limited to, evaluation of clinical instructors, clinical sites and clinical competencies. This evaluation process most commonly uses Likert scale surveys that students complete at the end of each semester. However, Q methodology would be a more comprehensive tool in that it would enable program administrators to identify consensus, patterns of subjectivity and students' preferences regarding their clinical experience. Therefore the purpose of this study is to utilize Q methodology to provide an avenue to investigate students' subjective perceptions of their clinical experience. The concourse development stemmed from previously used Likert scale surveys, student narratives, student feedback and a review of literature. The participants in this study are students that have completed at least one semester of clinical education in the ATEP at a large Midwestern university. Each student completed the Q sort which consisted of a Q-sample of 44 statements.   While data analysis is ongoing, results from this study will allow faculty of ATEPs to gain greater insight about students' views of these programs and, in turn, enable these faculty to improve the clinical education aspect of their programs. Specifically, it may assist faculty in making decisions regarding clinical instructor training, clinical site decisions, student placement and curriculum development. The results may also be applicable to other disciplines in which clinical education occurs.

Title: Meaning construction in career choices among university graduates

Author(s):   Hannah Owens Svennungsen

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This study investigates the subjectivity of making meaningful career choices among 49 university graduates with three different backgrounds; counseling education, economic education and multicultural. Three factors were chosen based on the factor analysis from the Q-methodological software program PQmethod. These factors were called; existential meaning, relational meaning and career success meaning. The existential meaning factor emphasised agency and freedom together with other persons, career as more than a job, and

personal success as significant elements in constructing meaning into ones career choices. The relational meaning factor emphasised security, pay and survival, relational and cultural meaning construction, relational career view, and external success as significant elements. Also the relational meaning factor emphasised that individual career choices are not so relevant for constructing meaning into one´s career choices. The career success meaning factor emphasised independency, career success and career as more than a job as significant elements. Practical implications and consequences for the factors will be discussed out from relational agency perspectives in terms of how the factors construct career meaning into their career choices. Career counseling implications will also be addressed.

Title: Contextual challenges using Q methodology in comparative research

Author(s): Arlene Arstad Thorsen, Ingunn T. Ellingsen, Misty Steele, Diane Montgomery

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Comparative research seeks to obtain knowledge of similarities and differences among various groups or constellations. This can be done through different structures of comparison such as between two or more groups/countries, or status at two or more points of time, or of one group's status under different circumstances. Comparison with other studies can also be done. Comparative studies can function as a springboard for theoretical reflections about similarities on one side and divergent or contrasting perspectives on the other. Many research approaches are suitable for comparative studies, but how well is this accomplished by using Q methodology? We wish to draw attention to an ongoing comparative study targeted at US and Norwegian teachers' expectations and opinions of important skills for first graders to have to succeed in school. In this presentation we will focus on methodological issues in preparing for this comparative Q study. Contextual differences may pose a challenge for example to the development of the Q sample. We wish to share our experiences and reflections at this stage of the process.

Title: Conceptualizing Complete Streets: Visual Q

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Planning practice often relies on concepts and principles that are realized in different forms by different individuals and groups. "Complete streets" is an emerging concept in transportation planning that continues grappling with this realization process. The language of complete streets does not translate well between the different professional groups working with the concept. Therefore, this Q methodology study employed a concourse of street scenes to generate a Q sample. The Q sample used a Fisherian design employed causes of professional orientation, with effects of engineer or planner, and built form with effects of human and auto scale. A P set comprised of a cross section of professionals implementing complete streets provided sorts with a least and most like complete streets condition of instruction. Fifteen Q sorts were collected using flashQ supported web page which allowed the use of images for the Q sample. Extensive written feedback about individual impressions of the images was collected from the sorters to generated descriptive language based on their practical words. Analysis was performed using PQMethod. This paper and presentation will detail this visual Q methodology application, the identified factor structure, interpretation and implications of the factors for conceptualizing complete streets, and a summary of thoughts about working with images in Q.

Title:	Many versions of a single story: perspectives on public engagement with wildfire management in New Jersey
Author(s):	Stentor Danielson
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While Q method is commonly applied in situations of high conflict between different viewpoints, it is also useful in probing cases of apparent consensus. One such case is wildfire management in New Jersey, where key stakeholders around a common narrative contrasting responsible oldtimers versus ignorant newcomers to explain problems in fire safety. Q can reveal this shared conventional wisdom, while also allowing us to tease apart the subtly different framing of the issue by different stakeholders. This analysis shows that a shared framework about the problem does not necessarily entail agreement about how to address it.

Title:	On the Shared Subjectivity of Value in Legal Decision and Discourse: The Application of Q Methodology in Analytic Jurisprudence
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Values matter in both legal decision (law-making and law-applying) and discourse(law-shaping and law-influencing). Yet, their purported subjectivity means that gaining knowledge about value (whether they be epistemic, legal, moral, ethical, political, cultural, social, or religious) in the context of analytic legal thought and understanding is often said to be at odds with goal of objectivity. This difficulty in clarifying the proper place for value inquiry in legal analysis is broadly attributable to two major developments in twentieth century philosophical thought. The first development is traceable to the dominance of Hartian legal positivism and the seperability thesis. The second development is traceable to post-modernism in the social sciences more generally, whereby the epistemology of value has been greatly influenced by concepts of relativity, contextuality, and plurality. While these developments are primarily geared at diminishing the possibility (or relevance) of objective moral knowledge, they have also influenced value inquiry more broadly; acting as thought-stoppers in regard to the pursuit of value knowledge. Theories about law can roughly be divided along two trajectories: positivism(forms of legal formalism and idealism) and anti-positivism (forms of legal realism). Positivist inquiry forces a separation of law from value (particularly moral value); creating theories about law that are incomplete at best and disingenuous at worst. Anti positivist theories about law, on the other hand, reject the positivist ideal of value-free legal understanding, and hold that the purpose and function of law is not only inseparably tied to value, but is a necessary component of it. Building on this premise, and that of legal realism as it developed in the early twentieth century, the most comprehensive effort to map and theorize anti-positivism is the policy-orientated jurisprudence of Myres McDougal and Harold Lasswell. This jurisprudential outlook attempts to delineate a method for inquiry about law that can provide the tools necessary for a realistic (and inescapably value-laden) understanding of authoritative and controlling decision. Unfortunately, the development of this jurisprudence came at a time when legal positivism was entering a renaissance (primarily thanks to Hart), and many theorist and legal scholars were uncomfortable with the amount of value subjectivity granted to decision-makers under the policy-orientated approach. However, it was not the recognition of the role that values play in the legal process that undermined the approach; rather,

the theory was marginalized for the same reason that values are purposefully ignored in positivist approaches: the difficulty in gaining objective knowledge about them. The purpose of my work is an attempt to overcome this limitation in anti-positivist legal theory by providing a methodological bridge for gaining and improving knowledge about value in the context of legal inquiry. Q methodology will be used as a means for systematically and empirically measuring subjective perspectives in order to facilitate the description and evaluation of shared subjectivities about value. In the context of law, these are the subjectivities that manifest themselves as the conflicting perspectives that are omnipresent in both communicative law-shaping discourse and authoritative and controlling law-making and law-applying decision. Knowledge about these shared value subjectivities will allow the legal analyst to delineate and clarify points of overlapping consensus about the desired value distribution in a particular legal context. It is hoped that this work on new methods for gaining empirical knowledge about value subjectivity can help close a weak link in all anti-positivist theory: a weakness that has manifest itself as skepticism about the possibility of measuring value objectively enough to permit its incorporation as a necessary component of analytic jurisprudence.

Title:	Editing in the Digital Era: A Q-methodological Study of Professional Journalists' Viewpoint of Editing in an Era of Technological Change.
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This is a subjective study of professional journalists' viewpoint on the stance of editing in the digital era. The participants include journalists who work in a newsroom who are familiar with the rules of editing and contemporary journalism. The research will determine how the growth and reliance on technology is changing the importance and definition of editing, while transforming the newsroom. This will allow the exploration of how editing is being affected by technology and continues to transform during this era. Studies and professional articles have shown that journalism and everyday interpretations of news continue to transform and the change has a direct effect on editing. There are now more errors and a lack of accuracy in many newspapers. In an age where technology is dominating most traditional aspects of life, the 21st century has become known as the digital era. An emphasis on convenience and quantity, rather than quality, has become a norm. With the popularity of the Internet, hundreds of millions of people worldwide consume most of their news in nontraditional ways and from numerous sources. This Q-methodological study will find how reporters and editors think about the importance of editing and the change that has occurred in in journalism.

Title:	An Examination of Journalist Motives in Covering Tragedy and Trauma
Author(s):	Mark H. Masse, Mark Popovich, Dennis Kinsey
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The role of journalists who witness acts of violence, destruction and terror has been chronicled by those involved and other researchers for many years. What motivates journalists to take on such high risk assignments that lead to emotional consequences for the journalists, their families, and their colleagues, has not been systematically studied.   Researchers in this study utilize Q methodology to examine the motives of a minimum of twenty current and former print and broadcast journalists in central Indiana, upstate New York, and other locales in reporting on tragedy and trauma. A Q sort containing fifty statements was developed

around five categories of motivationalresponses: Adventure, Bearing Witness, Career Concerns, Societal Impact, and Professionalism. These categories were produced in an earlier exploratory qualitative study that utilized purposive sampling of thirty-six (U.S., international) journalists who had covered tragedy and trauma (e.g., war, terrorism, natural disasters,accidents, crimes) in their careers. Inductive reasoning was used to examine the motivation for coverage,the effects of such coverage on journalists, the coping techniques employed by affected journalists, and the lessons for other journalists, their media audiences, and the communities in which they live. The proposed Q Methodology study employs on-site statement sorting followed with personal interviews. Supplemental sorting/interviews may be conducted via email. The objective of the study is to identify patterns of motives employed by "trauma" journalists who are willing to risk life, limb, and mind in order to serve the public's need for information.

Thursday, 6 September

	Elwood I	Elwood II	Stoops Ferry
4.45-6.15pm **Simultaneous Panels 4**	**Education**	**Methodology**	**Social & Policy Networks**
	A Q-Methodological Study: Examining Teachers' Beliefs, Perceptions, and Attitudes about Cultural Competence *Patricia Hobbs, Matt Militello - Harnett County Schools* Faculty perspective of a campus visit program *Joanne K. Salay - Kent State University at Stark*	Revealing children's experiences and emotions through Q Methodology *Arlene Arstad Thorsen, Ingunn T. Ellingsen, Ingunn Størksen - Center for Behavioral Research, University of Stavanger* An Exploratory Study of Positive User Reactions to Q-Sort Techniques *Chris D. Fluckinger, Michelle R. H. Brodke - Bowling Green State University Firelands* Q methods, Empirical ethics and public policy *Rachel Baker - Glasgow Caledonian University*	The Q-Study As A Bouy On The Sea Of Social Networking Data: A Complex Analysis In A Complex Context *Michael Stricklin, Gustavo Said, Woods Stricklin - Federal University of Piaui, Portland Community College* Q study: Does social networking lead to loneliness? *Byung Lee - Max Negin Elon University*

Title:	A Q-Methodological Study: Examining Teachers' Beliefs, Perceptions, and Attitudes about Cultural Competence
Author(s):	Patricia Hobbs, Matt Militello
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Issues of equity are ubiquitous in K-12 schools. Yet school educators find it challenging to take an activist stance for issues of social justice. There are many reasons why from individual (i.e., one's moral compass) to organizational (i.e., lack of pre-service preparation) to institutional (i.e., the high premium placed upon retaining the status quo in educational settings). The study examines how middle school teachers perceive their cultural competence on the heels of a district professional development initiative on student culture. The overarching research question in this study was "How do teachers perceive their cultural competence and how

does their cultural competency impact their professional work?" Moreover, the study aims to ascertain what factors foster or inhibit the development of cultural competency of teachers. In examining perceptions, beliefs, and attitudes of the teachers in this study, the consensus statements indicated they don't think it is especially important that textbooks include multicultural content, while at the same time agreeing that they differentiate their teaching based on their students' interests. Some of the instructional practices being used by teachers did not address the way that minority students learn best. However, as evidenced in the annual assessment data, teachers often disagreed with the idea of modifying instructional approaches and often resumed to teach students in a manner that they were comfortable and familiar with and from the way they remembered learning. This study presented varied levels of beliefs, attitudes, and perceptions of teachers and exposed the necessity for professional development that properly prepares teachers to instruct the students they are to teach. The teachers believed across factors that it was important to look at others' perspectives and felt they did not see color as well as teachers becoming culturally competent educators. From the review of the research and literature it is clear that there is a relationship between beliefs, perceptions and behaviors.

Title: Faculty perspective of a campus visit program

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Q Methodology was used as an evaluative tool of a university outreach program for middle school students. The goal of the Campus Visit Program (CVP) is to introduce 8th grade students to college and the opportunities available to them. The CVP brings approximately 600 students (groups of 100) and their teachers to campus each year for a 4-hour immersion comprised of three 50-minute interactive subject-centered sessions taught by faculty, staff, and college students. CVP participants also chat with admissions personnel and have lunch on campus. Many of the faculty, staff, and college students have volunteered to present the interactive sessions for five or more years. The CVP exists because university individuals give of their time to instruct young people. The researcher wanted to investigate participating faculty perspectives on the CVP to determine why the faculty members continue to offer their support to the program, and to modify the program if needed. The concourse was developed from an e-mail survey sent to faculty who had participated in the program, academic literature, the researcher's observations of the program, visiting- student/teacher comments, and thank-you letters from visiting 8th grade students. A Q sample of 50 statements was developed and administered in person to 14 participating faculty members. Follow-up questions of the sort were audio recorded and transcribed. The data was correlated, factor analyzed, and varimax rotated using PQMethod software (Schmolck 2011), producing a 2-factor solution. Factor One focused on the CVP as a recruitment/community connection vehicle whereas Factor Two saw the CVP more as a hands-on motivational/self-esteem tool for student learning. Both factors expressed the importance of including visiting students in the CVP regardless of gender, academic achievement, or special needs. Participating faculty also saw working with the CVP as part of their commitment to the university.

Title: Revealing children's experiences and emotions through Q Methodology

Author(s):   Arlene Arstad Thorsen, Ingunn T. Ellingsen, Ingunn Størksen

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Social and emotional adjustment is crucial for the general adjustment of children and adolescents. Children's ability to understand emotions is viewed as an important predictor of sosioemotional competence and adjustment. It is important for all children to have the opportunity to express their emotions and views on matters that concern them. Still, putting feelings into words - especially on sensitive themes such as family change - may be difficult. Including the voice of children to elicit a wider perspective is challenging in research. It is important to employ flexible research methods that are easy-to-use means for obtaining the children's stories in a non-threatening way. Based on our experiences, we argue that Q methodology is particularly suitable for including children in research. Q methodology is designed to reveal human subjectivity. Participants in Q methodological studies are exposed to a set of cards containing subjective statements or images that they can relate subjectively to. Q methodology is considered to be a sensitive way of gathering data related to emotionally challenging themes. In our presentation, we will illustrate how Q methodology was used with five year old children, and adolescents aged 13 – 18 years, and present advantages of this approach.

Title: An Exploratory Study of Positive User Reactions to Q-Sort Techniques

Author(s):   Chris D. Fluckinger, Michelle R. H. Brodke

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Q-method practitioners often share the belief that participants enjoy the Q-sort procedure, although more research is needed to target specific factors behind positive Q-sort perceptions. This study collected data from 65 student participants who completed a 50-item personality instrument in both Q-sort and Likert formats. The order of completion was counterbalanced to control for order effects. After completion of each instrument, participants were asked a series of questions regarding perceived control, fairness, visual appeal and a series of questions related to hypothetical use of the instrument in high-stakes (i.e., applying for a job) settings. Participants were also strongly encouraged to provide detailed qualitative feedback regarding their perceptions of the test experience, as well as reasons behind their answers. Results indicate no differences between perceived fairness, although the Q-sort was perceived much more favorably regarding visual appeal (d = .67). The qualitative feedback provided rich detail in understanding these findings. Many comments focused on the nature of the questions (which were identical in the Q-sort and Likert formats) and of personality measurement in general; however, participants clearly expressed appreciation for the relative-ordering and stepwise nature of the Q-sort. Taken together, these results provide insight into reasons behind participant enjoyment of the Q-sort procedure, particularly in relation to Likert measures. These results also support the use of Q-methodology in situations where the visual appeal of the method is important, such as job applicant testing, in which visually appealing assessments are more likely to capture a larger applicant pool.

Title: Q methods, Empirical ethics and public policy

Author(s):   Rachel Baker

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Contemporary public policy makers are expected to include the views of the general public in the evaluation and implementation of policy. However, eliciting views and integrating values into policy evaluation frameworks can be challenging. Particular challenges arise in areas where concepts or issues are not well-articulated in advance by members of the public. This may especially problematic where technical expertise and jargon dominate debate, or where moral questions entail complex and contingent arguments. Empirical ethics combines the findings of empirical research in ethical reflection and decision making but remains controversial in part because of the blurring of boundaries between normative and descriptive perspectives. For researchers investigating public viewpoints in such policy areas there are specific methodological challenges. In contexts where members of a community do not have direct experience of, or expertise in the issues in question, and yet an account of their views is required, methods are required which allow exploration and deliberation of the arguments. Ill-informed or partially-reasoned viewpoints will lead to poor policy decisions. Quantitative surveys are unlikely to enable deliberation, whilst open-ended, unstructured qualitative methods may be unhelpful for respondents unfamiliar with the range of arguments around a given topic. In this paper I will draw on early experiences from a study to elicit public views around the relative value of end of life health gains in the UK to make the following arguments for the purposes of methodological discussion: i) Q methodology is a suitable approach for the exploration of views in relation to complex and perhaps unfamiliar concepts in empirical ethics studies. ii) Use of Q methods to investigate the views of the general public for policy making poses specific challenges and study design issues. iii) Careful consideration must be given to the research questions, study design and the Q set in such studies.

Title: The Q-Study As A Bouy On The Sea Of Social Networking Data: A Complex Analysis In A Complex Context

Author(s):   Stricklin, Michael; Said, Gustavo; Stricklin, L. Woods

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At least one thing appears to be clear regarding the study of social networking: The likelihood of drowning in a sea of data. What is not so clear is what to do about it. This paper reports the use of factors from a Q-study in constructing a working model to aid in the analysis of more than 50,000 tweets. It is shown that patterns of Q-factors, being operant, provide narrative models that appear in the social networking data under study.

Title: Q study: Does social networking lead to loneliness?

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Many studies have focused on the general problems of online mediated human relationship, such as loneliness and less intimacy. This Q study will reexamine the source of loneliness and whether heavy young users whose

brains were rewired after using new social networking feel the same way as light older users to the online communications, especially in Facebook or other social networking sites. People boast hundreds of friends on Facebook and other social networking sites. They maintain their old real life friendship through the networking sites because of convenience, control and other reasons. Other times, they make new friends online with rare or no real contact. Even when people have hundreds of online friends, they still feel lonely. It is not clear whether these people feel lonely because they make online connections with people; or on the contrary, those who feel lonely may tend to make online connections with other people. If the latter is correct, online relationship may benefit people with human connections that would not be possible in real life. Regardless of the causal relationship, Latham advises, "If social networking sites are getting in the way of you having genuinely satisfying relationships with people ... turn off your computer, leave your room, and get together (face-to-face) with a friend." The real source of the problem, however, can be traced somewhere else. While changes in societal environment decrease people's physical strong association with others, thin relationships become plenty. This shallow relationship might lead to loneliness. As Riesman et al. argued in The Lonely Crowd, other-directed people in the 20th century, had to accommodate rapid changes by becoming a cosmopolitan and being rootless. "The other-directed person is, in a sense, at home everywhere and nowhere, capable of a rapid if sometimes superficial intimacy with and response to everyone." This will lead this type to belong to a lonely crowd. New experience would rewire people's brains. Then it is possible that people would feel differently about what would lead to loneliness to others. So this Q study will examine whether social networking leads to loneliness, whether there is a difference among heavy young users and light older users, and how they feel about the benefits and harms of social networking.

Friday, 7 September

	Elwood I	Elwood II	Stoops Ferry
9.00-10.30am **Simultaneous Panels 5**	**Education**	**Health & Nursing**	**Education**
	Daycare Staff Emotions and Coping Related to Children of Divorce: A Q Methodological Study *Klara Øverland, Ingunn Størksen, Edvin Bru, Arlene Thorsen - University of Stavanger* Exploiting the qualitative potential of Q methodology: Its applicability in a post---colonial study *Lydia E Carol-Ann Burke, University of Toronto* Q Methodology As An Approach for Grassroots Community Development *Chris Janson, Matt Militello - University of North Florida, North Carolina State University*	Q-methodology to explore attitudes towards adherence in recently transplanted kidney patients *M. Tielen, J. van Exel, M. Laging, T. van Gelder, W. Weimar, E. Massey - Erasmus MC, Erasmus University Rotterdam* Questioning marketing authorization procedure and efficacy criteria: Views from general population, patients, oncologists and health decision makers in the context of advanced cancer *Christel Protiere, Noémie Jeannin - INSERM UMR 912* Attributes Of Sustained Recovery From Substance Use Disorders: Key Impressions Of Persons In Long---Term Recovery *Onaje M. Salim - Argosy University*	Using Q to Catalyze and Focus Academic Committee Work *Travis W. Schermer - The College of Saint Rose* It's a Shame: Student Perspectives on Academic Misconduct *Brian Wink, Steven Henderson, Donald Coe, Ann Read - Southampton Solent University* Harvesting Suggestions: A Strategy for Promoting Policies Designed to Improve Academic Life for International Students *Han Zhang, Mayagul S. Satlykgylyjova, Merfat Almuhajiri, Steven R. Brown - Kent State University*

Title:	Daycare Staff Emotions and Coping Related to Children of Divorce: A Q Methodological Study
Author(s):	Klara Øverland, Ingunn Størksen, Edvin Bru, Arlene Thorsen
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This Q methodological study explores emotional experiences and coping of daycare staff when working with children of divorce and their families. Two main coping strategies among daycare staff were identified: 1) Confident-copers, or 2) Non-confident copers. Interviews exemplify the two main experiences. Both groups may struggle with coping in this work. Still, Non-confident copers seem to experience more problems than do Confident-copers. Both Confident and Non-confident copers find it difficult to work with parents who argue in front of the children. Accordingly, we suggest tailored education and counseling in this field as interventions to increase knowledge and coping among staff to help them in their work with children of divorce.

Title:	Exploiting the qualitative potential of Q methodology: Its applicability in a post-colonial study
Author(s):	Lydia E Carol-Ann Burke
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This paper describes a multi-layered, trans-disciplinary study that explores the meanings that expatriate teachers, their colleagues, their students and their administrators attach to the representations expressed by Western science teachers who have travelled into the unfamiliar cultural spaces of their students. We have used Stephenson's Q methodology as a means to facilitate a Foucauldian critical discourse analysis. Acknowledging that the specific themes from post-colonial theory used to frame this research (namely, the power-knowledge and complicity-resistance dynamics) may not be at the forefront of the considerations of the study participants, we have employed a research approach designed to assist the participants in expressing their viewpoints. We have augmented the traditional approach to Q methodology whilst remaining true to its conceptual and philosophical foundations. Our adaptation utilises a smaller than usual Q set (of 24 cards) and a facilitated full ranking procedure, combined with an in-sort interview. This approach has proven both engaging for participants and consistent with the interpretive, post-foundational nature of the work being conducted. In the results section of the study, we show how the recurring "contents, symbols and strategies" (Jäger & Maier, 2009, p. 38), so fundamental to this form of discourse analysis, have been revealed in three main viewpoints whilst maintaining the particularities of the voices of individuals. We assert that, by utilizing a quantitative tool (Q methodology) that "shares many of the presuppositions of qualitative methods" (Brown, 2003, p. 2), the 'thick description' (Ryle, cited by Geertz, 1973) of interpretive research has been enhanced.

Title: Q Methodology As An Approach for Grassroots Community Development

Author(s):   Chris Janson, Matt Militello

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In this paper, we discuss the use of Q methodology as an approach employed as part of grassroots community development efforts designed to build collective strengths and assets within and across communities - particularly those that have been historically marginalized within the political, economic, and educational structures of the United States. By highlighting aspects of our use of Q methodology in three different community contexts and initiatives, we explore not only the impact and selected results of these applications of Q methodology, but also our emergent understandings of the deep congruence between Q methodology and the needs and desires of communities to empower collective member voices, promote native knowledge, and blur lines of traditional power hierarchies. Finally, as part of this exploration of our application, we will present and offer our analysis of the perspectives of diverse community change agents and activists who have participated in at least one of our three case examples. Our presentation and discussion of this paper will utilize video of our use of Q methodology collected during these community development initiatives as well as video reflections recorded by some of the participants who offer their perspectives regarding the use, impact, and cultural usefulness of Q methodology to their communities.

Title: Q-methodology to explore attitudes towards adherence in recently transplanted kidney patients

Author(s):   M. Tielen, N. van Exel, M. Laging, T. van Gelder, W. Weimar, E. Massey

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Background: The rate of non-adherence to medication among renal transplant patients is reported to be as high as 20-37%. The aim of this study was to explore attitudes towards medication and investigate the extent to which these are related to non-adherence. Methods: All consecutive kidney transplant recipients were invited to participate in this prospective study. Q-methodology was used: patients were asked to rank-order statements on issues associated with (non-)adherence according to agreement. By-person factor analysis (CFA and varimax) was used to uncover patterns in the ranking of the statements. Respondents also completed the BAASIS© interview, regarding their immunosuppressant medication intake over the last month. Results: 113 renal transplant recipients (19-75 yrs) participated in the study. Results from the first measurement 6 weeks after transplantation revealed three attitude profiles concerning the post-transplant medication regime: (A) Happy, Confident & Precise, (B) Concerned & Reliable (C) Assertive & Appearance orientated. Patients with attitude A find it important to take their medication exactly every twelve hours. They take good care of their kidney and therefore have no worries about the future. Patients with attitude B are most concerned that their kidney will be rejected, and that they will have to return to dialysis. They are accurate and upset if they forget their medication. Patients with attitude C find their appearance important and do not want their life to revolve around their disease. The BAASIS©-interview revealed that 19/113 were classified as non-adherent (e.g. missed dose or >2 hours late with medicine taking). Factor loadings were not statistically associated with non-adherence.   Conclusion: Three distinct attitudes towards medication after kidney tranplantation were detected. Even very soon after kidney transplantation 17% of the patients admitted a certain degree of non-adherence. There was no association of this behaviour with the three profiles we detected with Q-

methodology. Measurements that will be conducted 6 and 18 months after transplant in this same population will give insight whether attitude towards medication changes over time and is a potential target for intervention.

Title: Questioning marketing authorization procedure and efficacy criteria: Views from general population, patients, oncologists and health decision makers in the context of advanced cancer

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Significant progress has been made during the past decade with respect to the treatment of cancer but also to better take into account toxicities and side effects. However, despite these successes, there have been only modest advances in the treatment of advanced cancer. Recently, new drugs have appeared improving disease free survival but without impact on global survival. The emergence of such drugs raises the question of the relevant efficiency criteria to grant marketing authorization (MA) and emphasizes ethical, economic and political concerns. Most studies, dealing with MA (the license needed before a medicine can be sold) have focused either on savant or on profane point of views. As a result, the dimensions at stake are disconnected. The aim of our study, in addition to elicit points of view associated with the relevant decision criteria to grant MA, was to challenge the usual opposition between professionals and non-professionals, by including all the concerned populations. To reach this goal, we have conducted 21 semi-structured interviews with cancer patients (PA), oncologists (ON), health decision makers (HDM), members of the pharmaceutical industry (IND) and members of the general population (GP). A final Q-set composed of 34 statements was obtained. Respondents were asked to rank them from the ones they agree the most to the ones they disagree the most. The Q-sort was administered face-to face-assisted by computer to 52 PA at 18 months of their cancer diagnosis and to 46 members of GP. The same Q-sort was web-administered to 27 ON, 19 HDM and 2 IND. Three factors were obtained. The two first were mainly concerned with the quality of life aspect and by the MA procedure itself (transparency of results, patients' point of view taken into account …). The question of the opportunity to take into account, or not, the treatment cost for society clearly distinguished these two factors. The third factor is mainly concerned with clinical benefit. The different surveyed populations were distributed among the three factors except DE that loaded only on the first factor. One of the consensual statement show that whatever the point of view one of the expectations is that new treatment should be more effective than the best available treatment to receive MA, which is not the case currently.

Title: Attributes Of Sustained Recovery From Substance Use Disorders: Key Impressions Of Persons In Long-Term Recovery

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The principal aim of this ongoing research project is to contribute to the development of the knowledge base of substance use disorder (SUD) recovery. Currently lacking in the research literature are models that account for the multiple pathways in which SUD recovery is found to occur as a sustained, long-term phenomenon. In particular, the scope of this research effort includes an investigation into the salience of key concepts

associated with recovery capital and recovery management; such as abstinence, sobriety, physical health, addiction treatment participation, self-help activities, employment, quality of life, and spiritual development (Laudet, Becker, & White, 2009; Laudet & White, 2008; Garcia-Rea & LePage, 2010). The research investigation is being implemented in an effort to unpack recovery capital as a theoretical construct through the enlistment of recovering participants as subject matter experts. The participants, by virtue of their personal experiences, will be facilitated in ranking and prioritizing recovery capital in terms of its component factors using Q Methodology. The study endeavors to assess how recovering people sort out what are the most important aspects of their post addictive lifestyles, in relation to extending the course of their recovery over years and even decades. The analysis of the data provided by the participants will focus upon identifying the emerging patterns and themes exhibited by the participants' in terms of their collective experiences. Answers to the following research questions are sought, according to the informed perspectives of the research participants: 1. What are the key attributes of recovery capital in relation to the long-term maintenance of recovery from substance use disorders (SUD's)? 2. Is there a hierarchical relationship among the identified attributes?

Title:	Using Q to Catalyze and Focus Academic Committee Work
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Committee service is a common part of the academic experience. Committees are often charged with tasks that will impact students, faculty, and staff across the college. With so many varying viewpoints on an issue, it can be a daunting task for these committees to create consensus between departments and schools. Q methodology is one way to create a meaningful discourse around a topic, ultimately assisting the committee in its charge. This presentation will present an experience of integrating a Q sort and analysis into an academic committee on internships. The poster will highlight, (a) creating inclusion through concourse generation, (b) incorporating the "missing voices" through data collection, (c) catalyzing and focusing discussion through examination of the factors, and (d) promoting awareness of Q methodology in the campus community. The results and artifacts of the process will be presented along with reactions of the committee members/stakeholders.

Title:	It's a Shame: Student Perspectives on Academic Misconduct
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The number of recorded instances of academic misconduct across the University sector has risen steadily over the past decade. The Higher Education sector has tried a number of initiatives to address this, but although these measures have been successful in part, the number of cases continues to rise. Most distressingly, a significant proportion of those detected have been committed by students who initially may not have intended to cheat but whom, through a variety of circumstances, have ended up with an allegation of misconduct being brought against them. The current study investigated the contexts and trajectory of actions surrounding the decision of students to 'cheat'. The concourse was based on the existing academic literature, comments made by students during academic misconduct panels, and the experience of tutors. Participants were asked to sort 45 statements in terms of their agreement with each statement. The P set included students against whom

allegations of misconduct had been made. The analysis identified six distinctive narratives that can be characterised as: crime and punishment; I didn't realise it was wrong and there were problems at home; I know it's wrong, but I was just trying to keep up; we are not ashamed; I didn't mean to deceive anyone; non-religious males cheat the most. Shame emerged as an important theme. A more sophisticated understanding of the factors that lead students to committing academic misconduct will enable both academic and support staff to develop tools to better support at risk students, addressing, for example, such issues as the value of academic endeavour, academic writing skills, and whether a culture of honesty can be developed. The research is informing the production of a number of short films that aim to raise student awareness of the factors that may lead to their committing misconduct.

Title: Harvesting Suggestions: A Strategy for Promoting Policies Designed to Improve Academic Life for International Students

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The rise in the number of international graduate students in the United States has placed burdens on the academic community, which has responded by endeavoring to provide services such as writing support, tutoring, and counseling. These top-down responses, helpful as they may be, can be supplemented with procedures designed to determine the desires and needs of client groups as expressed by members of these groups themselves. The purpose of this study is to demonstrate that the operations associated with Q methodology are applicable to assisting international graduate students to articulate policy preferences that could improve the quality of their lives, and also provide decision makers with procedures for harvesting this information for purposes of implementation. In this study, recommendations designed to improve the lives of students were gathered in face-to-face interviews with a dozen geographically-diverse students, whose recommendations were converted into a Q sample (N=32) that was administered to n=23 students, who were instructed to Q sort these recommendations in terms of the extent to which they more or less approved of them. The factors that resulted revealed three vantage points: (A) Egalitarians, who mainly wish to be fairly treated, especially vis-à-vis American students; (B) Accomodationists, who wish to maintain their cultural habits and customs and for the university to adapt to its new visitors; and (C) Assimilationists, who wish to integrate into their new environment and want the university to assist in this task. This study was extended in terms of Q sorts from a half dozen key university administrators who appraised the same sample of recommendations in terms of their feasibility given budgetary, political, and other constraints. Recommendations are made based on matches between student desire and administrative assessment of what is possible, and suggestions are made concerning how the procedures employed in this study could serve as a model for similar searches for solutions in other organizational settings.

Friday, 7 September

		Elwood I	Elwood II	Stoops Ferry
10.45-12.15pm **Simultaneous Panels 6**		**Education**	**Health & Nursing**	**Education**
		Teacher Expectations of First Grade Students *Misty R. Steele, Diane Montgomery - Oklahoma State University* Pre-service elementary teachers' perceptions of inquiry science teaching and the nature of science *Kelly M. Sparks - Western Michigan University* Views of Obesity Among Exercise Science students: Investigating the Effect of an Exercise and Weight Control Curriculum *Laura A. Richardson, Carrie L. Fister, Susan E. Ramlo - The University of Akron*	Enhancing Collaboration between Primary Care and Public Health in Canada *Noori Akhtar-Danesh, Ruta Valaitis, Linda O'Mara, Patricia Austin - McMaster University* Differentiating Physical Discipline from Abuse: A Comparison of Chinese American Mothers and Mandated Nurse Reporters of Child Abuse *Grace Ho, Deborah Gross - Johns Hopkins University School of Nursing* Q Methodology: Exploring Older Adults Personal and Perceived Views of Their Own Memory and Cognition *Krystal L. Culler, Paula E. Hartman-Stein - The University of Akron*	Applying Q-Sort Factors on Educators Epistemologies to the Technological Pedagogical Content Knowledge (TPACK) Framework *John B. Nicholas - The University of Akron* Perspectives From The Dark Side: How Faculty Who Educate Future University Administrators View Other Faculty *Linnea Stafford - Kent State University* Early College High School Philosophy and Policy: How Q-Methodology Reveals Form, Process, and Leadership *Thomas P. Warren - North Carolina State University*

Title:	Teacher Expectations of First Grade Students
Author(s):	Misty R. Steele, Diane Montgomery
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Although research demonstrates kindergarten readiness (Robinson, 2009; Trentacosta, & Izard, 2007) and kindergarten teachers' expectations for incoming students using surveys (Bressler, 2011; Davis-Mangum, 2011) little is known about the expectations of readiness from kindergarten to first grade. This transition is significant for several reasons including that first grade marks the beginning of formal education and a more structured environment (Sink, Edwards, & Weir, 2007). This Q study describes expectations of kindergarten and first grade teachers for incoming student success. The concourse was developed through an extensive review of primary education and holistic literature. A Q set of 44 statements was structured around four domains within a holistic theory including: cognitive, psychomotor, affective and intuitive. The P-set members were 18 kindergarten and first grade teachers from a rural school district ranging from 4 to 15 years of experience. Eighteen Q sorts achieved significance on only one of the three-factors and were considered defining sorts for the z-score calculation. The Adherently Academic view was defined by teachers emphasizing the role of traditional cognitive skills. The Affectively Influenced reported a reflection of the relational experience with cognitive skills. The Emotional Embracers made a strong emphasis on interpersonal and intrapersonal skill expectations. The patterns reveal different ways of thinking about success for incoming first grade students. Understanding the expectations for incoming first grade students of both kindergarten and first grade teachers can help in preparing students for this transition.

Title: Pre-service elementary teachers' perceptions of inquiry science teaching and the nature of science

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What do pre-service elementary teachers believe about teaching science?   What are their beliefs about science teaching methods? Teacher education programs put forth great effort to help pre-service teachers develop the necessary knowledge and skills to succeed in their teaching careers. In addition to knowledge of subject matter, teachers need an understanding of the pedagogy that will maximize student learning. With the emphasis on reading and math in the high stakes testing of No Child Left Behind, there is a growing concern that science instruction is no longer a top priority in elementary schools nor are young scientists given the opportunities to act as scientists in a real world setting. There is no single approach to good teaching; however, there are general principles upon which experienced educators can agree. These principles are actually viewpoints that individuals hold about science teaching and these ideas guide and influence the way we teach (Hassard, 2000). 45 students in two inquiry-based earth science courses participated in this Q study. This study examined pre-service elementary teachers' beliefs and perceptions of effective inquiry science instruction and their beliefs related to the nature of science and its role in science education. Three factors emerged from the analysis emphasizing different teaching preferences and highlighting different understandings of inquiry based teaching and the nature of science.

Title: Views of Obesity Among Exercise Science students: Investigating the Effect of an Exercise and Weight Control Curriculum

Author(s):   Laura A. Richardson, Carrie L. Fister, Susan E. Ramlo

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Research studies have shown that anti-fat bias, weight discrimination, and overall, negative attitudes regarding people who are overweight by some health professions exists. It is paramount that clinicians in health-related fields recognize the complexity of obesity and effective support for appropriate weight management strategies. Students pursuing undergraduate and graduate degrees in Exercise Science enrolled in the course "Exercise and Weight Control" explore the use of exercise as a therapeutic tool in the scope of weight management, weight loss, and bariatric care. The purpose of the study is to investigate students' attitudes towards people of size. The pretest/posttest will enable an opportunity to grasp if course goals are being accomplished and if students' perceptions related to weight management and treatment have transformed by experiencing a curriculum designed to promote behavior change. Measuring students' perspectives towards patients of size can be a difficult task utilizing traditional methods of general discussions, focus groups and Likert scale surveys. Utilizing Q Methodology with students during the first week of the course and repeated again at the termination of the course will provide an avenue to systematically study students' subjectivity towards the obese population. The concourse was developed from prior course evaluations, previous students' written feedback, and a review of the literature. Themes emerged, including: barriers to weight loss, knowledge of weight gain, causes of obesity, obese attributes, personal factors and treatment/management of obesity. The Q sample is balanced among these themes and consists of 44 statements. The P set consists of undergraduate and graduate students enrolled in the aforementioned course.   Exploration of the views that emerge and their implications will be discussed.

Title: Enhancing Collaboration between Primary Care and Public Health in Canada

Author(s):   Noori Akhtar-Danesh, Ruta Valaitis, Linda O'Mara, Patricia Austin

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Background: There is very little known about building collaborative relationships between public health (PH) (i.e. promotion, protection, and prevention with vulnerable groups and at the population level) and primary care (PC) (i.e., family practices, nurse-led clinics) in Canada. Improved collaboration between these sectors can lead to a stronger understanding of the communities that they serve and lead to more responsive and comprehensive delivery of health services. The purpose of this study was to explore viewpoints of key stakeholders regarding PC and PH collaboration in Canada. Methods: We used Q-methodology to identify common viewpoints held by participants who attended a national meeting related to PC and PH collaboration. The concourse was developed by literature review and interviews with key informants who had experience with or knowledge of such collaboration. The Q-sample included 44 statements which covered the major themes from the concourse. Participants included researchers, policy-makers, directors, managers, and practitioners (e.g., nurses, family physicians, dietitians) from the three Canadian provinces as well as federal agencies and institutions. Results: Twenty five individuals participated. Using the centriod factor extraction and varimax rotation three factors emerged; System Driven Collaborators, Pragmatic Communicators, and Competent Isolationists. System Driven Collaborators believed that broad system factors, such as ministry mandates, drive collaborations. The Pragmatic Communicators were concerned about practical factors such as building relationships and effective dialogue. The Competent Isolationists valued reasons why collaboration was not taking place (e.g. different mandates and a lack of evidence that collaboration has benefits; resources; understanding each others' roles; and interdisciplinary education). There was no difference in viewpoints by PC or PH. Conclusions: Findings help researchers and decision-makers learn more about the viewpoints of PC and PH stakeholders regarding facilitators and barriers of collaboration which can be used to inform the process of implementation of collaborations.

Title: Differentiating Physical Discipline from Abuse: A Comparison of Chinese American Mothers
                    and Mandated Nurse Reporters of Child Abuse

Author(s):   Grace Ho, RN, BSN, Deborah Gross, DNSc, RN, FAAN

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Background. As the cultural composition in the US increases in complexity, contentions in various facets of daily life inevitably arise due to competing cultural worldviews. One important contention that has raised substantial public interest is parenting and definitions of acceptable parenting behaviors. Importantly, the endorsement and use of physical discipline (PD) is a notable point of conflict between the majority and minority groups. Research Design. This descriptive cross-sectional study will use Q-methodology to examine how one ethnic minority group (i.e. Chinese American mothers) and one group of mandated reporters of child abuse (i.e. pediatric nurses) differentiate PD from child physical abuse (CPA). Chinese American mothers' levels of acculturation will be measured to examine acculturation's influence on PD and CPA differentiation. Subject Population. Participants will be recruited from two target populations: (1) Chinese American mothers with at least 1 biological child 3- to 6-years-old, (2) Pediatric nurses with at least two years of pediatric experience.

Instruments. (1) Q-sort (2) Suinn-Lew Asian Self-Identity Acculturation Scale (SL-ASIA) (3) Demographic questionnaire. Procedures. This study will be conducted in 2 phases: (1) 12 Chinese American mothers will be interviewed to elicit a Q-sample (i.e. compilation of discipline behaviors) using a structured and inductive approach. (2) 42 Chinese American mothers and 40 pediatric nurses will conduct individual Q-sorts to arrange discipline behaviors from most acceptable to most unacceptable based on a quasi-normal distribution. The Q-sort continuum will not contain a neutral rank (i.e. 0), which will force participants to distinguish all discipline behaviors as to being PD or CPA. Q-sorts will be analyzed using by-person factor analysis to elicit clusters of participants with similar PD and CPA differentiations. The acculturation levels of Chinese American mothers within the same cluster will be statistically or descriptively analyzed, depending on the number of mothers in each cluster.

Title:	Q Methodology: Exploring Older Adults Personal and Perceived Views of Their Own Memory and Cognition
Author(s):	Krystal L. Culler, Paula E. Hartman-Stein
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According to the Center for Disease Control, adults aged 65 and above represent the fastest growing rate of the population (15.1%). With an increase in lifespan, there will be a rapid incidence of cognitive decline and dementia by 2050 if the onset of symptoms is not delayed. Cognitive impairment is not specific to any age group and age is the greatest risk predictor for Alzheimer's disease. Therefore, there is an urgent need to develop strategies to delay cognitive impairment among adults and older adults. The enhancing memory and mood club (MEMO Club©) is designed for older adults with low mood or depression, early stage dementia, mild cognitive impairment (MCI) as well as community dwelling older adults with concerns about their memory. The purpose of this study is to demonstrate the benefits of using Q methodology to examine an individual's personal and others' perceived views of their memory and cognition. The researchers feel that it is important to compare both perspectives of an individual's memory and cognition for assessment. This study will provide a specific set of statements, derived from the researchers experience and the current literature. Participants will sort the same statements based upon how they view their own memory/cognition and how others' view their memory/cognition. The presentation will highlight how these statements and outcomes can be used to guide interventions, including decision making, for older adults and their caregivers and/or families.

Title:	Applying Q-Sort Factors on Educators Epistemologies to the Technological Pedagogical Content Knowledge (TPACK) Framework
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Technological Pedagogical Content Knowledge (TPACK) is a theoretical framework that addresses the complex changes confronting educators who are moving beyond just integrating technology to deeper understanding of how technology can fundamentally change the practice and process of teaching and learning. (Mishra & Koehler, 2006). The teacher-centered model, also been called the chalk and talk method of teaching, is still the predominate pedagogy being used in engineering/engineering technology (E-ET) education today (Mills & Treagust, 2003). Developing an understanding of TPACK may help E-ET educator's foster new strategies when

transitioning from traditional teacher-centered lectures to teaching with educational technology. Q methodology was used in a study to identify the subjectivity or views that E-ET educators possess about the use of educational technology in the E-ET courses. The analysis resulted in three views or factors. Factor 1 the "Student Engagers", Factor 2 "The Entertainers", and Factor 3, or "This is how I learned". This paper will associate the resulting factors from the Q Study and the TPACK framework by determining where the epistemologies that were revealed by the factors relate to the TPACK framework. The paper will conclude making recommendations of how those faculty members loading on their respective factors can use the TPACK framework to potentially improve their pedagogy.

Title:	Perspectives From The Dark Side: How Faculty Who Educate Future University Administrators View Other Faculty
Author(s):	Linnea Stafford
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Student affairs personnel at American universities have long called for cooperation between faculty and administrators. Despite an increase in the frequency and vehemence of these calls for collaboration in recent years, academic affairs and student affairs functionally remain separate because of perceived differences in mission, culture, and assumptions about student learning. College Student Personnel (CSP) Preparation programs and their faculty fit into a unique niche between these two realms of higher education. CSP programs are graduate level programs that prepare students to be administrators in student affairs or other functional areas of colleges and universities. Faculty in these programs are often former administrators who have transitioned to faculty roles in order to teach about administration. This gives them a unique, dualistic view on academic life. This study examined the perspectives that full-time, tenure-track faculty in CSP programs hold about the roles and characteristics of non-CSP faculty at their institutions. CSP faculty modeled their views on non-CSP faculty using a 36 item Q sort. Data were collected both through in-person card sorts and through online sorts using Flash Q. Twenty-eight sorts produced a two factor solution: a view that focuses on the professional contributions of faculty to universities and a view that focuses on the frustrations of academic life. Differences and similarities between the two factors are also presented. The results of this study have implications for how student affairs administrators are socialized to think about their future faculty colleagues.

Title:	Early College High School Philosophy and Policy: How Q-Methodology Reveals Form, Process, and Leadership
Author(s):	Thomas P. Warren
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Two phase mixed methods study examined how national to local Early College High School (ECH) philosophy and policy shaped the form, process, and leadership of three local ECHs. Phase One included eight interviews of leaders from the Bill and Melinda Gates Foundation, Jobs for the Future, The North Carolina New Schools Project, and three local ECH administrators. The Phase One questionnaire was written by the author with questions drawn from a review of the literature on ECHs. Interview data linked Phases One and Two of the study by serving as the galaxy of information from which the natural concourse statements sorted in the Q-

Methodology phase of the study was derived. Phase Two used Q-Methodology to determine four model Q-Sorts that provided snapshots of ECH process as perceived by 40 participants of administrators and teachers from three local ECHs. Phase Two participants sorted 40 natural concourse set statements derived from findings of the Phase One interviews and literature review. The four model Q-Sorts were named The Tutor, The Mentor, ECH Core Values, and Popular Secondary Instruction. Findings from the qualitative Phase One interviews and the quantitative Q-Methodology model sorts complemented each other in providing multiple perspectives on how ECH philosophy and policy shape the form, process, and leadership of local ECH operation. Discussion addressed: contemporary secondary reform model that successfully serves traditionally underrepresented higher education demographic subgroups (progeny of first-time aspiring college attendee families); four viewpoints for understanding the successful educational philosophy, policy, structure, process, and leadership of ECHs at the local level. The study augments the growing dissertation-strata body of research on ECHs, and is the first to examine local ECH process with Q-Methodology.

Friday, 7 September

		Elwood I	Elwood II	Stoops Ferry
3.15-4.45pm **Simultaneous Panels 7**		**Education**	**Leadership**	
		Secondary School Science Teachers' Understanding of Nature of Science: A Study Using Q Methodology *Gunkut Mesci, William W. Cobern - Western Michigan University*	Co-operative leadership subjectivities *Ragnvald Kvalsund, Eleanor Allgood - The Norwegian University of Science and Technology*	
		Determining University Perspectives and Consensus Regarding the Creation of a STEM Academy *Susan Ramlo, John B. Nicholas - The University of Akron*	Chief Executive Viewpoints on Succession Planning in Medium-tier Financial Institutions *William G. Dean; Diane Montgomery, Karen Bammel, Leslie A. Miller - University of Phoenix, Oklahoma State University, Capella University*	
		Faculty and Student Perspectives on What Helps Counselor Education Doctoral Students towards Program Completion *Eric R. Baltrinic, Jennifer A. Waugh, Steven R. Brown - Kent State University*	A Study of Bureaupathologies in Taiwan: What are Cured by the NPM Reform Initiatives? *Kai-Hung Fang, Milan Tung-Wen Sun Shih - Hsin University and National Chi Nan University, Taiwan*	

Title: Secondary School Science Teachers' Understanding of Nature of Science: A Study Using Q Methodology

Author(s): Gunkut Mesci & William W. Cobern

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Science education programs in many countries promote effective teaching and learning to develop scientific literacy. Teaching about the "Nature of Science" is important for scientific literacy; and the science teacher is

an important actor to achieve this goal. The phrase "Nature of Science'' refers to what science is, how it works, the epistemological and ontological foundations of science, how scientists function as a social group, and how society influences and reacts to scientific endeavors. The purpose of this Q-methodology study was to describe how secondary school science teachers in Turkey understand specific aspects of the nature of science, including views of scientific methods. Six secondary school science teachers were recruited from public schools in Anatolia, Turkey. Statements from the Nature of Science Scale (NOSS) were used for a Q-sort and then analyzed to determine subjects' subjective understanding of the NOS. Factors were extracted using the centroid method for extracting the significant factors. The analysis involved rotating the Q sorts using graphical and varimax rotations. The graphical rotation resulted in an "Omnibus Factor" that accounted for all 6 sorts (subjects). The varimax rotation resulted in three sub-factors that accounted for 5 of 6 sorts. Overall, the results indicate the Turkish secondary school science teachers in this study hold a narrow view of scientific method as the approach all scientists use, believe in the importance of team research as compared to individual work, and consider the purpose of scientific work to be for the betterment of human life. In conclusion, this study suggests that the omnibus factor could be associated with pre-service teacher programs in Turkey because NOS issues are not integrated into the science curriculum, and there is no specific NOS science course in pre-service science teacher program in Turkey.

Title:	Determining University Perspectives and Consensus Regarding the Creation of a STEM Academy
Author(s):	Susan Ramlo, John B. Nicholas
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The National Research Council (NRC 1999, 2003) and the US government (2010) have stressed the importance of improving teaching and learning in all science, technology engineering, and mathematics (STEM) fields from P-16 (preschool through college). The U.S. President's Council of Advisors on Science and Technology (PCAST), in a recent "Public Release" (http://1.usa.gov/GYpAya), stressed the need for a substantial increase in college graduates with STEM degrees. With the importance of STEM education at the P-16 level, numerous universities have begun to create "STEM Centers" that focus on improved STEM education on their campuses as well as K-12 initiatives.   A large, public university in the Midwest is in the process of potentially creating a STEM Academy with this type of P-16 STEM education focus. However, discussions within groups of faculty and college deans revealed a variety of opinions regarding the creation of the STEM Academy. Q methodology is a powerful tool for determining consensus and perspectives of a group. Similar to a study by Ramlo (2005) which used Q methodology to investigate perspectives and consensus among college faculty related to the creation of a School of Technology, this study demonstrates how Q can be used to address issues related to organizational change, the creation of the STEM Academy.   The development of the statement concourse sorted by the participants and the subsequent analysis of the Q sorts are described. The paper will detail the analyses of the factors and how the different perspectives and consensus were used to facilitate dialogue and collaboration among the stakeholders.

Title:	Faculty and Student Perspectives on What Helps Counselor Education Doctoral Students towards Program Completion
Author(s):	Eric R. Baltrinic, Jennifer A. Waugh, Steven R. Brown
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Research suggests that only about 50% of doctoral students in the field of counselor education and supervision manage to complete their programs. There are many factors that can facilitate or hinder student progress, but there is general agreement that student retention status and potential for program completion is enhanced when both faculty and student perspectives are made clear and are taken into account. The purpose of this study is to describe and illustrate a strategy for uncovering student and faculty perspectives about program retention and completion in a department of counselor education and supervision and then using those perspectives as a springboard for recommending policy innovations. The concourse for this investigation was comprised of the available counselor education literature concerning programmatic and personnel influences favoring or impeding program completion, supplemented by interviews with faculty and current students. The resulting Q sample (N=47) was administered to faculty and graduate students, n=15 of whom responded. Analysis revealed three Q factors: those participants who view the students as flourishing under the guidance of an encouraging faculty, those concerned with issues of diversity, and those who stress the importance of external supports of family and friends. These factors, conceived as decision structures, serve as a basis for recommending various courses of action designed to address problems that are implicit in the three perspectives. The results have implications beyond the specific department by providing strategies and procedures that can be adopted in other organizational settings.

Title:	Co-operative leadership subjectivities
Author(s):	Ragnvald Kvalsund and Eleanor Allgood
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A developing research area in the leadership field focuses on co-operative leadership in which leadership is seen in a collaborative perspective. The knowledge in the leadership field has been moving away from the idea of a "born" leader with particular personality traits. Leadership is seen as a learning process as witnessed by the interest in coaching, mentoring and facilitating abilities that can be acquired. This study investigates the subjectivity of leadership communication and need for learning when co-operation is a goal. A three-factor solution was chosen as representative of the concourse. Provisional interpretation of the factors is that all the factors experience mutuality and honesty as key to co-operative leadership. The emphasis within this background is different. Factor 1 emphasizes emotional skills within a relational perspective. Factor 2's view gives weight to individual acknowledgement and the role of non-verbal communication. In contrast to the other factors, factor 3 is conflict-avoidant and will go with the majority view in such situations. These discovered nuances in co-operative leadership subjectivity can be important to leaders wishing to enhance their skills to be adept in their craft. Discussion focuses on interpreting the factor solution in terms of newer integral leadership theories.

Title: Chief Executive Viewpoints on Succession Planning in Medium-tier Financial Institutions

Author(s):   William G. Dean; Diane Montgomery, Karen Bammel, Leslie A. Miller

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Chief executives of medium-tier financial institutions are responsible for ensuring succession processes operate effectively and efficiently in successor replacement planning. Researched in the Q-methodology study were subjective viewpoints of 21 executives, located in Missouri, Illinois, and Iowa, about executive succession planning. Executives' responses were analyzed creating three distinct views on succession planning called, Lion King, Pick Me, and System Works. Each viewpoint approaches succession planning from a different perspective related to chief executive successor selection. Incumbent executives can be: (a) rulers of their domain, (b) competitors, using internal competition to identify the best candidate, or (c) content to let the system identify a successor using a collaborative process. Leaders and Boards of Directors might evaluate chief executive perceptions before determining an action course for initiating or upgrading an executive succession program, because viewpoints of incumbents might determine the direction an institution would undertake in developing or revising a succession program.

Title: A Study of Bureaupathologies in Taiwan: What are Cured by the NPM Reform Initiatives?

Author(s):   Kai-Hung Fang, Milan Tung-Wen Sun

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The rationale offered by the new public management (NPM) theorists has become the basis of administrative reforms in both western and eastern countries since early 1980s. The concept of "governance" has gradually substituted the ideas of "government" to call for a more decentralized, deregulated, and market-oriented way of doing governmental business. This inevitably leads to the change of organizational context within which public officials work. Accordingly, problems occurring in the public organizations today, in theory, would differ from those occurring in a traditional bureaucracy. In other words, when administrative reforms pursuing decentralization, deregulation, and market-oriented service delivery are implemented, problems observed in public organizations will also be changed as old problems were cured by the reform efforts. Following this line of thinking, this research intends to explore whether these administrative reforms have resulted in the change of bureaucratic behavior, and therefore, cured problems often observed in the traditional weberian bureaucracy. Using Taipei City Government bureaucracy as a case study, this research hopes to address the following research questions: (1) During the NPM reform era, what problems of public bureaucracy were improved most at local level? (2) What are local public officials' patterns of perceptions on the problems best cured by the NPM reform initiatives? This study employs Q methodology to uncover the typology of Taiwanese local officials' perceptions on the bureaucratic problems improved by the NPM reform initiatives. Employing Caiden's (1991) common bureaupathologies as a concourse, a Q sample of 46 statements are selected based on the factorial design formulated by the level of behavior (individual, collective, and organizational). Then 20-30 middle-higher ranking local public officials (6th grade to 12th grade) working at Taipei City Government will be invited to conduct Q sorting. Q sorts will be analyzed through PQmethod to reveal underlining typology of these perceptions. As a methodology for systematically studying subjectivity, Q methodology allows researchers to identify different discourses on bureaupathologies cured by the NPM reform initiatives among Taiwanese middle-higher ranking public officials

Saturday, 8 September

		Elwood I	Elwood II	Stoops Ferry
9.00-10.30am **Simultaneous Panels 8**		**Education**	**Agriculture**	**Education**
		Examining the Guidelines for Assessment and Instruction in Statistics Education in Relation to Teaching Styles Priorities in Introductory Statistics Courses *Kristin R. Woods - Oklahoma State University* Using identity styles to understand graduate students' views of statistics courses: A Q method study *Krista Schumacher - Oklahoma State University* Statistics Anxiety from the Standpoint of the Statistically Anxious: A Comparison of Q-technique and Likert Formats *Jennifer Mellott, Steven R. Brown - Kent State University*	Orchard Pesticide Safety: Stakeholder Views from Washington State *Nadine Lehrer - Washington State University* Innovation acceptability in low input and organic dairy supply chains *Raffaele Zanoli, Serena Mandolesi, Simona Naspetti, Phillipa Nicholas - Università Politecnica delle Marche, Aberystwyth University* African American Perceptions of Agricultural Careers Through the Lens of the Holistic Development Theory *Marshall A. Baker, Diane Montgomery - Oklahoma State University*	Profile in Practice: A Staff's Views of IB Learner Profile Attributes in School Practices *L. Collins, K. Still, J. Gordon, L. Vargo, R. Abate - The University of Akron, Cleveland State University* Ready or not, here comes the TPA: Teacher candidates' perceptions of their preparedness for the Teacher Performance Assessment *Jacki Gordon, Linda Collins, Lynn Kline - University of Akron* Preschool teachers' perspectives of their own classroom environments based upon CLASS observation criteria *Lisa Lenhart, Linda Collins, Lori Vargo - The University of Akron*

Title:	Examining the Guidelines for Assessment and Instruction in Statistics Education in Relation to Teaching Styles Priorities in Introductory Statistics Courses
Author(s):	Kristin R. Woods
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The American Statistical Association (2005) describes a need to "reexamine and review many introductory statistics courses to help achieve the important learning goals for students" (p. 10). The goal of introductory statistics courses is to produce students who are statistically educated. Statistics educators for many years have been concerned with reforming the introductory course in statistics, a "non-calculus based, often terminal, introductory applied statistics course" (Garfield, 2000, p. 2). The Guidelines for Assessment and Instruction in Statistics Education (GAISE) are six recommendations that have evolved out of this need for reform. These recommendations have the intent to help students attain learning goals that are appropriate for an introductory statistics course. The six recommendations are emphasize statistical literacy and develop statistical thinking, use real data, stress conceptual understanding rather than mere knowledge of procedures, foster active learning in the classroom, use technology for developing conceptual understanding and analyzing data, and use assessment to improve and evaluate student learning. Using Q methodology (principal components analysis and varimax rotation) to capture opinions of teachers of introductory statistics toward their teaching styles priorities, this study used 44 statements reflecting the GAISE recommendations for 21 teachers of introductory statistics to sort. Analysis resulted in two viewpoints of teaching preferences: (a) Conceptual Teachers and (b) Applied Teachers. The Conceptual Teacher's typology represents those who focus

on teaching the concepts to students using passive learning techniques (note taking, lack of hands-on activities), but expect students to be able to make appropriate decisions when using statistics. The Applied Teacher's typology represents those who focus on teaching the fundamentals of statistics to students using active learning techniques (activities, discussion, examples), but do not expect students to be able to make appropriate decisions yet when using statistics. A discussion of which GAISE recommendations are salient in each viewpoint is presented.

Title:	Using identity styles to understand graduate students' views of statistics courses: A Q method study
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The purpose of this study was to explore how non-statistics graduate students in a College of Education perceive themselves while taking courses in their major and while taking required statistics courses. Q methodology was used to examine the similarities and differences in these views with 26 participants sorting the same 36 domain specific statements twice, first as a student in a course related to their major and second as a student in a statistics course. Berzonsky's (Personality and Individual Differences, 39, 235-247, 2005) and Whitbourne's (Identity, 2, 29-45, 2002) multidimensional identity process theories provided the structural framework for statement development. These theories propose that identity emerges and is transformed via processes that fall into three distinct dimensions: informational or balanced, diffused/avoidant or assimilative, and normative or accommodative. Analysis of the data revealed two distinct views. The first, Balanced Development, consisted of all 26 sorts under the first condition of instruction, as a student in their major, and another 10 sorts from the second condition of instruction, as a statistics student. The second, Diffused Development, consisted of 15 sorts from the perspective of a statistics student. Responses to supplemental open-ended items and the order of distinguishing statements between views indicate that many of these students are fearful of statistics and hold feelings of self-doubt and anxiety. Students with the Balanced view are engaged in statistics and feel competent and confident. These findings support research that suggests self-worth serves as a suppressor variable that assists in the prediction of statistics anxiety (Onwuegbuzie, The Journal of Education Research, 93, 323-330, 2000). Results are discussed in terms of the implications for understanding how negative feelings toward statistics emerge from and are maintained by challenges to self-perceived identity.

Title:	Statistics Anxiety from the Standpoint of the Statistically Anxious: A Comparison of Q-technique and Likert Formats
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Statistics anxiety has been defined as "a performance characterized by extensive worry … when exposed to statistics content, problems … or evaluative contexts … commonly claimed to debilitate performance in a wide variety of academic situations" (Onwuegbuzie, 2003), and it is a phenomenon that has been studied in a number of contexts during the past several decades. Most instruments for data collection related to statistics anxiety have been in the form of Likert scales, which are then used to generalize about the nature and aspects

of the construct. This project has two areas of focus: (1) to use Q methodology to examine student perspectives regarding statistics, and (2) to compare and contrast results obtained using a Likert scale with results obtained using Q technique. A Q sample of N=41 statements regarding statistics anxiety (drawn from or based upon existing scales) was administered to a distance-learning class of n=36 statistics students in Spring 2012, resulting in three factors, and the same statements administered in Likert format produced essentially the same three factors: (I) the Annoyed, who find statistics uninteresting and unrelated to their lives and do not understand why they have to take it, (II) the Eager, who see the value of statistics and wish to master it despite their apprehensions, and (III) the Creative, who find statistics a poor outlet for their creative impulses and at odds with their affective skills. Discussion focuses on the implications of the findings for addressing the different kinds of anxiety arising in the three factor types and on additional studies that might be carried out in order to clarify the psychometric properties and differences between Q-technique and Likert results.

Title: Orchard Pesticide Safety: Stakeholder Views from Washington State

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The Washington State tree fruit industry consists of 235,000 acres of orchards, employs 187,000 workers, and experiences the highest number of agricultural injury claims in the state. Due to the costs of protecting high value crops, pesticide use is higher per unit area in orchards than for other crops, and poses a concern for farm workers, pesticide handlers, and environmental groups. Research has shown that pesticide safety standards are inconsistently used across farms and inconsistently enforced by regulators, in part because growers, workers, and other industry stakeholders do not agree on the nature of the concern, and in some cases, that a safety concern even exists. With such differing views and an accompanying lack of trust among groups, improvements in safety culture have come only slowly. The goals of this project are to better understand orchard stakeholder views on pesticide safety, identifying areas of commonality and divergence among them, in order to ultimately bring groups together to discuss these views, build connections, and move forward on priorities to benefit the entire sector. The focus of this master class session is on estimating the concourse and defining the Q set to be used for analyzing orchard stakeholder viewpoints on pesticide safety. Pulling from literature, previous survey and focus group data, and 18 interviews conducted in 2012 with stakeholders in Washington State, the author developed a preliminary concourse of statements in the process of being honed into a Q set. Through this review and presentation, the author would like to elicit recommendations for revising and finalizing the Q set, in the hope of beginning to administer Q sorts upon return from the conference. The draft Q set is attached – clearly it is way too long still, and while it has already been significantly pared down from the original concourse, it probably still resembles a concourse more than a Q set. So, aside from the general questions of how to cut it down effectively and appropriately, following are also a few more specific questions: (1) How is the composition of the items? Are some of the sentences still too long and complex? (2) Which items are most repetitive? i.e. are there, in some cases, several statements representing different views on the same issue rather than just one? (3) Is there adequate distribution of views such that the breadth of pesticide safety issues and concerns is represented in the set? (4)What else should be changed and improved?

Title: Innovation acceptability in low input and organic dairy supply chains

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In a rapidly changing ecological, economic and political environment, environmentally sustainable and energy efficient farming systems are required (SCAR, 2008). The development and adoption of novel innovations are considered one way to improve the competitiveness of organic and low input dairy systems. The acceptability of innovations to organic and low input dairy supply chain members was investigated through the application of the Q methodology (Stephenson, 1953). This paper, as part of the SOLID (Sustainable Organic and Low Input Dairying) project, describes the most acceptable innovations in organic and low input dairy supply chains related specifically to animal breeding, feeding and management. A list of expected innovations in dairy supply chain were selected from the concourse to generate final statements. The research includes results from four different countries: Italy, United Kingdom, Belgium and Finland. A mixed approach was used to obtain the Q-sorts and post sorts interviews, including individual interviews and focus groups. Data were collected from three main categories of dairy supply chain stakeholders: "Consumers", "Farmers" and "Retailers & Processors". Q-sorts were analysed with PQMethod free software (Schmolck, 2002). The results demonstrated that consumers points of view differed from farmers'. The "Retailers&Processors" group shared many common opinions with the other groups. This paper concentrates on the description of the factors extracted in each category, including differences between the countries involved. These findings contribute to the understanding of the role of innovations in low input and organic dairy supply chains.

Title: African American Perceptions of Agricultural Careers Through the Lens of the Holistic Development Theory

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The paucity of African American involvement in American agriculture is a chronic and complicated issue. Research (Arrington & Price, 1983; Bowen, 1994; Graham, 2007; Larke & Barr, 1987; Luft, 1996; Osborne, 1994; Talbert & Larke, 1995) seeking to understand this phenomena purported a somewhat broad conclusion that the lack of minority involvement is a product of the negative perceptions African Americans hold towards agriculture as an industry. Graham (2007) began to further specify the minority issue by giving voice to the concept of culture and lack of congruency between the culture of agriculture and African Americans that can be traced to the slavery conditions over 130 years ago (Jones & Bowen, 1998). Other plausible explanations include the lack of interest in careers and specific job tasks in agriculture (Jones & Larke, 2001), lack of educational funding (Westbrook & Alston, 2007), homogenous curriculum foci and resources (Warren & Alston, 2007), and few examples of minority involvement and mentorship (Jones & Larke, 2001). Through the use of Q-methodology, this study seeks to more fully understand the subjective opinions held by secondary African American students involved in a summer REYAP (Retired Educators for Youth Agricultural Programs) program that will occur June 25 – 29, 2012.   Thirty-five African American students will sort forty statements derived from a structured one by four concourse (McKeown & Thomas, 1980). The concourse structure is based on the Holistic Development Theory (author, in preparation) which includes four domains: a) thinking, b) doing, c) feeling, and d) creating. The condition of instruction will be: "What interests you about Agriculture?" and analysis will follow Brown's (1980) Q-methodological procedures (correlation, factor analysis, rotation). All

sorting will occur in June, 2012 and will be analyzed and interpreted by the second week of July leading to the full manuscript completion by August 1, 2012.

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Title: Profile in Practice: A Staff's Views of IB Learner Profile Attributes in School Practices

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This study investigated how instructional practices at an applicant International Baccalaureate School reflect the International Baccalaureate (IB) learner profile. The school bridges the educational framework of the local school district with the innovative curriculum of an International Baccalaureate School, while maintaining the IB Organization's mission "to develop inquiring, knowledgeable and caring young people who help to create a better and more peaceful world through intercultural understanding and respect" (IB Mission Statement). All adults at the school are urged to embody the attributes of the IB learner, consistently highlighting them for students through modeling and instructional activities. Emphasis on the IB learner profile, coupled with the essential role of the adults in developing the IB learner profile attributes in students, prompted researchers to investigate staff's personal perspectives of how the 10 attributes were manifested within their instructional practices.Eleven staff members from an applicant IB school sorted 38 statements of classroom activities that reinforce different attributes of the IB learner profile. Through factor analysis, two factors emerged. Factor one, "Experience Based Educators," came from the highest ranked items and interview responses, including promotion of a respectful learning environment and facilitating cooperative work among learners. Factor two, "IB Philosophers," showed high ranking of elements intrinsic to IB education, such as regular use of IB language, emphasis on IB philosophy, preserving the environment, and weekly school-wide assemblies, also

reinforced by their interview comments. Researchers shared results with the school staff for professional reflection and response as well as professional development planning. Since the IB learner profile is so intrinsic for adults involved in the IB schools, analysis highlighted which learner profile attributes might be further developed through targeted professional development. Additionally, the sorting protocol offered possibilities as a useful tool when interviewing future hires.

Title:	Preschool teachers' perspectives of their own classroom environments based upon CLASS observation criteria
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Current research indicates that student development and learning are promoted through interactions between adults and students rather than other aspects such as classroom materials, curriculum or physical environment. The Classroom Assessment Scoring System (CLASS) is a professional development program and observation instrument devised to define and assess classroom quality in preschool through grade three settings as it guides educators on effective teacher-child interactions. The CLASS observations break down complex classroom environments to help educators focus on boosting the effectiveness of their interactions. The program presents a rubric and appropriate vocabulary that early childhood educators can use to describe and discuss various dimensions of classroom quality. Through CLASS training, teachers build an understanding of its framework and ways to increase learning outcomes through teacher-child interactions. To guide preschool teachers in maintaining a high quality classroom that provides adequate emotional support, organization, and instructional support, Akron Ready Steps (ARS), a preschool program serving over 300 at risk children in five Head Start sites in high poverty communities in Akron, Ohio, provided CLASS-based professional development to preschool teachers and observed their classrooms. The purpose of this study was to lead teachers to reflect upon their classroom quality and capture their views of how their classrooms mirrored specific indicators outlined in the CLASS manual. After two years of CLASS-based professional development and classroom reviews from coaches trained in CLASS scoring, 16 teachers sorted 42 indicators outlined in the CLASS manual from "Least like my classroom" (-5) to "Most like my classroom" (5). This paper will provide highlights of teachers' sorts, how they viewed their classrooms in light of CLASS indicators, and reasons for their rankings. Results were used to indicate the effectiveness of professional development opportunities as well as to plan subsequent professional development activities and provide support to teachers on an individual basis.

Title:	Ready or not, here comes the TPA: Teacher candidates' perceptions of their preparedness for the Teacher Performance Assessment
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By 2014, the Teacher Performance Assessment (TPA) could become the gatekeeper assessment for initial teacher licensure in more than half of the states in the United States; additionally, in many teacher preparation programs it will serve as the final assessment in student teaching. The course investigated in this study is the final step in preparing future teachers for their student teaching experience. Therefore, it was important to highlight areas of strength and areas of need for these teacher candidates in order to be thoughtful about their

instruction. Moreover, the instructor sought to differentiate learning experiences for various groups of teacher candidates according to their shared views on TPA criteria and processes. This study investigated teacher candidates' perception of their preparedness in areas reflected on the TPA, such as: "knowledge of subject matter, subject-specific pedagogy, development and application of knowledge of students' varied needs, knowledge and application of learning theory research, capacity to reflect and act on evidence of their learning on student learning" (Early Childhood TPA Field Test Handbook). At the beginning of the semester, a Q sort was administered to two classes of teacher candidates enrolled in student teaching. Teacher candidates sorted 46 items included in the TPA and the course syllabus, arranging classroom based "tasks" from (-5) "I feel least prepared" to   (5) "I feel most prepared." Results showed how participants grouped according to their respective views of preparedness in different areas. The resulting factors guided the structure of the course calendar and teacher candidate groupings for various course assignments. Results of the Q sort analysis allowed the instructor to differentiate the course content to better meet the individual needs of teacher candidates. Results also guide course design and offer a focus for supervision during student teaching.