

issues, participants recommended more frequent and accessible meetings on campus, as well as a more comprehensive mentoring program. In addition, the literature provides several models that have already incorporated many of the suggestions, which four-year institutions could use to design their own adjunct instructor programs.

Investigating the Use of Formative Assessment among Saudi Arabian High School Science Teachers. Khalid Kariri, Bill Cobern, and Amy Bentz, Western Michigan University

Formative assessment is a key pedagogical tool for a high school science teacher. It is the tool that allows students to provide evidence of their learning and the avenue that gives teachers the assurance that their hard work in classrooms is not in vain. Formative assessment is commonly practiced in Western schools. In Saudi Arabia, on the other hand, high school science classes are primarily taught with lectures and labs with an end-of-unit, summative assessment. The current study reviews three sub-areas of literature: learning theory and formative assessment; teacher attitudes toward and practices of formative assessment; and the use of formative assessment in Saudi Arabian high school science classrooms. Based on the literature review, there appears to be little research about Saudi teachers' use of formative assessment in science classrooms. Using a convenience sample of Saudi high school science teacher interviewees, the overall goal of this study was to investigate what high school science teachers in Saudi Arabia understand about formative assessment, their attitudes toward the practice, and how they utilize formative assessment in their classrooms, if at all.

Effective Instruction of the Arts and Sciences. Gary L. Hauck, Montclair Community College

Based on the andragogical model of higher education, many arts and sciences instructors today embrace the role of learning-facilitator versus the older pedagogical system of top-down dispenser of content. "The system of andragogy [the art and science of facilitating adult learning] set forth by Knowles (1968, 1980, 1984; Knowles and Associates, 1984) represents a well-developed link between adult development and adult learning" (Merriam and Cunningham, ed, 1990, p. 183).

This approach to adult student learning acknowledges a diversity of learners, validates students as knowers, situates learning within students' experiences, is non-authoritarian, seeks to create an effective learning environment, fosters positive motivation and connectedness, and engages active-learning paradigms as well as reflective and collaborative inquiry.

It is my belief that the methods used in this approach can be adequately summarized into seven instructional practices: rapport, learning facilitation,

academic rigor, critical thinking, collaborative investigation, the fostering of student success, and mutual accountability and assessment.

Nonverbal Education in the Elementary School Setting. Nicole Green, Eastern Michigan University

Nonverbal people are commonly viewed as lacking intelligence, however, over the past few decades many nonverbal individuals have begun to prove their intelligence through many different means. This paper intends to examine a way to decipher nonverbal student's language by looking at gaps in the elementary school setting to see what needs to be done when looking towards the future.

Through classroom observations and interviews of both general and special education teachers, the observation looked at the amount of communicative interactions nonverbal students were given and whether their attempts at communication were given recognition. The interviewees were asked basic questions about how nonverbal students communicate, teachers' knowledge of pragmatics and how it can aid nonverbal students, teachers' training in aiding nonverbal students, and the time teachers spent in learning to work with and understand their nonverbal students. Six teachers were interviewed and six nonverbal students participated in the study.

Without listening, we cannot understand. To understand our nonverbal students we need to use all components of language and communication, which is currently not being done in the elementary school classrooms.

Technology Integration in Elementary and Middle School Classrooms. Kapre Filhart and Jessie Store, Alma College

There is a great debate about how much and how technology should be used for educational purposes especially at the elementary level. This technology debate is often focused on how technology can positively benefit educational outcomes. Debates on using instructional technology typically lack support of empirical studies with elementary school teachers. This presentation reports an exploratory qualitative study conducted with K-8 teachers in Michigan. Results include how technology affects the overall responsibilities of the teachers, parent involvement in their children's schooling and tendencies for use of instructional technologies in different subject areas. A more detailed data analysis revealed teacher practices regarding using technology as a tool for instruction, progress monitoring, tutoring and differentiation. Finally, this presentation will discuss the school environment factors that affect technology integration. The results of this study and implications are discussed with reference to existing literature.

Which Behaviors Are Challenging You Most, Teachers? Sunwoo Shin, Oakland University

Managing challenging classroom behaviors is one of the highest stresses in teaching and learning environments. The changes to our educational environ-