

Running Head: I'M READY FOR MY CLOSE-UP

"I'm Ready for My Close-Up":  
Engaging in the Creation and Production of a School News Broadcast to Improve Communication  
Skills, Self Esteem, and Behavior in Fifth Grade Students in an Urban Setting

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**Abstract**

Teachers are often faced with students who communicate poorly, exhibit low self esteem and poor behavior. Based on action research that was conducted in an urban elementary school in New Jersey, this study describes how using multimedia equipment, communicating for a school audience, utilizing multiple intelligences, and working collaboratively for a school wide audience during a school news broadcast affected student communication skills, self esteem, and student behavior in ten 5<sup>th</sup> grade students.

The data collected included pre vs. post surveys of students' opinions of their self esteem, student, parent, and staff questionnaires, student journals, teacher observations, and interviews with parents, students, and teachers. This researcher also utilized student, teacher and parent evaluations of students' ability to communicate and behave appropriately during instructional and non-instructional times. The results of this study indicated that students who engaged in the production for at least three weeks had significant increases in their self esteem, propensity to communicate for a variety of audiences, and exhibited improved behavior during instructional time. Analysis of school behavior records did not support improvement in behavior during instructional and non-instructional time.

While this study was limited by a small sample population and short duration, it does have implications for how teachers incorporate technology, venues for displaying student work, multiple intelligences, and collaboration into instruction.

### Introduction

In a freedom-loving society, a quality of human life is realized through a holistic, disciplined, and personalized journey of understanding. Education facilitates this journey through disciplinary subject matter understanding embedded in democratic self and social understanding. Students are provided with active meaning making experiences that cultivate a personal responsibility for lifelong learning, a generosity for diverse others, and a commitment to fair play and social justice (Henderson & Gornik, 2007, p. 2).

The above quote from Henderson and Gornik states the significance of students having a holistic education in which they learn subject matter, develop and cultivate an inner awareness, and understand their impact on the world around them. This researcher wanted to know how using multimedia equipment, communicating for a school audience, utilizing multiple intelligences, and working collaboratively for a school wide audience during a school news broadcast affected student communication skills, self esteem, and student behavior.

Historically the use of technology and multimedia equipment was limited to the computer lab. Prior to this researcher's employment, teachers were not afforded the opportunity to utilize technology effectively to enhance student communication or facilitate multiple intelligences. It was not being used in a way that was collaborative or creative. Typically, students utilized multimedia equipment to learn to type. This researcher was a computer teacher for grades K-5 in an urban setting for four years. During that time the school's technology and multimedia utilization grew exponentially which was facilitated by a new administration.

At the end of the 2006 school year this researcher had discussed with the school's principal the need for the technology department to do even more to enrich the lives of students by facilitating multiple intelligences, cooperative learning, differentiated instruction, and communication through the use of technology and multimedia. The researcher wanted the whole school to be impacted in a way that would allow for the above to occur. The researcher did not want students to feel the pressure of grades looming over their heads. This was to be a free environment where students could make their own connections to create their own meaning. The researcher believes that this is the heart of education.

The course of action that seemed obvious was to form a school news broadcasting team, but the technology infrastructure of the building did not support the closed circuit television network necessary to make the vision a reality. Unexpectedly, the entire student body and faculty were transferred to another building during the summer. This new building had the infrastructure to support a closed circuit TV and the dream could now become a reality. Students, parents, teachers,

administrators, faculty, and staff came together to brainstorm how to create the production. Despite being in the infancy stages of creating a school news broadcast, this researcher believed that it would have a huge impact on students' understanding of critical thinking, intrinsic motivation, and behavior (Gardner, 2007; Lights 2007).

According to conversations with faculty, parents, and administrators, a significant portion of students did not seem to communicate effectively. These were students who copied and pasted information from the internet rather than paraphrasing, demonstrated low self esteem, and exhibited poor behavior. They spoke in slang and generally did not give one another the opportunity to speak or actively listen. Fifth graders attempted to talk over one another. Teachers in the school commented that a significant portion of their students couldn't write persuasively, did not justify their positions with supporting facts, and therefore did not communicate effectively.

Utilizing the results of an annual IQT district evaluation, the district leadership committee identified the following areas for improvement which are evidence that this focus was a problem.

- Writing-process strategies
- Students' ability to ask open-ended questions
- Vocabulary strategies
- Products for real audiences (Evidence, 2007, n.p.).

The school guidance counselor stated that, "There are fifth grade students who exhibit poor self esteem. They said things like, 'We want to be thinner.' Other male students have indicated that they aren't good at sports" (J. Lano, personal communication, November 26, 2007). Experts from the National Association for Self Esteem hold that self esteem directly impacts the lives of adolescent girls and boys in the following ways:

- 90% of eating disorders are found in girls
- 58% of girls admit to dieting
- 10% of adolescent boys and 18 % of girls have attempted suicide and approximately 30% contemplated it (Reasoner, 2007, n.p.).

While the population of students remained relatively consistent over the past year, despite relocating, incidences of behavior infractions increased. There was an increase in the number of students who had recess withheld due to inappropriate behavior. As supervisor of the school's safety patrol, this researcher also had to place students on probation for similar reasons.

This researcher believes that the ultimate purpose of education is to educate, empower, socialize, and prepare students for a lifetime of learning. Students learn best when they are

empowered to make their own connections in constructivist settings that facilitate the use of multiple intelligences. The emotional intelligence of a child is just as important if not more important than their subject matter understanding. The concept of emotional intelligence, proposed by Daniel Goleman, conveys that children face enormous problems that make it difficult for them to cope with anxiety, stress, and anger. Students bring these problems with them to school and it affects their learning and behavior (Goleman, 1995). In order to facilitate a holistic approach through the journey of understanding, teachers and students must engage in meaningful outcomes. This researcher ascertained whether or not students who were actively engaged in the creation and production of a school news broadcast scored higher on teacher evaluations of communication skills, demonstrated higher self esteem, and exhibited improved behavior.

#### **Definition of Key Terms**

Closed Circuit TV- A TV signal that can only be seen within the building has a closed circuit.

Communication- Communication is the exchange of thoughts, messages, or information by speech, signals, writing, or behavior.

Constructivist- One who engages in learning as an active process. It is a process where learners should learn to discover principles, concepts and facts for themselves, hence the importance of encouraging guesswork and intuitive thinking in learners.

Emotional Intelligence- It is an awareness of, and ability to, manage emotions and create motivation.

Engaged- To be engaged is to be involved extensively in a process.

High Self Esteem- High self esteem is a realistic respect or favorable impression of oneself.

Holistic- An educational philosophy that encompasses subject matter, self, and society is holistic.

Instructional Quality Tool (IQT) District Evaluation- An IQT is a Pearson Learning instrument used to evaluate quality teaching and learning.

Likert Scale- A summated scale in which a respondent is asked to indicate his or her level of agreement with a statement.

Low Self Esteem- Low self esteem is having an unfavorable impression of oneself.

Mainstream Students- Mainstream students are those students who have not been classified for special education.

Multimedia Equipment- Multimedia equipment can include video equipment, computers, and audio devices.

Multiple Intelligence- Multiple intelligence is an educational theory that describes an array of intelligences exhibited by human beings.

Multimedia Mind- The part of the mind stimulated by multimedia; as coined by Levine.

Non-instructional Time- Non-instructional is limited to lunch recess and during safety patrol.

Poor Behavior- Poor behavior is a manner or way of acting inappropriately.

Significant Portion- A significant portion is a segment that warrants attention.

Snapshot- An indicator of what is going on at a given point in time.

Special Needs Students- Students who have been classified for special education.

Starbase- Starbase is computer software and memory that stores and reports data.

### Review of Literature

How do we begin to create a school culture that values social and emotional intelligence while promoting academic success? If we trust them to play a meaningful role in their education and give them real-world opportunities to feel a sense of wonder, they will meet the challenge and help achieve the vision. Giving students a chance to create a school television program is one of the potentially powerful opportunities a school can offer (Bencivenga, 2007, n.p.).

Engaging in the creation and production of a school news broadcast is a model of “constructivist, reality-based, and project-based learning at its best,” and will create an environment in which students can make their own connections to create their own meaning (Bencivenga & Elias, 2003, p. 60). Essentially, teachers can use the creation of a school news broadcast to facilitate a journey through disciplinary subject matter embedded in democratic self and social understanding. Engaging in a school news broadcast is multifaceted, differentiated, and requires students to use multimedia equipment, communicate for a school audience, utilize multiple intelligences, and work cooperatively for a school-wide audience. These facets can have positive effects on communication skills, self esteem, and/or student behavior.

The use of multimedia during instruction can have positive implications for student learning. Students expect to learn in an environment that is more oriented to video and multimedia. Technology integration positively affects student achievement and academic performance. A study conducted by The Center for Applied Research in Educational Technology (CARET) found that, when used in collaborative learning methods and leadership that is aimed at improving the school through technology planning, technology impacts achievement in content area learning, promotes higher-order thinking and problem solving skills, and prepares students for the workforce (Edutopia staff, 2008). Students and teachers can reform education through the use of technology in the form of multimedia in a school news broadcast. Creative applications of multimedia “apply beyond the traditional classroom” and help teachers facilitate social emotional understanding (Blubaugh, 1999, p. 1). If we are not using computers and technology in our schools, we are not preparing students to be successful in academics and in other facets of their lives.

Multimedia can be used to “motivate students, improve student behavior, and develop higher order thinking skills”(Patterson, 2007, p. 25). Students are enthusiastic about using multimedia to present their ideas. Bencivenga (2007) states, “One boy had a current events project due for class and asked if he could present it on the show”(n.p.). Students with special needs also “benefit from the



multimedia environment of a school news broadcast because it offers opportunities to emphasize varied strengths." Broadcasts can even be aired with closed captioning for the hearing impaired (Bencivenga, 2007, n.p.).

Because many new technologies are interactive, it is now easier to create environments in which students can learn by doing, receive feedback, and continually refine their understanding and build new knowledge. Multimedia also "helps people visualize difficult-to-understand concepts" (Curtis, 2003, n.p.). Technology provides students with exciting ways to present mastery of concepts. In addition to researching topics for the broadcast, or writing and revising scripts, students use digital technology such as multimedia to demonstrate competency in a real life scenario with real world applications involving critical things and complex problem solving (Kingsley, 2007). The school news broadcast environment is constructivist, project based, and interdisciplinary. In a recent survey conducted by Edutopia, 88% of participants believe project-based learning is a highly effective method of teaching (Bernard, 2007b, n.p.).

With planning, "the school news broadcast may be integrated into other academic areas including the ability to communicate effectively using writing and speaking" (Reeve & Harris, 1998, p. 1). The broadcast is a good way to facilitate writing (Rodia, 2001,). Students rewrite stories from that morning's newspaper into language that is comprehensible to K-5 students. "We teach them that you can't copy the story word for word because that is plagiarizing" (Prager & Alderman, 2003).

Communication, language, and research skills are honed to a new sharpness through the challenges of the school news production process. Students must first identify the sources to provide either the background or "the meat" for their news packages. They draw upon and increase their ability to locate relevant information using the Internet, books, and magazines and by questioning experts. They must then evaluate the validity of the information and synthesize it in their own words in an interesting way for their viewing audience (Prager & Alderman, 2003, p. 22).

During the production of a school news broadcast, students use multimedia equipment such as the video cameras, sound equipment, computers, and editing equipment, to communicate with the entire school community which can result in improvement in communication evaluations. Eric Olderman, a student from Olympia, Washington, stated that, "Participating in the school news broadcast improved my technical writing skills" (Oderman, 2004, p. 49). In another example, when congratulated on a perfect fifth grade writing assessment, one student remarked, "I think it had a lot to do with writing all those scripts for the school news" (2003, p. 22).

Oral communication skills are of particular importance to a school news production because students must report the news to the entire school, conduct interviews, and discuss production issues with the cast and crew. Students must "utilize proper diction, articulate clearly, and look directly at who they are speaking to" (2003, p. 23). The school news team "demonstrates learned public speaking skills, proper English, enunciation, and poise" (Blahous & Voss, 1999, p. 1).

Boosting self esteem is important because it is an element of social emotional intelligence. In a poll conducted by Edutopia, people were asked, "Do you believe that emphasizing social and emotional learning supports academic success?" An overwhelming 97% of people surveyed responded, "Yes!" (Bernard, 2007a, n.p.) Teachers have commented on the success that students have had in building confidence and self esteem while engaging in a school news broadcast. The school news broadcast is "high profile," and seen throughout the whole school. Teachers stated that, "The exposure to peers and faculty, "boosts students' self esteem." (Reeve & Harris, 1998, p. 2). Moody (2007), who witnessed and participated in one of the first recognized elementary school television productions in Larchmont schools in the 1960's, states:

I am amazed daily by what a little first grader can do as the announcer on a program. Perhaps most rewarding is what it does for a child's confidence. A child with a sever stutter worked for three weeks and when the speech teacher watched his show she had tears running down her face. She said his speech on that show would have taken her six months to develop. We feel as though we watch a miracle a day. This isn't even mentioning the many children who are so creative in both performing talent and technical aspects (Moody, 2007).

The lure of engaging in the broadcast can be particularly empowering for students who are introverted. The quote below illustrates how one New Jersey eighth grader overcame his fear of public speaking by engaging in a broadcast of the school news.

There was an eighth grader, Greg, who had a difficult time expressing his thoughts and ideas. Nevertheless, he wanted so much to be an anchor on the show. He often told us about his dream; still, he recognized his limitations. Although he knew we would support his wish to anchor, Greg was hesitant to take the leap. It seemed as if he knew that his dream might remain unfulfilled. One morning, Greg arrived in the studio much earlier than usual. He took me aside and placed a piece of paper in my hand. He had written three sentences -- three wonderful sentences. It was the opening to the show that he thought he might be able to read as a co-anchor. He thought that if he could read his opening, he might be able to go on and read some of the scripted announcements for the day. As you might guess, my joy was overwhelming. I gave him a resounding "Yes!" and we quickly informed everyone that we

needed to make some changes to the day's broadcast. We announced that Greg would co-anchor. Although everyone was surprised, they were also happy to see Greg take such a courageous step. As air time approached, he settled into his seat at the anchor desk, and the countdown was announced: "Five, four, three, two, one . . ." Greg was on the air, and he spoke *his* words. He was magnificent. He performed flawlessly. As the closing music and credits faded, the floor manager gave the "All clear" announcement, and the students erupted in applause for Greg. I have never forgotten that morning. Most of all, however, I hope Greg still remembers his truly shining moment (Bencivenga, 2007, n.p.).

It doesn't just boost the self esteem of mainstream students, it is also very important to the self esteem of students with special needs. Children with special needs have been enthusiastic and eager to engage in broadcasting. They thrive in learning environments that emphasize their strengths. Resource students benefit most from engaging in the school news broadcast because they not only learn new skills; they experience success and feel like they are taking an active role within the school. They are having an impact! (Reeve & Harris, 1998) The Murray Avenue Elementary School in Larchmont, NY identified that students with special needs thrived while engaged in the school news broadcast. According to one teacher:

Students in this class range from athletes to resource students. The resource students (i.e., special needs students) benefit most from this class because they not only learn new skills but they also experience success and actually feel that they are contributing to school. Because it is a high-profile class, the constant exposure to their peers boosts their self esteem. Resource teachers have commented on the success of this program for their students.

For example, Mickey is becoming a regular star at the school. Confined to a wheelchair with a muscular disorder, he is in the self-contained special education program and is mainstreamed in only a few classes. The self-contained program at the school runs the bookstore, where Mickey regularly works. The program has started advertising its promotional events during the daily news with Mickey as their spokesperson (Walsh, 2008).

Bandura (as cited in Prager & Alderman, 2003) suggests "each successful broadcast is an authentic project based learning experience leading to self efficacy" (p. 22). Students actually build confidence and self efficacy by analyzing and working through problems. It is a cooperative effort, and "there is a great sense of satisfaction" when they are finally able to work through a problem and say, "That's a wrap!" (Prager & Alderman, 2003, p. 23) According to Hoffman (as cited in Kingsley, 2007) "Curriculum must be accessible for all students, regardless of ability level or background. By providing students with multiple ways to access content and multiple pathways for expressing what

they learn, a universally designed classroom, particularly when paired with instructional technology, can help educators devise approaches to teaching, learning, and assessment that are flexible and meaningful.”

The school news broadcast facilitates strategies for differentiated instruction and that encompass multiple intelligences. (Gardner, 2004). Children learn in different ways. Some students can focus attention on what the teacher says and some can't focus on what is said, but can watch the teachers and read everything he or she writes on the board. Some students don't learn as well until they have had the opportunity to create something and discuss it. While every student may have a natural aptitude to learn in a specific way, the majority of students learn things deeply when the learning engages in more than one intelligence. Technology in the form of multimedia and video, offers appealing options for varying content, process, and product. Teachers who facilitate the morning news broadcast can intrinsically motivate students by permitting them to research their own topics for news shows. This gives students choice and enhances their decision making process. The process of creating the morning news can also be differentiated. Teams of students can work cooperatively to run various components of the studio and present their topics in a variety of formats. For example, when giving a weather report, students might choose to present the weather as a poem, slideshow, puppet show, or using a map. “In order to remember abstract concepts, some students may need to read content, hear it, and move around or change in some way. This varied way of interacting with content in a school news broadcast activates multimedia mind and therefore increases long-term memory,” states Levine (as cited in McCullen, 2003).

The school news broadcast provides a setting to enhance students' linguistic aptitudes because they experience opportunities to engage in self expression. Students with strong linguistic intelligence enjoy the broadcast because it facilitates use of their writing and oral communication skills (McCoog, 2007). There is a logical-mathematical component in which learners have the opportunity to collect data for polls taken during the broadcast as well as work as set engineers. The production provides an array of spatial strategies through the use of digital and video camera projects. Learners with a capacity for music may focus on listening, creating rhythm, and express themselves through auditory means. Bodily-Kinesthetic learners benefit from video production, set transitions, and the anchor role because they thrive on manipulating their surroundings (Henshon, 2006, p. 191-194).

Communication during the broadcast facilitates meaningful opportunities for interpersonal and intrapersonal learning to be successful. Learners with a propensity for building interpersonal relationships are typically labeled as talkers and may benefit from interviewing. They learn to

control their behavior and become good listeners. Intrapersonal experiences include researching stories for the broadcast (McCoog, 2007). There is also a naturalistic component to the production because learners make connections through the use of the broadcast's technology components. (Moran, Kornhaber, & Gardner, 2006). Cameras are an excellent technology tool for learners to utilize because they can take pride in recording and presenting the world. Existentialists who are focused on the big picture experience significant success in a role that enables them to collaborate on the ultimate vision and planning of the production and broadcast (Gardner, 2004; McCoog, 2007).

In addition to appealing to individual learning styles, the school news broadcast can enable students to learn things because it engages more than one intelligence. Gardner is acclaimed for advancing the idea that intelligence is not a single entity fixed at birth. Instead, he maintains that individuals use at least seven intelligences in varying combinations when they approach problems or create products (Edutopia staff, 2008)

School news broadcasting empowers students to work cooperatively with peers, teachers, and administrators for a school wide audience and to make their own decisions. In the critical classroom, "authority and responsibilities are shared between teacher and students, empowering all members to become active, responsible participants of the learning process, not merely passive consumers" (Moreno-Lopez, n.d.). Moreno-Lopez (n.d.) showed working cooperatively "sets the ground for a bilateral learning process in which students and teachers negotiate the class procedures, structure, content, grading criteria, as well as their own roles in relation to each other." During the collaboration process of the broadcast, students share knowledge with one another which can be much more effective than acquiring knowledge from a teacher. Bencivenga (2007, n.p.) remembers his school news broadcast's first class vividly. "We told the children that they would design and produce a television program for the school. We challenged them to decide its name, content, mission, format, set, personnel, logo, theme music, and everything else they thought necessary to deliver a student produced broadcast. We offered only support, trust, and commitment. The fundamental decisions were theirs." According to Piaget, (as cited in Johnson, Johnson, & Holubec, 2007) formal instruction by adults is "less effective as a cognitive development stimulus than peer mediated instruction" (n.p.). He suggests, "when individuals work together, sociocognitive conflict occurs and creates cognitive disequilibrium that stimulates perspective-taking ability and reasoning" (Johnson et al., 2007, n.p.).

Cooperation and communication are inherent in the process of engaging in a school news broadcast and are key components of positive behavior. It affords students the opportunity to "work collaboratively, to share information with one another, and to gain understanding about the subtleties

of human interaction" (Prager & Alderman, 2003, p. 23). According to Schrand (2008), interactive multimedia creates a classroom dynamic that might not have been possible without the digital dimension. Students showed a high level of engagement in activities, communicated effectively, and shared knowledge in a more authentic way than they had in any other kind of learning exercise. Through an environment rich in multimedia, students had been given an object to be manipulated, a task to be completed, and public visual space in which they could track each other's work as they collaborated, questioned, and explained their conclusions. Cooperation was evident in the productivity and authenticity of the student-student interactions (Schrand, 2008). According to Prager and Alderman (2003), students who typically argue, seem "more willing to compromise and cooperate in this noncompetitive environment" (p. 23). Consensus building is frequently demonstrated, such as when the team collaboratively decides what stories to research. It is clear that cooperative learning can have consistent and important effects on the learning and behavior of all students (Prager & Alderman, 2003, p. 24)

Henderson and Gornik (2007) state that, "Students are to be provided with active meaning making experiences" (p. 2). They need to be empowered with experiences that "cultivate a personal responsibility for life-long learning, a generosity for others, and a commitment to fair play and social justice" (Henderson & Gornik, 2007, p.2). The lives of elementary school students are linked to popular culture and interactive multimedia. Technology is a powerful tool for connecting students' interests with curriculum. Increasingly, teachers are recognizing that linking content area to youth culture, including video and multimedia are compelling ways to capture and hold students' attention, make learning relevant, and help students develop a sense of ownership of their learning.

Engaging in the creation and production of a school news broadcast can facilitate this process. The literature supports this researcher's belief that it affects students' communication skills, self esteem, and student behavior. Students want to learn in new and exciting ways. The use of multimedia in this way affords opportunities for all students to be successful (Ahmed, 2005; Beglau, 2007). Utilizing multimedia equipment, communicating for a school audience, differentiating instruction utilizing multiple intelligences, and working cooperatively for a school wide audience affects student communication skills, self esteem, and student behavior. It facilitates the use of multiple intelligences and encourages students to socialize in positive and meaningful ways (Gardner, 2004). In the words of Steve Dast, a student who engaged in the production of a school news broadcast, "Not only have we learned how to use the equipment, how to work together, and how to create something worthwhile, we've learned how to put it all together, too" (Dast, 2008).

### **Problem Statement and Action Research Questions**

This action research explored how using multimedia equipment, communicating for a school audience, utilizing multiple intelligences and differentiated instruction, and working cooperatively for a school wide audience affected student communication skills, self esteem, and behavior during instructional and non-instructional times. This project directly involved 15 fifth grade students in an urban setting, their parents, the technology teacher, art teacher, physical education teacher, music teacher, one fifth grade classroom teacher, and one elementary school principal. It also indirectly affected the entire faculty and student body to some degree. The problem was that a significant portion of fifth grade students did not exhibit effective communication skills, had low self esteem, and exhibited poor behavior. This researcher suspected that students who engaged in the creation and production of a school news television program three times a week, for a two to three month period, would improve communication skills, have higher self esteem, and exhibit better behavior during instructional and non-instructional times. The researcher intended to facilitate the creation and production of a school news broadcast.

The primary goal of this study was to determine to what extent, if any, the students who engaged in the creation and production of a student produced school news show would have higher communicating skills scores on teacher evaluations, have higher self esteem, and exhibit better behavior than before their engagement. Another goal of this study was to assimilate the engagement of the entire school into the school news and eventually have the news broadcast to the entire community. Upon the completion of this study, the researcher used the information gained to enhance curriculum in the district by lobbying the district leadership team, administration, and the board of education to include school news broadcasting as part of the elementary curriculum.

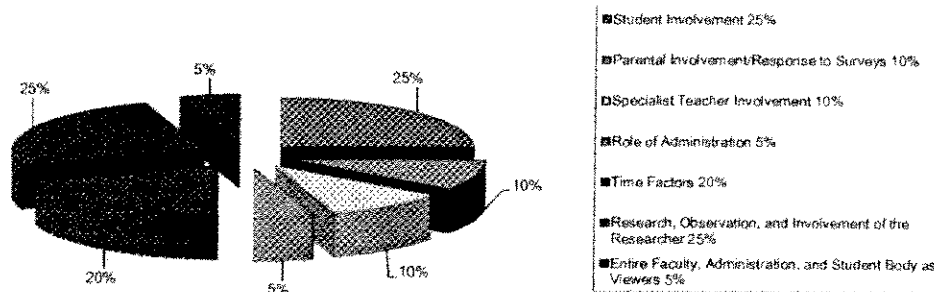
Several specific questions formed the structure of this study.

- How did using multimedia equipment, communicating for a school audience, utilizing multiple intelligences, and working cooperatively for a school wide audience affect student communication skills, self esteem, and student behavior during instructional and non-instructional times?
- Will students who engaged in the creation and production of school news broadcast score higher on teacher evaluations of communication?
- How did communicating for a school-wide audience affect self esteem?
- Would students who worked cooperatively to develop a broadcast for the entire school exhibit better behavior during instructional and non-instructional times?

The pie chart below, *Chart 1*, is a representation of the seven factors that the researcher believed would determine the success of this action research. Each factor is represented according to the percentage the researcher felt would have an impact on the proposed plan.

*Chart 1.* A visual representation of the seven factors that the researcher believed would have an impact on the proposed plan.

**Factors Affecting the Action Research Proposal**

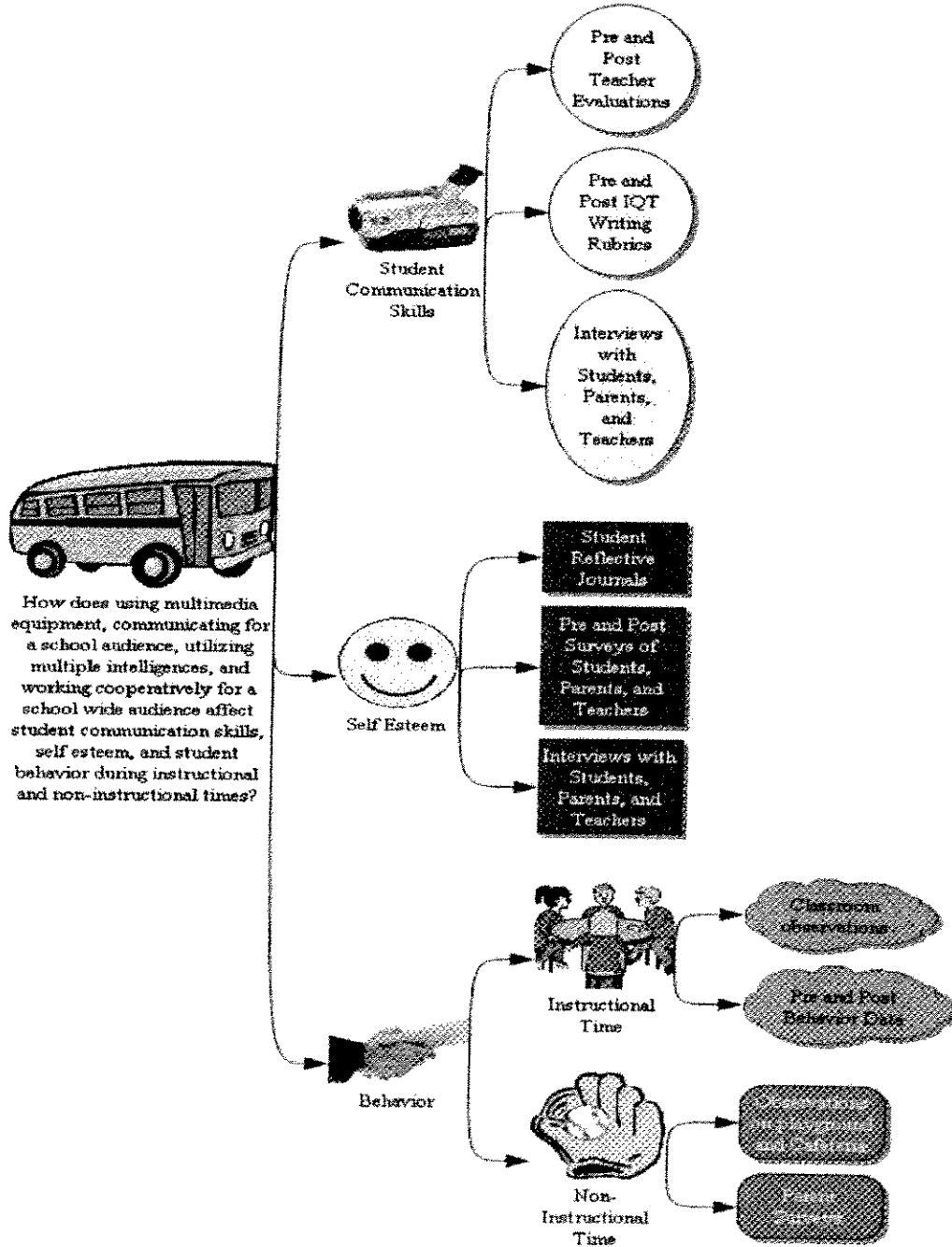


According to the chart above, the factors that had the most impact on the proposed plan were student involvement, researcher involvement, and time factors. There was a significant amount of collaboration that occurred between students and the researcher in order to produce the school news broadcast. The roles of the administration, parents, specialist teachers, and remaining faculty and staff were limited to granting permission and providing feedback.

A visual representation of the variables considered for the proposed action research plan is illustrated below. The web's school bus is the focus question of the proposed plan. Student communication skills, behavior, and self esteem are the areas that were analyzed in the proposed plan. Each area of study expands into the data collection methods and design employed for that area



Figure 1. The focus question is the center graphic school bus.



### Design and Methods

In this action research study qualitative methods were utilized to determine to what extent the fifth grade students engaged in the creation and production of a student school news broadcast would have higher communicating skills scores on teacher evaluations, have higher self esteem, and exhibit better behavior during instructional and non-instructional times. There is one fifth grade class with 10 students who participated in the production. The methods employed included surveys and open-ended questionnaires, formal and informal interviews, instructional environment observations, non-instructional environment observations, student reflective journals, and field notes.

In order to facilitate this action research study, pre and post instruction surveys were given to students, parents, teachers, and faculty. The researcher utilized item analysis of teacher communication skills evaluations, and student behavior data by comparing their previous marking period evaluations with their post participation evaluations. The researcher also observed fifth grade students during instructional and non-instructional times as well as, conducted interviews with students, parents, teachers, faculty, and administration to analyze behavior.

Figure 2. Illustrates the triangulation matrix of data collection techniques

Research Questions	Data Source 1	Data Source 2	Data Source 3
<p><b>Controlling Question:</b> How did using multimedia equipment, communicating for a school audience, utilizing multiple intelligences, and working cooperatively for a school wide audience affect student communication skills, self esteem, and student behavior during instructional and non-instructional times?</p>	<ul style="list-style-type: none"> <li>Item analysis of IQT rubrics</li> </ul> <p><i>Examining</i></p>	<ul style="list-style-type: none"> <li>Surveys of parents, teachers, students</li> <li>Interviews/</li> <li>Questionnaires parents, teachers, students</li> </ul> <p><i>Enquiring</i></p>	<ul style="list-style-type: none"> <li>Observations of students during instructional and non-instructional times</li> </ul> <p><i>Experiencing</i></p>
<p><b>Subsidiary Question 1:</b> Would students who engaged in the creation and production of school news broadcast score higher on teacher evaluations of communication?</p>	<ul style="list-style-type: none"> <li>Item analysis of teacher evaluations</li> </ul> <p><i>Examining</i></p>	<ul style="list-style-type: none"> <li>Surveys of teachers</li> </ul> <p><i>Enquiring</i></p>	<ul style="list-style-type: none"> <li>Observations of students during oral presentations</li> </ul> <p><i>Experiencing</i></p>

<b>Subsidiary Question 2:</b> How did communicating for a school-wide audience affect self esteem?	<ul style="list-style-type: none"> <li>Survey and interview students</li> </ul> <i>Enquiring</i>	<ul style="list-style-type: none"> <li>Observations of students</li> </ul> <i>Experiencing</i>	<ul style="list-style-type: none"> <li>Student journals</li> </ul> <i>Examining</i>
<b>Subsidiary Question 3:</b> Did students who worked cooperatively to develop a broadcast for the entire school exhibit improved behavior during instructional and non-instructional times?	<ul style="list-style-type: none"> <li>Item analysis of Starbase behavior records</li> </ul> <i>Examining</i>	<ul style="list-style-type: none"> <li>Surveys of teachers, parents, and students</li> </ul> <i>Enquiring</i>	<ul style="list-style-type: none"> <li>Observations of students during instructional and non-instructional times</li> </ul> <i>Experiencing</i>

Having received permission from the principal, superintendent, and board of education, the researcher sent a letter to parents explaining the purpose of the action research proposal and requesting affirmative permission to conduct the research. Pre and post surveys and questionnaires were sent to parents on official letterhead via mail. Fifth grade students were asked to complete anonymous pre and post surveys about their communication skills, self esteem, and behavior during instructional and non-instructional times via the internet during their computer class. Since all teachers and faculty had interaction with students throughout the school directly or by watching the broadcast, teachers and faculty were also asked to complete anonymous pre and post surveys about their perceptions of students' communication skills, self esteem, and behavior during instructional and non-instructional times. The first series of surveys/questionnaires were given prior to students' participation in the creation and production of a school news broadcast. The post surveys/questionnaires were administered in June after approximately three weeks of student participation occurred. The instruments featured a Likert Design.

In addition to administering surveys and questionnaires, this researcher conducted formal and informal interviews of the fifth grade teacher, specialists, and parents who volunteered. The researcher analyzed student reflective journals on an ongoing basis. Field notes were kept while observing students during instructional and non-instructional times.

This action research study involved qualitative methods and item analysis of student records. This researcher felt that combining qualitative methods with item analysis provided a realistic snapshot of student communication skills, self esteem, and behavior. The triangulation matrix depicted above in Figure 2 illustrates the sources of data that were employed to analyze each question of the proposed plan. It also depicts whether the data is of the experiencing, enquiring, or examining categories

The researcher implemented the reverse timeline below to complete this action research.

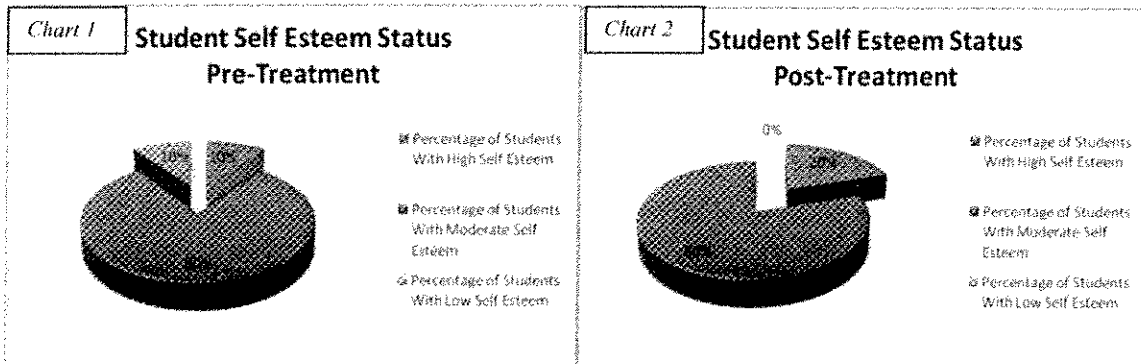
Figure 3. A reverse time line for the completion of action research.

December 1, 2008	<ul style="list-style-type: none"> <li>• Action Research Report due to Advisor</li> <li>• Report of AR due to Advisor</li> </ul>
November 1, 2008	<ul style="list-style-type: none"> <li>• Report of Findings due to Advisor</li> </ul>
October 1, 2008	<ul style="list-style-type: none"> <li>• Revision of Sections I, II, III, IV due to advisor</li> </ul>
September 2008	<ul style="list-style-type: none"> <li>• Continue revision of sections I, II, III, and IV</li> </ul>
August 2008	<ul style="list-style-type: none"> <li>• Report findings</li> <li>• Revise sections I, II, III, and IV</li> </ul>
July 2008	<ul style="list-style-type: none"> <li>• Collect, record, and analyze post treatment data</li> </ul>
June 2008	<ul style="list-style-type: none"> <li>• Disseminate post treatment surveys and questionnaires</li> <li>• Conduct post treatment interviews</li> </ul>
May 2008	<ul style="list-style-type: none"> <li>• Apply treatment and conduction observations</li> </ul>
April 2008	<ul style="list-style-type: none"> <li>• Apply treatment and conduction observations</li> </ul>
March 2008	<ul style="list-style-type: none"> <li>• Apply treatment and conduction observations</li> <li>• Analyze pre treatment data</li> </ul>
February 2008	<ul style="list-style-type: none"> <li>• Disseminate pre treatment surveys and questionnaires participants</li> <li>• Conduct pre treatment interviews</li> <li>• Create school news panel</li> <li>• Hold auditions and develop school news teams</li> <li>• Inspect and test run technology infrastructure</li> </ul>
January 2008	<ul style="list-style-type: none"> <li>• Seek approval from superintendent and board of education</li> <li>• Seek affirmative approval from parents and guardians</li> <li>• Review existing teacher evaluations, IQT data, and Starbase data</li> <li>• Inspect and modify technology infrastructure if necessary</li> </ul>
December 20, 2007	<ul style="list-style-type: none"> <li>• Design instruments for data collection</li> <li>• Action Research Proposals With Responses available in EDLP Office</li> <li>• Revise review of literature immediately</li> </ul>
December 3, 2007	<ul style="list-style-type: none"> <li>• Action Research Proposal Submitted</li> </ul>

### Data Analysis and Reporting of Results

The data collected for this collaborative action research were triangulated in order to increase confidence in the reported conclusions. Data included: pre vs. post surveys of students opinions of their self esteem, student, parent, and staff questionnaires, student journals, teacher observations, and interviews with parents, students, and teachers. This researcher also utilized student, teacher, and parent evaluations of students' propensity to communicate and behave appropriately during instructional and non-instructional times. Pre and post-data were analyzed to determine if a correlation existed between engaging in a school news broadcast and student communication skills, self esteem, and student behavior. The data indicated that students who engaged in the production for at least three weeks had significant increases in their self esteem, propensity to communicate for a variety of audiences, and exhibited improved behavior during instructional time. Analysis of school behavior records and IQT data did not support improvement in behavior during instructional and non-instructional time due to an absence of data. Analysis of interviews, questionnaires, and surveys indicated that engaging in the school news production improved communication skills and behavior during instructional time.

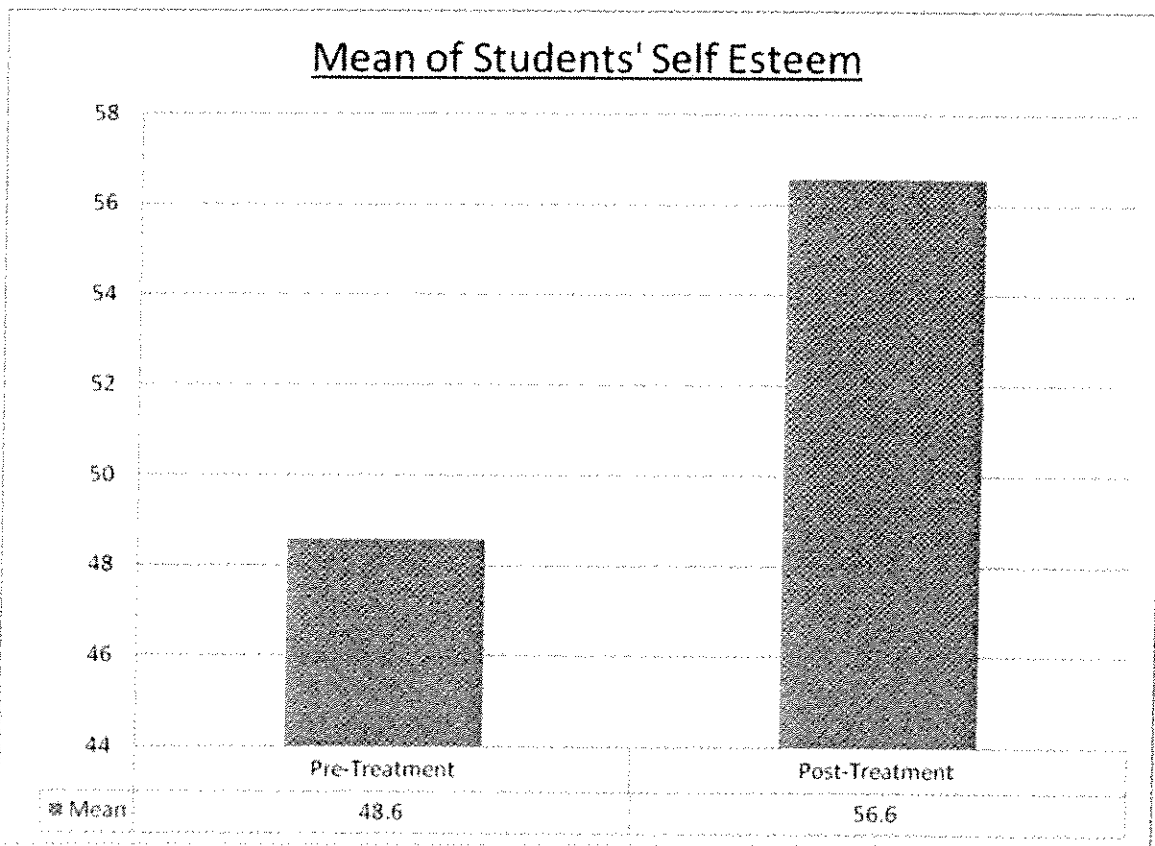
Ten students were involved in this study for a period of three weeks, N=10. The Kansas State Board of Education's Self Esteem Survey was utilized to assess the pre and post status of students' self esteem. A comparison of *Charts 1* and *2* reveals that one student with low self esteem indicated moderate self esteem at the end of the project.



Examination of the mean of the students' self esteem, showed that the mean increased 14%. All 10 students showed increases. The Kansas State Board of Education's scoring scale was modified to accommodate a reduction in self esteem questions and used to score students' surveys. The Likert scores were added and the pre and post-mean was then calculated.

Chart 3

Chart 3. Illustrates a comparison between the pre and post-treatment mean of students' self esteem.



Post-treatment trends in students' self esteem were evident with regard to specific indicators on the self esteem survey. There were significant increases (greater than 10%) in all subjects' responses when prompted with the questions illustrated in *Table 1*. The most significant increases (greater than 20%) occurred in students' perception of their public speaking.

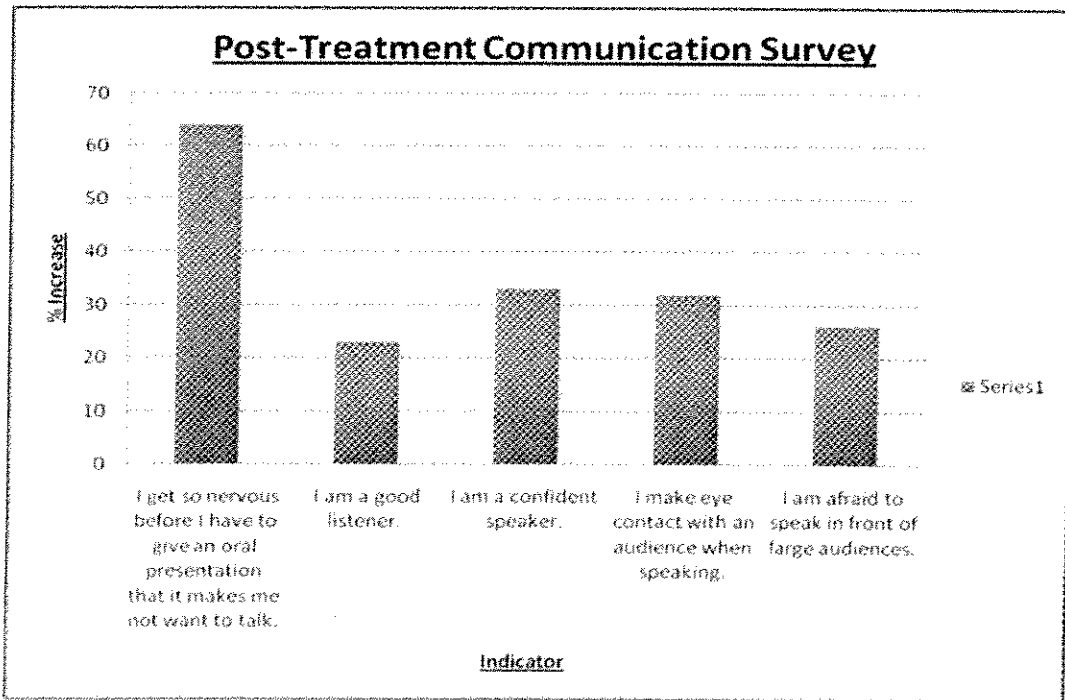
Table 1. Displays the increase in positive responses to the listed self esteem questions.

I have trouble making up my mind.	27%
I feel good about my appearance.	21%
I state my needs and feelings without putting others down.	11%
It's hard for me to relax and not worry so much.	25%
My problems seem overwhelming to me.	14%
I'm good at solving problems.	17%
Most people respect and value my opinion.	38%
I don't feel that I'm successful.	28%
I have difficulty standing up for myself	15%
I'm an energetic person.	26%

Based on the Kansas Board of Education Survey, *Chart 4* illustrates that, after participating in the study, students' self esteem about speaking in public increased by 65%, perception of their ability to listen increased 22%, their confidence when speaking in public increased 35%, making eye contact increased 33%, and their self esteem when confronting the fear of public speaking increased 25%.

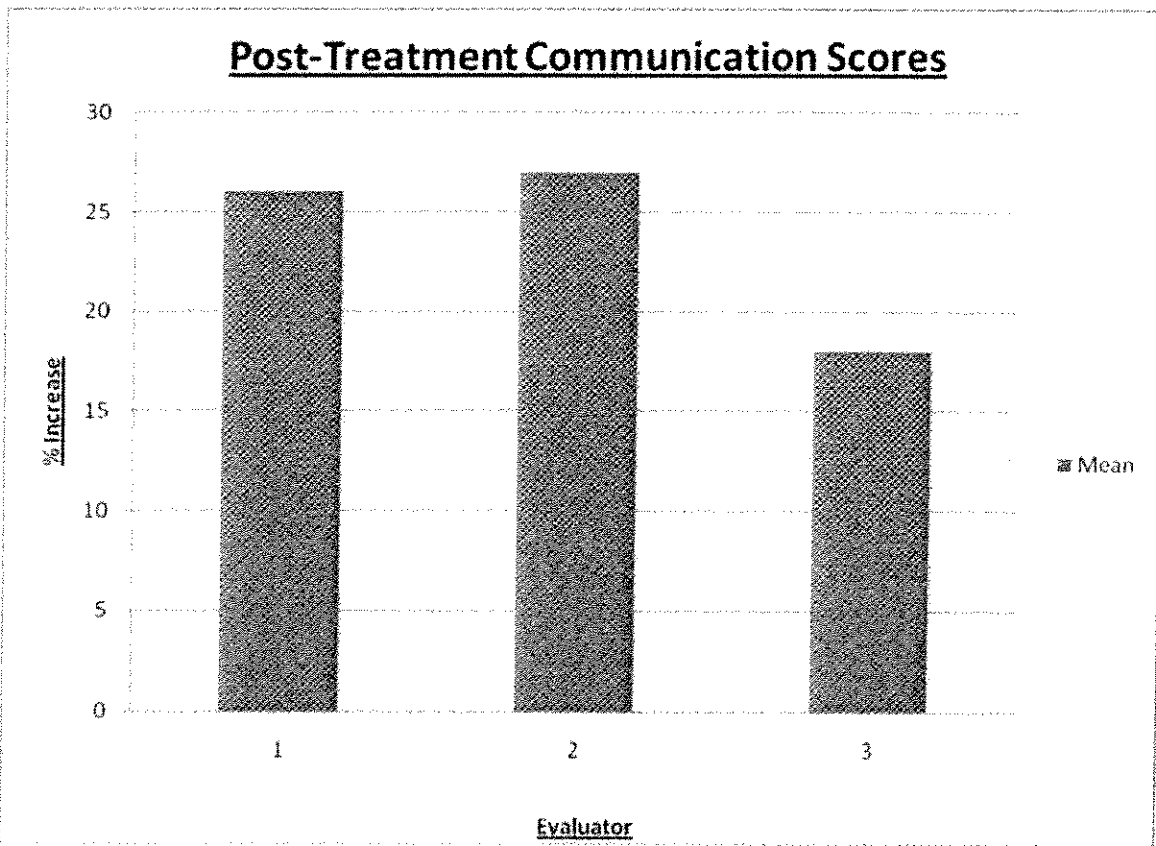
The increases in students' perception of their self esteem with regard to communication is supported by teacher evaluations of students' ability to communicate.

Chart 4. Illustrates the post-treatment communication survey score increases.



As shown in *Chart 5*, the teacher's evaluation (1) of students' communication increased significantly. The mean increased 26%. The researcher's evaluation (2) mean increased 27%. The students' self evaluation increased 18%. Overall, students tended to rate themselves lower when evaluating their communication abilities. This researcher attributed that to students not having significant experience utilizing rubrics to evaluate themselves.

**Chart 5** *Chart 5. Illustrates the post-treatment communication score increases as evaluated by teachers (1), this researcher (2), and students (3).*



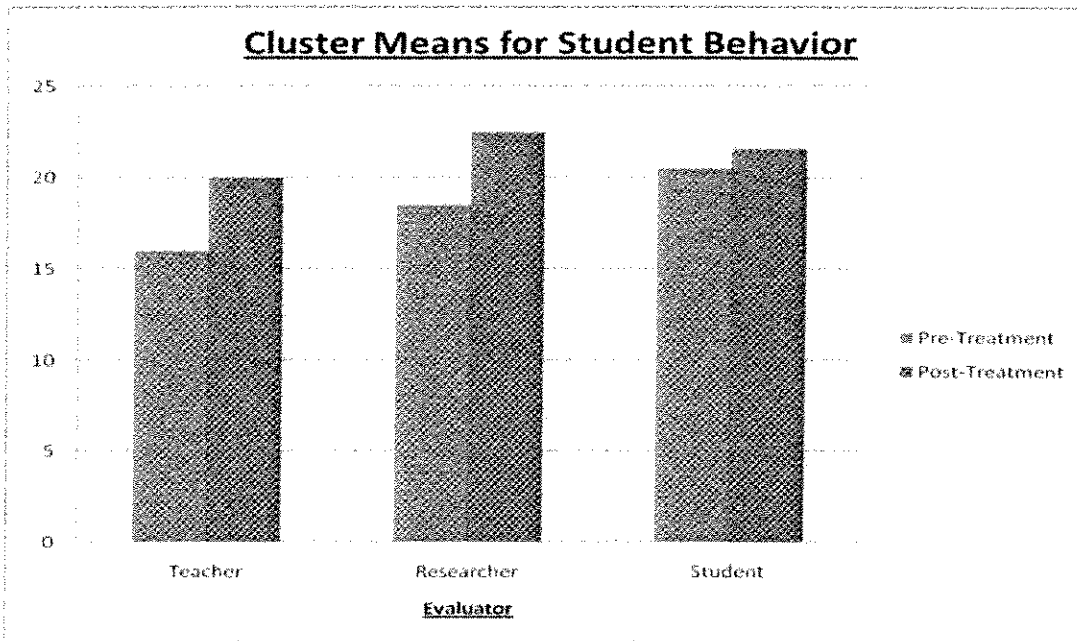
The results indicated that there was a correlation between engaging in this action research project and improved behavior during instructional time. According to *Chart 6*, both the teachers' evaluation and researcher's evaluation indicated an increase post-treatment in the mean score on the student behavior rubric of 20% and 21% respectively. The students' self assessment of behavior only indicated an increase of 5%. This researcher attributes this to students giving themselves initially



higher scores when assessing their own behavior. Despite utilizing indicators on a rubric, this researcher believes that the students were not conscious of their own misbehaviors.

Chart 6

Chart 6. Illustrates the cluster means for student behavior as evaluated by teachers, this researcher, and students.



Qualitative analysis of parent, teacher, and student interviews and questionnaires as well as student journals supported that a correlation existed between engaging in a school news production and increased self esteem, propensity for communication, and behavior during instructional time. Through analysis of interviews, questionnaires, and journals several common themes emerged. Although the students were initially nervous, it was reported by parents and students that students gained a significant amount of confidence and higher self esteem after engaging in the school news. Several parents indicated that their child was more confident, no longer afraid of public speaking, looked forward to going to school on their day to do the news, and were generally more excited about school. "He is setting a good example for everyone at home in his family. He also wants to set a good example for his friends at school. He came from NYC with no projects on his mind, and now he is open to any school project," stated one parent. It was also reported that several students rushed home to tell their parents about how much they enjoyed participating in the school news. "After I did the news I felt happy and I was motivated to do it again...I really felt good about myself," stated one student. Another student said, "I was proud of

myself when I did the news." After an initial experience with the news a student wrote, "Once I had done the news everyone in school knew who I was and people gave me hi-fives even though I didn't know who they were. I can't wait to do it again...I had so much fun!"

Parents, teachers, and students took note of students' increased propensity to communicate for varied audiences. One parent indicated that her daughter would often put her head down when someone spoke to her, but now she made eye contact with people. Teacher interviews revealed that students who participated in the school news broadcast volunteered to read in class more and spoke at an effective volume. Students' interviews and questionnaires revealed that, prior to participation in this project, they didn't think about how they spoke too much, but were now more aware of how they spoke. This researcher's observations supported an increase in students' propensity to communicate. This researcher observed that when participants passed an adult or sometimes even another student in the hallway, they were more inclined to greet that person or engage in a brief conversation.

Qualitative analysis revealed common themes in student behavior during instructional time. This researcher observed that students who engaged in the school news broadcast worked more effectively at the end of the three weeks than at the onset of the the broadcast. Despite a small time frame, this researcher observed that students were more inclined to work collaboratively at the end of the research than at the beginning, relied on one another to assist with problems, and offered each other help and support. However, analysis of qualitative data did not support a correlation with improved behavior during non-instructional time. This researcher attributed that to several factors. Teachers indicated that three weeks was not a sufficient amount of time to see a marked change in behavior. Parent interviews and questionnaires revealed that students were typically well behaved prior to their engagement in the school news. One parent indicated that, "She has basically been a good kid all of her life." This statement was supported by student interviews and questionnaires which indicated that they never really got in trouble. Also, parents and students had limited or no experience using rubrics as an assessment instrument.

During the researcher's supervision of recess for a three week period, there were no observable instances of poor behavior. However, as stated before, these students did not tend to have poor behavior prior to the project, and, it was not possible to focus on just 10 students when supervising the entire playground.

The data supported that a correlation existed between engaging in the production of a school news broadcast and increased student self esteem, ability to communicate, and improved behavior during instructional time. The results addressed the research questions in several ways. Students who engaged in the creation and production of school news broadcast scored higher on teacher

evaluations of communication. Communicating for a school-wide audience increased students's self esteem. In particular, it increased their self esteem after overcoming initial nervousness about engaging in the news. Students felt more confident, proud of themselves, and were no longer afraid to speak in public. According to a comparison of pre and post-treatment self esteem surveys, students were less indecisive, had a more positive perception about their own appearance, felt that they could state their opinions without putting others down, felt they were more relaxed, had an increased perception of self respect, and felt they were more successful. Also, students who worked cooperatively to develop the broadcast for the entire school exhibited improved behavior during instructional time according to this researcher's evaluation. They demonstrated an increased ability to cooperate and listened to each others' viewpoints without put downs. The data did not support a correlation during non-instructional time for the reasons stated above.

This action research had several strengths. Students indicated that the project was exciting, they learned about technology, and were responsible for having a "real" job that affected the whole school. Primarily, the students who engaged in the creation and production of the school news broadcast indicated that they had fun and looked forward to going to school. From the researcher's perspective, it was an opportunity to create an environment where students could learn cooperatively in an exciting new way without having to worry about getting a good grade.

The results of this research were limited due to the sample population being small. Most of the students who engaged in the process were already considered by their teachers and parents to be good kids who typically made responsible and positive choices. They usually performed well in academics. The students even had a positive perception of their own behavior. The results were also limited by the short time frame to implement the treatment due to technology difficulties. Unanticipated problems that occurred included a malfunctioning closed circuit video feed which limited the application of the treatment to three weeks, students and parents who were inexperienced with utilizing rubrics, and trying to observe students during non-instructional time. Further investigation of how engagement in this project would affect behavior during non-instructional time is warranted.

There are a few questions that emerged through this research. This researcher would like to ascertain whether or not having a larger sample population would affect the results of this action research. How would this research affect special needs students or students with a history of poor behavior? Considering there were increases in students' self esteem, ability to communicate, and improved behavior during instructional time, how would an extended time frame affect the results?

### Action Plan

The results of this action research could have a significant impact on this researcher's school and the district. It may directly affect teachers' practice in the building, this researcher's teaching, and technology integration at a district level. This researcher believes that there were limitations with this study and has recommendations to enhance the reliability of data collection in the future.

This research may enhance the strategies teachers use to incorporate technology into their classrooms. Teachers might utilize the school news broadcast as a way to showcase student work. They could also work with the broadcast team to develop segments geared to each grade level. Another impact that this research might have on teachers is in demonstrating how utilizing video production, collaboration, multiple intelligence theory, and opportunities for authentic project based learning could impact students' self esteem and propensities for collaboration and communication.

The results of this study already impacted this researcher's teaching. It prompted this researcher to collaborate with the fourth and fifth grade special education teacher to infuse video production into her students' health curriculum. Students have begun to work collaboratively to develop educational videos that can be played during the school news broadcast. As part of a new self esteem/antibullying initiative, special education students in the fourth and fifth grades engaged in the process, brainstorming scenerios that depict bullying and strategies to cope with bullying, writing scripts, and rehearsing their productions.

There were limitations evident in this study and the following recommendations should be considered in order to enhance reliability of data collection in the future. The results of this study were limited due to a small sample population and a short duration of time. Therefore, further research should be conducted using the fourth and fifth grades. This will open the opportunity for more students to become engaged in the production of the school news and hopefully expand the sample population. The length of time that students participated in the production was limited due to technical difficulties. In order to increase the reliability of data, students should be afforded with three months of participation in the production.

Decision making for the production should remain with the students while collaborating with the cooperating teachers and principal. It is recommended that the data collection and analysis of future research be conducted by a teacher who does not have a homeroom such as the art, gym, or world language teachers. This ensures that the teacher will have sufficient time to oversee the production in the morning as well as know every student engaged in the process. During the data collection process, this researcher found that collecting data during non instructional times was futile.

This was due to the difficulty in trying to observe only the students engaged in the production while supervising recess. In addition, this researcher is the sole teacher responsible for supervising the playground. Currently, a new exterior camera is fully functioning and should be used to record student behavior during recess. It is also recommended that a video camera be used to record student behavior during instructional time and analyzed at a later time by the researcher.

Another limitation of this study was that most of the students engaged in the process were considered well behaved. Therefore, during future research, more of an effort should be made to get at-risk students engaged in the process. At-risk students, for the purpose of this research, should be considered students who have been identified by the principal as needing to improve their behavior. The production should continue to be open to all students who would like to participate, while decisions for which at-risk students should be engaged in the process should be decided by the cooperating teachers in collaboration with the principal.

While this researcher believes this research would significantly impact other elementary schools in the district, obtaining the resources to facilitate the technology components of this research, in particular, installing a closed circuit video system would prove too expensive. As an alternative, this researcher believes that the focus for the district goal should be placed on developing video production clubs in which students work cooperatively, utilize multiple intelligences, and communicate for a school wide audience by creating and producing videos for educational purposes. This would minimize the financial costs associated with the broadcast while continuing to positively impact students' ability to work cooperatively, self esteem, and propensity for communication. Additional funds may also be obtained by applying for grants. The cooperating teachers should assume responsibility for grant writing.

Through discussion with the principal, it was decided that this research would be shared with faculty through a professional development opportunity. It was shared with district personnel via email and at principal meetings. District administration and the board of education will have the opportunity to evaluate and reflect on this research while it is presented at a board of education meeting. This researcher also contacted the local news and community paper in order to share this research with the community. This researcher recommends the following steps to action as outlined in the *Figure 4*.

Figure 4. Steps to Action Plan.

Summary of Findings and Research Questions	Recommended Action Targeted Findings	Who is Responsible for the Action? T-Teacher, S-Student P-Principal PA-Parent/Guardian	Who Needs to Be Consulted or Informed?	Who Will Monitor/Collect Data?	Timeline	Resources
<p><b>Controlling Question:</b> How did using multimedia equipment, communicating for a school audience, utilizing multiple intelligences, and working cooperatively for a school wide audience affect students communication skills, self esteem, and student behavior during instructional and non-instructional times?</p> <p><b>Controlling Question Finding #1</b> Students were excited, had fun, and looked forward to going to school</p> <p><b>1.0 Subsidiary Question #1:</b> Would students who engaged in the creation and production of school news broadcast score higher on teacher evaluations of communication?</p> <p><b>1.1 Finding #1</b> Student's self evaluation of communication: -speaking in public increased 65% -listening increased 22% -confidence while speaking increased 35% -eye contact increased 33% -confronting fear increased 25%</p> <p><b>1.2 Finding #2</b> Self rubric mean score increased 18%</p> <p><b>1.3 Finding #3</b> Teacher rubric mean score increased 26%</p> <p><b>1.4 Finding #4</b> Researcher rubric mean score increased 27%</p>	<p><b>Controlling Question:</b> utilize video production in traditional classroom -Increase sample using grade four -Open to special education</p> <p>1.1-1.4 Provide opportunities for students to communicate for a school wide audience via the school news broadcast</p>	<p><b>Controlling Question:</b> T, P -Data collection and supervision S-production</p>	<p><b>Controlling Question:</b> T, S, P, PA</p> <p>1.1-1.4 T, S, P, PA</p>	<p><b>Controlling Question:</b> T, P -Observation -Surveys -IQT Data</p> <p>T, P -Observation -Surveys -IQT Data</p>	<p><b>Controlling Question:</b> Ongoing throughout school year (three month student engagement)</p> <p>Ongoing throughout school year (three month student engagement)</p>	<p><b>Controlling Question:</b> None (No additional equipment necessary)</p> <p>None (No additional equipment necessary)</p>
<p><b>2.0 Subsidiary Question #2:</b> How did communicating for a school wide audience affect self esteem?</p> <p><b>2.1 Finding #1</b> Mean of students self esteem increased 14%</p> <p><b>2.2 Finding #2:</b> Most significant increases (greater than 20%) occurred in students' perception of their public speaking</p> <p><b>3.0 Subsidiary Question #3:</b> Did students who worked cooperatively to develop a broadcast for the entire school exhibit improved behavior during instructional and non-instructional times?</p> <p><b>3.1 Finding #1</b> -Teachers' evaluation of behavior increased 20% -Researcher's evaluation of behavior increased 21% -Students' evaluation of behavior increased 5%</p> <p><b>3.2 Finding #1</b> Data did not support a correlation with improved behavior during non-instructional time</p>	<p>2.1-2.2 Provide opportunities for all grade levels to present their work on the school news</p> <p>3.1-3.2 Increase opportunities to collaborate while utilizing multimedia and multiple intelligences -include at-risk students 3.2 recorded observations</p>	<p>2.1-2.2 T,P-Data collection and supervision S-production</p> <p>3.1-3.2 T,P-Data collection and supervision S-production</p>	<p>2.1-2.2 T, S, P, PA</p> <p>3.1-3.2 T, S, P, PA</p>	<p>T, P -Observation -Surveys -IQT Data</p> <p>T, P -Observation -Surveys -IQT Data</p>	<p>Ongoing throughout school year (no less than three month student engagement)</p> <p>Ongoing throughout school year (three month student engagement)</p>	<p>None (No additional equipment necessary)</p> <p>None (Exterior camera now functioning and can be used to record students at recess)</p>

**Appendices**

**District Consent Letter**

To: Superintendent of Schools  
From: Michael Gall, Computer Teacher #10 School  
Date: March 12, 2008  
Re: Permission to Conduct Action Research

Dear Mr. Hryczyk,

As a graduate student at William Paterson University, I am required to conduct action research to fulfill the requirements for a Masters Degree in Educational Leadership. I respectfully request approval to conduct focus groups, interviews, and surveys during my action research project. The premise of my research is to examine if a correlation exists between engaging in the production of a closed circuit school news broadcast and communication skills, self esteem, and behavior in fifth grade students.

After discussing this proposal with Principal D'Amico, she agrees that it will enhance our curriculum. My research topic has been approved by William Paterson University's Department of Educational Leadership. In addition, only students whose parent/guardian has signed an affirmative consent approval form will participate in the project, focus groups, and surveys. Should you have any questions or require further information, please don't hesitate to contact me at 201-414-1912. Thank you for your time.

Sincerely,

Michael Gall  
Computer Teacher  
James Madison School #10

cc: Dorofea D'Amico, Principal

**Parent/Guardian Consent Letter**

To: Parent/Guardian  
From: Mr. Michael Gall, Technology Club  
Date: October 27, 2008  
Re: Student Produced School News

Dear Parent/Guardian,

As the James Madison School #10 Technology Club Coordinator, I have been working with your child to create a school news broadcast. Please take the time to complete the enclosed anonymous questionnaire in regard to any observations that you may have made concerning the broadcast. Thank you for your time and cooperation.

Sincerely,

Michael Gall  
Computer Teacher  
James Madison School #10

cc: Dorothea D'Amico, Principal James Madison School #10



### Self-Esteem Survey With Communication Component

Survey Questions	Somewhat Agree	Agree	Disagree
1. My life lacks purpose and direction.			
2. I feel I'm not in control of what happens to me.			
3. I tend to say yes when I really want to say no.			
4. I set goals and stick to them.			
5. Most people like me and enjoy being around me.			
6. I have a positive outlook on life.			
7. I believe I can cope with whatever happens to me.			
8. I have trouble making up my mind.			
9. I feel good about my appearance			
10. I state my needs and feelings without putting others down.			
11. It's hard for me to relax and not worry so much.			
12. My problems seem overwhelming to me.			
13. I tend to depend on others for my happiness.			
14. I'm good at solving problems.			
15. Most people respect and value my opinion.			
16. I find it easy to say good things about myself			
17. I believe people are basically honest.			
18. I don't feel that I'm successful.			
19. I have difficulty standing up for myself			
20. I try to take good care of my health.			
21. It's hard for me to express love and caring.			
22. I'm an energetic person.			
23. I can talk to people without feeling nervous.			
24. I feel my life has meaning.			
25. It's hard for me to meet new people.			
26. I get so nervous before I have to give an oral presentation that it			
27. I am a good listener.			
28. I am a confident speaker.			
29. I make eye contact with an audience when speaking.			
30. I am not afraid to speak in front of a large audience.			

### INSTRUCTIONS FOR SCORING

#### The Self Esteem Survey

1. Refer to the answer key to determine the point value of each response (for example, if the learner marked the box under "Disagree" for item # 1, then three points would be awarded).
2. Enter the total number of points earned for items 1-25. TOTAL SCORE: \_\_\_\_\_
3. Compare the total score with the guidelines below. Items earning 1 point on the Survey indicate low self esteem; items earning 2 points indicate moderate self esteem; items earning 3 points indicate high self esteem.

POINTS	SELF ESTEEM	RECOMMENDATION

60-75	HIGH	Learner is confident and competent in daily living activities. Consider using this individual as a peer tutor..
45-59	MODERATE	Learner experiences occasional problems in certain daily living activities. Identify particular situations that present difficulty and develop lesson plans using role playing and problem-solving methods.
0-44	LOW	Learner has poor self esteem and lacks confidence to succeed in daily living activities. Lessons should address each life domain using positive self-talk, visualization, and role playing exercises to raise self esteem.

4. Instructions should begin with those items earning 1 point, followed by items earning 2 points. Begin by asking the learner to explain why he/she marked items earning 1 or 2 points. Look for particular situations or types of individuals that pose problems for the learner. Use the **Characteristics of Self Esteem Chart** to determine the self esteem building block and life domain related to each item,

	Somewhat Agree	Agree	Disagree
1. My life lacks purpose and direction.	1	2	3
2. I feel I'm not in control of what happens to me.	1	2	3
3. I tend to say yes when I really want to say no.	1	2	3
4. I set goals and stick to them.	3	2	1
5. Most people like me and enjoy being around me.	3	2	1
6. I have a positive outlook on life.	3	2	1
7. I believe I can cope with whatever happens to me.	3	2	1
8. I have trouble making up my mind.	1	2	3
9. I feel good about my appearance.	3	2	1
10. I state my needs and feelings without putting others down.	3	2	1
11. It's hard for me to relax and not worry so much.	1	2	3
12. My problems seem overwhelming to me.	1	2	3
13. I tend to depend on others for my happiness.	1	2	3
14. I'm good at solving problems.	3	2	1
15. Most people respect and value my opinion.	3	2	1
16. I find it easy to say good things about myself.	3	2	1
17. I believe people are basically honest.	3	2	1
18. I don't feel that I'm successful.	1	2	3
19. I have difficulty standing up for myself.	1	2	3

20. I try to take good care of my health.	3	2	1
21. It's hard for me to express love and caring.	1	2	3
22. I'm an energetic person.	3	2	1
23. I can talk to people without feeling nervous.	3	2	1
24. I feel my life has meaning.	3	2	1
25. It's hard for me to meet new people.	1	2	3



### Interview/Questionnaire Questions

Please respond to the following questions.

**Teachers:**

Has there been any change in your students' self esteem since their engagement in creating and producing a school news broadcast? Please share specific examples.

Has there been any change in your students' communication skills since their engagement in creating and producing a school news broadcast? (Their ability to make eye contact, reading and listening comprehension, etc...) Please share specific examples.

Has there been any change in your students' behavior since their engagement in creating and producing a school news broadcast? Please share specific examples.

**Parents:**

Has there been any change in your child's self esteem since their engagement in creating and producing a school news broadcast? Are they more or less confident? Please share specific examples.

Has there been any change in your child's communication skills since their engagement in creating and producing a school news broadcast? (Their ability to make eye contact, reading and listening comprehension, etc...) Does he/she listen better or worse? Please share specific examples.

Has there been any change in your child's behavior since their engagement in creating and producing a school news broadcast? Are they getting into trouble more or less? Please share specific examples.

**Students:**

Has there been any change in your self esteem since engaging in creating and producing a school news broadcast? Are you more or less confident? Please share specific examples.

Has there been any change in your communication skills since your engagement in creating and producing a school news broadcast? (Your ability to make eye contact, reading and listening comprehension, etc...) Please share specific examples.

Has there been any change in your behavior since engaging in creating and producing a school news broadcast? Do you get singled out for poor behavior more or less? Please share specific examples.

Oral Communication Skills

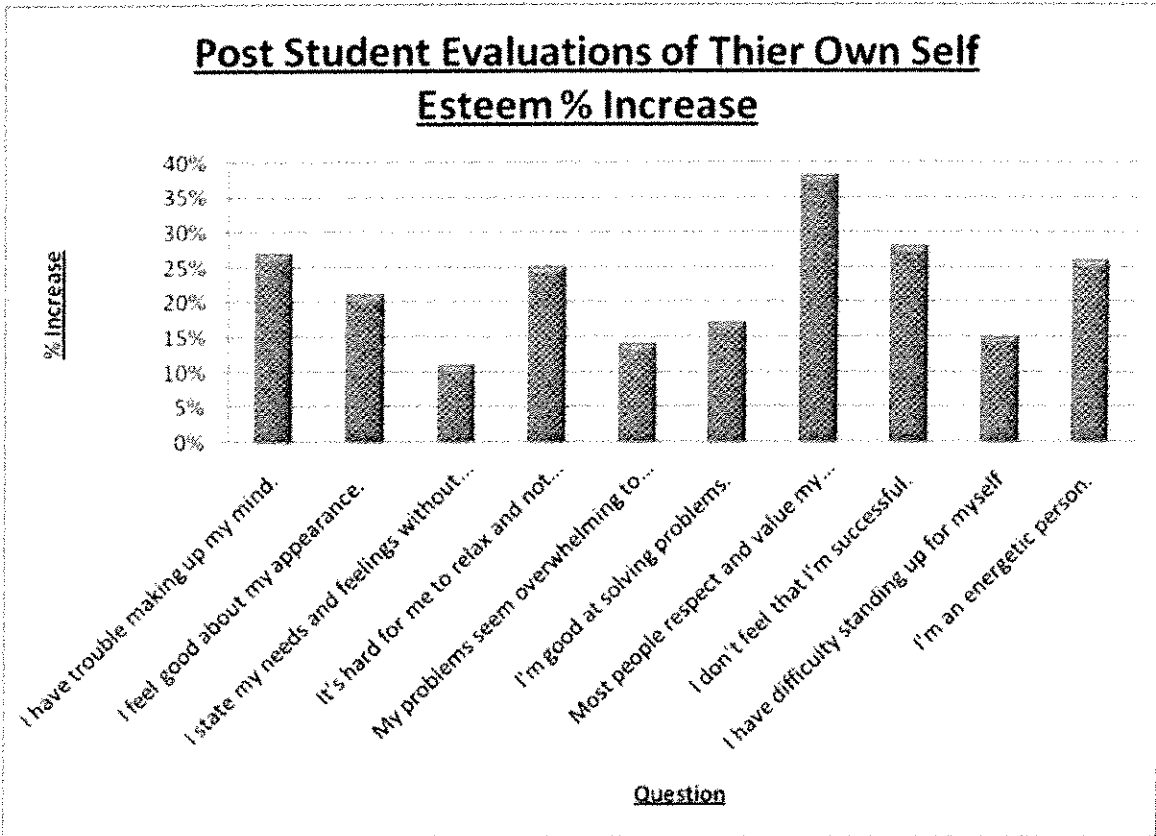
Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Posture and Eye Contact	Sits up straight, looks relaxed and confident. Establishes eye contact with everyone in the room during the presentation.	Sits up straight and establishes eye contact with everyone in the room during the presentation.	Sometimes sits up straight and establishes eye contact.	Slouches and/or does not look at people during the presentation.
Speaks Clearly	Speaks clearly and distinctly all (100-95%) the time, and mispronounces no words.	Speaks clearly and distinctly all (100-95%) the time, but mispronounces one word.	Speaks clearly and distinctly most (94-85%) of the time. Mispronounces no more than one word.	Often mumbles or cannot be understood OR mispronounces more than one word.
Volume	Volume is loud enough to be heard by all audience members throughout the presentation.	Volume is loud enough to be heard by all audience members at least 90% of the time.	Volume is loud enough to be heard by all audience members at least 80% of the time.	Volume often too soft to be heard by all audience members.
Pitch	Pitch was often used and it conveyed emotions appropriately.	Pitch was often used but the emotion it conveyed sometimes did not fit the content.	Pitch was rarely used OR the emotion it conveyed often did not fit the content.	Pitch was not used to convey emotion.
Pauses	Pauses were effectively used 2 or more times to improve meaning and/or dramatic impact.	Pauses were effectively used once to improve meaning and/or dramatic impact.	Pauses were intentionally used but were not effective in improving meaning or dramatic impact.	Pauses were not intentionally used.
Enthusiasm	Facial expressions and body language generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language sometimes generate a strong interest and enthusiasm about the topic in others.	Facial expressions and body language are used to try to generate enthusiasm, but seem somewhat faked.	Very little use of facial expressions or body language. Did not generate much interest in topic being presented.
Uses Complete Sentences	Always (99-100% of time) speaks in complete sentences.	Mostly (80-98%) speaks in complete sentences.	Sometimes (70-80%) speaks in complete sentences.	Rarely speaks in complete sentences.

**Behavior Rubric**

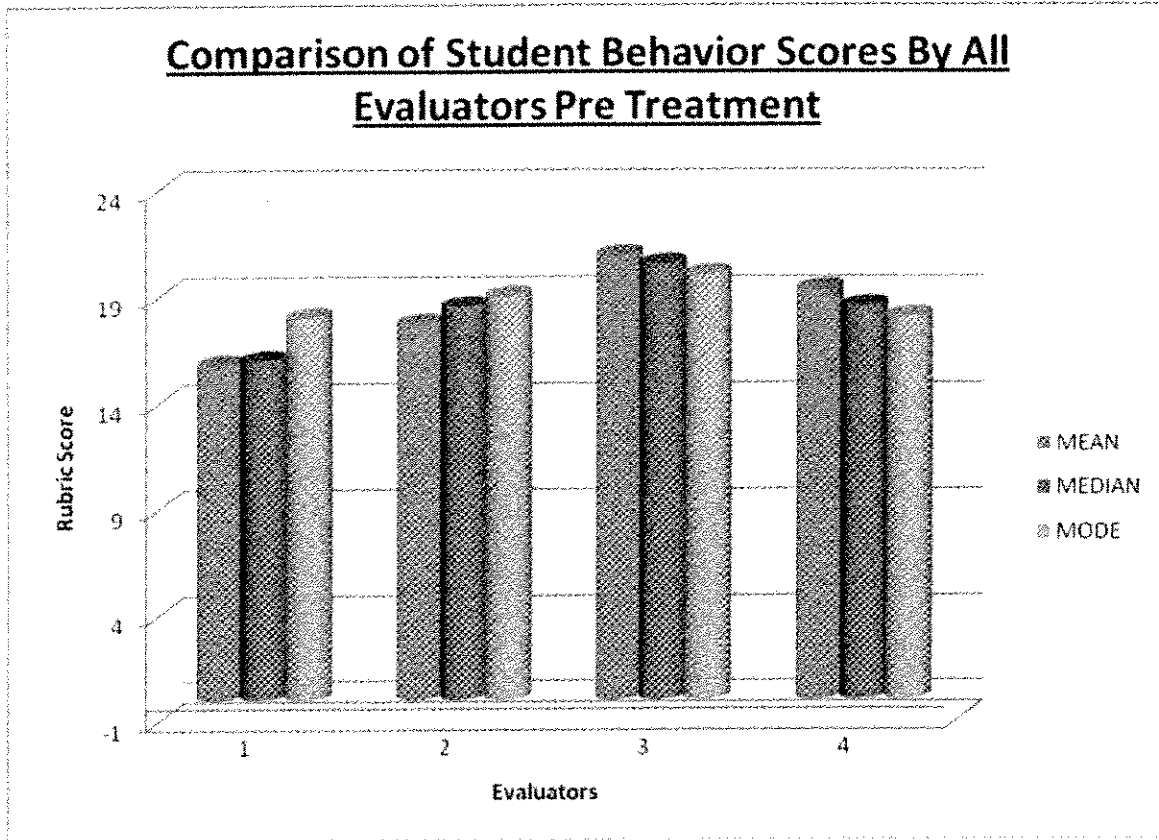
Student Name: \_\_\_\_\_

CATEGORY	4	3	2	1
Attitude	Never is publicly critical of the project or the work of others. Always has a positive attitude and remains on the task(s).	Rarely is publicly critical of the project or the work of others. Often has a positive attitude and remains on the task(s).	Occasionally is publicly critical of the project or the work of other members of the group. Usually has a positive attitude and remains on the task(s).	Often is publicly critical of the project or the work of other members of the group. Often has a negative attitude and does not remain on the task(s).
Working with Others	Almost always listens to, shares with, and supports the efforts of others. Tries to keep people working well together.	Usually listens to, shares, with, and supports the efforts of others. Does not cause "waves" in the group.	Often listens to, shares with, and supports the efforts of others, but sometimes is not a good team member.	Rarely listens to, shares with, and supports the efforts of others. Often is not a good team player.
Respects Peers	Respects other people and their property always	Usually respects other people and their property	Sometimes respects other people and their property always	Rarely respects other people and their property
Language	Always refrains from abusive language	Usually refrains from abusive language	Sometimes refrains from abusive language	Rarely refrains from abusive language
Respects Teacher/Staff	Always follows directions, listens to teacher or staff, and accepts responsibility for actions	Usually follows directions, listens to teacher or staff, and accepts responsibility for actions	Sometimes follows directions, listens to teacher or staff, and accepts responsibility for actions	Rarely follows directions, listens to teacher or staff, and does not accept responsibility for actions
Bullying	Always refrains from causing physical (pushing, hitting, grabbing, etc...) or emotional pain (teasing, making fun of someone etc...)	Usually refrains from causing physical (pushing, hitting, grabbing, etc...) or emotional pain (teasing, making fun of someone etc...)	Sometimes refrains from causing physical (pushing, hitting, grabbing, etc...) or emotional pain (teasing, making fun of someone etc...)	Rarely refrains from causing physical (pushing, hitting, grabbing, etc...) or emotional pain (teasing, making fun of someone etc...)



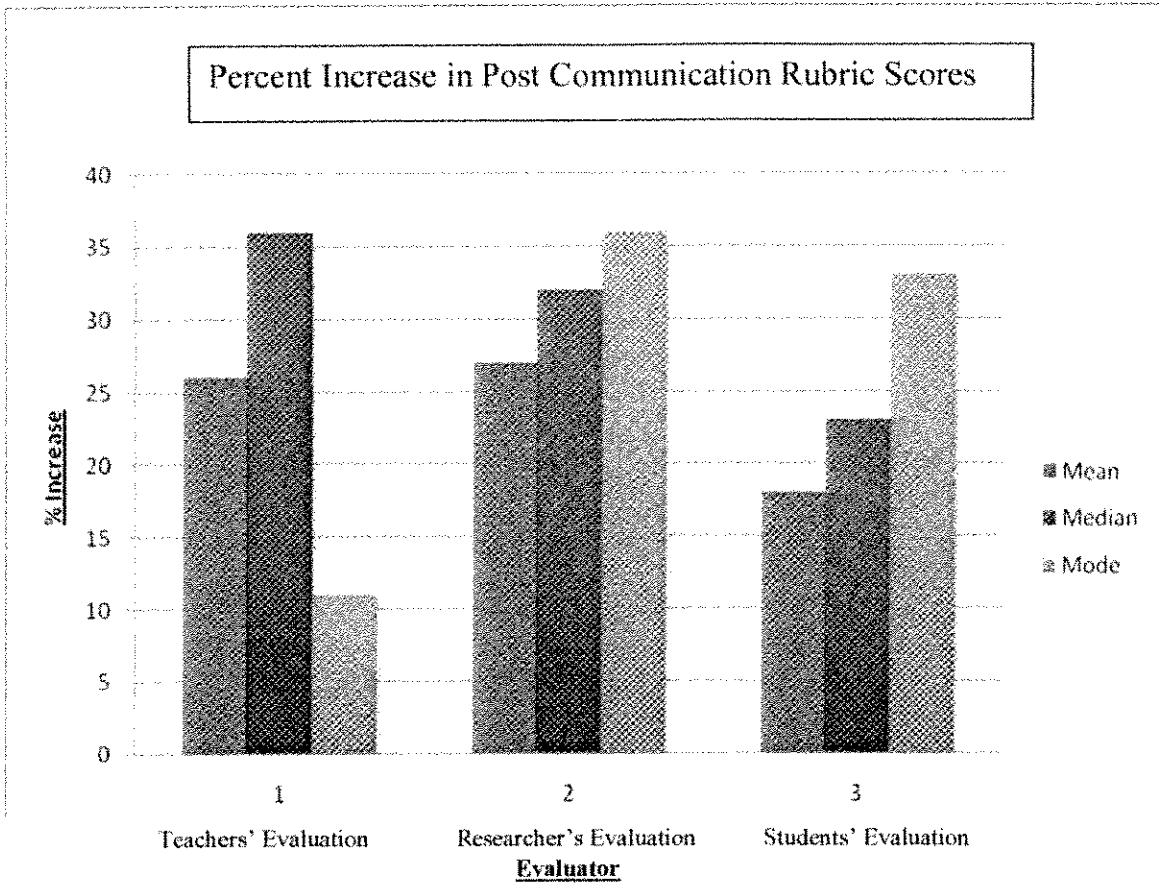


### Comparison of Student Behavior Scores By All Evaluators Pre Treatment



### Pre/Post Behavior Analysis

Post Teacher	% Change	Pre Researcher	Post Researcher	% Change	Pre Student	Post Student	% Change	Parent Pre	Parent Post	% Change
16	-11	19	23	21	20	23	15	18	18	0
27	69	15	22	47	22	24	9	20	18	-10
26	86	16	22	38	18	20	10	17	20	18
20	100	15	21	40	19	24	26	19	19	27
15	25	11	22	100	24	22	8	18	22	22
14	-7	22	24	9	24	19	-21	19	24	26
16	-6	19	24	26	22	21	-5	18	23	28
20	11	18	24	33	21	21	0	20	18	-10
22	38	19	24	26	19	24	26	24	23	-4
24	9	23	22	-4	18	20	11	24	22	-8
20	27	17.7	22.8	29	20.9	21.6	3	19.3	20.7	7
20	25	18.5	22.5	22	20.5	21.1	3	18.5	21	14
16	-11	19	22	16	20	24	20	18	18	0
4.69041576		3.560586718	1.135292424		2.076995484	2.170509413		2.3693786	2.31937842	



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