

10th Annual
FACULTY/STAFF
Research and Creativity Fall Forum

A d d e n d u m



Center for China Studies

The Systematic Review on Financing Mechanism of Community Health Services (CHS) in China

Presenters: Gao Qi, Jiang Baofa

The objective is to gather evidence on financing mechanisms of CHS, and conduct systematic reviews; to explore the evidences, the proportions and the equity of various financing mechanisms of the CHS; to put forward suggestions for sustainable development of the Community health services to fill the decision-makers' requirements. This Systematic Review was performed according to the Cochrane's criteria. A comprehensive search was formed according to PICO to avoid both bias in the selection of published articles and bias in the language of publications. The criteria for considering studies in the reviews were applied according to PICO. All studies included in this report were synthesized according to their qualities. Finally 59 narratives were included, 58 of which were cross-sectional studies, and one of them was a narrative review of experts' advice. Nineteen narratives about Government financing were included, and five of them were high quality. Sixteen narratives about User fees were included, and seven of them were high quality. Twenty two narratives were included on Community-based Health Insurance (CBHI). We found only one narrative review that was included on Social Health Insurance (SHI). In conclusion the proportion of Government financing in the total income of the CHS is too small, and the proportions in most provinces of China are below 10%, which can hardly satisfy the needs of the development of the CHS. Regarding User fee: Its proportion in the total income of the CHS is too large, especially the drugs income (one of the fees), which is over 70% on an average. Social medical insurance: Most of the provinces of China have not perfected this financing mechanism in the CHS, and its proportion in the total income of the CHS is below 1%. But it is surely an important financing mechanism.



Computer Information Systems

Alternative in the Suburbs: Post-Industrial Student Identity Construction

Presenter: Melissa Smythe

This ongoing research explores the ways in which the realities created in the rust belt Northeast by the new global economy, the resulting changes in school reform and the new suburban/exurban reality are constitutive of and

reproduced in the culture, functioning and institutional role of the alternative school setting and in turn, how this setting and its constitutive elements are mapped onto the lives of these boys and girls; in essence, how these realities mediate the formulation of their identities. Additionally, the study is concerned with how these adolescent males and females formulate and articulate their sense of self within and in relation to these multiple contexts, as well as how they see these as influencing and shaping their current schooling experiences and future life and work possibilities.



Elementary Education and Reading

Teacher Candidates' Successful Implementation of the Problem Solving Approach in Mathematics: A case study.

Presenter: Hibajene Monga Shandomo

The majority of teacher candidates are eager to enter the field of teaching for their junior participation to try out methods, such as Problem Solving Approach (PSA), that they have been learning throughout their classes at college. The PSA in mathematics is natural to children because of their curiosity, intelligence, and flexibility. The challenge for teacher candidates is to build on children's problem-solving inclinations. I present a case study at two urban schools where teacher candidates attempted to implement the PSA, one was successful and one was not. I discuss many factors (training of mentoring teachers, elementary students' readiness to write, mentoring teachers' philosophy of teaching, classroom climate) that affected a successful implementation of the PSA.

The purpose of this study is to compare, for teacher candidates, a successful and an unsuccessful implementation of the Problem Solving Approach in elementary mathematics. The challenge for teacher candidates is to build on children's problem-solving abilities while maintaining classroom discipline and remaining "guests in their mentoring teachers" classrooms.

Emancipatory View of a Struggle through Culturally Responsive Teaching

Presenter: Myrtle I. Welch

This presentation is about a study that investigated, through the lens of readers, the phenomenon of struggling to read and to learn at school. This work can contribute to curriculum and instruction, literacy pedagogy that promotes freedom from the struggle to read and from the struggle to learn at school. This work is framed by the multicultural research of (Banks, 1989; Freire, 1970; Gay, 2000; 2004; Irvine, 1996; Ladson-Billings, 1994; Nieto, 2008). One part of my threefold theoretical, literary, pedagogical frameworks (Welch, 2007, 2009) is highlighted in this presentation. The portion that I call Emancipatory View of Struggle through Culturally Responsive Teaching is highlighted. This portion of my framework explains the findings that are related to why some students do not achieve at school. As a result of these findings, I explain how to teach literacy in an emancipatory and culturally responsive manner (Alvermann, 2003; Bruner, 1996; Freire, 1970, 1985; Gay, 2000). I have carried my research a step further by implementing this pedagogy in reading classrooms.

Global Research and Creativity: This presentation relates to this year's theme through the international scores that are reported by the Progress in International Reading Literacy Study (PIRLS, 2006). These scores delineate an "achievement gap" between children in the United States and children in other countries. The scores are shown in a brochure that accompanies the poster. Culturally Responsive Teaching is an emancipatory pedagogy that can narrow the "achievement gap."



Pre-service Teachers Collaborating with Families to Foster Global Literacy Connections

Presenters: Nancy Chicola, Maria A. Ceprano

A paper revealing results of a semester-long implementation of strategies, discussions, and writing project focusing on promoting Family Connections to Global Cultures will be presented.

Global Research and Creativity: Involving parents in the development of their children's literacy and global perspectives has become a goal of schools and educators. Studies directed at increasing parental involvement in their children's academic pursuits reveal the need for developing culturally responsive programs to support learning among and about diverse groups. Twenty pre-service teachers enrolled in social studies methods classes at Buffalo State College worked collaboratively to produce a Global Literacy Fair at an urban-based elementary school. The participatory events created for the fair were provided in conjunction with a community after school program and directed at promoting literacy and global understandings not only for the children enrolled at the school but for their parents, as well. For this project, two social studies methods instructors from Buffalo State College collaborated with the teachers and administrators of a Buffalo-based Professional Development Site (PDS) to engage teacher candidates in the planning and implementation of a Global Literacy Fair. Developed over the spring 2009 semester, the fair attracted over 87 parents and caretakers and children who participated in a variety of activities designed to enhance appreciation of cultural traditions from across the globe as they simultaneously enhanced their notions of literacy and how it is developed. Events yielded a positive venue for teacher candidates to interact with parents and children and demonstrated ways literacy and cross-cultural understandings can be successfully and appreciatively supported at home.

