University of Missouri – St. Louis

The Graduate School
Announcement

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education,
with an emphasis in Teaching and Learning Processes

Roberta Crawford

MS Education, University of Missouri-St. Louis, St. Louis, MO; 2003
MBA Certificate- University of Missouri-St. Louis, St. Louis, MO; 2001
BS Education- University of Missouri-Columbia, Columbia, MO; 1992
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Introducing Classroom Labeling as an Innovative Method to Inform Educational Practice

Date: March 30, 2016
Time: 3:00 p.m. to 5:00 p.m.
Place: ED Collabitat – Room 101

Abstract
In-service seminars and one-shot workshops are the primary methods used for the continuing education of early childhood teachers but that type of training has been shown to be ineffective and an inadequate way to affect educational practice (Winton & McCollum, 2008). Classroom labeling is proposed as a way of providing knowledge utilization and an alternative to in-service education for preschool teachers by intentionally applying layers of information directly to the learning environment through visual displays usually in the form of posters. Using classroom labeling, educators can be impacted by bringing new research as well as textbook knowledge into the preschool classroom through words and pictures attractively displayed around the classroom. Instructional exhibits typically have only been used in preschool to enhance the learning experience of children. Participating teachers were asked to complete a pre-assessment before their early childhood classrooms were labeled with posters, which are educational signs, placed strategically around the room in places where they would be seen by adults, read and directly applied. After the classrooms were labeled for two weeks, the teachers completed a post-assessment to ascertain whether this method increased their knowledge base and whether or not it informed their educational practices in the classroom. Results showed that CL was effective in disseminating knowledge to the teachers in the classroom and that many prefer this method of professional development.

Defense of Dissertation Committee
Charles Granger, Ph.D. (Chairperson)
Natalie Bolton, Ph.D.
Marlene Levine, Ed.D.
Gayle Wilkinson, Ed.D.