Oral Defense Announcement
University of Missouri – St. Louis Graduate School

An oral examination in defense of the dissertation for the degree
Doctor of Philosophy in Education with an emphasis in Educational Leadership and Policy Studies

Riquita Marie Henry

M.P.A. in Public Administration, August, 1999, Southern Illinois University-Carbondale
B.S. in Speech Communication, May, 1995, Tennessee State University

How African American Parents Prepare to
Homeschool Their Children

Date: November 28, 2017
Time: 1:00 p.m. to 3:00 p.m.
Place: TLC Conference Room

Abstract
This study explored and identified in what manner social learning prepares African-American parents to homeschooling. African-American parents seek information to educate their children; however, there is no universal process that can assist an early stage homeschooler on what information is needed to deliver content strategies for learning. The importance of social interaction coupled with adult education is recognized as a connection. In other words, information learned via a collaborative and self-taught manner allows homeschool parents to come together to share their knowledge with aims of assisting other parents in the home education process. Homeschoolers are faced with a daunting task of educating their children, but they must find mechanisms that will assist them in learning what they need to teach. These problems include the limited guidance in gathering information, no true rubric of categories too basic for their knowledge, and self-encouragement. Studies have examined homeschool education and the labelling of its instructional styles; unequivocally few studies have discussed the social and adult learning aspect of the parents in gathering material to teach at home. This research study used an exploratory qualitative approach to conduct face-to-face, semi-structured individual interviews with ten African-American homeschool parents to gain a better understanding of what steps these homeschool parents took and how they learned during the process of educating their children at home. Three major themes and six subthemes emerged from the experience of the ten participants in this study. The three major themes were: self-epistemological views, II) teaching and learning development and, III) connection/disconnection. The six subthemes included one under theme I: social and material-centered learning; three under theme II: peer learning, informal/distance learning and teaching training/personal development; and two under theme III: self-evaluation/assessment and barriers.

Defense of Dissertation Committee
Matthew Davis, Ph.D. - Chairperson
Kimberly Allen, Ph.D.
Thomasina Hassler, Ph.D.
Carl Hoagland, Ed. D.