Examining the Impact of Past Educational Experiences on Current Reading Ability and Psychological Functioning
Lauren L. Hunsicker, Emily A. Farris, & Timothy N. Odegard

INTRODUCTION

• Many college students experience difficulties that may hinder their academic performance, and a large proportion of students who matriculate into university settings do not complete their degrees.  
• One reason for these findings is that students who enter university settings may not be sufficiently prepared to interact with the advanced materials required by their courses.

Areas of Difficulty
• Reading
• Learning
• Attention

Primary Consequences
• Academic Performance
• Family/Teachers Notice
• Stigma

HYPOTHESES

• While substantial research shows that childhood reading problems, such as dyslexia, often persist into adulthood, few studies have addressed the impact of past educational experiences on adult reading performance and well-being.

METHODS

• The ongoing study examines the relationship of past education, current reading, and well-being in a sample of MTSU students.
• In a virtual meeting, participants complete a reading and spelling battery, an interview about educational opportunities, and a self-report survey about socioemotional functioning.

DISCUSSION

• If past educational opportunities are found to mediate the persistence of reading difficulties, it will help to understand how educators can best support students to encourage their successful graduation and, ultimately, mental well-being.

ACKNOWLEDGEMENTS

This project was supported by an Undergraduate Research Experience and Creative Activity (URECA) grant through the Office of Research and Sponsored Programs at Middle Tennessee State University. Special thanks to the other lab members involved with this project: Kelly Payne, Dena Zwickert, Adam Dockrey, Samantha Fiebien, and Remeseda Ramirez.

For more information, contact Lauren Hunsicker at lh44@mtmail.mtsu.edu.

MTSU Scholars Week 2021