

Graduate Student Research Conference *Acknowledgements*

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**2009 College of Education
Graduate Student Research Conference**

**Linking Education Theory and Practice:
Building a Collaborative Research Community**

May 1, 2009

Schedule At-a-Glance

Keynote Speaker

Michelle Rhee, Chancellor of the DC Public School System

8:15am	Registration / Continental Breakfast	Carroll A & B
9:00am	Welcome & Opening Panel	Carroll A & B
	<u>Morning Breakout Sessions</u>	
10:00am – 11:30am	Poster Presentation Session	Brent A
	Paper Presentation Sessions:	
	“Asian Pacific American & Education Experience: Multiple Frames of Reference”	Carroll A
	“To everything, turn, turn, turn: Phenomenology, post-phenomenology and the sociology of knowledge in education research”	Pyon Su
10:30am – 11:30am	Round Table Sessions:	
	“Issues Surround Classroom Climate and Community”	Brent B
	“Strategies for Enhancing Student Achievement”	Brent B
11:45am	Keynote Speaker: Michelle Rhee, Chancellor of the DC Public School System	Carroll A
12:45pm – 1:25pm	Lunch	Carroll B
	<u>Afternoon Breakout Sessions</u>	
1:30pm – 2:55pm	Paper Presentation Sessions:	
	“Student Assessment and Achievement”	Carroll A
	“Narrating the Borderlands: Creating New Terrains, Exploring New Identities”	Brent A
	“School Culture & Student Engagement”	Brent B
	Round Table Sessions:	
	“Issues Surrounding Discourse in the Classroom”	Carroll B
	“Strategies for Enhancing Student Engagement”	Carroll B
	“Issues Surrounding Educational Policies and Programs”	Carroll B
1:30pm – 2:30pm	Paper Presentation Sessions:	
	“Second Language Learning: Strategies and Strategic Competence”	Crossland
	“Social Identity in the Academy: From Feminism to Freire to Leadership Self-Efficacy”	Pyon Su
3:05pm – 4:25pm	Poster Presentation Session	Brent B
	Paper Presentation Sessions:	
	“International Exchange, Peace Education and Civic Engagement: Exploring Alternatives”	Crossland
	“Student Performance & Learning Environments”	Pyon Su
4:30pm – 5:00pm	Townhall Meeting & Closing Remarks	Carroll A
5:00pm	Happy Hour at Adele’s Restaurant in the Stamp Student Union	



Chancellor Michelle Rhee was appointed by Mayor Adrian Fenty June 12, 2007. She leads D.C. Public Schools, a district numbering 50,000 students and 144 schools.

In the Mayor’s search for a change agent for schools in the District, experts in education recommended Ms. Rhee, who had already transformed many urban public school systems through her work with The New Teacher Project (TNTP).

Chancellor Joel Klein, whose work in New York City’s public schools is a model for effective change, said of her appointment that it was “the choice D.C. needs, given that, year in and year out, they have not gotten results.”

Results drive the Chancellor every day. Whether she is developing effective measurements to track student achievement and teacher quality; talking with principals and teachers in one-on-one meetings; developing new measures to hold herself and staff accountable for their roles in student achievement; traveling throughout the community to engage parents and other stakeholders in our schools; establishing partnerships with neighborhood organizations; meeting with business leaders as she transforms a broken organizational structure into one that works for students and families; or ensuring that needed repairs are completed to create physical learning environments serve students, Chancellor Rhee’s vision rests on results.

She had these results in mind when she founded The New Teacher Project (TNTP) in 1997, and it is now a nationally recognized leader in understanding and developing innovative solutions to the challenges of new teacher hiring.

As Chief Executive Officer and President, she partnered with school districts, state education agencies, non-profit organizations, and unions, to transform the way schools and other organizations recruit, select, and train highly qualified teachers in difficult-to-staff schools.

Her work implemented widespread reform in teacher hiring, improving teacher hiring in Atlanta, Baltimore, Chicago, Miami, New York, Oakland, and Philadelphia. Thanks to TNTP, 23,000 new, high-quality teachers were placed in these schools across the country.

Ms. Rhee’s commitment to excellence in education began in a Baltimore classroom in 1992, as a Teach-for-America teacher. The lesson she learned at Harlem Park Community School informs her mission today: with the right teacher, students in urban classrooms can meet teachers’ high expectations for achievement, and the driving force behind that achievement is the quality of the Educator who works inside it.

Chancellor Rhee currently serves on the Advisory Boards for the National Council on Teacher Quality (NCTQ); the National Center for Alternative Certification (NCAC); Project REACH of the University of Phoenix’s School of Education.

Chancellor Rhee is an Ex-Officio Member of the Kennedy Center Board of Trustees. Chancellor Rhee’s expertise on education is also informed by a Bachelor’s degree in Government from Cornell University, and a Master’s degree in Public Policy from the Kennedy School of Government at Harvard University.

Source: http://www.k12.dc.us/chancellor/biography_rhee.htm

“Student Performance & Learning Environments”

Room: Pyon Su

Ransom Denhard, EDCI

Meaningful Homework and Student Learning

Homework is so ingrained in school culture that it is at risk of becoming merely a procedural aspect of learning. My paper examines student perceptions of homework and how it can be better utilized to support student learning.

Shannon Reed, EDCI

Creating Effective Cooperative Learning Environments to Increase Individual Academic Achievement

Focusing on four major techniques of cooperative learning; Jigsaw, Student Teams Achievement Divisions (STAD), Group Investigation (G-I), and Talking Chips (TC), this study aims to answer the following question: How do these specific cooperative learning strategies benefit individual reading comprehension in both high and low achieving students? The study will focus on which conditions of cooperative learning (accountability, interdependence, participation, and reinforcement) do or do not make these strategies successful.

Krista McKim, MCERT

The Motivation to Read

What and why do students read?

Terita Pottinger, EDCI

Useful Homework Assignment Design Strategies for Teachers

This research explores the question: "How can homework assignments be most effectively designed to complement students' academic achievement?" The research identifies and then tests key elements of homework design strategies used by the teacher, to measure the effect of the designs on students' completion of homework and performance on quizzes and tests.

Discussant: Maria Hyler

Poster Presentation Session

Room: Brent A

Arielle Sutton	Improving the Academic Success of Middle School Students through Increased Effort, Goal Setting and Peer Collaboration.
Cynthia Eichele	The efficacy of international study: do students apply diverse thinking to their life and work as a result?
Harriotte Heinzen	Effects of Journal Writing on Writing Disposition in Second Grade
Alana Garritano	Decreasing the Gap in Reading Comprehension Abilities in a Co-Taught Classroom
Amy Boone	Practice Makes Perfect: Promoting student self-efficacy in the Art classroom
Ashlie McGinnis	Code Switching in the Classroom: Teaching Students to Communicate Effectively and Appropriately Through Writing
Carla Onate	Introducing curriculum that presents positive images of Hispanic figures to teach grammar in context
Christine Holt	How Can I Get My Students Interested in History?
Jillian deSeve	How can I teach NSL Government students to write argumentative essays and substantiate with evidence?
Jessica May	Collaborative Learning in an Elementary Art Classroom
Rachael Curtis	Disciplined Based Art Education: Examining the effects of combining and integrating the 4 disciplines of art as a basic and integral part of a student's education in the art classroom
Sophie Tullier	KIPP Schools: A Review
Nicole Santiago	From Comics to Quixote: Building a bridge to Understanding Spanish Literature:
Mary McCord	Search for a Cohesive Grammar Curriculum
Cameron Richardson	The "Accidental Transgressor": Testing Theory of Mind and Morality Knowledge in Young Children.
Sandra Baker Slaviana Stoyanova-Roberts	Adolescent Non-compliance: A Social Ecological Perspective
Faith Kim	Exploring changes in students' vocabulary acquisition and oral participation in a French language classroom through the use of authentic texts
Justin Costantino	Writing to deepen Mathematical thinking
Avery Downing	Examining the effects of tangible rewards on students' self-monitoring and motivation in the middle-school art classroom.
Scott Murphy	Improving Students' Grammatical Skills
	Promoting Higher Order Thinking Through Assessment

Paper Presentation Sessions

"Asian Pacific Americans & Education Experience: Multiple Frames of Reference"

Room: Carroll A

Ho Lam Yiu, EDCP

Teacher Ratings of Student Behaviors and the Student-Teacher Relationship: A Focus on Asian American Students

Despite being rated as on-task and engaged in the classroom, teachers did not perceive as close a relationship with Asian American students as with Caucasian students. Teachers' ratings of Asian American students as academically oriented may overshadow the issue of a lack of quality relationships between Asian American students and their teachers, a factor known to correlate with positive schooling experiences.

Tiffany Jones, EDHI

"The Irony of the Overrepresented Minority" Affirmative Action and Asian Pacific Americans in Higher Education

This paper examines the relationship between Asian Pacific Americans (APAs) in higher education and Affirmative Action policies. The impact of Affirmative Action programs on APAs' achievement and APAs' views of the programs will be discussed.

Miki Yoshioka, EDHI

The Invisible Minority: An Examination of Access and College Choice of Southeast Asian American Students

The model minority myth portrays Asian American Pacific Islanders (AAPIs) as well educated, wealthy, and successful; however, in reality, Southeast Asians face significant challenges accessing higher education that negatively affect their college choice. A review of the literature reveals that Southeast Asians are less academically prepared for college, have difficulty balancing school and family responsibilities, and are less able to afford college compared to students in other AAPI ethnic groups.

Kozue Tsunoda, EDHI

Asian American Giving to U.S. Higher Education: Exploring Development Officer's Perspectives

Using in-depth interviews with development officers working with Asian American donors, this paper examines characteristics of Asian American giving to U.S. higher education. In particular, this paper attempts to explore the meaning of diversity within development offices, to highlight alternative strategies for soliciting gifts from Asian American donors, and to understand overall perspectives of development officers toward Asian American giving.

Discussant: Victoria-Maria MacDonald

Paper Presentation Sessions

"International Exchange, Peace Education and Civic Engagement: Exploring Alternatives"

Room: Crossland

Carol Radomski, EDHI

Youth Exchange and Peacebuilding Post 9/11: Experiences of Muslim high school students in the U.S.

This qualitative study utilizes in-depth responsive interviews to explore the meaning of international exchange to Muslim high school exchange students in the U.S. Using the experiences of the students, the researcher then examines the connection between youth exchange and peace building in the post 9/11 context.

D. Brent Edwards Jr., EDHI

Religion, Spirituality and Peace Education: What We Can Learn from Twelve Step Programs

This paper investigates and explicates the process embedded in twelve step programs to see what lessons can be drawn from this process for education and curricula that incorporate the three broad but interrelated concepts of religion, spirituality and peace. Because such programs are designed to lead to a spiritual awakening and the development of inner and outer peace, this is an important area of research that, to this point, has been misunderstood and about which little is known generally.

S. Mei-Yen Hui, EDCP

"Haikus in the Subway": Understanding Student Perceived Outcomes and Meaning Making of an Alternative Spring Break Experience

Alternative Spring Breaks (ASB), service-learning immersion trips during university breaks, are a growing form of co-curricular service-learning used to meet civic engagement outcomes in higher education. This paper reports findings from a constructivist case study, which investigated undergraduate college students' experiences on an ASB trip.

Andrew Louder, EDHI

Academic Freedom Via Traditional Tenure: Whether and When

This literature review examines the practicality of traditional tenure employment as a means to ensuring academic freedom. For analysis, examination of alternatives, including post-tenure review and contract employment are discussed.

Discussant: Bruce VanSledright

Poster Presentation Session

Room: Brent B

Olivia Kelly	Circumlocution, Dialogue Journals, and Motivation to use the Target Language
Matthew Holmes	Assessment Techniques in a Block versus Traditional Schedule
Erica Apatov	Process Makes Perfect
Monica Anthony	How can teachers develop independent, self-regulating problem-solvers in middle grades mathematics classrooms?
In Yeong Ko	Bilingual Reading of Compound Words
Kathryn Ugolini	Enhancing student communication in small group student-led discussions
Erin McCormick	Cooperative production in the art classroom: Looking at students' work, motivation, and academic self-concept
Tiffany Jones	No Longer the "Other Factor": The Unique Experience of Multiracial Students
Sarah Schulman	Sociolinguistic Education: The Incorporation of Non-Standard Spanish Dialects as a Means of Improving Native and Heritage Language Student Engagement and Academic Performance
Sarika Gupta	Proposed Methodology for an Investigation of State Efforts to Collect Child Outcome Data in Response to Federal Requirements.
Hannah Freeman	Interactive Art Talk: Using academic games to facilitate student learning and motivation
Reuben Jacobson, Jessica Sutter	Reaching In, Reaching Out: Community Participation and Partnerships in Charter Schools
Cathryn Herrfurth	The Effect of a Conversation Club on Oral Participation for English Language Learners
Benjamin Currano	"How do I increase the students' use of oral Spanish in the classroom?"
Anar Patel	Developing Effective Communication Skills in a Sheltered ESOL Biology Classroom
Crystal Anagnostopoulos	Effects of collaborative reviews on students' understanding and attitudes towards mathematics
Lauren Gautier	How does providing students independent reading time with self-selected, appropriately leveled texts improve student dispositions toward reading?
Jennifer Parrott	Art Begins with Invention: Novice Secondary Art Students and the Creative Process
Shaheena Uzzaman	Promoting learning through conceptual understanding by incorporating small and large group discussion in a middle school science classroom
Yianna Patronas	Scientific Reasoning through Argumentation
Claudia Frank	Struggling Readers in a Visual World
Irena Jones	Motivation and participation in cooperative learning groups

"To everything, turn, turn, turn:" Phenomenology, post-phenomenology and the sociology of knowledge in education research"

Room: Pyon Su

Mary Grace Snyder, EDPS

Attending to the Stories of High School Rejection: The Lived High School Experience of GED® College Graduates

A hermeneutic phenomenological examination of the descriptions of the lived high school experiences of seven General Educational Development (GED®) college graduates creates an understanding of high school that could be overlooked by statistical studies. Phenomenology offers teachers a way to capture the heartfelt messages of our students.

Suzanne Borenzweig, EDPS

Passions and Possibilities: The Lived Experience of Teaching Advanced Placement English in Public High School

My research explores the phenomenological question: What is it like to teach Advanced Placement English in public high school while caught in the tension between teaching and testing? I will discuss how the lived experiences of Advanced Placement English teachers open wide the notion of teaching with passion for possibility in classrooms tied to high-stakes standardized testing.

Julie Zdanoski, EDPS

The post-phenomenological meets the postcolonial: Extending van Manen's education research method.

My research poses the ontological questions of what language is, what subjectivity is, and how the two are intertwined; these questions are posed regarding English language education in postcolonial/globalized contexts. I will discuss how, in order to effectively pursue these phenomena, I am 'retooling' Max van Manen's phenomenological research method via a double strategy: a return to Heidegger and a turn toward Derrida, Foucault and Lacan.

Mark Brimhall, EDPS

Knowing the Unknowable: An exploration of the religion, spirituality, and science through the lens of the sociology of knowledge

The presentation focuses on the way knowledge is sociologically constructed among the various epistemologies contained within religion, spirituality, and science. In particular, I discuss the fractalized relationship that each of these epistemologies develop relative to each other over time and seek new pedagogical insights that makes use of this developmental theory.

Discussant: Francine Hultgren

Round Table Sessions

“Issues Surrounding Classroom Climate and Community”

Room: Brent B

**Stephanie Dryja, EDCI
(Co-presenter: Ashley Huang)**

Poverty and Wealth in the Classroom: Strategies for Reducing Inequities between Students from Different Socio-Economic Backgrounds

An examination of how the socio-economic statuses of students and teachers interact with both the classroom environment and student learning processes. Based on current research into this topic, we highlight strategies that teachers can use to provide a more equitable educational experience, especially to students who enter the classroom at a disadvantage due to the social conditions of poverty.

Liana Moris, EDCI

Violence within schools: Working with students who are members of gangs

We researched what impact students who are members of gangs have on schools and their fellow classmates. We also focused on gang prevention programs, what has been effective, and what should be improved.

**Cynthia Cannock, EDCI,
(Co-presenters: Ashley Guest and Jisun Mok)**
White Teachers in Multiracial Classrooms

Our roundtable will address White teachers who teach multiracial students. Specifically, a) how their racial background affects how they teach their class, b) how they interact with their students, and c) how a White teacher influences their student’s academic retention and sense of trust in the classroom.

Discussant: Susan Denvir

“Social Identity in the Academy: From Feminism to Freire to Leadership Self-Efficacy”

Room: Pyon Su

Carol Corneilse, EDHI

Living Feminism in the Academy: South African women tell their stories

This paper reports on a qualitative study of the experiences of six feminist faculty in South African universities.

Angelo Gomez, EDCP

Peer mentoring among Latina/o students in higher education: A philosophical investigation on the intersectional of lived experiences and social identities, and how a counselor makes sense of this experience.

This is a philosophical study based on the hermeneutic phenomenological approach developed Heidegger and Gadamer, and critical theory as articulated by Freire from the perspective of the recipient of the mentoring efforts views, better known as mentees or protégés. This study attempts to interpret the meaning making process of peer mentoring among Latina/o students in a public research intensive university, where social identities such as race, gender, ethnicity and others seem to intersect, converge, and transform the nature of the mentoring experience leading to the creation a lived peer mentoring experience that is multi-layered and shifting or a non-traditional mentoring experience.

Meredith Smith, EDCP

Peer Mentoring and Leadership: Differences in Leadership Self-Efficacy Among Students of Differing Peer Mentoring Relationships, Genders, and Academic Class Levels

Past researchers have noted that peer mentoring is most likely the most prevalent type of mentoring on college campus and yet little is known about outcomes for students who serve as peer mentors (Kram & Isabella, 1985). This ex post facto study of the 2006 MSL data will examine the potential relationship between serving as a peer mentor and leadership self-efficacy.

Wendy Wilson, EDCP

Leadership Self-Efficacy and College Military Programs

The purpose of this research was to examine the relationship between college experiences and socially responsible leadership with leadership self-efficacy for students who participate in military education programs. The study provided support for leadership self-efficacy as an outcome for students who participate in military education programs, the use of socially responsible leadership as a means to understand leadership self-efficacy for this population, and areas of the campus environment that should be explored further for the programs to take full advantage of the college environment.

Discussant: Nelly Stromquist

Paper Presentation Sessions

“Second Language Learning: Strategies and Strategic Competence”

Room: Crossland

Donna Bain Butler, EDCI

Strategic Competence for Professional Performance in Scholarly Second Language (L2) Legal Writing: A Mixed Methods Study

I will present a mixed methods study that explores factors that influence strategic competence and professional proficiency (or higher) in scholarly L2 legal writing. My dissertation research crosses disciplines to develop practical tools for guiding efficient learning and effective instruction in second language (L2) scholarly legal writing.

Rui Ma, EDCI

Designing a questionnaire of advanced ESL learner's language learning strategies

My topic is the process of designing and qualitatively validating a questionnaire of advanced ESL learners' academic English learning strategies (listening and speaking). I will also provide a literature review of ESL learners' academic listening and speaking strategies.

Anthony Adawu, EDCI

(Co-presenters: Jing Wei and Julian Chen)

Does strategy instruction supported by multimedia technology make a difference in the use of metacognitive writing strategies among low proficient ESL writers? A pilot study

The purpose of this pilot study was twofold: 1) To explore whether or not low proficient second learners are able to internalize metacognitive planning strategy as a result of strategy instruction; 2) To investigate the degree to which explicit strategy instruction focusing on metacognitive planning strategy assisted by multimedia technology can have an effect on their writing performance. From the analysis of the pre- and post-instruction writing, we could see a moderate progress in learner writing in terms of organization, although we could not claim that such improvement in writing performance could be solely attributed to our instruction.

Chien-Yu Lin, EDCI

Beyond "cold comprehension" of L2 expository texts: Exploring the roles of reading interest, reading strategies and content knowledge during L2 reading comprehension for beginning L2 readers and adult L2 readers

This research proposal introduces a rarely addressed affective factor, reading interest into the L2 reading comprehension process. Drawing upon the theory, Model of Domain Learning (MDL), the proposal offers a mix-method design to explore the roles of interest experiences, reading strategies and content knowledge in the reading process for beginning L2 readers and adult L2 readers.

“Strategies for Enhancing Student Achievement”

Room: Brent B

Todd Stillman, MCERT

Teaching Historical Thinking to Non-Native Speakers of English

Non-native speakers of English face significant challenges when learning to use historical thinking skills. This study proposes several strategies for helping these students including engaging the specific prior knowledge of non-native speakers, using visual texts, using think-aloud, and empowering students to feel like experts.

Anne Shomberg, EDCI,

(Co-presenters: Ellen Slobodnik and Serena Alexander)

Teaching Exceptional Education in the Classroom

Popularize teaching strategies for working with students with ADD/ADHD, Autism, and Emotional and Behavioral disabilities in the classroom.

Noah Grosfeld-Katz, MCERT

Does the teaching of study strategies reduce test anxiety for students and effectively promote student learning in social studies?

The author will discuss test-anxiety, study strategies, and the effectiveness of study strategies in reducing test-anxiety and improving student learning and performance. The author conducted his research on high school students in the context of an American Government class.

Zaccary Mills, MCERT

Using Questions to Prompt Reflective Student Responses

The goal of this action research is to help the students in my class be more reflective on the responses they give to questions, both orally and written. By changing the questions from lower-level questions that usually only requires students to memorize certain facts, to a higher-level questions that would require students to analyze information, the intent is to condition them to be more reflective on their responses.

Discussant: Saroja Ringo

**Paper Presentation Sessions
“Student Assessment and Achievement”**

Room: Carroll A

**Paul Baumann, EDPS
(Co-presenter: Ying Zhang)**

Teachers' Characteristics Impact on Student Achievement: Variation by Students' Economic Background

In this exploratory study, we employ a quantitative dominant mixed methods research design to examine the relationships between teachers' characteristics, student achievement, and students' economic backgrounds. Our preliminary findings indicate that students' achievement gains tend to be higher when teachers believe that students' needs and interests outweigh state assessments and curricula.

**Jen Richards, EDCI
(Co-presenter: Colleen Gillespie)**

Understanding How and When Novice Teachers Attend to Student Thinking

In this paper, we present an extended case study of one science teacher candidate in our cohort, Alex, who is particularly adept at attending to students' ideas and reasoning but also demonstrates some inconsistencies in doing so. We use the theoretical framework of framing, which describes teacher attention as dynamic, to characterize Alex's attention in relation to how he is framing what is taking place in his classroom.

Leayne Freeman, EDCI

IB or On-Level?: Breaking the boundaries of tracking through Creative and Subjective Pedagogy

A study that attempts to reform the On-Level English classroom by infusing its structure with various aspects of the International Baccalaureate Theatre curriculum. This study tests this "newly designed" curriculum's affect on students' attendance, self-efficacy, writing skills, and critical analysis abilities.

Ying Li, EDMS

Descriptive criteria for interim assessments.

The study developed detailed criteria for interim assessments so that school and district educators could use the criteria instrument to evaluate the quality and usefulness of the commercially available interim assessments in the market.

Discussant: Dan Levin

“Issues Surrounding Educational Policies and Programs”

Room: Carroll B

Cara Jackson, EDPS

A Cost Analysis of the Positive Action Program

Positive Action is a character education program considered to have “strong evidence of a positive effect” according to the What Works Clearinghouse. Using existing data sources, I combined information on costs and measures of effectiveness in terms of raising student achievement to evaluate the cost-effectiveness of this program.

Sahar Sattarzadeh, EDHI

Education for Development: The Case of the African Peer Review Mechanism

This paper reports on an ongoing analysis of the African Peer Review Mechanism (APRM), a voluntary self-monitoring process adopted by some of the member states of the African Union, but there is no study that has yet to focus on the necessity of education as a main contributor to NEPAD's strategies and goals. The context of this analysis, therefore, lies in the study of the concept, design, and implementation of APRM and its relation to education policy implications, outcomes, and reforms.

Ausaf Qarni EDCI

(Co-presenters: Reggie Stout and Samitha Kulathunga)

Teaching Students of Various Religious Backgrounds Islam in the School System

This research will look at the impact of the War on Terror on the image of students of an Islamic background and teaching in communities where religious diversity does not exist.

Cory Cummings, EDCI

(Co-presenter: Erik Bostick)

Is there a positive correlation between single-sex classrooms and academic progress in public schools?

Gender plays an important role in the development of learning styles and interests. Single-sex classrooms may be the solution to the decline of the education system.

Amir Farmanes, UMCP School of Public Policy

Breaking a vicious cycle through technological diffusion and knowledge-base development: A study into necessary educational transformations in the Middle East and North Africa

With decades-long negative or non-significant relationship between “Investment in Education” and “Economic Growth”, the Middle East and North Africa (MENA), shows a vicious cycle and a worldwide empirical exception. For policy makers aiming the endurance and competitiveness of their countries in the globalized world, this is particularly troubling and deserves dedicated study to further understanding of the matter and inform future development policies in the region.

Discussant: Tom Davis

“Strategies for Enhancing Student Engagement”

Room: Carroll B

Annie Kang, MCERT
Advocating the Visual Arts

This on-going action research explores the issue of students’ drastic drop of interest in the visual arts from primary level to secondary level and seeks to find a way to encourage students to continue the visual arts beyond the basic requirements.

Peter Whitlock, EDCI
(Co-presenters: Evan Rosenthal and Greg Zemel)
Teaching Using Popular Culture

An explication of the use of popular culture and film in the classroom. A summary of current research and ideas regarding the topic and its implication for teachers.

Tracy Syetta, MCERT

Increasing student engagement through the use of passionate teaching in the Social Studies classroom.

My action research paper concerns utilizing the teaching strategy of “Passionate Teaching” as a primary method in the classroom. The research that I will present at the roundtable session will strive to answer the question; How do I engage in “Passionate Teaching” to engage regular level students in the Social Studies classroom?

Shaina Mattei, MCERT

The Influence of Informal Writing on Long-Term Assessment

This action research focuses on the influence of informal writing on long-term assessment in an on-level United States History classroom. By encouraging students to explore course concepts through informal writing, it is hoped that student interest in the class will increase, scores on long-term assessment will improve, and more accurately reflect performance on short-term assessments.

Julia Novakowski, MCERT
(Co-presenter: Joy Beatty)

How Do I Engage Students in my Social Studies Classroom?

The goal in both action research papers is to improve the engagement of students in social studies classrooms. The first action research paper is on the influence and effects on participation in the classroom when art and humanities based activities are introduced, while the second is focused on the influence of engagement in the classroom when collaborative learning is introduced.

Jennifer Gannon, MCERT

(Co-presenters: Rosana Pagan Motta and Jennifer Howe)

Increasing Student Engagement in Higher-level Thinking Skills

Engagement of students in the English classroom is a methodical process important to the honing of higher-level thinking skills. These methods include teaching students how to think critically, how to vocalize their logic, and how to develop an overall passion for literature.

Discussant: Connie North

“Narrating the Borderlands: Creating New Terrains, Exploring New Identities”

Room: Brent A

Ranetta Hardin, EDPS, Tomoko Tokunaga, EDPS, and Beth Douthirt-Cohen, EDPS
The research of our panelists focuses on the experiences of three different communities of youth who through their identities and experiences cross-imagined and lived cultural borders in their day-to-day lives. The three groups of border crossers we will focus on in this panel are: African-American middle and high school students at a public boarding school, young women from the Philippines who are immigrants in Japan, and young people with privilege in the United States who see themselves as activist-allies of marginalized communities.

Ranetta Hardin, University of Maryland

Narrating an Interstitial Space: How African-American Youth Construct Their Lives in an Inner-City Boarding School

This qualitative study focuses on the experiences of African-American students in an inner-city public charter boarding school and presents the narratives of the spaces between home, neighborhood, and boarding school life as they construct their lives of perpetual movement and dislocation.

Tomoko Tokunaga, University of Maryland

“I’m not Going to Be in Japan Forever”: Navigating the Meaning of “Home” of Filipina Immigrant Youth in Japan

Approximately 80% of Filipino immigrants in Japan are women who entered Japan either under the immigration status of “entertainers” or as spouses of Japanese men. This presentation focuses on the border crossing experiences of the Filipino-born children of these Filipina migrant workers. These children, who are crossers of national, psychological, sexual, generational, class and cultural borders, are struggling to find, build, define, and (re)imagine “home” in this borderland existence.

Beth Douthirt-Cohen, University of Maryland

Navigating Privilege, Understanding Self: How Young People Chart a Course for Solidarity

The educational experiences of young people with unearned privilege who see themselves as allies of marginalized populations, such as straight youth in Gay/Straight Alliances, provide unique opportunities to understand the experiences of young people with privilege as they enact, develop, and redefine conceptions of culture, identity, solidarity, privilege and power in the United States. This presentation will explore the theories that define and explore conceptions of solidarity for these youth and specifically will explore the possibility that the process of ally-identity development mirrors a psychic, social and cultural attempt to redefine cultural “borderlands” and to think about the world from a borderland perspective.

"School Culture & Student Engagement"

Room: Brent B

Stacy Gaenzle, EDCP

(Co-presenters: Jungnam Kim, Goeun Na, Chia-Huei Lin, and Glacia Etheridge)
***Examining the Relationship between School Bonding and Academic Achievement:
Implications for School Counselors***

This session presents a study that examined the effects of school bonding on the academic achievement of high school seniors using the Educational Longitudinal Study 2002. Presenters will discuss school bonding in light of empirical literature, describe methodology and findings of the study, and examine implications for school counselors, educators, and psychologists.

Mark Zablocki, EDSP

Predicting school dropout among youth with disabilities: The roles of youth characteristics, academic experiences and emotional engagement factors.

Despite federal initiatives and the implementation of dropout prevention programs, youth with disabilities dropout of school at disproportionately higher rates than youth without disabilities. This study examined the effects of student characteristics and academic experiences on the likelihood of dropping out of school for youth with disabilities.

Kimberly Eddy, MCERT

Student Engagement as a Technique for Improving Academic Performance

Student engagement techniques can be used as a method for improving student behavior, overall interest level in academics, and commitment to mastering difficult material. When using literature suggested techniques in two Biology classrooms, the hope is to also improve academic performance in respect to both grades and standardized test scores.

Discussant: Jenifer Turner

Roundtable Presentation Sessions

"Issues Surrounding Discourse in the Classroom"

Room: Carroll B

Emily Yanisko, EDCI

A Lesson Study on Developing Mathematical Discourse

This intent of this roundtable is to work on developing methodology for a lesson study that will investigate the development of mathematical discourse in a secondary Algebra classroom. The intent of the study is to determine what types of teacher strategies are useful in promoting mathematical talk regarding problem analysis and justification, as well as mathematical argumentation.

Sonia D'Agnese, MCERT

Classroom Communication for Critical Inquiry and Meaningful Art making

What happens when opportunities for discussion are introduced in an Art Foundations course in an attempt to promote higher-order thinking and communication? How does increased dialogue in the art classroom affect teacher's assessment of student learning as well as students' perceptions of their own learning?

Natalie Arthurs, EDCI

Moving Forwards In Mathematics: Let Me Show You How to Cheat! Overcoming Cultural Conflict in the Classroom

As an instructional mathematics coach at BL middle school, a Title I school with a high minority population (Latino and African American) in an urban area, I visit mathematics classrooms daily in order to build teacher capacity by providing instructional support aimed at improving instructional practices and increasing student learning. In this emerging study, I am interested in linking theory and practice through an exploration of the theoretical debates concerning culturally responsive pedagogy and its relation to mathematical discourse and minority students.

Carla Finkelstein, EDCI

Teacher (dis)engagement in professional development learning opportunities

This roundtable session will present initial data analysis of discourse in interactions between an instructional literacy coach and two elementary school teachers. The researcher-participant, serving as the instructional coach, is investigating how interactional and relational aspects of professional development may affect teachers' engagement in or resistance to learning opportunities.

Discussant: Sherick Hughes