

College of Education Faculty and Student Research Showcase

Invited Lecturers

Lecturer	Presentation
Daniel Dickerson	<i>The Examination of a Pullout STEM Program for Urban Upper Elementary Students</i>
Matthew Militello	<i>Preparing School Leaders to Work with and in Community</i>

Invited Roundtable Presenters

Roundtable Presenter	Presentation
Allison Crowe	<i>Stigma From Professional Helpers Toward Survivors of Intimate Partner Violence</i>
Melissa E. Hudson	<i>Teaching Early Numeracy Skills Using Single Switch Voice-Output Devices to Students with Severe Multiple Disabilities</i>
Martin Reardon	<i>A Double Standard and Dubious Ethics in Determining Quality Teaching</i>
Christopher J. Rivera	<i>Using a Multicomponent Multimedia Shared Story Intervention with an iPad* to Teach Content Picture Vocabulary to Students with Developmental Disabilities</i>
Caitlin Ryan	<i>Discussing Princess Boys and Pregnant Men: Teaching About Gender Diversity and Transgender Experiences Within an Elementary School Curriculum</i>
Sharon Schleigh	<i>Analysis of Individual Test Of Astronomy Standards (TOAST) Item Responses</i>

Student Presenters

Student Presenter	Presentation
Jenny Hodgkin	<i>Analyzing the implication of iPad use in the classroom on student achievement.</i>
Erica Conti	<i>Time of Day and Assessments</i>
Mary Key	<i>Does constructed response instruction have an effect on the ability of students to express their comprehension of a text?</i>
Amanda Tomlin	<i>A Study of Fourth Grade Students' Focus and Engagement during Independent Reading After Participating in Physically Active Brain Breaks</i>
Mary Key	<i>Does constructed response instruction have an effect on the ability of students to express their comprehension of a text?</i>
Lauren Warner	<i>The Effects of Peer Tutoring on First Graders' Reading Achievement</i>
Amber Mirise	<i>Ability Grouping in the Mathematics Classroom</i>
Ashley Stanton	<i>Comprehension Strategies and Native Language Discussion in the Classroom</i>
Suzanne Averitt	<i>Raising Student Achievement Using a Mutli-Tiered System of Support</i>
Faison Powers	<i>"I Read it, You Should Read it Too!": Increasing Students Motivation to Read Through Book Talks, Book Choice, and Book Recommendations</i>