

College of Education Summer 2016 Research Opportunities for Undergraduates						
Faculty Mentor	Phone	Email	Project Location	Project Title	Project Description	Required Skills
Yasuko Kanno	215-204-7729 (office), 610-304-0136 (cell)	ykanno@temple.edu	Ritter Hall 462. Note: the student will work at a local education program in South Philadelphia and at Temple Main Campus (Ritter Hall)	English as a second language (ESL) program for Hispanic restaurant workers in Philadelphia	I am currently designing an ethnographic study of a community-based ESL program for Hispanic restaurant workers. The learners in this program are Hispanic, largely undocumented, immigrants with limited English proficiency who work at low-level jobs in Philadelphia restaurants. The program aims to empower them by providing not only English instruction that is immediately applicable to restaurant work but also the information about their rights (such as workplace injury compensation) and where they can obtain health care. The goal of the project is to document the ESL program and examine its effectiveness and challenges. It is a unique program that aims to serve one of our community's most underserved and exploited groups and can potentially become a model for similar programs across the nation.	Native or near-native proficiency in Spanish; basic computer skills for transcribing interview tapes.
Carol Brandt	540-250-8277	Carol.brandt@temple.edu	Ritter Hall, 4th floor research offices	Emerging Communities for Mathematical Practices and Assessments	This project is focused on studying an online professional teaching community of mathematics educators. Their work has been focused on understanding and improving mathematical thinking through work with formative assessment rubrics using a new technological feedback tool. Teachers have also been focused on how to deliver feedback to student problem solving. In this community, members extend their content knowledge for teaching and seek to become more effective at supporting the mathematical development of each student. Research assistants will help examine online and video data of teachers' interactions and use of the feedback tool.	Mac friendly computer skills, Excel and MS Word, QuickTime video.
Doug Lombardi & Janelle Bailey	702-513-4415 (Lombardi); 702-513-8763 (Bailey)	doug.lombardi@temple.edu janelle.bailey@temple.edu	Ritter Hall , 4th floor	Critical Evaluation as a Scientific Habit of Mind: Instructional Scaffolds for Secondary Earth and Space Sciences	In this project, we are examining the use of graphical scaffolds—called model-evidence link (MEL) activities to facilitate high school students' coordination of connecting evidence with alternative explanations of particular Earth and space sciences phenomena, as well as their collaborative argumentation about these phenomena.	Be able to use Microsoft Word and Excel

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Timothy Patterson	215-204-2797	timothy.patterson@temple.edu	Ritter Hall, 347. Note: Data collection will occur at cultural sites around Philadelphia. Data analysis will occur in Ritter Hall.	Defining the Role of Mentors in Site-Based Social Studies Pre-service Education	This study seeks to describe the role of site mentors in the Cultural Institution Fieldwork they support Temple University students by interviewing them and conducting focus groups with their students after the semester is over. The investigators will conducted in-depth semi-structured interviews with mentors identified as model mentors by the coordinator of the Cultural Institution Fieldwork. The investigators will also conduct a focus group discussion with students of mentors who participate in this study. We are looking for a research assistant to help in the data collection, transcription, and analysis phases of the study.	Familiarity with Excel and Word are a must, familiarity with NVivo coding software is a plus but not necessary.
Meixia Ding	215-204-6139	meixia.ding@temple.edu	Ritter Hall, 436. The student may be able to do much of the work from home or Temple computer labs	CAREER: Algebraic Knowledge for Teaching in Elementary School: A Cross-cultural Perspective	This five-year project is supported by the National Science Foundation. It aims to identify, from a cross-cultural perspective, essential algebraic knowledge for teaching (AKT) that fosters students' algebraic thinking in elementary school. Focusing on two fundamental mathematical ideas that are early algebra topics – inverse relations and properties of operations (Common Core State Standards Initiative, 2010) – this study explores AKT based on integrated insights of U.S. and Chinese expert teachers' classroom performance.	Interested in mathematics teaching and learning; familiarity with word and MS Excel; be careful and patient.
Tamara Sniad	267-980-7211	tsniad@temple.edu	Ritter Hall, 457	Guidebook for Mainstream Teachers of Linguistically Diverse Classrooms	Over the summer, I will be researching and writing a guidebook for the Center for Innovations in Learning. The guidebook will provide an overview of current research on second language teaching and learning and promote best practices for promoting the academic success of English language learners in US (English-dominant) schools. The intern would support the review and consolidation of research.	Ability to complete internet search, create tables and graphs using Excel/ Word,

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Barbara Wasik	215-204-4982	bwasik@temple.edu	Ritter Hall or Ritter Annex	Understanding the Effects on a Web-based Professional Development Intervention on Urban Teachers' Implementation of Language and Literacy Strategies	Preschool, Kindergarten, and First grade teachers participated in a web-based professional development intervention to learn research-based language and literacy strategies. The strategies are intended to increase the language and literacy skills of children, which are significant predictors of children's success in school. Videotapes of teachers' classroom practices need to be coded in order to determine if teachers were implementing the strategies with fidelity and also to determine strategies that may present challenges for teachers to implement. The student intern will have opportunities to experience a variety of tasks related coding and entering data for a research study and learn about the topic of early literacy and learning in high poverty children. The student will also have the opportunity to work closely with faculty members and postdoctoral fellows who work on this project. This project will provide excellent experience for an undergraduate interested in pursuing graduate school in education, psychology or sociology.	Ability to use MS Excel and can be trained to enter data in SPSS