

College of Education 2015-2016 Research Opportunities for Undergraduates

Photo	Faculty Mentor	Contact Information	Project Description
	<p style="text-align: center;">Dr. Julie Booth Associate Professor of Educational Psychology</p>	julie.booth@temple.edu	<p>Openings for undergraduate researchers in the STEM Learning Lab, which is currently investigating questions such as:</p> <ol style="list-style-type: none"> 1. How does incorporating correct and incorrect worked examples into practice sessions impact student learning in math? 2. How do students understand numbers, and how does this understanding impact their learning? 3. How do sketching diagrams and self-explaining text improve problem solving performance for middle school math and science students?
	<p style="text-align: center;">Dr. James Earl Davis Professor of Urban Education</p>	jedavis@temple.edu	An NSF funded project which considers the relationship between gender identity of boys and young men of color and their interest, engagement and achievement in mathematics and science courses and majors. Undergraduate research students would have the opportunity to participate in data analysis, literature review development and manuscript writing.
	<p style="text-align: center;">Dr. James Earl Davis Professor of Urban Education</p>	jedavis@temple.edu	Collection and analysis of data in a community-based study focusing on out-of-school time learning, capacity building and academic and social engagement of low-income students. The project is funded by the Philadelphia Housing Authority.
	<p style="text-align: center;">Dr. Meixia Ding Associate Professor of Mathematics Education</p>	meixia.ding@temple.edu	Openings for undergraduate researchers on an NSF project on early algebra, studying US and Chinese elementary expert teachers' knowledge for teaching early algebra in a cross-cultural setting.
	<p style="text-align: center;">Dr. Tim Fukawa-Connelly Assistant Professor of Mathematics Education</p>	tim.fc@temple.edu	<p>Openings for undergraduate researchers on projects investigating questions such as:</p> <ol style="list-style-type: none"> 1. What types of content do math professors communicate orally and in writing and what do they only communicate orally? 2. What do students write in their notes; especially as categorized by what is on the board and what is only presented orally?

 	<p>Dr. Annemarie Hindman Associate Professor of Educational Psychology & Dr. Barbara Wasik Professor of Educational Psychology</p>	<p>Annemarie.hindman@temple.edu Barbara.wasik@temple.edu</p>	<p>The purpose of their research is to prepare young children in poverty to succeed in school. Their projects help teachers and families from diverse communities support children from preschool through the elementary grades as they build essential early reading and social skills.</p>
 	<p>Dr. Peshe Kuriloff Associate Professor of Teaching and Learning & Dr. Will Jordan Professor of Urban Education</p>	<p>peshe.kuriloff@temple.edu will.jordan@temple.edu</p>	<p>Openings on the Teacher Preparation and Teacher Quality (TPTQ) grant project, which investigates the influence of a group of teacher preparation programs on the performance of their graduates in Philadelphia schools. They are sending surveys to hundreds of Philadelphia teachers asking them about how well prepared they were to do a good job in Philadelphia classrooms, and will be following up by interviewing and observing a much smaller group of teachers. The School District of Philadelphia is also working with them and will provide information about how teachers are evaluated and how their students perform on various measures of student achievement including standardized tests.</p>
	<p>Dr. Doug Lombardi Assistant Professor of Science Education</p>	<p>doug.lombardi@temple.edu</p>	<p>Openings in his project on Critical Evaluation as a Scientific Habit of Mind: Instructional Scaffolds for Secondary Earth and Space Sciences. This project examines the use of graphical scaffolds—called model-evidence link (MEL) activities--to facilitate high school students' scientific thinking about controversial and complex Earth and space sciences phenomena, as well as their collaborative argumentation about these phenomena.</p>
	<p>Dr. Kristie Newton Associate Professor of Mathematics Education</p>	<p>kjnewton@temple.edu</p>	<p>Research involving an effort to increase college entry and success for students attending an urban, comprehensive high school. For this project, Dr. Newton oversees the implementation and analysis of a mathematics curriculum designed to help students deepen both conceptual and procedural knowledge of algebra. Research involving after school gaming and robotics clubs. For this project, we are targeting mathematics and 21st century skills for students in urban settings.</p>
	<p>Dr. Laura Pendergast, Assistant Professor of School Psychology Leader of The SEAD (Social-Emotional Assessment of Diverse populations) Research Team</p>	<p>laura.pendergast@temple.edu</p>	<p>The mission of the SEAD Research Team is (a) to conduct research that promotes and facilitates valid, fair, and ethical assessment for all individuals – particularly those from groups that have been historically underserved and underrepresented in research, and (b) to train graduate and undergraduate students to produce excellent research that serves members of diverse and multicultural populations. More information can be found at our research group website: https://sites.temple.edu/sead/</p>

	<p>Dr. Nate von der Embse Assistant Professor of School Psychology</p>	<p>nate.v@temple.edu</p>	<p>His lab has several ongoing and new research projects with opportunities for collaboration and student involvement, such as:</p> <ol style="list-style-type: none"> 1. Are students accurate reporters of the physiological symptoms of anxiety within high-stakes situations in comparison to biological measures (heart rate variability)? Is awareness and self-monitoring of these symptoms an effective assessment/intervention? 2. What is the influence of high-stakes testing on teacher job satisfaction, teaching practices, and teacher mental health? Does teacher anxiety influence student anxiety? 3. What are common predictors of test anxiety and what are the mediating/moderating relationships within high-stakes testing (is this the same across cultures, both domestically and internationally)?
	<p>Dr. Ken Thurman Professor of Special Education</p>	<p>kenneth.thurman@temple.edu</p>	<p>Opportunities available for undergraduate researchers, including on a project investigating the relationships among mindfulness, well-being and gratitude.</p>
	<p>Dr. Elvis Wagner Associate Professor of TESOL</p>	<p>elvis.wagner@temple.edu</p>	<p>Openings on a project involving analyzing the spoken texts used in the assessment of L2 listening ability.</p>