Teachership Academy Action Research Descriptions

NAME: **Rodolfo Hernandez**

TITLE: ***Active Learning Techniques***

Begin in early March to use the Principles of Active Learning in one Introduction to Psychology class, but not in the other Introduction to Psychology class. Similarly use such Principles in one Human Growth and Development class but not in the other. The principles used in the experimental groups include telling them at the beginning of class that they will meet after class for about 5 – 10 minutes to discuss: 1) The major points of that day's lecture (One Minute Paper Technique); and 2) the hardest points to understand for the day (Muddiest Point Technique). The results will be measured by the differences in test performance between the classes who utilized the Active Learning Techniques and those that did not.

NAME: **Audrey Hernando**

TITLE: ***Learning Outcomes Utilizing Collaborative Activity Based Assignments***

Provide additional hands on exercises for students to work on both individually and collaboratively. Two out of three classes will receive extra hands on assignments to reinforce the lesson. One class will not receive these assignments and be taught via traditional lecture. The extra assignments will be administered during class time and

students will work as a team. These assignments will require that students utilize their textbooks and discuss questions with their peers. Using this approach, different teaching methodologies will be used.

NAME: Enayat Kalantarian

TITLE: *A Synchronous Communicative Feedback Strategy to Enhance Students' Collaborative and Interactive Learning in the Classroom*

There are many factors such as lack of confidence, lack of solid background in mathematics, and feeling shy to speak up that cause students to get distracted and thus easily lose attention from the instruction in their classes.

Typically traditional lecturing lacks student engagement and interaction. It makes it difficult for the instructor to promptly realize the level of student understanding in the classroom. In this experimental work I will demonstrate how an effortless feedback mechanism can help improve instruction as well as raise student and collaborative learning interaction to overcome the above problems in a math class.

This method encourages students to freely interact and exchange opinions with the instructor and their classmates regarding each subject at several times in the class time. The learning level of students will be evaluated and examined from the responses by the students and subsequently by their earned grades in the class.

NAME: Ibrahim Khattab

TITLE: *Student Retention in the Nursing Program*

Students are divided into two control groups – Group A and Group B. Group A will attend four tutoring sessions prior to exam. They will be assigned ATI topics and 300 multiple choice questions to review

in class with the instructor. Group B will just read the text book and be given handouts for completion and review on their own time. Both Group A and Group will be given a 55 question test in the middle of the semester to track their progress and to see if the different teaching methods given to each group would result in any significant difference in test scores.

NAME: George F. Lyon

TITLE: *The effects of deadline adherence on government student grade point outcomes*

Does the manipulation of timelines and deadlines in a course of American Government and politics increase or decrease student final graded performance? Three courses will be treated and tested as follows: One course will publish inflexible assignment deadlines, a second course will set deadlines but allow students to change those deadlines collectively on a facilitated request, and a third course will allow students to submit all work at any time before the end of the course.

NAME: Jose Luis Lopez

TITLE: *Small Group Mentoring in Method for Improving Learning Outcomes in Foundations of Nursing Practice*

Divide students into small groups of 10-15 students per group to an assigned mentor. The purpose of this study is to determine the efficacy of small group mentoring intervention program aimed at improving test scores of first semester students in Foundations of Nursing Practice.

NAME: Maria Isela Maier

TITLE: ***Acknowledging Written Feedback to Promote Self Learning***

Most students don't read written feedback on their assignments. As a result, they miss an opportunity to improve their grades on future assignments. By acknowledging feedback, students can also identify weak areas, strengthen positive work and facilitate interaction between student and instructor.

NAME: Mario Mallari

TITLE: ***In-Pairs Collaborative Learning Study***

What are the effects of in-pairs collaborative learning on anxiety level, knowledge sharing, attitude change, and synthesis of nursing knowledge on beginning nursing students in the clinical setting?

NAME: Carla Newman and Margaret Nelson

TITLE: ***Food for Thought: Food-Related Writing Topics for Research Essays.***

How can we help students to write better papers? Demonstrate relevance to their lives and establish emotional connection to work, i.e. non-traditional paper topic: food. This action research project focuses on improving student writing skills through applying a non-traditional research topic. Data collection entails grading papers and asking students to compare writing experiences. Findings of the study will be compared to other writing topics and reviewed by instructors in the discipline.

NAME: Carlos Yates

TITLE: ***Identification of Strengths and Weaknesses in Mathematics of Intermediate Algebra Students***

The administration, faculty, and students must work together to reduce the student dropout and repeat rate of Intermediate Algebra mathematics courses. Disaggregation and analysis of data to identify the EPCC student's academic strengths and weaknesses can help to improve their overall learning process at EPCC and can be used by the administration and faculty to improve academic programs.

NAME: Kathleen Bomback

TITLE: ***Podcasting: New Tool to Improve Student Editing and Proofreading Skills***

English students often have not learned effective proofreading and editing skills to improve their own written products. As a consequence, English students may not attain the appropriate SLO for their class.

Most students can improve their grammar and sentence structure by reading their written work out loud. The acts of verbalizing and of listening take advantage of their capacity to produce grammatically correct utterances when they speak. It is difficult to get students to read their own writings aloud on their own, and they are often too anxious to read aloud in class.

NAME: Martha Rinker

TITLE: ***Hybrid vs. Emporium Classroom: A Statistical Analysis***

This action research project examines the demographic differences between hybrid and emporium classrooms to determine if a significant difference exists between student grades in both

modalities. Graphs will depict grades achieved throughout the semester.

NAME: Pablo Soto

TITLE: ***Improving Student Critical Thinking and Analytical Skills in Remedial Reading Classes***

This action research project establishes a baseline to examine the profile of the remedial reading student and poses interventions to initiate or improve their ability to process and retain information at a higher cognitive level. Data is collected analyzing responses to reading passages based on Bloom's and Anderson's taxonomy of lower and higher order thinking.

NAME: David Trimble

TITLE: ***Impact of Art on Student Critical Thinking Skills***

Using an Art research presentation, students will research two classic works of art, details of the artists, critics of their works, and give a presentation attaching one art piece to each of two feelings that they have experienced: Happiness and sadness. Upon finishing the project a survey will be completed by each participant to gage their ability to comprehend the concept of critical thinking skills and if they feel that the project enhanced their learning experience.

NAME: Naomi Waissman

TITLE: ***The Effects of Group Selection on Student Performance and Retention in Introductory Biology Courses***

This action research project explores the impact of group selection and composition on student performance and retention in biology classrooms. Data collection includes lecture exam scores and the percent retention after the drop date. Descriptive statistics and the Chi Square will be used to analyze data.

NAME: Andrew Auckland

TITLE: *Focus on Feedback: Optimizing the Learning Experience for Student Nurses in the Clinical Simulation Laboratory*

The Action Research implements an adapted multi-phased learning model described by Hanberg & Baraki (2009) to optimize the learning potential of the Clinical Simulation Experience for the Nursing Student. In particular, the approach focuses on providing adequate time for debriefing or 'feedback' immediately following the scenario or simulation immersion experience. The literature of Clinical Simulation in Nursing, which is self-admittedly inadequate, strongly suggests that feedback time be approximately equal in length to that of the simulation in order to garner maximum benefit from the formative leaning potential of the feedback phase.

NAME: Boo Badruzzaman

TITLE: *Students' Performance Enhancements by Quizzing Students at the End of Lecture Period*

The student's performance on examinations needs to improve. The solution proposed is the enhancement of the student's retention of the materials discussed in the class and by quizzing the students at the end of each class on the topics discussed.

NAME: Oscar Baeza

TITLE: ***Hands on at the Library***

Hands on at the Library; was a research project that asked whether or not "hands on training" is an effective way of learning library research skills. The research project was done during the spring 2011 semester. Students from the six classes that were used to conduct the experiment were given a survey to complete after class. Students who were allowed to use the computers during the library skills class scored higher in the survey than those individuals who were not allowed to use the computers. The research data showed that hands on training are more effective when learning library research skills.

NAME: Michele H. Biernacki

TITLE: ***Clickers: Benefits of Student Outcomes***

By using the Clickers in the second half of the semester as a review tool for quizzes and exams to see if there is a significant difference in student success as opposed to the first half of the semester in which the use of traditional methods such as lecture, handouts and verbal review. Data results will be compared to see results. The use of this tool will help to determine student retention of material and the need for the instructor to revise lesson plans based on percentage of student correct answers to identify weakness' in the instructor's delivery of material.