RESEARCH OPPORTUNITIES FOR EDPL GRADUATE STUDENTS

In addition to research assistantships for full-time doctoral students, a number of opportunities are available for both full and part time Ph.D and master’s students to gain experience in all aspects of educational research – reviews of literature, data collection (both quantitative and qualitative), data analysis, and writing for publication. It may be possible to combine these opportunities with work that is required in certain program courses. During the 2010-2011 academic year, these opportunities for participation in faculty research are available:

Children’s Literacy Learning. Ongoing research projects in the Hartman Literacy and Learning Center assess and evaluate the literacy abilities and progress of the struggling urban readers (up to 100 per semester) who attend the Hartman Center program. Projects involve baseline and follow-up individual literacy assessments with children at their school sites and in the late afternoons in the Hartman Center. The assessments take between 30 minutes and an hour per child each semester. Dr. Kathleen Clark, Director of the Hartman Literacy and Learning Center, provides training and direction for these projects. For more information, contact Dr. Clark (kathleen.clark@marquette.edu).

Developing Dispositions to Teach for Social Justice. Dr. Joan Whipp (with Dr. Sharon Chubbuck) has been studying how students in a teacher preparation program have been developing the moral sensibility needed for socially just teaching and what factors before, during, and after their program contribute to that development. Data sources include surveys, student teaching evaluations, and interviews at the end of student teaching and one year later. A significant amount of data that has been collected needs entry and analysis in EnVivo, a software program that analyzes qualitative data (Training in this program is available!). There is also a need for follow up interviews with students who have completed their first year of teaching. For more information, contact joan.whipp@marquette.edu.

Grant Writing for Marquette Faculty’s Teaching and Learning Center. Dr. Heidi Schweizer is interested in having graduate students collaborate with her on grant applications in conjunction with her work with e-learning and faculty development initiatives in Marquette’s Teaching and Learning Center. For more information, contact Heidi.schweizer@marquette.edu.

Instructional Intervention on Forgiveness in an Urban High School. Dr. Sharon Chubbuck has been exploring forgiveness instruction with urban high school schools. As an extension of this project, she will be interviewing teachers on their perception of the value of forgiveness instruction with their students. Students could participate in this project by interviewing teachers, transcribing tapes, and analyzing interview data during the fall semester. Students would also be welcome in qualitative analysis of transcriptions of classroom discussions of the earlier forgiveness instruction with first year high school urban students. Although this is an education-based project, it has significant counseling psych overtones and draws from counseling psych literature. For more information, contact Sharon.chubbuck@marquette.edu.

Leadership that Improves Schooling for Traditionally Marginalized Students. Dr. Martin Scanlan is working on two projects that each focus on one dimension of marginalization: 1) service delivery for students with special needs, particularly in Catholic schools and 2) effective schooling for bilingual students, particularly two-way immersion schooling. Both projects are qualitative in nature and involve collecting cases studies of exemplary schools. The case studies involve data from observations, interviews, and archival data looking at school organization, leadership, governance, and financing, along with student outcomes. For more information about either of these projects, contact martin.scanlan@marquette.edu.

Math and Science/ELL Initiatives – This is a project being conducted by Dr. Francesca López. Using an existing large-scale data set (2009 National Assessment of Educational Progress), students’ achievement in reading and math in grades 4 and 8 will be examined using state-level variables. Compiling information on math and science initiatives, as well as state laws on meeting the needs for students from diverse linguistic backgrounds, for each of the 50 states and DC is necessary. For more information, contact francesca.lopez@marquette.edu.

Pre-service Teachers’ Understanding of Children’s Addition, Subtraction, Multiplication and Division Strategies. Quite a bit of research has been conducted on the strategies children use to solve addition, subtraction, multiplication, and division problems. However, very little research has been conducted to assess pre-service teachers’ understanding of children’s strategies. Dr. Leigh Van den Kieboom’s research team has noticed that pre-service teachers struggle to understand children’s thinking processes when solving problems.
This project entails video recording pre-service teachers' learning about Cognitively Guided Instruction (CGI) for addition, subtraction, multiplication, and division strategies in one of her math education courses, video interviews with pre-service teachers, video recording pre-service teachers' work with children in the Hartman Center, and examining pre-service teachers' ability to analyze children's strategies. For more information about this project, contact leigh.vandenkieboom@marquette.edu.

**Raising Achievement through Fostering Algebraic Thinking.** Over the past several years, an increasing number of mathematics educators and professional organizations have called for strengthening students’ knowledge of algebra, advocating for early algebra instruction that supports students in making the transition from arithmetic to more abstract algebra. Calls for changes in mathematics instruction support the need to engage students in algebraic thinking that would allow them to make connections between the structures of arithmetic and the structures of algebra. At its foundation, algebraic thinking is considered to be the ability to extend the ideas of arithmetic to the symbols and operations of algebra by focusing on analyzing and generalizing patterns, investigating and representing relationships, generalizing beyond specifics of an example, analyzing how processes or relationships change, or seeking arguments for how and why rules and procedures work. Skills that underline algebraic thinking do not center on symbolic manipulation and equation solving—typically associated with traditional school algebra. In a new grant-funded project with the West Allis school district, Dr. Leigh Van den Kieboom and her research team will be working on the development of algebraic thinking in 30 district math teachers. This project will entail video recording teachers’ learning about algebraic thinking in professional development workshops, video interviews, video recording teachers’ work with students in their classrooms, and examining teachers’ problem solving related to algebraic thinking contact leigh.vandenkieboom@marquette.edu

**Undergraduate Students’ Experiences in Living-Learning Communities.** Dr. Jody Jessup-Anger invites interested students to work on a research project related to undergraduate students’ experiences in living-learning communities - particularly those focused on social justice. The research project has both qualitative and quantitative dimensions and would provide students with experience in: survey design and administration, data analysis, and dissemination of results. In addition, students may have the opportunity to conduct interviews and focus groups. For more information, contact jody.jessup-anger@marquette.edu

**MEMBERSHIP IN PROFESSIONAL RESEARCH ASSOCIATIONS**

Doctoral students and master’s students interested in educational research are strongly encouraged to join the American Educational Research Association (AERA). AERA membership provides individuals in the field of educational research with access to the latest developments, important scholarly journals, and an annual conference that convenes important educational researchers from all over the world.

Two categories of membership are available to graduate students:

- **Regular Members**: Eligibility requires satisfactory evidence of active interest in educational research as well as professional training to at least the master's degree level or equivalent. $120/year.
- **Graduate Student Members**: Any graduate student may be granted graduate student member status with the endorsement of a voting member who is a faculty member at the student's university. Graduate students who are employed full-time are not eligible. Graduate Student membership is limited to 5 years. $35/year.

**New members** can join AERA online. If you prefer to mail or fax in your membership application you will need to download a copy of the membership form (PDF). For more information about AERA, their publications, divisions, special interest groups, and annual meeting, check out their website: www.aera.net

In addition to AERA, students are encouraged to investigate membership in other professional organizations that specialize in research on their specific areas of interest, such as the International Reading Association (IRA), the Association for Higher Education Research (ASHE), the National Council on Measurement in Education (NCME), The National Council of Teachers of Mathematics (NCTM), the American Psychological Association (APA), the History of Education Society (HES), the American Educational Studies Association (AESA).
# FACULTY INTERESTS – BY TOPIC

## Catholic Education
- Catholic School Governance--Scanlan
- Social Justice in Catholic Schooling--Scanlan
- Spirituality and Leadership—Thon
- Student Affairs and Catholic Identity--Thon
- Student Affairs in Jesuit Higher Education—Thon

## Cognitive Psychology
- Comprehension Processes and Instruction—Clark
- Neuropsychology and Reading—Henk

## Higher Education
- Campus Environments—Jessup-Anger
- College Student Development—Jessup-Anger
- Higher Education Administration—Thon
- Spirituality and Leadership--Thon
- Student Affairs and Catholic Identity--Thon
- Student Affairs in Jesuit Higher Education—Thon
- Study Abroad—Eckman, Jessup-Anger
- Teaching and Learning in Higher Education - Whipp
- Women in Higher Education—Jessup-Anger

## Leadership
- Co-Principal Leadership Model—Eckman
- Educational Organizations—Eckman
- Higher Education Administration--Thon
- The Principalship—Eckman
- Leadership Serving Marginalized School Populations - Scanlan
- Teacher/Administrator Thinking about Learning, Curriculum & Pedagogy—Pink
- Women in K-12 Leadership—Eckman
- Women in Higher Education—Jessup-Anger

## Literacy
- Affective influences on—Henk
- Critical Literacy—Chubbuck
- Dialogic Instruction—Clark
- Middle level literacy instruction and assessment—Henk
- Sociocultural Aspects--Walker-Dalhouse

## Online Learning Environments
- Online discussion facilitation-Schweizer
- Online/hybrid learning environments—Schweizer
- Online Instructional Design-Schweizer
- Teaching and Learning in Online Environments—Whipp

## Second language learning
- Second Language Learning—LaBelle

## History
- Race/Class/Schooling in Historical Context—Lowe
Schooling
Immigrant Experiences in American Schools—LaBelle
Race/Class/Schooling in Historical Context—Lowe
Urban Education—Pink

School Reform
Professional Development and School Reform—Pink

Social Justice
And Bilingual Education—Scanlan
And Disability—Scanlan
And Peace/Non-Violence Education—Chubbuck
Evaluation of Consequences Arising from Educational Policies and Practices Intended to Serve At-risk Populations—Lopez
In Catholic Schooling—Scanlan
In Teacher Education—Chubbuck, Whipp
Sociocultural Contexts of At-risk Student Academic Achievement—Lopez

Sociology
Of Education—Pink, Williams

Teacher Education / Teaching (K-12)
Dispositional/Moral Development in Pre-service Teachers—Chubbuck, Whipp
Integrating Technology in K-12 Classrooms—Schweizer
Mathematics Education/Teacher Education—van den Kieboom
Teacher Learning and Change—Whipp
Teacher/Administrator Thinking about Learning, Curriculum & Pedagogy—Pink
Teachers’ Attitudes and Practices in Working With Ethnically, Culturally, and Linguistically Diverse Learners—Walker-Dalhouse

Teaching/Learning
Teacher/Administrator Thinking about Learning, Curriculum & Pedagogy—Pink
Teaching and Learning in Higher Education—Whipp
Undergraduate Student Learning—Jessup-Anger

Whiteness Theory
Whiteness Studies—Chubbuck