SECOND ANNUAL RESEARCH SYMPOSIUM

Saturday, September 17, 2011
Grover Center W115
Ohio University
Athens, Ohio 45701-2979

9:30	Symposium Registration	Atrium	
10:10	Welcome	115	**Gregory D. Foley**, CAT Program Director, Ohio University
10:15	Opening Remarks	115	**John E. Henning**, Chair of Teacher Education, Ohio University
10:25	Introduction of Speaker	115	**Gregory D. Foley**, CAT Program Director, Ohio University
10:30	Keynote Address	115	**Michael E. Smith**, Science Teacher, Big Walnut High School ***Does an Old Dog Really Need to Learn New Tricks?*** As an educator of 35 years, I have gone from the use of a slide rule in my chemistry and physics class to the personalized palm computers of today; from transparencies on an overhead projector to PowerPoint presentations delivered from a thumb drive; from chalkboards to SmartBoards; from ditto-machines to copiers; and from paper tests to electronic clickers. The issue I will address is—How and why have some of these advances changed my role and effectiveness as a teacher?
11:15	Break		
11:30	CAT Scholar Presentations Concurrent Sessions	109	**Ryan Davis***, Ohio University, 15 min ***Secondary Teachers' Perceptions of Mathematics Instruction in Rural Appalachian Ohio*** The purpose of this research study is to describe and analyze the perspectives of secondary level mathematics teachers, specifically those teaching in rural Appalachian Ohio, regarding their understandings of the impact of region or place on mathematics instruction.
		113	**Zachary Graves* and Kevin Dael**, Ohio University and Alexander High School, 30 min ***Promethean Student Response Devices*** How and when to use the devices along with data showing the student improvement in Mr. Dael's class.
		115	**Julio Camacho***, University of Rio Grande, 15 min ***Secondary Science and Math Complete*** Secondary Science and Math Complete is a website created for the development and implementation of innovative methods for teaching.
11:50		109	**Douglas Palmer***, Ohio University, 15 min ***The Question of Motivation*** The presentation was created by myself and a fellow classmate. It deals with how motivation may change over the course of a child's schooling and how the ideas of what motivates students may differ between students and educators. My classmate compiled her data through surveying kindergarten teachers and observing the students' behaviors. I conducted a survey with an entire seventh grade that allowed the teachers the ability to answer openly, and then using that information, created another survey for the students to see how they differed.
12:05	Lunch and Conversations		
12:50	Contributed Presentations Concurrent Sessions	109	**Donald Storer**, Southern State Community College, 30 min ***Creating an Online, Interactive Chemistry Lesson Using ChemEd DL*** ChemEd DL is a storehouse of tested digital resources for education in the chemical sciences. An online, interactive activity in chemistry is being developed using the ChemEd DL resources and will be tested to determine if it increases conceptual knowledge.

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12:50	Contributed Presentations Concurrent Sessions continued	113	**Gregory D. Foley**, Ohio University, 30 min ***Teacher Professional Development and the Common Core State Standards for Mathematics*** Since 2010, the Advanced Teacher Capacity project has offered two options for teachers: QUANT and Modspar. Both address aspects of the Common Core State Standards for Mathematics. This talk will describe the programs and present the results of related research.
		115	**Jeffrey Bauer**, Shawnee State University, 30 min ***Conodonts and Undergraduate Education: Pruitt Ranch Project*** The Pruitt Ranch Member (Oil Creek Formation) is represented by a series of steeply dipping beds of limestone in the Criner Hills of south-central Oklahoma. Under graduate students from Shawnee State are conducting a project to describe the conodont fauna of the Pruitt Ranch. Conodonts are a group of extinct, marine organisms that left behind a rich, fossil record. Common, widespread, and rapidly evolving, conodonts are valuable correlation tools for science and industry. Conodont research can be easily adapted to undergraduate education and provides a wonderful instrument to bring adventure and excitement to learning.
1:25		113	**Marc Behrendt**, Ohio University, 30 min ***The Effect of Nature Deficit Disorder Upon a Child's Understanding of Basic Science Concepts*** This program is a review of a 3-tiered study of Nature Deficit Disorder with a brief literature review, then focusing upon student interviews and a correlation study between student outdoor preferences and standardized science test scores.
		115	**Michael Lafreniere**, Ohio University Chillicothe, 30 min ***Time-Saving Collaboration Technologies for STEM Instruction*** This presentation will highlight collaborative technologies that increase in-class time availability. This allows students to complete more tasks and problem-solving. More important than volume of tasks completed, higher level tasks can be introduced allowing for rich sharing of approaches and creative solutions. Demonstration using tablet PCs and collaborative software included.
2:00		113	**Timothy McKeny**, Ohio University, 15 min ***Mathematics Coaching: A Job-Embedded Approach to Professional Development*** This presentation will share the intent and impact of the Mathematics Coaching Program in selected Appalachian schools. The MCP approach will also be aligned with current research for meaningful and lasting professional development in mathematics education.
		115	**Ann E. Bragg**, Marietta College, 15 min ***The Rickey Summer Science Institute at Marietta College*** For the past several summers, the Marietta College Physics Department has organized and run an intensive week long workshop for in-service high school teachers focused on various topics in physics and physics pedagogy. I will discuss some of the history and results of the program.
2:20		115	**Robert Krauss***, Whiteoak High School ***Thoughts From a Trailblazer*** A quick view of the highs and lows of being a first time teacher.
2:40	Closing Remarks	115	**Gregory D. Foley**, CAT Program Director, Ohio University