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Abstract:

This document presents the proceedings of the 20th Annual Research Forum held June 25, 2015, at Wake Forest University in Winston-Salem, North Carolina. Included are the following 21 action research papers: (1) History Lives! The Use of Simulations in a High School Social Studies Classroom (Lydia Adkins); (2) Using Francophone Music in the High School French Class (Virginia Browne); (3) Fostering Public Speaking through Pecha Kucha in the High School English Classroom (Robert Ciarrocca); (4) Choosing to Read: Scaffolding Pre-Choice, Choice, and Post-Choice Reading of Student-Selected Texts (Quentin Collie); (5) Supporting Students to Ask Scientific Questions in a Biology Project-Based Learning Unit (Alexandria Packard Dell'Aringa); (6) Using Hispanic Music in the Secondary Spanish Classroom (Sarah DeMatte); (7) American Girl Rising: The Effects of Incorporating Inspirational Video into the Secondary Mathematics Classroom (Thomas Flood); (8) History as a Pathway to Social Justice Engagement (Brandon Hubbard-Heitz); (9) Constructing Explanations: How Teachers Can Support Students in Extracting Scientific Evidence from Documentaries (Rachel Key); (10) The Long and Short of It: The Effects of Sudden Fiction in the Secondary English Classroom (Rachel Koval); (11) Reflecting on Revision: Student Reflection and Metacognitive Awareness in the Writing Process (Stephen Langford); (12) Culturally Relevant Pedagogy in a Public Secondary Social Studies Class (Jacob D. Leonard); (13) Solving with Reflection: The Use of Writing in a Secondary Mathematics Course (Austin J. Love, III); (14) Problem Posing in the High School Mathematics Classroom (Jennifer Mastin); (15) Oral Presentations and the Writing Process: Improving Students' Confidence through Sharing Writing (Julia Means); (16) Exploring the Relationship between Student Filmmaking Projects and Motivation Levels in a History Classroom (Cody Puckett); (17) The Influence of Student Constructed Historical Fiction Narratives on Student Engagement and Understanding of History (John A. Reynolds, II); (18) Use of Pre-Reading Strategies in Facilitating Reading Comprehension of Authentic Texts in the Secondary Spanish Classroom (Dara Rosenkrantz); (19) The Effects of Introversions and Extroversions on Whole-Class Discussion (Lindsay Schneider); (20) Use of Authentic Film in a Secondary Spanish Classroom to Develop Language Ability and Cultural Knowledge (Spencer A. Willis); and (21) Inquiry before Instruction: How the Use of Mathematical Questioning before Presenting Methodology Affects Student Attitude and Performance (Kalyn A. Wyckoff). (Individual papers contain references, tables, and figures.)