

UW-Madison, Secondary Education

**FINALS
CONFERENCE**

**MS Project
Program**

AUGUST 8, 2019

Agenda

Thursday, August 8, 2019
Education Building, Bascom Hill

OPENING					TIME
WISCONSIN IDEA ROOM					
Joey Lubasi, Program Coordinator and Tom Owenby, Social Studies Capstone Instructor					1:00
Master's Projects- Round 1					
<i>Round tables</i>		<i>Presentations/Panels</i>			1:30
(Rm 198) Subramanian Nuenninghoff Hilliger	(Rm 245) Lenoch Pohl Hawes	(Rm L185) Lewandowski Martinez McAleer	(Rm 290) Bergum Clark Hulman	(Rm 298) Guarnieri Matson Brandt	
ROUND TWO OVERVIEW					
WISCONSIN IDEAS ROOM					
Joe Michaelis, Science Capstone Instructor					2:30
Master's Projects- Round 2					
<i>Round tables</i>		<i>Presentations/Panels</i>			2:40
(Rm 198) O'Shea Stender Hickey	(Rm 245) Topolsky Lane Bosma	(Rm 298) Goetz Spatafore Dettmering	(Rm L185) Casey Iverson Olszewski	(Rm 290) Bringe Husman Rhude	(Rm L138) Fish Close Franda
ROUND THREE OVERVIEW					
WISCONSIN IDEAS ROOM					
Greg Bartley, English Capstone Instructor					3:30
Master's Projects- Round 3					
<i>Round tables</i>		<i>Presentations/Panels</i>			3:40
(Rm 198) Piechura Gallagher	(Rm 245) Talio Greshik Jacoby	(Rm L138) McThenia Ferrito Harris	Rm L185) Gutsch Gonring Dawkins	(Rm 290) Horn Cashin Kowalefski	
CLOSING					
WISCONSIN IDEA ROOM					
Maxine McKinney de Royston, Mathematics Capstone Instructor					
Keynote Speaker: Savion Castro, MMSD School Board Member					4:30

Titles and Project Abstracts

Please join the MS candidates in one of the following rooms for their MS Project presentation.

Rooms marked with a ● will host a **round table** session. Candidates will each discuss their individual project for a few minutes, and then there will be a group discussion about a cross-section of their topics. Rooms marked with a ■ will host a panel presentation. Candidates will each take time to tell you about their project. Q& A only as time allows.

We ask that you stay for all 3 presenters in the room.

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Master's Projects- Round 1

Examining (Dis)Connections

ROOM 198 ●

Moderator: Greg Bartley

Priyanka Subramanian

Social Studies

Representation Matters: Asian American Stories in U.S. History

The inclusion of Asian American history in U.S. history classrooms remains limited and uni-dimensional, meaning students often fail to see Asian Americans as important actors in American racial history. While most curricula include a cursory look at Japanese Internment, I found that presenting students with a complex and nuanced picture of Japanese Internment rooted in the history of Asian American experience helps students understand the significance of Asian Americans in American racial history and prepares them to incorporate Asian American stories in their understanding of this history.

Michael Nuenninghoff

Science

Examining student beliefs about the value of different participatory activities

Participation is vital to learning. However, participation takes many forms, and teacher and student values for different participatory activities may not always align. In this study, 61 7th grade students were surveyed to determine what participatory activities they valued, as well as what participatory activities they believed that their teachers valued. Completing work individually and coming to class prepared were both perceived to be the most valued participatory activities by teachers and also the highest valued by students. Data showed that students believed that teachers value whole class discussion significantly more than students value whole class discussion. These results indicate a need to examine and explain to students the rationale behind why teachers value whole class discussion.

Sara Hilliger

English

“Understanding for Real Life”: Developing Reader Identity in Adolescents

This paper explores the development of positive reader identity in adolescents as a means to foster collaboration and autonomy around reading in inclusive classrooms.

Supporting Student Development

ROOM 245 ●

Moderator: Joe Michaelis

Kenneth Hawes

Math

Wielding the Double-Edged Sword: Mathematics' Role in the Culture of Power and Consequences for Teaching Math for Social Justice

Mathematics is a powerful tool, for better or for worse. Due to beliefs about its nature and importance, mathematics is uniquely difficult to turn a critical lens on in the classroom. This paper explores the challenges and opportunities for teaching math for social justice by drawing an analogy with language education.

Riley Lenoch	Science	Determining the Variation in Student Participation and Work Completion Across Activity Types	Teachers often struggle to create a learning activity that elicits student participation in scientific discourse and allows them to complete a meaningful task. Many science teachers conduct lectures, laboratory exercises or pass out worksheets, however it may be difficult to know when one elicits more engagement. Participation in discourse and work completion of 10 target students in two freshman biology classes was recorded for five different activity types. These findings suggest teachers must consider more than the activity type when attempting to elicit student participation and work completion.
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Megan Pohl	English	Focus on the Process: Designing Equitable Curriculum to Keep Students Present	Focusing on process-oriented writing curriculum helps create a more equitable and engaging classroom, disrupting product- and grade-focused assignments.
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Engage and Empower

ROOM 290 
Moderator: Jen Murphy

Kate Bergum	English	Our Words: Fostering Language Identify and Empowerment in English	This paper investigates the ways ELLs are empowered in their use of English and how to foster this agency in ELA classrooms.
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Joseph Clark	Social Studies	Supporting Argumentative Writing in a History Course	One of the most important skills for citizens of democratic society to possess is the ability to form an argument and support that argument with credible evidence. Argumentation occurs constantly, and in many forms, in the social studies classroom. Argumentative writing, in particular, is a crucial part of history courses. In this study I attempted to determine what supports I could provide students that would work the best to help them create sound arguments that were supported with historical evidence.
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Alaina Hulman	Math	We are Family: Family-Teacher Communication for Secondary Mathematics	During elementary and middle school there tends to be more of a whole child approach where teachers and families of students regularly communicate. Research shows that this enhances student learning. What about communicating with the families of 180+ students of adolescents?
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Understanding Students

ROOM 298 
Moderator: Maxine McKinney de Royston

Erin Guarnieri	English	"I Am Not Good at Writing:" Exploring Anxiety and Confidence in High School Writers	This project investigates the connection between student writing, their level of anxiety and confidence that affects their drafting process, and how teachers can aid young writers.
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Shawn Matson	Social Studies	Hands up, don't snap: Rethinking classroom electronic device policies as culturally relevant teaching pedagogy.	Student cell phone usage presents daily, grinding distractions and disrupt in high school classrooms. The response to this problem is often to shame prohibit cell phone use outright. But these rules almost always fail. More importantly, they are corrosive to relationships and the classroom environment. I investigate how interrogating and rethinking these policie centering the sociocultural context of learners can build a safe and cultur responsive learning environment.
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Nicholas Brandt	Science	"So... What Should I Put Down?" Getting Students Comfortable with Deep Science Questions	Next generation science curricula advocates for deep-understanding from students. Questions are tools teachers use to guide students towards deep understanding of science phenomena. This study examines what question types elicit students' scientific ideas and offers suggestions for a classroom environment that promotes comfort with difficult questions that lead to deep understanding.
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Expanding the Learning Environment	ROOM L185  Moderator: Jeremy Stoddard
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Abby Lewandowski	Science	Investigating students' experiences with data through a citizen science project	Children are spending less time outdoors and more time indoors using electronics, leading to physical and mental health issues. Taking students outdoors can be logistically challenging when the benefits are unknown. In this study, 11 high school students of mixed grade levels participated in a citizen science project that took them outdoors to search for authentic data. This learning experience was compared to an indoor, online data exploration in order to compare student experiences, including participation/engagement, scientific literacy, and attitudes. Results indicated that these variables increased during the outdoor data exploration, suggesting that outdoor citizen science involvement can facilitate stronger student experiences. Limitations and implications discuss the prospects for future implementations and studies of citizen science in the classroom.
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Girelle Montagner Martinez	Math	Teacher Practices that Help Mitigate the Negative Effects of Childhood Trauma on Student Success in School	Childhood trauma can have diverse physiological and psychological effects on the body that impact executive functioning, emotional regulation, and social interactions. There are strategies and practices that teachers can implement in classrooms to help students develop a sense of belonging and identity, process and regulate their emotions, and engage in effective learning habits that allow them to excel academically and socially.
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Mariel McAleer	Social Studies	Choice-Based Learning: A Strategy for Increasing Student Motivation	Students' learning outcomes are influenced by their motivation and enjoyment of the curriculum. Research indicates that when students have more autonomy regarding the activities and assessments they complete, both motivation and enjoyment increase. In my eighth grade social studies classroom, I investigate how student motivation, work quality, and completion rates vary over the course of several choice-based and non-choice-based units.
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Master's Projects- Round 2

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Authentic Classrooms

ROOM 198 ●
Moderator: Greg Bartley

Anna Rose O'Shea English

More Than a Write Up: Closing the Achievement Gap Through Culturally Relevant Classroom Management

Biases occur in schools due to class, race, culture, language, etc. This round table focuses on how teachers can close the achievement and discipline gap through culturally relevant classroom management.

Nicholas Stender Social Studies

Towards Student Engagement Through Liberation Ideologies

Attacks on public education have eroded teachers' abilities to situate themselves as experts and engage students with creative content. Based on a study done in a high school African Studies classroom, I argue that a key to reviving student engagement in the social studies classroom lies with linking classroom content to the real-life struggles of students in a capitalist society by affirming the place of ideologies of liberation that emphasize student agency.

Brendan Hickey Science

Authentic Discourse in the Science Classroom: A Case Study

This study investigates the ways in which changing the instructional context of a classroom discussion affects the quality of discourse within a science classroom, with the goal of making that discourse more authentic.

Reflective Practices

ROOM 245 ●
Moderator: John Rudolph

Alyssa Topolsky English

From Kiki Town to Sekstayenese: The Funds of Knowledge and Expressive Literacy Assets of Students with High Functioning Autism (HFA)

This paper explores the funds of knowledge and expressive literacies of students with High Functioning Autism, and provides instructional methods for utilizing these assets.

John Lane Science

Alignment Between Enacted Curriculum and Summative Assessment

Misalignment of cognitive domains in formative and summative assessments is a problem. Looking at assessments in an AP Physics class via Bloom's Taxonomy revealed formative assessment consistently targeting higher level thinking, while summative assessment targeted lower level skills. The problem with this misalignment is that students are assessed with cognitive tasks that do not call upon the same level of thinking they applied in creating their understandings. Misalignment leads to an imbalance in student's exposure to the range of cognitive domains. This makes for a compromised foundation from which to effectively approach higher-level cognitive learning expectations. Join me for a discussion on how teachers and preparation programs may work towards creating alignment throughout the enacted curriculum.

Jordan Bosma English

Ain't No Lie, Building Bi-Bi-Biliteracy: Reflecting on Students' Languages and Writing

I examined strategies to build biliteracy with English language learners by reflecting on what I did last year in my student teaching and what I want to do next year.

Art-Inclusive Education

ROOM 290



Moderator: Tom Owenby

Katie Bringe

English

Teaching and Assessing Creativity

Exploring methods for creative and artistic project assessment that successfully assess tangible skills, offer students clear written objectives, and provide solid evidence of common core learning.

Anna Husman

Science

How does student use of text and drawings in groups relate to their use of reasoning in Claim-Evidence-Reasoning assessments?

The world of education “as-it-is” is tragically focused on neoliberal commitments to grades, productivity, and workforce preparation. Grounded in critical theory, this paper explores how teachers and students might challenge this world through the arts. It argues that exposure to and creation of art gives students opportunities to encounter unfamiliar perspectives and build empathy to defy the hegemonic power of American neoliberal capitalism and promote justice-oriented democracy.

Kristofer Rhude

Social Studies

“Who Am I? 24601!”: Art and Justice in an American Classroom

The world of education “as-it-is” is tragically focused on neoliberal commitments to grades, productivity, and workforce preparation. Grounded in critical theory, this paper explores how teachers and students might challenge this world through the arts. It argues that exposure to and creation of art gives students opportunities to encounter unfamiliar perspectives and build empathy to defy the hegemonic power of American neoliberal capitalism and promote justice-oriented democracy.

Asset-Based English Classrooms

ROOM 298



Moderator: Maxine McKinney de Royston

Greta Goetz

English

Literacy Disconnects in a Culturally Relevant Classroom: Exploring the Gap Between Student Out-of-School and In-School Literacy Practices

When out-of-school literacy practices are not valued in the classroom, students may experience a literacy disconnect. Despite a classroom that leveraged culturally relevant pedagogy, literacy disconnects were experienced by three students. This may have useful implications for culturally relevant educators.

Hannah Spatafore

English

A Ladder Out of the Pit: Writing with Mental Illness

I explore the effects that writing has on students with mental illnesses. I use interviews from my students, observations, and looked at student work.

Charlie Dettmering

English

You are Smart: Asset-Based Instruction for Negotiating Identity and School Experiences

An exploration in how identity and school experiences impact girls’ writing identity, and how can teachers best position girls to foster writing growth

A Fresh Look at Classroom Tools

ROOM L138



Moderator: Jen Murphy

Nicholas Fish

Social Studies

1:1 Computing and its Impact on Student Learning and Attitude

1:1 computing initiatives are rising at a high rate in this country, but are they truly effective in facilitating and supporting student learning? My research focuses on how schools with 1:1 computing affects student outcomes in regards to learning and engagement.

Andrew Close

Math

The Bare Bone Approach to Note-Taking in the Mathematics Classroom

The three most common note-taking strategies in the mathematics classroom today are Cornell notes, skeletal notes, and verbatim notes. Why do we take notes and what effect does it have on student cognitive engagement.

Ryan Franda

Science

Student Preferences and Performance on Warm-up Questions in Honors Chemistry

This study looks at how student preferences for different types of warm-up questions correspond to student performance on those types of questions.

Student Identities

ROOM L185 
Moderator: Jeremy Stoddard

Kelly Casey	English	Bound by Linguistic Rigidity: How Multilinguals Attribute their Writing Successes and Failures	Language influences how others judge us, our privilege, and how we view ourselves. As multilinguals negotiate their language practices, to what do they attribute their writing successes and failures?
Adam Iverson	Social Studies	Political Assumptions in the Classroom: The Most Dangerous Game	In today's highly political environment, people of all ages are becoming more politically polarized, including students. It is easy to make assumptions about students' political identities, especially considering the context that one is teaching in. In this reflection, I will explain that such assumptions can be both unnecessary and dangerous in the classroom.
Emily Olszewski	English	Reversing the Marginalization of ELLs and Promoting Biliteracy in the Classroom: Drawing On Students' Full Linguistic Repertoires	This study centralizes reversing the marginalization of ELLs and promoting biliteracy. It explores how bilingual teachers use relationships to draw on students' full linguistic repertoires.

Master's Projects- Round 3



Centering Student Voice

ROOM 198 ●
Moderator: Greg Bartley

Emma Piechura

Science

Investigating Student Preferences About Choice Assignments and Corresponding Rationales

To discover what choices students feel are important to make in the classroom and why, I developed lesson plans with unique choices and collected student feedback. I found that picking the partners they work with and the type of assignment they complete are the most important choices students feel to make. I found the rationale for this was so students can increase their level of comfort, better suit their strengths and customize their work more. Considering these preferences in choices can have a significant impact on student work and attitudes.

Erika Gallagher

English

Sit Down, Be Humble: Fostering Student Voice Through a Framework of Cultural Humility

This project conceptualizes a pedagogical framework of cultural humility in the classroom as a way to cultivate student voice in writing.

Building Connections

ROOM 245 ●
Moderator: Joe Michaelis

John Talio

English

Vital Partnerships in the Development of Childhood Literacies: Investigating the Roles of Parents and Educators

This paper suggests that parent-educator partnerships are essential to the development of childhood literacy through an examination of these literacies support systems across literacies.

Jacob Greshik

Science

**"Can someone answer the question? Anyone? Bueller?"
Knowing which types of questions get responses and which ones don't**

This study offers some insight on how to elicit student responses when asking low level and high level questions in the classroom.

Michael Jacoby

English

Linking Literacies: Connecting Students' Home-Life Literacies with Classroom Contexts to Foster Motivation and Engagement

This study examines the division between school and home literacies and how students and teachers can re-envision these in service of classroom engagement.

Understanding Student Outcomes

ROOM 290 📺
Moderator: Tom Owenby

Brad Horn

English

The Class to End All Classes: The Promise of Journalism &

This research examines and argues for using journalism and documentary assessments in secondary education using data collected from authentic "journalmentary" assessments, which

Documentary Projects in the Classroom produced high student engagement and positive personal transformation.

Katie Cashin

Social Studies

Black and Gifted: At the Intersection of Enrichment and Inclusion

Current research on Gifted and Talented Education promotes grouping students with their same-ability peers; however, gifted black students are consistently excluded from these spaces. This paper explores the impact of student-centered pedagogies on the leadership potential and participation of gifted black students in an inclusive, mixed-ability classroom.

Jennafer Kowalefski

Science

Promoting Engagement in Secondary Science

Engagement within secondary science is something with which teachers are constantly struggling and is something that can lead to lower academic achievement if not sufficiently attained. In this study, I explore how a sophomore-level physics class reacted to an inquiry-based and lecture-based lesson with the goal of increasing engagement.

Literacy & the middle school student

ROOM L138 
Moderator: Jen Murphy

Joseph Ferrito

Social Studies

Missed Opportunities: Literacy through Collaboration

Samuel McThenia

English

Story of Your Life: Narrative Identity Development in Middle School Writing

A presentation that explores the ways that middle school students develop and position their identities through writing and suggests how teachers can support their development.

Bradley Harris

Social Studies

Engaging With and Comprehending Primary Sources

Modes of Learning and Assessment

ROOM L185 
Moderator: Jeremy Stoddard

James Gutsch

Social Studies

Hydra Pedagogy: A multi-headed approach to serving students

The act of learning is not homogenous among students. Students all have their own communities and lived experience that shapes the way they learn. Different modalities of education expose students to content in ways that may help them 1) better understand what they are learning and 2) strengthen their ability to learn with more traditional methods.

Jacob Gonring

Social Studies

Meets Expectations? The Effect of Giving Students Rubrics with their Assignments on Student Scores

Grading rubrics are often considered beneficial for students' quality of work and teachers' objectivity when grading. My research compared student scores across four assignments, two where rubrics were given to students with the assignment, and two without rubrics attached, and found that if not scaffolded correctly, those benefits can be unequally dispersed.

Andrew Dawkins

Social Studies

The SAMR Model: The Godzilla of Technology Integration

In an increasingly digital age, schools grapple with how to harness the power of the monster of technology in the classroom. Models like the SAMR model claim they are the key to effective tech use in the classroom. I tested this model in my own classroom over the span of two quarters to find out if use of technology following the SAMR model led to greater student academic success.