DEPARTMENT OF TEACHER EDUCATION
FACULTY RESEARCH

York College's Department of Teacher Education contributes to understanding best practices in education through conducting and publishing research in fields ranging from social justice, to technology-supported learning environments, to mentoring of students and teachers, to bilingual education, to STEM education. This list summarizes the grant-supported research and publications conducted by Teacher Education faculty in the past year. Please contact individual department members for more information about our work and for opportunities to be involved in our research agendas.

Bai, X. & Lavin, J. (2019). Designing anchored instructions via virtual role playing. *International Journal of e-Education, e-Business, e-Management and e-Learning, 9*(1), 1-8. doi: 10.17706/ijeeee.2019.9.1.1-8

Abstract

Authentic learning activities were anchored in a virtual hospital setting in our study. Students watched a 3D case study, role-played, and created concept maps to externalize their thoughts. Their knowledge and skills were measured via traditional multiple-choice questions, role playing, and concept mapping. Pre- and post-tests showed no significant difference between control and treatment groups. However, the analyses of the role-playing and concept maps demonstrated the treatment group gained significantly. Strengths and constraints of role playing are discussed and important issues implied are included to help understand effective situated learning instructional design strategies in an authentic learning environment.

Lavin, J., Lavin, C., **Bai, X.,** Mastropaolo, S., & Feldman, D., (2020). Determining the effect of group flower arranging sessions on caregiver self efficacy and stress levels in an in-patient hospice." *OMEGA - Journal of Death and Dying.* https://doi.org/10.1177/0030222819900441

Abstract

This study was designed to promote enhanced self-efficacy and decreased stress levels for family caregivers at a hospice care hospital, thus increasing their quality of life. This is achieved through group flower arranging sessions. The objectives are to

(a) enhance self-efficacy scores for family caregivers of Calvary patients, (b) decrease stress levels for family caregivers of Calvary patients, and (c) disseminate results to other hospices. The results show that the flower arranging sessions resulted in significantly increased self-efficacy and decreased stress and associated problems for the caregiver participants. Implications and suggestions for future research are discussed.

Baron, L. (2020). PSC CUNY Traditional A grant. *Adelaide Sanford, Educational Warrior*.

Funded Project Plan

The book, with the working title, *Adelaide Sanford, Educational Warrior*, for which I am developing a publisher's proposal, for Rowman and Littlefield Publishers, is an effort to unpack characteristics of Crispus Attucks School, under Adelaide Sanford's leadership, in order to describe a model of urban success achieved during tumultuous times. The planned book, based on the findings that emerge through case study methodology, will add to the dialogue on how race in America intersects teaching and learning. The significance of the discourse is not small, particularly given that in some cities Black and Hispanic youth make up 75% of the public-school population.

Keiler, L. Diotti, R., & Hudon, K. (2020). The role of student mentors in teacher program induction. *Curriculum and Teaching Dialogue, 22*(1&2), 233-249.

Abstract

Secondary students who were experienced peer instructors in a research- based secondary STEM program mentored teachers as they mastered a new instructional model. Qualitative methods were used to explore affective responses and behavioral changes attributed to student mentoring. Findings suggested that students played a vital role in teacher professional development, sharing expertise in critical areas including setting appropriate expectations and individual learning needs. This study lays the foundation for research exploring mentoring from a 360 perspective.

Keiler, L.S., Diotti, R., Hudon, K. & Ransom, J. (2020). The role of feedback in teacher mentoring: How coaches, peers, and students affect teacher change. *Mentoring & Tutoring: Partnership in Learning, 28*(2), 126-155, DOI: 10.1080/13611267.2020.1749345

Abstract

Our study contributes to understanding teacher mentoring by exploring impacts of feedback from multiple mentoring sources as teachers with varying levels of experience learned to implement student-centered instruction. Mentees in our study learned to implement a student-centered model, sup- ported by mentoring from students and teachers experienced in the model. We employed qualitative methods to collect and analyze data from two summer schools, with 22 STEM teachers and 47 student-instructors from 15 non- selective, public high schools. Findings include: (a) teachers had positive attitudes towards feedback, (b) feedback from multiple sources changed practice, (c) effective feedback required structure, (d) experienced teachers benefitted most from feedback, and (e) student feedback was most valuable. These findings provide strategies to shape future mentoring, informing teachers, administrators, professional development coaches, and teacher educators about critical factors in the use of feedback to improve teaching through mentoring.

Keiler, L. (2020). Enhanced PSC CUNY grant. *Peer Leadership in Foundational College Math Classes*

Funded Project Plan

Improving undergraduate success in foundational math courses is a national priority, driven by concerns over access to STEM careers and STEM understandings necessary for 21st century citizenship. While many current initiatives successfully employ supplemental learning experiences, the primary environment of the college classroom remains largely unchanged. Such learning environments tend to be instructor-centered, leaving students in a passive role during their first exposure to new concepts and skills. The Peer Enabled Restructured Classroom Program (PERC), funded through several National Science Foundation grants, transforms the STEM classroom into a student-centered environment where the majority of learning experiences occur in teams of students, facilitated by trained peer instructors. This instructional model has demonstrated positive impacts on participating secondary STEM teachers and students. The project will adapt this highly effective instructional model to the undergraduate setting and measure impacts on participating faculty, peer instructors, and enrolled students.

Gerena, L. (2020). Research based effective teaching practices in bilingual and ENL classrooms. *New York State TESOL Journal 7*,(1). http://journal.nystesol.org/nystj_vol7_1.html

This case study was carried out to confirm the use of a newly developed observational protocol as a dependable checklist of effective language-focused teaching practices. The goal was to determine whether or not such practices were being consistently utilized when teaching English language learners (ELLs) in English as a new language (ENL), transitional bilingual (TBE), and dual language (DL) program models, and where, specifically, teachers needed more support to infuse these practices into daily instruction. Classes and teaching practices were observed in partner elementary and secondary school classrooms in New York City, and the protocol was utilized to record strategies and methodologies in daily content-area instruction. The results of the study identified areas where ENL, TBE, and DL teachers could more fully meet the

needs of ELLs in their classes. A compendium of research-based teaching practices that can be used for professional development for ENL, TBE, and DL teachers was subsequently developed.