

Research and Creative Activities Fair Fall 2021



Research can be undertaken in any kind of environment, as long as you have the interest. I believe that true education means fostering the ability to be interested in something.

(Sumio Iijima)

izquotes.com



Research is formalized curiosity. It is poking and prying with a purpose. It is a seeking that he who wishes may know the cosmic secrets of the world and they that dwell therein.

(Zora Neale Hurston)

izquotes.com

▸ What is research?

Systematic investigation of a question or topic

- Tends to have a question/problem, investigation, and a conclusion

Examples:

Christine Warren -Developing Intercultural Sensitivity

Katelyn Bohnenblust and **Zachary Callaghan** - Measuring the Knowledge, Self-Efficacy and Satisfaction of Students Attending the Kansas Youth Water Advocates Conference

“r” research



“R” Research

| Awareness of Research | Guided Practice of Research | Conducting Research | Dissemination of Research |
|------------------------------------------------------------|---------------------------------------------------------------|------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| Developing wisdom of practice | Learning through internships with faculty | Conducting honors program research and/or action research | Attending professional conferences as a presenter |
| Engaging in systematic analysis of individual practice | Attending conferences as observer with faculty | Collaborating in research with faculty and students through grants and other creative projects | Conducting a poster session presentation |
| Obtaining knowledge of profession practice (eg. portfolio) | Presenting to faculty (eg. brown bag events, poster sessions) | Understanding how to identify a research problem | Conduction a K-State research seminar |
| Fostering intellectual curiosity | Becoming a student researcher guided by faculty mentoring | Conceptualizing a review of literature | Engaging in professional development through research |
| Understanding research as a basis of practice | Participating in professional interest groups | Understanding a theoretical framework | Submitting research to K-REx website |
| Becoming a wise consumer of research | Attending professional seminars and colloquia | Gaining knowledge of research design and data analysis | Participating in on or off campus performances or exhibitions |
| Developing awareness of research | | Replicating research | Writing for publication |
| | | Writing Institutional Review Board Application (IRB) | |

Non-Fiction Book Trailers

Anna Radetie, Courtney Bernth, Hayley Sydow, Megan Maness, Dr. Lori Levin
Kansas State University
College of Education

Background

As a young 21st-century citizen, you have been fortunate to grow up in the 21st century. This means you have grown up with a lot of technology. One of the most important pieces of technology is the internet. The internet has changed the way we live, work, and play. It has also changed the way we learn. One of the most important ways the internet has changed learning is through the use of digital resources. Digital resources are resources that are available online. They can be used in a variety of ways, including to provide information, to provide practice, and to provide feedback. Digital resources can be used to support learning in a variety of ways. They can be used to provide information, to provide practice, and to provide feedback. Digital resources can be used to support learning in a variety of ways. They can be used to provide information, to provide practice, and to provide feedback.

Methods

The purpose of this project was to create a non-fiction book trailer for the book "The Boy Who Swam to England" by David Almond. The book is a story about a young boy who swims across the English Channel. The project was completed by a group of five students. Each student was responsible for a different part of the trailer. The students worked together to create a trailer that was both informative and entertaining. The trailer was then shown to a group of students and teachers. The students and teachers provided feedback on the trailer. The students used this feedback to make improvements to the trailer. The final trailer was then shown to a group of students and teachers. The students and teachers provided feedback on the trailer. The students used this feedback to make improvements to the trailer.

Project Outcomes

The project was successful in that it created a non-fiction book trailer for the book "The Boy Who Swam to England" by David Almond. The trailer was both informative and entertaining. The trailer was also well-received by the students and teachers. The project was a good example of how digital resources can be used to support learning. The project was also a good example of how students can work together to create a product that is both informative and entertaining.

References

Almond, D. (2002). *The Boy Who Swam to England*. New York: Scholastic.



A COMPARISON OF INTERACTIVE VERSUS PASSIVE VISUAL AIDS TO DEVELOP HIGHER LEVEL REASONING OF PROCESSES IN BIOLOGICAL SYSTEMS

JENNIFER C. WYMAN, SECONDARY SCIENCE EDUCATION – EARTH AND SPACE
DEPARTMENT OF CURRICULUM AND INSTRUCTION
KANSAS STATE UNIVERSITY

ABSTRACT

The purpose of this study was to determine how well students used interactive and passive visual aids to develop higher level reasoning of processes in biological systems. The study was conducted in a secondary science classroom. The students were divided into two groups: Group 1 (Interactive) and Group 2 (Passive). The students were given a task that required them to use the visual aids to develop higher level reasoning of processes in biological systems. The students in Group 1 used interactive visual aids, while the students in Group 2 used passive visual aids. The students' responses were analyzed to determine how well they used the visual aids to develop higher level reasoning of processes in biological systems. The results of the study showed that the students in Group 1 used the interactive visual aids more effectively than the students in Group 2. The students in Group 1 were able to develop higher level reasoning of processes in biological systems more effectively than the students in Group 2.

LITERATURE REVIEW

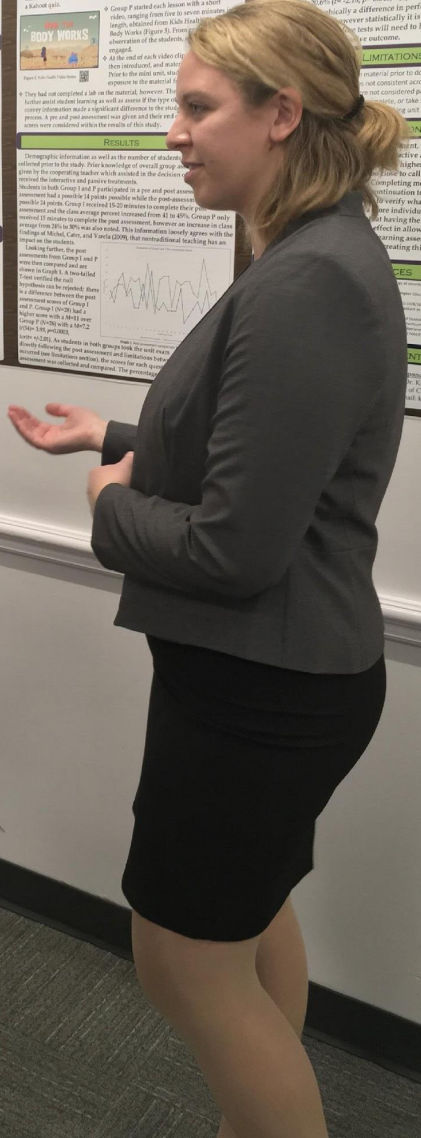
Visual aids have been used in a variety of ways in the classroom. They can be used to provide information, to provide practice, and to provide feedback. Visual aids can be used to support learning in a variety of ways. They can be used to provide information, to provide practice, and to provide feedback. Visual aids can be used to support learning in a variety of ways. They can be used to provide information, to provide practice, and to provide feedback.

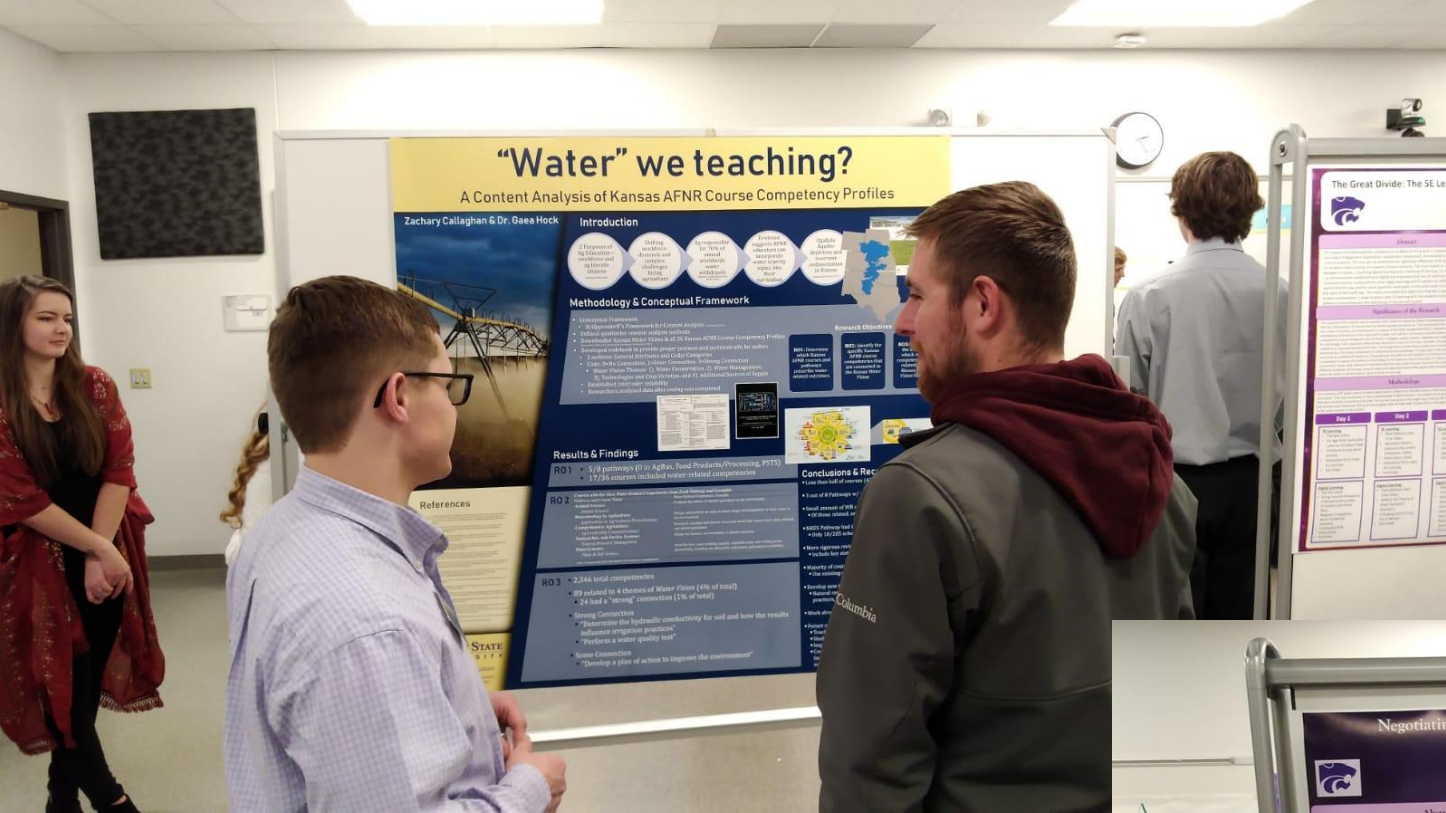
RESULTS

The results of the study showed that the students in Group 1 used the interactive visual aids more effectively than the students in Group 2. The students in Group 1 were able to develop higher level reasoning of processes in biological systems more effectively than the students in Group 2. The students in Group 1 were able to develop higher level reasoning of processes in biological systems more effectively than the students in Group 2.

CONCLUSIONS

The study showed that interactive visual aids are more effective than passive visual aids for developing higher level reasoning of processes in biological systems. The study also showed that interactive visual aids are more effective than passive visual aids for developing higher level reasoning of processes in biological systems.





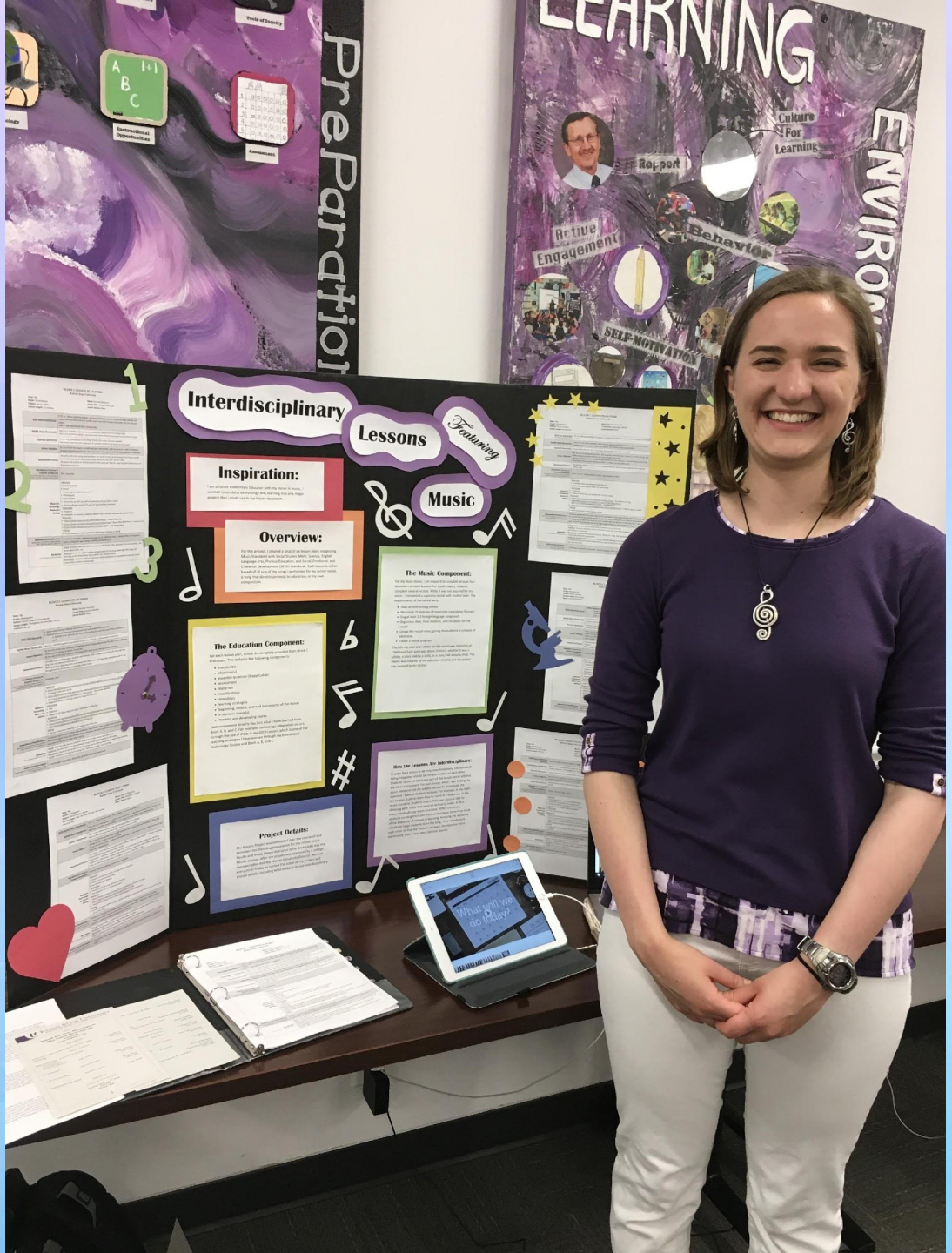
▸ What are creative endeavors?

Focus on developing an expressive, artistic, or unique way to approach a problem, issue, lesson/unit, or project

Examples:

Molly Morgan and **Christa Elliot** - Theater Production of "Where the Wild Things Are"

Robin Daniels, **Madeline Ebling**, and **Kaylee Gunzelman** - Konza Prairie Virtual Reality Game





What do I need to do to be involved in the RCAF?

- Have an interest in presenting something that you have investigated or participated in that is related to education
 - This is more than “a best lesson” – it is a thoughtful presentation of how the research/project has influenced your thinking and work as an educator
- Have a faculty sponsor – they will review your work before presenting
- Design a presentation (have something visual to talk about)
 - Poster, trifold, and/or objects
 - PowerPoint or other presentation platform (Slides, Sway, Smore, Spark)
- Sign-up and commit to present - <https://forms.gle/9qfP34qML2AJAv3w6>
- Present on Thursday, Dec. 2nd from 3:30-5 pm – in-person BH 119



"It's one thing to be a teacher. It's another thing to be a teacher leader. Teachers become leaders of other teachers by developing their own ideas through reflection and creativity, and by sharing what they learned. This fair gives our students an opportunity to see themselves as professionals with ideas and experiences worth sharing with their peers."

Dr. F. Todd Goodson

Chair of the Department of Curriculum & Instruction

What do I get out of presenting at the RCAF?

- The opportunity to reflect about your work as an educator
- Practice presenting (because teachers are constantly presenting)
- Development of teacher-leader skills
- A certificate of participation documenting your presentation
- A line on your resume that shows you presented at a poster session
 - As a student, you did something above and beyond your coursework as at K-State
- The opportunity to work with a faculty member outside of coursework

Format

Poster Session - in person BH 119

- Each presenter will have **a space to set up**
 - Have a **visual** – poster, trifold, objects, computer presentation
- Prepare a **3 minute summary** of your work - the “elevator speech” of your work
- People will visit your poster and talk with you - so you will use your elevator speech multiple times
- You are encouraged to check out other people’s presentations too

What should be included in presentation?

Research

- Background to inquiry
- Methods of inquiry
- Data/ Results
- Discussion
- Conclusion/ Implications

Creative Activities

- Rationale for topic
- Summary of topic
- Images
- Connection to education
- Implications for your work as an educator
- Examples of your work, or student work

Research and Creative Activities Fair

Questions? Contact Dr. Suzanne Porath sporath@ksu.edu



Research can be undertaken in any kind of environment, as long as you have the interest. I believe that true education means fostering the ability to be interested in something.

(Sumio Iijima)

izquotes.com



Research is formalized curiosity. It is poking and prying with a purpose. It is a seeking that he who wishes may know the cosmic secrets of the world and they that dwell therein.

(Zora Neale Hurston)

izquotes.com