

Beth A. Rogowsky, Ed.D.

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Education

Rutgers University , Newark, NJ Post-Doctoral Fellow, Center for Molecular and Behavioural Neuroscience	2010-2013
Wilkes University , Wilkes-Barre, PA Doctor of Education in Educational Leadership	2006-2010
Marygrove College , Detroit, MI Master in the Art of Teaching	2003-2004
Bloomsburg University of Pennsylvania , Bloomsburg, PA Master of Science in Instructional Technology	1997-2000
Bloomsburg University of Pennsylvania , Bloomsburg, PA Bachelor of Science in Secondary Education, English Language Arts	1992-1996

Current University Appointment

Associate Professor, Bloomsburg University of Pennsylvania	2018-Present
Assistant Professor, Bloomsburg University of Pennsylvania College of Education	2013-2018 Bloomsburg, PA

Teaching:

- Undergraduate courses taught: Teaching Reading-Birth through Kindergarten (ELEM ED.214), Principles of Teaching (ED FOUND.291), Teaching, Learning, & Assessment Development (PROFSTUD 301/501), Teaching Social Studies-Pre-K through Grade 4 (ELEM ED.336), Teaching Reading in the Content Areas: Grades 4-8 (ELEM ED.366), and Teaching Communication in the Secondary Schools (SECED.351)
- Graduate courses taught: Foundations of Teaching (SECED 530), Advanced Foundations of Education (ED FOUND.565), Research in Education (PROF STUDIES.591), and Educational Research & Writing (EDL.590)
- Academic advisor to 50 undergraduate students in the Early Childhood, Middle Level, and Secondary Education majors
- Fellow for the Student Success Collaborative pilot program (2015-2016) with the goal of increasing the university's freshmen retention rate.

Scholarship:

- Principal Investigator examining the effects of matching mode of instruction to individual students' learning styles; assessed 131 5th grade students' using three testing measures; analysed results and presented at national conventions
- Principal Investigator assessing the effects of playing computer games on the writing skills of middle schoolers (n = 80)
- Principal Investigator surveying the total population of undergraduates at a public and private university (n = 9,029) on the behaviors that warrant evaluating their professors poorly

Service:

- Serving the University as co-chair of the Faculty Professional Development Committee with prior service to the IRB Committee (3 terms), and Library Advisory Committee
- Serving the Department of Teaching and Learning as member of the Professional Development Committee with prior membership of the Search and Screen Committee, Promotion Committee, Curriculum Committee, and Recruitment and Retention Committee
- Serving the student body at large as advisor to the Bloomsburg University chapter of the Association for Middle Level Education (BU-AMLE) with past service as President and Public Relations officer for the Honor Society of Phi Kappa Phi
- Past service to the College of Education as the chairperson for the Professionalism Committee and member of the Dean Search committee (Spring 2019 and Fall 2019) and Pedagogical Advancement Committee
- Past service to the state of PA as member of the Executive Board of Directors of the Pennsylvania Association of College and Teacher Educators (PAC-TE) representing State Institutions

Past University Appointments

- Postdoctoral Fellow, Rutgers University** 2010-2013
Center for Molecular and Behavioral Neuroscience Newark, NJ
- Primary on-site investigator; oversaw research studies, undergraduate research assistants (n=9), study participants, and adherence to Institutional Review Board protocol
 - Conducted randomized control evaluation funded by the National Science Foundation to evaluate the effectiveness of computer-based interventions on college students' foundational cognitive and literacy skills, specifically ELLs and underrepresented minority students enrolled in STEM majors (n=110)
 - Co-Principal Investigator on funded study to investigate the electrophysiological (EEG) and behavioral differences in 121 participants' individual a) emotional reaction (positive or negative valence), b) ongoing attention, c) immediate comprehension, and d) 2-week retention of information after (1) listening to, (2) reading, (3) reading and listening simultaneously, or (4) interchangeably reading/listening to electronic text/digital audio recordings.
- **Adjunct Faculty, Wilkes University** 2011-2014
Department of Graduate Education Wilkes-Barre, PA
- Taught online graduate courses leading to a Master of Science degree in Middle Level Education: Teaching Adolescent Learners in the Middle School, Teaching Diverse Learners Using Inclusive Classroom Practices, Using Assessment to Guide Instruction, Adolescent Literature, Literary Forms and Text Structure, and Teaching and Evaluating Writing to Middle Level Learners I and II
- Fellow, National Science Foundation, Science of Learning Centers Program** 2010-2013
Temporal Dynamics of Learning Center, University of California, San Diego
- Principal Investigator on funded fMRI/aMEG study measuring the differences in metabolic brain activity during selective attention, discrimination, and temporal order auditory processing tasks
- Adjunct Faculty, Penn State University** 2006-2008
- Developed and taught two graduate courses: Teaching Writing and Traits of Writing
- Adjunct Faculty, Axia College of the University of Phoenix** 2006-2007
- Facilitated three online newsgroups for each section of COM 112 College Writing

Books

Oakley, B., **Rogowsky, B.**, Sejnowski, T. (2021). *Uncommon Sense Teaching: Practical Insights from Brain Science to Help Students Learn. Penguin Random House.*

Peer-Reviewed Publications

Rogowsky, B.A., Calhoun, B., & Tallal, P. (2020). Providing instruction based on students' learning style preference does not improve learning. *Frontiers in Psychology*.

Magni, K.S.* & **Rogowsky, B.A.** (2019), Too Much Technology? Too Soon to Tell-- An Examination of Technology Implementation. *PAECT: Technology Education Research Journal*.

Rogowsky, B.A., Terwilliger, C.C., Young, C.A., & Kribbs, E.E.* (2017). The effect of computer-assisted instruction on literacy and numeracy skills of preschoolers. *International Journal of Play*. doi: 10.1080/21594937.2017.1348324

Johnson, K.* & **Rogowsky, B.A.** (2017). Distance education vs. brick-and-mortar: An examination of perception and achievement. In S. Campbell & L. Hummel (Eds.), *PAECT: Technology Education Research Journal*, 1(1), 72-97.

Bolick, K.N.* & **Rogowsky, B.A.** (2016). Ability grouping is on the rise, but should it be? The effects of ability grouping in the elementary school. *Journal of Education and Human Development*, 5(2), 1-12. doi: 10.15640/jehd.v5n2ai

- Rogowsky, B.A.,** Calhoun, B., & Tallal, P. (2016). Does modality matter? The effects of reading, listening, and dual modality on comprehension. *Sage Open*, 1-9. doi: 10.1177/2158244016669550
- Kribbs, E.E.* & **Rogowsky, B.A.** (2016). A review of the effects of visual-spatial representations and heuristics on word problem solving in middle school mathematics. *International Journal of Research in Education and Science*, 2(1), 65-74.
- Rogowsky, B.A.,** Calhoun, B.M., & Tallal, P. (2015). Matching learning style to instructional method: Effects on comprehension. *Journal of Educational Psychology*, 107(1), 64-78. doi: 10.1037/a0037478
- Rogowsky, B.A.,** Papamichalis, P.,* Villa, L.,* Heim, S., & Tallal, P. (2013). Neuroplasticity-based cognitive and linguistic skills training improves reading and writing skills in college students. *Frontiers in Psychology*, 4(137), 1-11. doi: 10.3389/fpsyg.2013.00137

* denotes student author

Research Grants and Awards

- Pennsylvania Association of College and Teacher Educator’s Distinguished Research Award** 2018
- Provost’s Award for Excellence in Research, Bloomsburg University, \$1,000** 2016
- The Teaching and Learning Enhancement Center, Bloomsburg University, \$2,739** 2015
Teacher Scholar Grant:
Travel award to attend the 2015 Teaching Professor Conference, Atlanta, GA
- Rutgers University, \$25,000 (year 1), \$52, 292 (year 2)** 2014, 2015
Principal Investigator:
The Effects of Stimulus Modality on Comprehension in the K-12 Environment
- National Science Foundation, \$2,500** 2013
Collaborator:
Analysis of Research: Patterns of Neural Activity Generated by Attention, Sequencing, and Memory Tasks: A MEG Study
- Audible Corporation, \$257,000** 2012
Co-Principal Investigator:
Electrophysiological (EEG) and Behavioral Study Examining the Effects of Stimulus Modality (Reading or Listening) on Text Presentation in the Areas of Attention, Emotional Reaction, and Memory
- Rutgers University Brain Imaging Center, \$10,000** 2012
Principal Investigator:
fMRI Examination of the Differences in Metabolic Activity during Selective Attention, Discrimination, and Temporal Order Auditory Processing Tasks
- National Science Foundation, \$1,000** 2012
Collaborator:
Patterns of Neural Activity Generated by Attention, Sequencing, and Memory Tasks: A MEG Study
- National Science Foundation, \$1,000** 2011
Collaborator:
Analysis of Research: From the Laboratory to the Classroom
- Entertainment Software and Cognitive Neurotherapeutics Society, \$500** 2011
Travel Award
- Entertainment Software and Cognitive Neurotherapeutics Society, \$100, \$250** 2011, 2013
People’s Choice Poster Award

Media and Publications Featuring My Research

- Conover, A. (2020, November 5). Learning styles are a myth. [Tik Tok video—with over 650,000 views as of December 2, 2020]. Retrieved from <https://www.tiktok.com/@adamconover/video/6889633605228743942?lang=en>
- Heid, M. (2018, September). Are audiobooks as good for you as reading? Here's what experts say. *Time*. [Magazine]. Retrieved from <https://time.com/5388681/audiobooks-reading-books/> [time.com]
- Kaufmann, C. (2018, July 26). Little mean girls: Helping your daughter swim in those choppy social waters. *The Washington Post*. Retrieved from <https://www.washingtonpost.com/news/parenting/wp/2018/07/26/little-mean-girls-helping-your-daughter-swim-in-those-choppy-social-waters/?noredirect=on> [washingtonpost.com]
- Pandika, M. (2019, September 12). Does listening to audiobooks still count as reading? [Web log post]. Retrieved from <https://www.mic.com/p/does-listening-to-audiobooks-still-count-as-reading-18749319> [mic.com]
- Shaffer, L. (2020, December 2). Learning styles are more myth than reality. *Discover* [Magazine]. Retrieved from <https://www.discovermagazine.com/mind/learning-styles-are-more-myth-than-reality>
- Sidoni, J. (2019, March 27). Reading vs. listening: Does it matter? WNEP The News Station [Interview]. Retrieved from <https://www.wnep.com/article/news/local/columbia-county/reading-vs-listening-does-it-matter/523-f2446f57-e189-403c-8fb6-f73c5c1e52f1>

Speaking Engagements

Master Class on Effective Teaching

American Society for Engineering Education, virtual (co-presenter, 4 hr-long sessions each day) January 6 - 8, 2021

Finding Your Zen in the Classroom

American Middle Level Education National Conference, virtual October 24, 2020

Teaching Misbehaviors that Warrant Poor Student Evaluations

Association of Teacher Educators, Atlantic City, NJ February 18, 2020

Connecting Research to Practice

American Middle Level Education National Conference, Philadelphia, PA November 2, 2017

Collaborative Early Field Experiences Fuel Collegiate Middle Level Association Membership

American Middle Level Education National Conference, Philadelphia, PA November 7, 2017

From Novice to Expert—Modeling Scaffolded Reading Instruction Across the Content Areas

American Middle Level Education National Conference, Philadelphia, PA November 6, 2017

Learning Styles: A Disservice to Education

Research Presentation to Penn State Hazleton Faculty May 5, 2017

An Examination of Instructional Technology Use and Effectiveness at the Beginning and End of Formal Education

Technology Education Research Symposium, Bloomsburg, PA April 26, 2017

The Truth about “Auditory” and “Visual” Learning Styles

Research Presentation to Scientific Learning Annual Conference, San Diego, CA March 11, 2017

The Effect of Tech Time in Preschool: A Randomized Controlled Study

Society for Information Technology and Teacher Education (SITE), Austin, TX March 8, 2017

<i>First-Generation College Students: What to Expect, How to Help</i>	
Practitioner-Based Presentation to Bloomsburg University Staff and Faculty	January 26, 2017
<i>The Effect of Teaching Misbehaviors on Faculty Evaluations</i>	
PA Association of Colleges and Teacher Educators Annual Conference, Harrisburg, PA	October 27, 2016
<i>Learning Styles Hurt Learning</i>	
Research Webinar for the Society of Neuroscience via Brainfacts.org	October 17, 2016
<i>Computer Assisted Instruction with E-Tablets Improve Preschool Literacy and Numeracy Scores</i>	
International Society for Technology in Education (ISTE) Conference, Denver, CO	June 29, 2016
<i>The Value and Effectiveness of a Technology Enhanced Curriculum</i> (invited speaker)	
Kiddie Academy Annual Conference, Scottsdale, AZ	June 11, 2016
<i>A Culture of “Smart” Learners: Using Interactive Technology to Get Preschoolers Kindergarten Ready</i>	
7 th Annual Syracuse, Penn State, and Bloomsburg Universities Regional Mini-Conference on Play, Child Development, and Early Education, Bloomsburg University of PA	April 29, 2016
<i>Professors Behaving Badly: How to Stop Setting Ourselves Up for Failure</i>	
TALE Center Seminar, Bloomsburg University of PA	February 11, 2016
<i>The Effect of Learning Styles on Learning</i> (invited speaker)	
Temporal Dynamics of Learning Annual Meeting, University of California, San Diego, CA	January 23, 2016
<i>Is Listening to Audiobooks Really the Same as Reading?</i>	
National Council of Teachers of English Annual Convention, Minneapolis, MN	November 20, 2015
<i>Empirical Evidence Disputes Learning Style Theory</i>	
European Conference on Education, Brighton, England	July 5, 2015
<i>Technology in an Early Learning Program</i> (invited speaker)	
Kiddie Academy Annual Conference, Naples, FL	June 27, 2015
<i>Does Learning Style Really Matter?</i> (invited speaker)	
Issues in Education Forum Series, Wilkes University, Wilkes-Barre, PA	March 19, 2015
<i>Learning Styles</i> (invited speaker)	
Temporal Dynamics of Learning Annual Meeting, University of California, San Diego, CA	February 28, 2015
<i>Video Games Improve College Students’ Writing Skills</i>	
Association of Teacher Educators Annual Conference, Phoenix, AZ	February 15, 2015
<i>Learning Styles: Are They Out of Fashion?</i>	
American Middle Level Education National Conference, Nashville, TN	November 6, 2014
<i>Strong as Steel</i>	
PASSHE Women’s Consortium Conference, Bloomsburg University, Bloomsburg, PA	September 25, 2014
<i>Learning Styles Have Nothing to Do with Learning</i> (invited speaker)	
Fall Faculty Lecture Series, Bloomsburg University, Bloomsburg, PA	September 16, 2014
<i>Getting on the Ladder</i> (invited speaker)	
Upward Bound TRIO Summer Banquet, Bloomsburg University, Bloomsburg, PA	July 31, 2014
<i>The Effect of Listening vs. Reading Comprehension on Immediate and Long-Term Retention</i>	
American Educational Research Association Annual Meeting, Philadelphia, PA	April 4, 2014
<i>ACEing Writing</i>	
American Middle Level Education National Conference, Minneapolis, MN	November 8, 2013
<i>Improving Writing through Educational Gaming</i>	
American Middle Level Education National Conference, Minneapolis, MN	November 7, 2013
<i>Executive Function: Research and Intervention for School-Aged Children</i> (invited speaker)	
Johns Hopkins University Summit in collaboration with the Learning and the Brain Conference	May 2, 2013

- Learning to Write...Writing to Learn*** (guest lecturer)
Johns Hopkins University, Baltimore, MD April 8, 2013
- Learning to Read...Reading to Learn*** (guest lecturer)
Bloomsburg University, Bloomsburg, PA February 22, 2013
- Investigating 21st Century Literacies: Supporting Literacy Practices through Computer-Based Instruction***
Literacy Research Association Annual Conference, San Diego, CA November 30, 2012
- Magnetoencephalography (MEG) to Measure Attention, Discrimination, and Sequencing***
Temporal Dynamics of Learning Summer Institute, University of California, San Diego, CA August 18, 2012
- Latest Developments in Language Acquisition*** (invited speaker)
King-Chavez Learning Conference, San Diego, CA August 14, 2012
- The Science of Learning*** (guest lecturer)
Towson University, Towson, MD June 6, 2012
- Translating Scientific and Technological Advances from the Laboratory to the Classroom***
AERA annual conference, Vancouver, BC April 15, 2012
- Computer-Based Cognitive Skills Training Improves Students' Writing Skills*** (invited speaker)
Scientific Learning Visionary Conference, San Diego, CA March 17, 2012
- Student Commencement*** (invited speaker)
Wilkes University, Wilkes-Barre, PA September 11, 2010
- Brain Fitness and Technology***
Pennsylvania Middle School Association Conference, State College, PA March 2, 2010
- Upward Mobility*** (invited speaker)
Upward Bound TRIO 35th Anniversary Banquet, Bloomsburg University, PA August 1, 2008
- ACES—A Simple, Scaffolded Writing Strategy***
Pennsylvania Middle School Association Conference, State College, PA March 17, 2008
- Collaborating to Create a Learner-Centered Classroom*** (workshop presenter)
Pittsburgh Public Schools Summer Institute, Pittsburgh, PA June 25, 2003
- Cooperative Learning Structures*** (workshop presenter)
PA Regional Middle Level Conference, Fairfield, PA October 9, 2000
Bloomsburg University Literacy and Learning Conference October 13, 2000

Peer Reviewed Poster Presentations

- Research Matters—Let Learning Styles Go: Results from an Empirical Investigation with Middle Schoolers***
American Educational Research Association Annual Meeting, Toronto, Canada April 8, 2019
- Numeracy and Literacy Gains for Preschoolers Using Computer-Based Instruction***
PA Association of Colleges and Teacher Educators Annual Conference, Harrisburg, PA October 29, 2015
- Learning Styles: Are They Out of Fashion?!?***
Learning and the Brain Conference, New York, NY May 9, 2014
- Computer-Based Cognitive Training Improves College Students' Attention: A Longitudinal Study***
Cognitive Neuroscience Society Meeting, San Francisco, CA April 15, 2013
- Neuroplastic Brain Fitness Exercises Improve College Students' Attention: A Longitudinal Study***
Entertainment Software and Cognitive Neurotherapeutics Society Meeting, USC, Los Angeles, CA March 17, 2013
- aMEG Studies of the Temporal Dynamics of Auditory Processing***
Temporal Dynamics of Learning Center Annual Meeting, University of California, San Diego, CA February 8, 2013

Computer-Based Cognitive and Literacy Skills Training Improves College Students' Writing Skills

San Diego Consortium for Developmental Cognitive Neuroscience November 29, 2012
National Science Foundation Annual Meeting, Arlington, VA December 5, 2011
Neuroscience Symposium, Rutgers University, Newark, NJ November 7, 2011

Neuroplasticity-Based Training in Executive Function and Receptive Language Skills Improve Students' Writing Skills

Entertainment Software and Cognitive Neurotherapeutics Society Meeting, San Francisco, CA September 19, 2011
International Mind, Brain, and Education Society's Annual Conference, San Diego, CA June 3, 2011

Neuroplastic Brain Fitness Exercises Improve College Students' Attention

Temporal Dynamics of Learning Center Annual Meeting, University of California, San Diego, CA January 29, 2011

Neuroplastic Brain Fitness Exercises Improve 6th Grade Students' Writing Skills

National Science Foundation Annual Meeting, Arlington, VA October 14, 2010

Past and Current Memberships in Professional Societies

American Association of Colleges for Teacher Education (AACTE)
American Educational Research Association (AERA)
American Middle Level Education Association (AMLE)
Association for Teacher Educators (ATE)
Cognitive Neuroscience Society (CNS)
Entertainment Software and Cognitive Neurotherapeutics Society (ESCONS)
Honor Society of Phi Kappa Phi
International Mind, Brain, and Education Society (IMBES)
International Society for Technology in Education (ISTE)
International Honor Society in Education of Kappa Delta Pi
Literacy Research Association (LRA)
National Council of Teachers of English (NCTE)
New York Academy of Sciences (NYAS)
Pennsylvania Association of Colleges and Teacher Educators (PAC-TE)
Pennsylvania Association for Educational Communications and Technology (PAECT)
Society for Information Technology and Teacher Education (SITE)

State Certifications

Pennsylvania

Assistant District Superintendent
Director of Curriculum and Instruction
Principal K-12
Instructional II certification in English (7-12)

Maryland

Administrator I
Advanced Professional certification in English (7-12)

K-12 Administrative Experiences

Wilkes University, Bloomsburg University, and Danville Area School District

2008-2010

Intern to the Superintendent

- Assisted with the implementation and monitoring of the district-wide Learning Focused School's improvement initiative
- Followed and analyzed the development of Professional Learning Communities across four elementary schools; regularly presented findings to teachers, administrators, and the School Board
- Oversaw the monthly progress of the district's 1st year teachers' induction program
- Attended and presented at bi-weekly School Board meetings to gain a global perspective of the district

Intern to the Director of Student Support Services

- Worked with the core administrative team orchestrating the development of the district's K-8 framework for Response to Intervention (RtI)

Intern to Secondary and Elementary Principals

- Coordinated middle and high school launch of PBIS at the secondary level
- Analyzed benchmark assessments district-wide to group students for remediation prior to state-wide testing
- Developed and delivered ongoing professional development workshops on teaching writing across the curriculum, *Reading Apprenticeship* strategies, differentiation, and neuroeducation

Public Education Work History

Danville Area School District

Danville, PA

8th grade English and 7th grade Language Arts Teacher

1996-2002, 2003-2010

- Created a scaffolded writing strategy (ACES) and provided ongoing school-wide professional development in writing across the curriculum
- Provided training on literacy interventions to content area teachers and paraprofessionals
- Developed standards-based curriculum appropriate to the implementation of block scheduling
- Sent monthly newsletters and weekly emails to parents in order to improve parent-teacher collaboration
- Utilized *Learning Focused Schools* and *Reading Apprenticeship* strategies to increase student achievement
- Incorporated the *Read Naturally* program into 7th and 8th grade curricula as tier 2 Response to Intervention
- Coordinated the district's K-8 literacy intervention program; designed and completed randomized control study of the efficiency of supplemental computer-based instruction on students' writing

Student Assistant Team Member

1997-2010

- Assisted with early identification and intervention of middle school students to prevent at-risk behaviors

Cooperative Teacher in Partnership with Bloomsburg University of Pennsylvania

1999-2009

- Mentored 9 student teachers
- Developed co-journaling project to promote their self-reflection and professional growth

National Junior Honor Society Advisor

2005-2008

After-School Literacy Tutor

2004-2006

- Tutored at-risk 6th grade students' vocabulary, comprehension, fluency, listening, and writing skills

Danville Middle School Forensic Team Director

1997-1999

Dundalk Middle School

Baltimore, MD

8th grade English and Reading Teacher

2002-2003

- Differentiated established curriculum to meet the needs of urban students in a Title 1 school

Other Professional Experiences

Kiddie Academy

2014-Present

Curriculum Advisory Board Member

- 1 of 4 board members of the leading national franchise of educational childcare with over 200 academies serving over 30,000 children yearly
- Reviewing early childhood curriculum and providing written feedback on the developmental appropriateness and feasibility of language and literacy related activities

Sally Ride Science

2013-2015

Curriculum Consultant

- Developed "Write Like a Scientist" writing curriculum and professional development for science, technology, engineering, and math students in grades 3-8
- Deliverables included teacher guides with an explanation of the ACES writing strategy, grading rubrics, example writing prompts and scaffolds

American Education Research Association (AERA) Annual Conference

2013

Reviewer of Literacy and Neuro-Education submissions

Pennsylvania Department of Education

2011-2013

Pennsylvania State Standardized Assessment Validation Committee member

- Annually review Reading and Writing Assessment items for content, grade, and rigor alignment; bias; and universal and technical design; developed recommendations for cut scores (basic, proficient, and advanced)

National Science Foundation, Inter-Science of Learning Centers Conference

2012

Reviewer

Upward Bound at Bloomsburg University

Academic Advisor

2005-2006

- Led weekly meetings providing college planning and SAT tutoring to area high school students

Writing Instructor

Summer 2000

Advisor of Departmental Graduate Papers

- Barbosa-Centeno, X. (2015). *Social and educational experiences that effect the interest of Latino students towards the education profession*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Barchik, B. (2018). *The impact of leadership on multi-tiered systems of support*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Bodnar, T. (2016). *The effectiveness of bullying prevention programs on the incidences of violence in schools*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Bolick, K. (2016). *The effectiveness of ability grouping on students in grades K-6*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Bonsell, E. L. (2018). *The impact of ability grouping on elementary students' achievement*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Cantore, A. (2018). *The effectiveness of explicit systematic phonics instruction on struggling readers in grades K-2*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Capparell, N. (2017). *Developmental delays in infants and toddlers*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Cashman, R. (2016). *The effect advanced placement coursework has on college preparedness*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- De Bree, K. (2018). *The effects of parent involvement on literacy skills for emergent low-income, elementary students*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Derr, C. (2016). *The effects of social conversation and peer interaction interventions on children with autism spectrum disorder*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Doak, B. (2016). *The effects of home environmental factors on children's literacy achievement, ages five and younger*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Dunn, C. (2018). *The relationship of student achievement and school budget reform*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Dunnigan, N. (2017). *The effects of providing students with lecture notes or requiring them to take their own*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Edwards, S. (2018). *The usefulness of authentic learning for today's youth*. Bloomsburg University of PA, Bloomsburg, PA.
- Fetterolf, B. (2016). *The effect of word study as a spelling strategy*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Fowler, R. (2017). *The effects of delayed entry and early retention on kindergarten aged children*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Gallagher, M. (2016). *The relationship between children and student academic performance in elementary public schools*. Bloomsburg University of PA, Bloomsburg, PA.
- Guffey, A. (2017). *The effects of child care on the socioemotional and academic development of children*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.

- Hauck, E. (2017). *The discipline gap in elementary schools: A review of causes; factors, contributions to the achievement gap, and proposed solutions*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Hausserner, J. (2015). *The effect of animal therapy in the Autistic classroom*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Healy, A. (2016). *The effectiveness of dynamic assessment on second language acquisition*. (Graduate departmental papers). Bloomsburg University of PA, Bloomsburg, PA.
- James, M. (2018). *The effectiveness of oral and silent reading on intermediate school students' comprehension*. (Graduate departmental papers). Bloomsburg University of PA, Bloomsburg, PA.
- Jenkins, E. (2017). *Effective reading comprehension strategies at the middle level*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Johnson, J. (2018). *Student struggles in the foreign language classroom*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Johnson, K. (2016). *The effectiveness of online courses compared to traditional face-to-face courses*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Kramer, K. (2017). *The effect of mobile technology in second language acquisition*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Kribbs, E. (2015). *The effects of visual-spatial representations and heuristics on word problem solving*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Liddic, C. (2016). *The effectiveness of high-stakes tests that are administered to students between third and twelfth grade in public schools*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Long, B. (2015). *The effect of teacher gender on student outcomes*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Maughan, E. (2017). *Breakfast and its effect on academic performance*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- McConnell, T. (2016). *The benefits of later school start times for high schools*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Momenzadeh, J. (2016). *To cheat or not to cheat: Understanding academic dishonesty*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Munyat, M. (2016). *The effect of early childhood education on emergent literacy*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Page, D. (2015). *Cyber school: Its effectiveness and desirability*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Perles, B. (2015). *The effectiveness of classroom discourse for student outcomes*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Rebovich, K. (2016). *The effects of computer-based and teacher-led fluency interventions for at risk K-8 students*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Romine, M. (2016). *Effectiveness of paraprofessionals in inclusion classrooms k-12: as directed by the supervising teacher*. (Graduate departmental paper). (Bloomsburg University of PA, Bloomsburg, PA).
- Schirer, A. (2015). *The impact of using play therapy in school districts*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.
- Scully, P. (2018). *Factors impacting involvement at the elementary level*. (Graduate departmental paper). Bloomsburg University of PA, Bloomsburg, PA.

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