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Abstract: This document presents the proceedings of an annual educational research forum held at Wake Forest University (Winston-Salem, North Carolina) on December 10, 2003. A table of contents and 31 research studies of high school teaching are included. The following studies are included: (1) No, Seriously: Humor Use by High School Social Studies Teachers (Scott Abbott); (2) The Relationship of Teacher Generated Lecture Questions, Lab Questions, Test Questions, and Student Achievement (Christopher Bennett); (3) Warring in the Classroom: How Secondary Social Studies Teachers Addressed the Controversial War on Iraq (Ericka Blackstone); (4) An Investigation of In-Class Occupational Education and Its Effects on Student Perception and Interest in the Field of Science (Kelly D. Brooks); (5) But Why? A Study of High School Mathematics Student's Reasoning Skills with Technology (Stefanie E. Buckner); (6) The Effect of Content Based Writing on Students' Achievement in Pre-Calculus (Crystal Chappell); (7) Teacher-Student Interaction before and Immediately after the Bell in Secondary English Classrooms (Elizabeth Cho); (8) Effective Teaching Strategies in Foreign Language Classes on the Block (Manda Kalvestrand Clancy); (9) Methods High School English Teachers Use to Correct Student Responses (Courtney J. Conanan); (10) The Relationship between Students' Educational Background and Environmental Attitude (Carol M. Curran); (11) The Effect of Ability Grouping on Student Attitudes and Achievement in Science Labs (Emily Farrar); (12) Does the Integration of Concept Map Activities Affect Student Achievement? (Erika Gibson); (13) Methods Used in Classroom Management: Are They Effective? (Erica Kirsten Glaeser); (14) A Study of the Relationship between Religious Beliefs and Confidence in the Theory of Evolution in High School Students and Their Science Teachers' Culturally Sensitive Instructional Responses (Beth Cauble Gross); (15) Oral Proficiency and Error Correction in the High School Spanish Program (Kristin J. Johnson); (16) How Teachers Phrase Discussion Questions (Kathryn Klein); (17) Effective Instructional Methods in Relation to Negative Learning Instances in the English Classroom (Rebecca F. Maier); (18) Anxiety in the Secondary Foreign Language Class (Laurel McKnight); (19) Cooperative Learning in the Mathematics Classroom (Wayne F. Miller); (20) The Effect of Mythic-Archetypal Criticism on Student Response in the English Classroom (Katie M. Moore); (21) Differentiating Questioning Techniques in Social Studies for Regular and Advanced Classrooms (Nancy Snipes Mosley); (22) How Do

Teachers Use Hands-On Materials in the Geometry Classroom? (Jessica Munley); (23) Student Gender and English Class Participation (Rebecca Nunan); (24) Teachers' Choice: Factors that Influence the Decisions about Teaching Christianity in World History (Karissa A. Piper); (25) Wrong Answers and Raised Hands: The Relationship between Teacher Responses to Wrong Answers and Class Participation (Anna H. Shirley); (26) Effect of Instructional Communication Style on Learning and Attitude in Math Classes (Tracey Siler); (27) The Integration of the Communities Standard in Secondary Level Spanish Instruction (Katherine E. Sinal); (28) Examining English Teachers' Questions (Mary Stokes); (29) Teacher Responses and Student Reactions to the Usage of Non-Standard Oral Language in the English Classroom (Kiron Terrell); (30) The Effect of Problem-Based versus Step-by-Step Laboratory Experiments on the Achievement and Attitudes of Honors and Standard High School Chemistry Students (Jennifer Whelan); and (31) Character Education in the Social Studies Classroom (Cristofer C-J Wiley). Each study contains literature review, methodology, results, conclusions, and references. [Abstract modified to meet ERIC guidelines. For the 2002 proceedings, see ED489980. For the 2004 proceedings, see ED489982.]

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