

Fall Undergraduate Research Conference 2020

ADDENDUM 1

Tuesday, Nov. 10, 2020

Room C

Time: 8:20 – 8:30

Presenter: Alexa Boudreaux; *Early Childhood Education*

Title: ***Emotional Rollercoaster***

Advisor/Faculty Mentor: Christine Briggs

School: University of Louisiana at Lafayette

Abstract:

This project is based off a guideline that has been introduced since the start of the COVID-19 pandemic. This is social distancing. Social distancing is something that is hard for adults to understand and follow, let alone kindergarten children. Children at the age of 5 or 6, do not fully comprehend the meaning of space and what a distance of 6 feet is. Because of this, having to stay away from their friends and their teacher at school may make them feel sad or upset. In this project, the researcher will be observing one child on their behavior as a result of social distancing. The highest child will be chosen, based off of anecdotal notes and informal observations. The researcher will take notes using an observation checklist, on if they are participating in class or if they are crying at all throughout the day, and a few other things. The researcher will also ask them questions using a survey, such as, how are you feeling? The researcher will conclude the project by analyzing the data to determine if the children are feeling sad or upset as a result of having to social distance.

Time: 8:35 – 8:45

Presenter: Jessica Miller; *Middle School Science Education*

Title: ***Extraordinary Claims Require Extraordinary Evidence***

Advisor/Faculty Mentor: Christine Briggs

School: University of Louisiana at Lafayette

Abstract:

The first activity was a scaffolded CER that provided the claim for them and had options to choose from as evidence, some of which supported the claim and some of which did not. The students had to provide their own reasoning. The second CER activity for the week was completely un-scaffolded and they had to produce their own claim, evidence, and reasoning. Their scores on the un-scaffolded CER were tracked each week to determine if there was an increase or decrease in mastery. After six un-scaffolded activities, the students were given the CER post-test to see if there was a change in their mastery of the subject. All data was then analyzed to determine if the scaffolded CER activities had any impact on the un-scaffolded CER activities and if there was an increase in the students' scientific argumentation skills.