Texas Christian University

College of Education

Research & Pedagogy Festival 2026

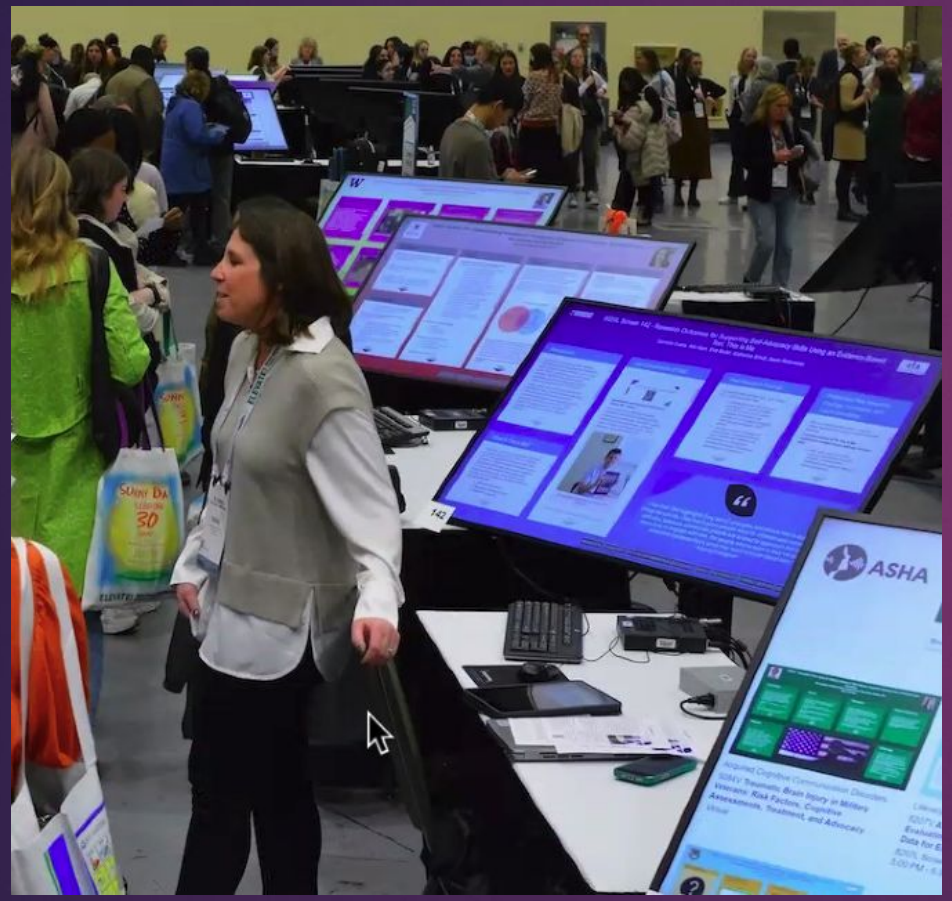
Informational Session

Attendance Link

Research and Pedagogy Festival Overview


TCU
Perception and Attitudes of Music Education Students in Popular Music Education
Topy Nguyen, MME Music Education, Texas Christian University
Purpose
Popular Music Defined
Method
Suggested Reading


TCU
TCU


ASHA

1. What constitutes research? What constitutes pedagogy?

Research presentations involve a completed study that use qualitative, mixed-method, or quantitative methodology to describe and explain a phenomenon or practice related to education and/or counseling.

Research example:

One student researcher analyzed student products (e.g., lab notebooks, tests, reflective journals) to describe learning progressions for student understanding of chemical reactions of nitrogen and nuclear processes and examined whether there was consistency in scientific reasoning between the two distinct conceptual areas.

Pedagogy/Practice presentations may be considered "phase 1 research" and tend to be more practitioner-based. A formal study has not necessarily been conducted, but the relevant literature has been thoroughly examined to develop implications or an innovative practice (literature-based) has been attempted by the student researcher in the field.

Pedagogy/Practice example:

One student researcher conducted an extensive literature review to identify common themes in the professional literature and examine various codes of ethics for counselors; she used this data to develop considerations for ethical practice of online therapy.

Previous Project Titles

- Keyed In: Exploring Educators' Views on Keyboarding Abilities and Writing Composition in Elementary School
- Autism and De-escalating Behaviors
- Facilitating Trust Between Families and Teachers Through the IEP Process
- "I Love Recess!" How Elementary Students Perceive Recess
- The Impact of Technology on Literacy Development of Culturally and Linguistically Diverse Students
- Music and Play Pedagogies: Application in Neurodivergent Classrooms
- Writing and AI: The Impact of Recursive Development in Grades 9-12

What do you wonder about in education?

What pedagogy and/or research would be something that you would like to learn more about and share with others to improve education or enrich the lives of others?

The College of Education proudly recognizes the outstanding scholarship and innovation showcased at the 2025 Research & Pedagogy Festival. Congratulations to this year's award winners:

- **Undergraduate Division:** Benjamin Messina (Advisor: Dr. Kelcia Righton)
  Bridging the Gap: Disparities in Secondary Demographics and Advanced Class Enrollment
- **Graduate Division:** Elle McCartt (Advisor: Dr. Audrey Sorrells)
  Enhancing Oral Reading Fluency: The Impact of Cold and Hot Reads on Student Progress
- **Doctoral Division:** Stephanie Wallace (Advisor: Dr. Hayat Hokayem)
  The Role of Gestures in an Anatomy and Physiology Course
- **People's Choice Award:** Camila Padilla, Master's Candidate (Advisor: Dr. Sarah Quebec-Fuentes)
  Building Early Algebra Skills Through Number Talks: Enhancing Algebraic Thinking in Fifth-Grade Students

Interventions to Improve Self-Regulation in Students with ADHD

Isabella Zindel, B.S. Early Childhood Education
Caitlyn Kile, B.S. Early Childhood Education
Faculty Advisor: Michael Faggella-Luby, Texas Christian University

Background: Over the last decade ADHD diagnoses have increased significantly. These students typically remain in General Education classrooms and face challenges in self-regulation across academic settings. A well-structured, developmentally appropriate classroom is essential for learning and therefore suggests that classroom design keeping ADHD in mind can better support students' needs.

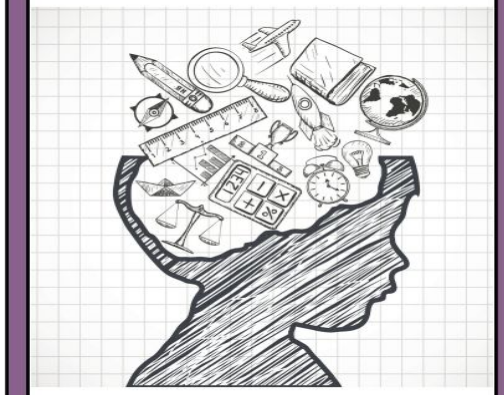
Purpose: In this study we explore effective interventions for ADHD self-regulation, identify strategies for use in future classrooms, and provide practical insights for general education teachers to improve academic support for students with ADHD.

Guiding Question: What are the most effective interventions to support self-regulation in students with ADHD in general education classrooms?

Methods:

- Conducted a literature review using **Google Scholar & TCU Library Database**.
- Focused on key topics:
  - Atypical frontal brain activity & academic performance.
  - Attention-control & emotional regulation.
  - Self-Monitoring interventions
- Identified best-practice strategies for classroom implementation.

Limitations: Our research has been gathered from a sample of articles and does not provide an exhaustive review of all the literature out there about ADHD students. The studies also were conformed to specific grade-levels in comparison to an K-6 overview. It is also important to note that we focused specifically on hyperactive ADHD and our selected articles approach more or all types.



Literature Review:

- This article looks over the neuropsychological effects of a self monitoring intervention created to address ADHD symptoms in children, illuminating the potential benefits for increasing attention and self regulation. (Sluiter, Groen, de Jonge, & Tucha, 2020)
- In this article the author addresses the various self-regulation interventions that children with ADHD can refer to and weighs the benefits and challenges of implementing these strategies in the classroom. (Reid, Trout & Schartz, 2005)
- Through this article we review the use of Universal Design for Learning (UDL) in the classroom for children with ADHD, focusing on the fact that flexible teaching strategies can improve engagement, remove barriers to learning and back the diverse needs of each student with ADHD. (Frolli, Cerciello, Esposito, Ricci, Laccone, & Bisogni, 2023)

Recommendations:

- Carefully evaluate students' executive functioning skills (planning, self-monitoring, organization, inhibition) and find ways to break down tasks to be more specific, shortened, and manageable.
- Use audible cues through a bell, ringer, or specific sound in consistent intervals to remind students to self-evaluate and independently work through the process of determining whether or not they are behaving and working appropriately.
- Consider the Universal Design for Learning
- Personalize interventions based on the specific struggles presented by each individual learner.

Interview Results:

- Teachers notice that various students are diagnosed with ADHD, but they interact differently than one another during the school day. Teachers struggle with how to accommodate each student independently during large group instruction without taking away from class time.
- Students are expected to act how a typical student acts with a barrier placed in front of them and students receive different treatment based on the teacher. There is no uniform model or routine between the grade levels, just what the teacher implements in their own classroom.
- Many teachers rely heavily on their students being medicated, but should have inclusive interventions for students who do not have access. These will help students stay on task with less frequent outbursts and ultimately helping the class community run smoother.

References:

Baving, L., Laucht, M., & Schmidt, M. H. (1999). Atypical frontal brain activation in ADHD: Preschool and elementary school boys and girls. *Journal of the American Academy of Child & Adolescent Psychiatry*, *38*(11), 1363–1371. https://doi.org/10.1097/00004583-199911000-00010

Daley, D., & Birchwood, J. (2010). ADHD and academic performance: Why does ADHD impact on academic performance and what can be done to support ADHD children in the classroom? *Child: Care, Health and Development*, *36*(4), 455–464. https://doi.org/10.1111/j.1365-2214.2009.01046.x

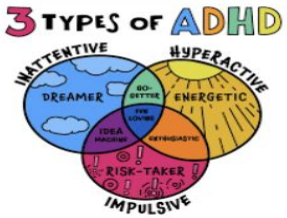
Frolli, A., Cerciello, F., Esposito, C., Ricci, M. C., Laccone, R. P., & Bisogni, F. (2023). Universal Design for Learning for Children with ADHD. *Children*, *10*(8), 1350. https://doi.org/10.3390/children10081350

Gaastra, G. F., Groen, Y., Tucha, L., & Tucha, O. (2016). The effects of classroom interventions on off-task and disruptive classroom behavior in children with symptoms of attention-deficit/hyperactivity disorder: A meta-analytic review. *PloS one*, *11*(2), e0148841. https://journals.plos.org/plosone/article?id=10.1371/journal.pone.0148841

Hwang, S., White, S. F., Nolan, Z. T., Williams, W. C., Sinclair, S., & Blair, R. J. R. (2015). Executive attention control and emotional responding in attention-deficit/hyperactivity disorder—A functional MRI study. *NeuroImage: Clinical*, *9*, 545-554. https://doi.org/10.1016/j.nicl.2015.10.005

Reid, R., Trout, A. L., & Schartz, M. (2005). Self-regulation interventions for children with attention deficit/hyperactivity disorder. *Exceptional Children*, *71*(4), 361. https://www.proquest.com/scholarly-journals/self-regulation-interventions-children-with/docview/201228664/se-2

Sluiter, M. N., Groen, Y., de Jonge, P., & Tucha, O. (2020). Exploring neuropsychological effects of a self-monitoring intervention for ADHD symptoms in school. *Applied Neuropsychology: Child*, *9*(3), 246–258. https://doi.org/10.1080/21622965.2019.1575218



Deepfake Cyberbullying:
The Psychological Toll on Students and Institutional Challenges of AI-Driven Harassment

Sergio Alexander, Ed.D. Student
Faculty Mentor:
Dr. Ashley Tull

ABSTRACT

Deepfake technology, once associated with entertainment and political disinformation, has emerged as a dangerous tool for cyberbullying in educational settings. By creating hyper-realistic but fabricated videos, perpetrators can manipulate a student's likeness, leading to severe emotional trauma, reputational damage, and legal ambiguity. Unlike traditional cyberbullying, deepfakes introduce unprecedented challenges in detection, policy enforcement, and psychological impact. This research examines real-world case studies, the psychological toll on victims, and the institutional challenges of combating deepfake bullying. The study proposes AI-driven detection tools, media literacy education, and policy reforms to mitigate the harm caused by deepfake harassment in schools.

INTRODUCTION

What is Deepfake Cyberbullying?

Deepfake technology enables the creation of AI-generated fabricated videos that realistically depict individuals in false scenarios. While initially developed for entertainment and political disinformation, deepfakes have now emerged as a cyberbullying weapon in educational settings.

Why Does This Matter?

Unlike traditional cyberbullying, deepfakes distort reality itself, leading to severe emotional trauma, reputational damage, and institutional challenges in detection and prevention. Schools face legal and ethical dilemmas when addressing deepfake-related harassment.

RESEARCH QUESTIONS

1.How does deepfake cyberbullying impact adolescent mental health and social identity?

2.What are the key institutional and legal barriers in addressing deepfake harassment in schools?

3.What AI-driven and policy-based solutions can mitigate the harm of deepfake cyberbullying?

METHODS AND APPROACH

This research employs a mixed-methods approach to understand and address the impact of deepfake cyberbullying in educational settings. The study combines qualitative analysis of real-world cases, a review of current legal frameworks, and the exploration of technological solutions.

Case Study Analysis:

Two high-profile case studies were analyzed:

1.The Pennsylvania Cheerleader Incident (2021) - Examined the legal and psychological effects of deepfake bullying on victims.

2.The Beverly Hills Middle School Scandal (2024) - Focused on the institutional response and challenges schools face when deepfake content goes viral.

Technological and Legal Review:

AI-Driven Detection Tools: The study explored emerging technologies like deepfake detection algorithms and their potential to identify manipulated content in educational environments.

Legal Analysis: A review of current cyberbullying laws and school policies was conducted to pinpoint the gaps in addressing AI-generated harassment. Special attention was given to legal precedents like Tinker v. Des Moines and recent cases involving deepfake-related incidents.

Policy Recommendations:

The research culminates in the proposal of specific policy updates for schools, including the integration of AI-based detection tools, digital literacy education, and mental health support systems tailored to victims of deepfake harassment.

Results & Key Findings

The analysis of deepfake cyberbullying in schools revealed three major findings that highlight the severity of the issue and the urgent need for institutional action:

1. Psychological and Social Consequences Are Severe

- Victims of deepfake cyberbullying experience heightened levels of anxiety, depression, and social withdrawal due to the hyper-realistic nature of the fabricated content.
- Unlike traditional cyberbullying, deepfakes create a false reality, making it extremely difficult for victims to defend themselves or rebuild their reputations.
- In the Beverly Hills Middle School case, victims refused to return to school after their deepfake images were widely shared, demonstrating the long-term psychological toll.

2. Institutional Responses Are Slow and Ineffective

- Schools struggle to respond effectively due to legal ambiguities surrounding deepfake harassment, particularly when content is created off-campus.
- Most school cyberbullying policies do not explicitly address deepfakes, leaving administrators with no clear course of action.
- Case Study Insight: In the Pennsylvania Cheerleader case, law enforcement intervened, but the school had no formal guidelines to handle AI-generated bullying.

3. Existing AI Detection Tools Have Promise, But Need Implementation

·AI-based deepfake detection tools, such as Deepware Scanner and Sensity AI, have been successful in identifying manipulated videos in controlled settings.

·However, schools lack access to these technologies, and implementation is cost-prohibitive without institutional or governmental support.

·A policy shift is needed to integrate AI-driven detection and media literacy programs in schools.

Conclusions & Future Research

Deepfake cyberbullying represents a critical and rapidly evolving challenge in educational settings, with severe psychological, social, and institutional implications. Unlike traditional forms of harassment, deepfake technology manipulates reality itself, making it difficult for victims to refute false narratives. This study has highlighted three major takeaways:

1.**The psychological toll of deepfake cyberbullying is severe** – Victims experience anxiety, depression, social isolation, and reputational damage due to the hyper-realistic nature of manipulated media. Schools are ill-equipped to provide adequate mental health support for these cases.

2.**Legal and institutional frameworks are outdated** – Many school policies do not explicitly address deepfake-related bullying, leaving administrators and educators without clear guidance on intervention and disciplinary measures.

3.**AI-driven detection tools show promise but remain inaccessible** – While detection technologies exist, schools lack the funding and expertise to implement them effectively. Without proactive integration of AI-based solutions, deepfake bullying will continue to spread unchecked.

References (Selected Works)

Chesney, R., & Citron, D. (2019). *Deepfakes and the new disinformation war: The coming age of post-truth geopolitics*. Foreign Affairs, 98(1), 147-155.

Hinduja, S., & Patchin, J. W. (2010). *Bullying, cyberbullying, and suicide*. Archives of Suicide Research, 14(3), 206-221.

Vaccari, C., & Chadwick, A. (2020). *Deepfakes and disinformation: Exploring the impact of synthetic political video on deception, uncertainty, and trust in news*. Social Media + Society, 6(1).

Writing and AI: The Impact of Recursive Development in Grades 9-12

Nicholas Moore Jr., B.S. Candidate
Faculty Mentor: Dr. Steve Przymus, Ph.D., Professor of Bilingual Education

Background

Schools are embracing technology-driven learning to enhance engagement and instruction. Since late 2022, AI has reshaped writing by assisting with brainstorming, revision, and content generation. While tools like ChatGPT, Gemini, and Apple Intelligence improve mechanics, they also raise concerns about authenticity and student voice (Office of Online Programs, 2024). As standardized tests increasingly require digital writing, understanding AI's impact on writing development influences future instruction and assessment for the next scholars.

Purpose

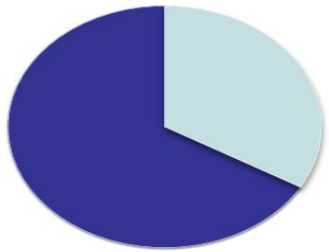
This research examines AI's impact on secondary students' writing and teachers' strategies for AI integration in grades 9-12. The goal is to establish best practices for assessing writing, developing and refining recursive development, and guiding ethical AI use. By analyzing teacher interviews, writing samples, and survey data, this study explores AI's influence on writing skills, revision habits, and academic integrity while ensuring that scholars maintain authenticity and originality.

Literature Review

- AI tools like Grammarly, ChatGPT, and Quillbot enhance grammar and clarity but often weaken student engagement in recursive writing and revision (Raheem et al., 2023)
- Teachers who ban AI outright struggle to monitor its use, while those who integrate AI strategically see improvements in student brainstorming, organization, and citation skills (Warschauer et al., 2021).
- The 6+1 Traits of Writing framework provides a structured approach to assessing writing by evaluating strengths in ideas, organization, voice, word choice, sentence fluency, conventions, and presentation (Culham, 2003).

Main Survey Question:

"Do you think AI tools benefit or harm students' writing development? Why?"



Guiding Questions

- How does access to AI tools impact students' recursive writing development and authenticity in grades 9-12?
- How do English teachers' approaches to AI integration influence students' writing skills and ethical AI use?

Findings

- Students try to use AI, but it's often obvious
- Advanced students are harder to detect
- AI use is common despite restrictions
- AI writing lacks personal voice
- Digital writing is the norm

Writing Process with AI Integration

1. **Brainstorm**
   - (Think-aloud, Turn-and-talk)
   - AI: Use for topic ideas, outlines
   - Handwrite initial ideas, graphic organizers
2. **Draft**
   - Focus on ideas
   - Peer Share for feedback
   - No AI for full drafts
3. **Revise**
   - Use Rubrics
   - Peer review
   - Break, then revise
4. **Edit**
   - Model grammar rules
   - Games: Quizizz, Blooket
   - Teacher feedback
5. **Publish**
   - Final draft
   - Self-reflection
   - Portfolio

AI Tools

Methods

Mixed-methods research used quantitative and qualitative approaches to assess AI's impact on student writing. Six English teachers (three male and three female) were surveyed via Google Forms. During a clinical teaching placement, I observed over 150 students in six sections.

STAAR EOC English II scores were analyzed to identify learning gaps; Student writing in exit tickets, handwritten work, and typed compositions were reviewed.

Recommendations

- Develop a classroom where students learn from mistakes, experiment with writing styles, and build confidence, focusing on the writing process rather than AI-driven perfection.
- Use think-alouds, turn-and-talks, peer sharing, and tools like NearPod, PearDeck, Blooket, and Quizizz to gamify grammar practice while encouraging drafting, breaks, and revision.
- Provide explicit instruction and modeling on grammar and writing skills (run-ons, comma usage, sentence structure, and pronoun agreement) with frequent practice and feedback (TEKS).
- Introduce grammar concepts step-by-step, revisit them regularly, and integrate writing activities related to novels, cross-curricular subjects, and real-world tasks, using checklists, rubrics, and timed exercises for assessment preparation.
- Encourage AI use for brainstorming only, emphasize originality, teach ethics and plagiarism, promote hand-written ideas with graphic organizers, and use Grammarly for grammar support.

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- Woo, D. J., & Guo, K. (2023). Exploring an AI-supported approach to creative writing: Effects on secondary school students' creativity. *Journal of Educational Technology & Society*, *26*(1), 1-15.

2024 Winner Example

1. Review the **title box**, **background**, purpose, and questions. What do these tell you about the project?

2. Review the **methods, limitations, and second column.** What do these tell you about how the project was designed and implemented?

3. Review the third and fourth columns. Were the **research questions answered**? How did the students make the **information** practical for others?

Keyed In: Exploring Educators' Views on Keyboarding Abilities and Writing Composition in Elementary School

Ashton Adams, B.S. Early Childhood Education, Texas Christian University

Morgan Livingston, B.S. Early Childhood Education, Texas Christian University

Faculty Advisor: Dr. Robin Griffith, Texas Christian University

Background

Writing is an essential skill needed to engage with the world around oneself, serving as a valuable tool to communicate, learn, and express oneself. Similar to reading fluency, when a student's basic writing skills, like handwriting, spelling, and sentence construction, becomes more automatic, they can focus more on developing and expressing their ideas (Graham et al., 2018). When a student struggles with their basic writing skills, the quality of their writing will be negatively impacted and their ideas may not be expressed.

Purpose

In recent years, elementary students have been expected to generate and submit their standardized tests in Texas completely online. This includes the writing composition portion. The purpose of this pedagogical project is to determine how educators view the effect keyboarding abilities have on writing composition and the content students attempt to convey.

Guiding Questions

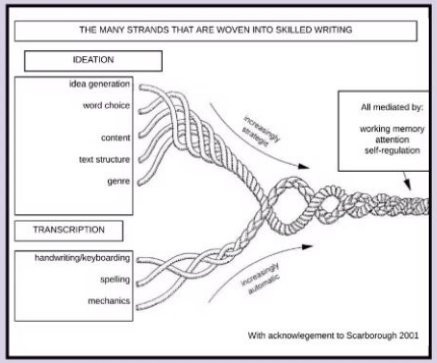
- Does keyboarding proficiency affect the quality of writing composition output?
- What is the teacher's perception of the impact of keyboarding skills on drafting and writing compositional outputs?

Methods

We conducted a qualitative analysis of relevant pedagogical practices by interviewing educators and reviewing current, relevant literature. We interviewed and surveyed four suburban educators in three area school districts who teach English-Language Arts Content in upper elementary classrooms.

Limitations

This study has limited generalizability due to the small sample size of educators that were interviewed. A qualitative analysis that included educators from various school districts across the state or nation would provide more holistic results.



Literature Review

- Assessing writing skills solely through one mode, whether typing or handwriting, undervalues the true performance potential of students if they were evaluated using their preferred mode of writing (Horkay et al., 2006).
- Neither handwriting or typing is better than the other when it comes to producing a final product, as long as the writer is fluent in the given modality (Spilling et al., 2022).
- The use of speech-to-text and other technological features have allowed students to avoid thinking deeply about letters and word formation, like spelling, spacing, and letter formation (Rønneberg et al., 2022).

Simple View of Writing (St. Martin et al., 2020)

Interview Results

- When students enter upper elementary, they are expected to have acquired the necessary keyboarding abilities to be successful in the classroom, just like the ability to read and write. Especially considering the Texas Essential Knowledge and Skills (TEKS) mandate that students should be using proper keyboarding techniques before they reach third grade.
- Teachers have noticed that students will hand write a high-quality rough draft, however they will not type their draft for their final product. This creates a disparity between a student's ability and their final product on a standardized assessment.
- Students who are not proficient in keyboarding skills or lack the stamina to complete the writing process in its entirety tend to sell themselves short.

Survey Question	Str. Agr.	A	N	D	Str. Dis.
Keyboarding skills enhance the writing composition of students.	||				
Keyboarding skills improve the clarity of writing.	||				
Keyboarding skills improve the organization of writing.	||				
Online testing platforms accurately capture writing potential of students.				||	|
Student's writing potential differ when asked to perform one mode over another.		|	||		
Schools adequately prepare students for the keyboarding skills demanded of standardized tests.			||		

A= Agree N= Neutral D= Disagree

"Writing today is not a frill for the few, but an essential skill for the many."
(Graham et al., 2018, p. 6)

Recommendations

Typing Instruction Software
- Students learn how to type using correct hand positioning.
- Students practice their speed and accuracy.
- Examples: Typing.com or Typing Club

Regular Keyboarding Instruction
- Delivered in short and focused lessons, like with handwriting.
- Follow a scope and sequence of skills.

Exposure to Keyboarding and Word Processors
- Students need to learn keyboarding skills and how to use a word processor at the same time.
- Technology should be used in every content area to maximize exposure to keyboarding skills and various softwares (Graham et al., 2018).

Campus-wide Technology Class
- In light of the new TEKS for Technology Application (2022), districts and elementary schools should consider making a technology class available, like the fine arts and physical education, to ensure students are receiving adequate technology instruction, including keyboarding techniques.

References

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Feng, L., Lindner, A., Ji, X.R. et al. (2019) The roles of handwriting and keyboarding in writing: a meta-analytic review. *Reading and Writing 32*, 33–63. https://doi.org/10.1007/s11145-017-9749-x

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Horkay, N., Bennett, R. E., Allen, N., Kaplan, B., & Yan, F. (2006). Does it Matter if I Take My Writing Test on Computer? An Empirical Study of Mode Effects in NAEP. Journal of Technology, Learning, and Assessment, 5(2). Retrieved [date] from http://www.jtla.org

Rønneberg, V., Torrance, M., Uppstad, P. H., & Johansson, C. (2022). The process-disruption hypothesis: how spelling and typing skill affects written composition process and product. *Psychological Research, 86*(7), 2239-2255.

Spilling, E. F., Rønneberg, V., Rogne, W. M., Roeser, J., & Torrance, M. (2023). Writing by hand or digitally in first grade: Effects on rate of learning to compose text. *Computers and Education, 198*, 104755. https://doi.org/10.1016/j.compedu.2023.104755

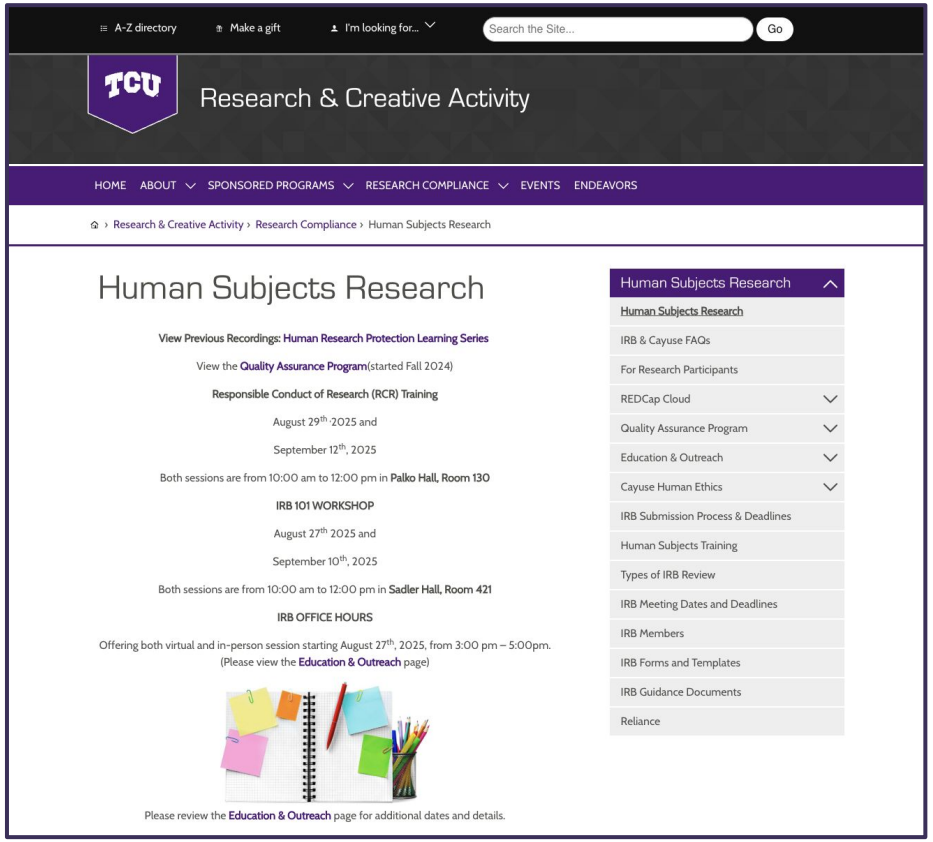
Spilling, E. F., Rønneberg, V., Rogne, W. M., Jens, R., & Torrance, M. (2022). Handwriting versus keyboarding: Does writing modality affect quality of narratives written by beginning writers? *Reading and Writing, 35*(1), 129-153. doi:https://doi.org/10.1007/s11145-021-10169-y

St. Martin, K., Vaughn, S., Troia, G., Fien, & H., Coyne, M. (2020). Intensifying literacy instruction: Essential practices. Lansing, MI: MiMTSS Technical Assistance Center, Michigan Department of Education.

The simple view of writing. Lifelong Literacy. (2023, October 2). https://lifelongliteracy.com/lessons/the-simple-view-of-writing-2/

Do I need an IRB?

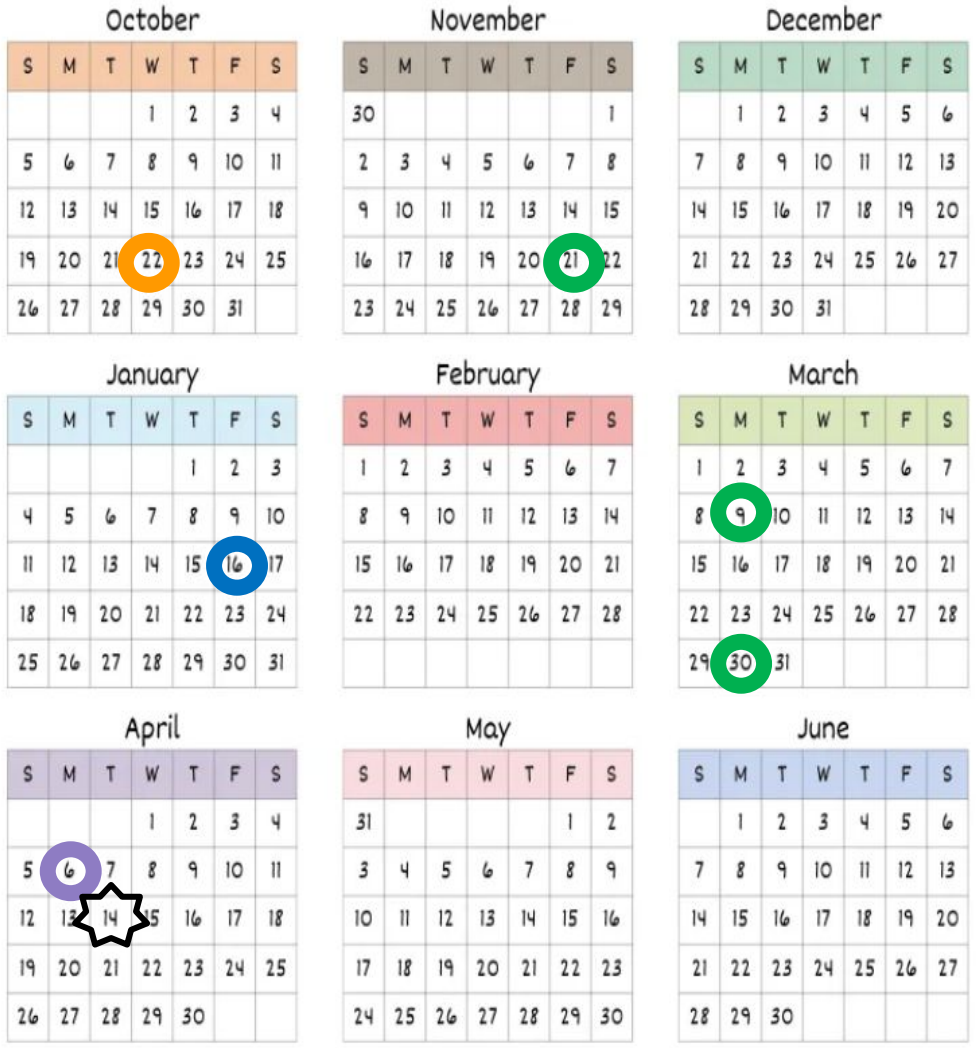
This is a good question for your Graduate Advisor.



https://research.tcu.edu/research-compliance/irb/

TCU COE R & P Festival 2026

Undergraduate (Accelerated Master's), Master & Doctoral Candidates



TENTATIVE TIMELINE

October 22, 2025 (Wednesday) Informational Meetings

- 10:00am / Palko 223
- 3:00pm / Palko 223
- 7:00 pm ZOOM

November 21, 2025 (Friday) Submit Intent to Participate in the TCU College of Education Research & Pedagogy Festival 2026

January 16, 2026 (Friday) Research & Pedagogy Festival 2026 materials will be shared and posted on the TCU COE website.

March 9, 2026 (Monday) **Submissions are due for review.**

March 30, 2026 (Monday) Formal feedback will be sent to the student/candidate.

April 6, 2026 (Monday) FINAL digital posters and audio due.

April 14, 2026 (Tuesday) TCU COE Research & Pedagogy Festival!
BLUU Ballroom (3rd Floor)

- 4:30pm-5:45pm, *Undergraduate Session*
- 5:45pm-6:30pm-*Excellence in Education Event & Awards*
- 6:30pm-7:30pm, *Graduate / Doctoral Session*
- 7:30pm *Closing Remarks*

Next Steps

- Begin thinking about a project idea / questions.
- Decide if you want to do the project individually, with a peer or group (2-3).
- Put the TCU Research & Pedagogy Festival 2026 on your calendar- **April 14th**!
- Who is your Graduate Advisor? ***(Don't know or remember? Email or call Lori Kimball, l.kimball@tcu.edu / 817-257-7661).*** Your Graduate advisor may direct you to consider a faculty mentor with expertise in the area. Contact your Graduate Advisor via email…
  - to introduce yourself
  - to explain your intent to participate in the TCU COE Research & Pedagogy Festival
  - to request an appointment *(Be sure to include your availability and mode to visit.)*

Things to Remember…

- **Information about the TCU COE Research and Pedagogy Festival website and dates** will be emailed to you in **January.** Pay attention to all requirements and dates.
- The **poster** will be due before spring break, **Monday, March 9, 2026**! This means you have already had multiple conversations with your faculty mentor, read literature on the topic, designed and implemented the project, and created the poster.
- The sooner you get started, the less stressed you will be and the better your project will be.

Research & Pedagogy Festival 2026

When? Tuesday, April 14, 2026

 Undergraduate Presenters set up at 4:30pm All Guests welcome at 5:00pm

Where? TCU Campus, BLUU Ballrooms A, B, C & D / 3rd Floor

Who? Only Clinical Teacher Candidates participating in the Accelerated Master's degree program (May 2026) **and** current Master / Doctoral Candidates

January 2026	March 9 Monday	March 30 Monday	April 4 Friday	April 6 Monday	April 14 Tuesday
TCU COE Research & Pedagogy Festival 2026 materials will be shared and posted on the TCU COE website.	Submissions due for review to the R&PF Committee by 5:00pm. ***Checklist must be complete and included in submission.***	Feedback will be emailed to the presenters by this date.	Final poster is due with the audio voiceover embedded by 5:00pm.	Final printed or digital poster is due by this date by 5:00pm.	Research & Pedagogy Festival 2026! TCU BLUU Ballroom, 3rd Floor • *5:00pm Undergraduate Session* • *5:45pm Excellence in Education Alumni Event & Awards* • *6:30pm Graduate & Doctoral Session* • *7:30 pm Closing Remarks*

TCU COE Research & Pedagogy Festival

**Website will be updated January 2026*

https://brobertson033.wixsite.com/rpf24/documents-and-forms

2026 TCU COE
Research & Pedagogy Committee

2026 Chair

1. Dr. Karrabi Malin

Co-Chairs

1. TBD Undergraduate
2. TBD Graduate

Graduate Assistants

1. TBD Graduate
2. TBD Graduate
3. TBD Undergraduate
4. TBD Undergraduate

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rgraduate
rgraduate
e
3. Dr. Molly Weinburgh - Graduate

Resources

Intent to Participate Form *Due *Friday, November 21, 2025 by 5:00pm*
https://forms.gle/FVxG5SJLttZYE9K29

Poster Checklist *Due *Monday, March 9, 2025 by 5:00pm*
Document:
https://docs.google.com/document/d/19r_RRGgkdk2NfCyXe9GyE11RYEnjTB2LG4mJDWt61pI/copy

PDF:
https://drive.google.com/file/d/1b3yfHuyUkhVqJiXufWBU-2Tf47-T2NrK/view?usp=sharing

R & PF Poster Template *Due *Monday, March 9, 2025 by 5:00pm*
https://docs.google.com/presentation/d/1HCUVvXNsPrWhjYMK22coqv7Pn03qXkbO/copy

**If the links do not work, please contact Dr. Malin, k.malin@tcu.edu.*

For further assistance, please email k.malin@tcu.edu or call 817-257-7662 for an appointment or Zoom.

-Karrabi W. Malin, EdD