**Dissertation Idea Project**

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 In academia, ideas, theories, and methods are often created and tested to innovate, improve, and create different methods to integrate into our daily practices. As future educators, we strive to find our way to develop our style to stand out from the rest. Below are previous dissertations that were completed, along with recommendations to improve further or study if someone were to take on the project.

**An Exploratory Case Study of Gamification: The Impact On Learning For Students**

 *In An Exploratory Case Study of Gamification: The Impact On Learning For Students*, Mason (2019) identifies that there is "substantial research showing low school engagement is linked to poorer school outcomes including increased risk for drop-out, reduced academic performances and poorer well-being (p. 4). In addition, the study showed a "statistically significant correlation between motivation/engagement and self-efficacy, while findings suggest that future research explore the impact of gamification on student engagement is warranted (pp. 4-5).

 Recommendations for further study include "a new survey instrument is needed to understand better whether teachers employ strategies of gamification, what the specific strategies are, and the impact those strategies have on student engagement, motivation, and ultimately student achievement" (Mason, 2019, p. 95). Mason (2019) also believes a qualitative approach over surveys would lead to more information and interviews with teachers who employ gamification practices in their classrooms (p. 96).

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**The Impact of Teacher Self-Regulatory Strategies on Classroom Management**

 In the article, *The Impact of Teacher Self-Regulatory Strategies on Classroom Management,* Walsh (2020) identified school behavior getting increasingly worse. The purpose of the study requires taking ten teachers ranging from 3-35 years of experience and comparing different classroom management styles that range from "clearly defined expectations, active student engagement, environmental structuring, and metacognitive monitoring were used by teachers to positively impact classroom management" (Walsh, 2020, p. 1). The purpose is to assist new and veteran teachers in identifying and employing self-regulatory practices that help maintain an effective classroom management style (Walsh, 2020, p. 1).

 According to Walsh (2020), there is little research on teacher self-regulation and its impacts on the classroom. However, she does feel her original study design can be completed post-COVID-19 era to get more definitive research and accurate surveys for data collection. Therefore, this study includes checklists and surveys that can triangulate the data in a qualitative manner (Walsh, 2020, p.76).

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**Social Network Analysis of Race, Class, and Gender in the Online College Classroom**

In the dissertation titled, *A Social Network Analysis of Race, Class, and Gender Differences in the Online College Classroom*, Yoon (2020) poses three questions about using social media and other online environments with education. The three questions are (1) In what specific ways, if any, does asynchronous classroom discussion contribute to a higher level of online student integration? (2) How does the observed classroom network differ from the perceived classroom network? (3) How is the virtual classroom interaction associated with the power relationships along the lines of race, class, and gender? (p. 2)

The conclusions drawn shows how students can become connected and disconnected in virtual environments, women were more receptive to using social media platforms, and "argued that power relationships along the lines of race, class, and gender were reflected in the virtual classroom network: white male students were more likely to be respected than other students without substantial course participation, students of color with lower socioeconomic status were the most silent student group, and women's undervalued reproductive labor sustained the online learning environment" (Yoon, 2020, pp.2-3).

According to Yoon (2020), recommendations for further research are addressing a) the possible exclusion of underprivileged students lacking cultural capital for active online classroom participation, b) the latent racial homophily of majority White students that are hidden behind observed interactions, and c) the gendered labor structure of the virtual classroom (p. 85).

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**The Impact of Gamification on Second-Language Learning**

In the dissertation, *The Impact of Gamification on Second-Language Learning,* Almufarah (2020) discusses the impact of gamification in learning a second language. The sample was completed amongst preparatory students in a school in Saudi Arabia and split into groups of the control and users of Duolingo; an application used to learn a second language. Almufarah's (2020) results showed that the control group completed the assignments promptly, and the application showed positive overall engagement and behavior toward the application (pp. 5, 44).

Almufarah (2020) included limitations to the study that Duolingo did not align with the current curriculum, creating an extra burden for the students (p.43). On the other hand, the researcher could not incentivize or motivate the control group to complete the tasks assigned, leading to students dropping out (p. 43-44). The author encourages that gamification methods be studied in other disciplines as gamification is seen as a multidisciplinary concept (p.44).

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**Gamification Principles Applied in an Undergraduate Lecture Environment**

 In this dissertation, Trivedi (2020) discusses gamification in the undergraduate learning environment and identifies that post-secondary and K-12 should have basic understandings, pedagogies, and tools of gamification utilized in their classroom (p. iii). In the end, Trivedi (2020) concluded that gamified environments fostered better engagement in the post-secondary classroom. However, there are still research gaps that need to be addressed (p. 46).

 Trivedi (2020) wishes more research in gamified environments' behavioral aspects should be explored (p. 46). Trivedi (2020) also identified that further research needs to be conducted on how gamification impacts student growth when students come from various socioeconomic backgrounds and their behaviors in a team and collaborative environment (p. 46).

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**Comparing Students' Learning Outcomes and Satisfaction in Online, Hybrid and Face-to-Face Education Courses**

In this dissertation, Bailey (2020) conducted a six-semester study demonstrating the differences between face-to-face, hybrid, and online learning in a university setting. The primary focus is to answer which delivery options are the most effective means of delivery (p. ii). In addition, the results Bailey (2020) has shown believe that having the varied methods of instruction available allows more access to education for those who may be geographically separated (p. ii). In the end, Bailey (2020) no significant differences in the delivery method.

For future study, Bailey (2020) believes that as course studies begin to be expanded and offered more, more studies are conducted comparing the three different delivery methods (p. ii).

From a personal perspective, it would have to depend on the student and their preferred learning method. One of the main recommendations Bailey (2020) recommends is that the study provides "data inclusive of additional characteristics of both the assigned instructor (e.g., sex, race/ethnicity, seniority/tenure status) and the students (e.g., age, degree program) would support a multivariate regression method to understand further factors in relationships among student participation in different instructional modalities (p.101).

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**Dental Hygiene Faculty Use of Educational Technologies for Instruction**

In the dissertation*, Dental Hygiene Faculty Use of Educational Technologies for Instruction*, Delacruz (2021) discusses faculty's attitudes, barriers, and hesitancy using educational technologies in vocational education and training settings (p. 3). Delacruz (2021) concluded that her study identified the faculty "had positive attitudes toward the use of technology, perceived technology as useful for instruction to improve student learning and their effectiveness, and perceived technology as easy to use after practice or training" (p. 3).

 Delacruz (2021) made the following recommendations for further research and should "consider using both quantitative and mixed-method approaches to investigate the experiences of dental hygiene faculty and their uses of educational technology for instruction" (p 113). She also recommends that further research be conducted amongst multiple disciplines in the healthcare field, such as nursing, along with up-and-coming technologies in the medical fields (pp. 113-114).

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**A Phenomenological Study of North Carolina Elementary Teachers' Lived Experiences With Google Classroom Integration**

 In the dissertation, *A Phenomenological Study of North Carolina Elementary Teachers' Lived Experiences With Google Classroom Integration*, Dodson (2020) explores the use of Google Classroom as a "lived experience" by teachers in a middle school in rural North Carolina (p. 3). The study results indicated a "concise implementation process which assisted with teacher acceptance of technology integration," which led to a positive attitude toward utilizing the program (p. 3).

 Suggestions for future research entail "conducting a hermeneutic phenomenological qualitative study with students to share their perspectives regarding Google Classroom to continue to engage the student on the learning management platform (Dodson, 2020, p. 177). Dodson (2020) provides another recommendation for a "qualitative study using a hermeneutic phenomenological approach, in different types of schools, including charter, private, and public to compare perspectives of the students and teachers from various settings (p. 177). Dodson (2020) also recommends expanding the areas of study to other geographical and socioeconomic areas.

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**Game-Based Learning and Science Classrooms: How a Content-Based Video Game Can Support Students with Emotional Behavioral Disabilities in a Public Day High School Earth Science Classroom**

In this dissertation, Ritson (2019) uses a video game model to teach the earth science curriculum to 11th and 12th-grade students who are special needs with severe emotional behavioral disorders (EBD) (p. 16). The focus of the study was to determine if the game can keep the student on task and retain knowledge while working within and out of the game. It was found that the students' when engaged with the game, were on-task, increase engagement, and decrease negative behaviors (Ritson, 2019, p.16).

 Ritson recommends further research with various teachers, students, and course subjects using a similar learning management system and game-based learning program (p. 265). While Ritson (2019) has identified other instances that using game-based learning models have worked in the past, he suggests completing multiple trials of this study to validate the results (p. 265).

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**A Comparative Study of Novice and Experienced Teachers' Self-Efficacy Toward Technology Integration and Level of Technology Integration in the Classroom**

In the dissertation, *A Comparative Study of Novice and Experienced Teachers' Self-Efficacy Toward Technology Integration and Level of Technology Integration in the Classroom*, Coffey (2021) compares novice and experienced teachers when integrating technologies into their daily practices (p. 3). The study shows "no significant relationship between novice and experienced teacher's self-efficacy toward technology integration" (p. 3).

Coffey (2021) made future recommendations for further study by repeating the study amongst different school districts in the State of Virginia and other states. Other recommendations include extending the study to preservice teachers (pp. 3,76-77), extend the study to include quality and technology integration (p. 77), as well as looking at the "skills, knowledge, attributes, behaviors, and experience to integrate technology meaningfully and purposefully into instruction" (pp. 3,76-77).

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