SoTL Commons Conference Program [2016]

Follow this and additional works at: https://digitalcommons.georgiasouthern.edu/sotlcommons
Part of the Curriculum and Instruction Commons, Educational Assessment, Evaluation, and Research Commons, Educational Methods Commons, Higher Education Commons, and the Social and Philosophical Foundations of Education Commons

Recommended Citation

This presentation (open access) is brought to you for free and open access by the Conferences & Events at Digital Commons@Georgia Southern. It has been accepted for inclusion in SoTL Commons Conference by an authorized administrator of Digital Commons@Georgia Southern. For more information, please contact digitalcommons@georgiasouthern.edu.
Many disciplines. One language.
SoTL scholars know well the value of SoTL—to student learning, to faculty teaching, to institutions specifically, and to higher education generally. However, outside the small circle of SoTL scholars, it seems that attitudes toward SoTL range from obliviousness to hostility. As educators, it would seem to be an easy task to “educate” others about SoTL, yet these efforts have met with limited success for decades. For SoTL to survive, we must move beyond attempts to educate others about its value; we must advocate for SoTL, vigorously and unapologetically. We must give voice to SoTL, to tell its story and show the myriad ways SoTL can help achieve faculty, administrative, institutional, and public goals for higher education.

Most of us work hard to build our students’ discipline-specific skills, content knowledge, and even that elusive goal, critical thinking. Rarely, though, do we train our students in how to reflect on their learning practices and current level of understanding, or how to change their practices to deepen understanding. Lacking such skills, they often exhibit shocking (to us!) failures to make connections among what they have learned, improve ineffective study behaviors, or see what they’re learning in a broader context. The research in cognitive science now demonstrates the importance and value of metacognition and reflection in formal learning, and fortunately for us, our fellow educators have developed and tested many specific techniques that we can use to teach our students how to effectively reflect on their learning and understanding. I’ll describe several techniques, applicable to a variety of disciplines, that you can apply right away in your classroom, ranging from simple to complex, and provide the evidence base for each. By choosing approaches that help our students become both more self-aware and self-regulating learners, we can achieve the deeper understandings that we, and many of our students, yearn for.
Greetings from Georgia Southern University, and welcome to the 9th annual SoTL Commons Conference.

Dr. Jean E. Bartels
Interim President, Georgia Southern University, Statesboro, GA

Greetings from Georgia Southern University, and welcome to the 9th annual SoTL Commons Conference. Given the myriad missions of institutions of higher education, it is always refreshing to find an event dedicated solely to the improvement of teaching effectiveness and documentation of student learning outcomes. While accrediting organizations and government agencies increasingly demand this level of accountability, ultimately it is our responsibility and joy to educate the next generation and ensure that true learning occurs. It is our hope that this conference will provide you with the tools and insights you need to become better teachers and enable your students to be better learners.

Dr. Diana Cone
Interim Provost, VPAA, Georgia Southern University, Statesboro, GA

Greetings from Georgia Southern University, and welcome to the 9th annual SoTL Commons Conference. In 1906 Georgia Southern was founded as a school for teaching agricultural techniques and homemaking. Over the years the name of the institution changed, but the mission remained focused on teaching. Today with over 100 programs of study we still pride ourselves on being a “teaching first” institution. It is exciting to see so many educators dedicated to improving teaching and willing to share techniques and strategies that focus on educating our students. Thank you for your participation in this conference and for your enthusiasm toward improving teaching.

Dr. Diana Sturges
Conference Chair, Georgia Southern University, Statesboro, GA

As Chair and on behalf of the Centers for Teaching and Technology, I am delighted to welcome you to the 9th annual SoTL Commons Conference. The conference was born to accompany the International Journal for the Scholarship of Teaching & Learning published at Georgia Southern University and to advance the momentum of SoTL as a key way to improve teaching effectiveness and student learning outcomes.

SoTL Commons offers a place and a time to share and discuss your own SoTL research, but also to meet and to reflect about SoTL. I see it as the “big tent” where scholarly aspirations and interests in pedagogical reform and innovation come together.

I hope that you find the presentations and the posters interesting and stimulating and that you enjoy meeting up with old friends and making new ones. Any conference comes and goes, but it is the human connections made, the new insights gleaned, and the applications taken home that endure.

I am grateful to the authors for their enthusiasm and I thank you for choosing SoTL Commons to share your findings. Much thanks to all the reviewers for their hard work and the time they gave to the evaluation process.

I look forward to hosting you this year and to seeing you again for our 10th anniversary in 2017!
WEDNESDAY, MARCH 30, 2016

8 a.m. - 5:00 p.m.  Registration & Information
8 - 8:45 a.m.      Breakfast
9 - 9:45 a.m.      Concurrent Session 1
10 - 10:45 a.m.    Concurrent Session 2
11 - 11:45 a.m.    Concurrent Session 3
12 - 1:45 p.m.     Welcome: Dr. Diana Cone, Interim Provost
                   Lunch and Keynote: Dr. Trent W. Maurer
2 - 2:45 p.m.      Concurrent Session 4
3 - 3:45 p.m.      Concurrent Session 5
4 - 5:00 p.m.      Poster Presentations and Reception with 
                   Hors d’Oeuvres
                   Dinner on your own

THURSDAY, MARCH 31, 2016

8 a.m. - 5:00 p.m.  Registration & Information
8 - 8:45 a.m.      Breakfast
9 - 9:45 a.m.      Concurrent Session 6
10 - 10:45 a.m.    Concurrent Session 7
11 - 11:45 a.m.    Concurrent Session 8
12 - 1:45 p.m.     Lunch and Keynote: Dr. Lendol Calder
2 - 2:45 p.m.      Concurrent Session 9
3 - 3:45 p.m.      Concurrent Session 10
4 - 5:00 p.m.      Poster Presentations and Reception with 
                   Hors d’Oeuvres
                   Dinner on your own

FRIDAY, APRIL 1, 2016

8 a.m. - 12:00 p.m.  Registration & Information
8 - 9:45 a.m.      Breakfast and Keynote: Dr. Sarah Leupen
10 - 10:45 a.m.    Concurrent Session 11
11 - 11:45 a.m.    Concurrent Session 12
11:45 a.m.        Close of Conference/Boxed Lunch Pickup
<table>
<thead>
<tr>
<th><strong>WEDNESDAY</strong></th>
<th><strong>Room 217</strong></th>
<th><strong>Room 210</strong></th>
<th><strong>Room 218</strong></th>
<th><strong>Room 211</strong></th>
<th><strong>Room 212</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Session 1</strong></td>
<td>Habits of mind in the classroom: threshold concepts, instructional philosophy, and SoTL</td>
<td>Making the cut: student perceptions of animated videos</td>
<td>Capitalizing on the “TESTING EFFECT” to enhance learning in the classroom</td>
<td>Enhancing reflection, creativity, and self-efficacy through visual art and writing</td>
<td>Using longitudinal data to improve assessments and curriculum</td>
</tr>
<tr>
<td>9:00 AM - 9:45 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 2</strong></td>
<td>Facilitating advanced thinking skills through problem-based courses</td>
<td>Videoconferencing in service-learning and practicum: analysis from a strengths-based perspective</td>
<td>Building a SOTL culture across modalities and disciplines</td>
<td>Collaborating with on-campus &amp; industry partners to enhance experiential learning</td>
<td>Honors students reflecting on a clinical experience in alternative education</td>
</tr>
<tr>
<td>10:00 AM - 10:45 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 3</strong></td>
<td>Role Play in large enrollment STEM classes</td>
<td>Transforming traditional lab reports</td>
<td>PANEL: Georgia Southern SoTL Fellows 2015-2016: approaches, resources, &amp; obstacles to SoTL</td>
<td></td>
<td>Peer review of academic program assessment reports: process and product</td>
</tr>
<tr>
<td>11:00 AM - 11:45 AM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 4</strong></td>
<td>The efficacy of a model rubric to enhance experiential learning in an entrepreneurship course: a case study</td>
<td>Comparing the effectiveness of varying instructor-personalized approaches in the asynchronous classroom</td>
<td>INVITED: SoTL publishing 101: editors’ perspectives and advice</td>
<td>PANEL: Student perceptions of learning and engagement during curricular change</td>
<td>“Testing Effect” to enhance learning in applied arts project-based courses</td>
</tr>
<tr>
<td>2:00 PM - 2:45 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td><strong>Session 5</strong></td>
<td>INVITED: Introduction to SoTL</td>
<td>PANEL: Experiential education: arts to philanthropy to public and nonprofit administration</td>
<td>PANEL: Forming, storming, norming, and performing - multidisciplinary team development and operations</td>
<td>Learner-centered mathematics instruction: effects on student achievement and perceptions</td>
<td>Acrobatiq: Creating a custom classroom for every learner: how smart authoring tools enable active, adaptive learning</td>
</tr>
<tr>
<td>3:00 PM - 3:45 PM</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**4:00 PM - 5:00 PM: POSTER SESSION, ROOM 113**

**TTO:**
- Students’ perception of the effectiveness of measures used to prevent cheating in the online classroom
- Designing a graduate discussion board rubric to facilitate higher-order learning
- Student learning outcomes in online and traditional ethics courses
- Analysis of adding a faculty-led online meeting in a nursing course
- Proactive feedback based adaptive teaching for enhancing learning in engineering courses
- Cross-correlation study of grades in Calculus I
- Preparing pre-service teachers in working with diverse learners
- Development of virtual learning exercises in an online health course
- Online homework, motivation, academic effort, and performance: a longitudinal study
- Enhancement of delivery of instructions utilizing web published virtual instruments

**AM:**
- Evaluation process: does your nursing curriculum include the QSEN competencies?
- Teaching social justice in english composition and learning support
- The scholarship of service learning
- Using online quizzes for formative assessment in a medicine clerkship
- Design of an intensive study session for “at-risk” students in chemistry
- A pilot study of instructional alignment in college teaching
- High school academic records and college GPAs as predictors of student enrollment in and success in online, hybrid, and traditional sections of American history survey courses

**TTO:**
- Teaching with Technology & Online Learning
- Learning vlogs: achievement in engineering graphics through self-regulation

**APD:**
- Academic and Professional Development

**LTP:**
- Learning Theories and Pedagogy

**About SoTL:**
- Non-research presentations about SoTL

**AM:**
- Assessment
<table>
<thead>
<tr>
<th>Session</th>
<th>Time</th>
<th>Room 217</th>
<th>Room 210</th>
<th>Room 218</th>
<th>Room 211</th>
<th>Room 212</th>
</tr>
</thead>
<tbody>
<tr>
<td>Session 6</td>
<td>9:00 AM - 9:45 AM</td>
<td>Embedded peer coach pedagogy to improve undergraduate research in STEM students</td>
<td>Improving the Effectiveness of Homework in an Accelerated Summer Course through Classwork</td>
<td>PANEL Preparing the SoTL scholars of tomorrow in an undergraduate course</td>
<td>Learning outcomes of pre-service teachers studying abroad in Brighton, England</td>
<td>Empathy in experiential learning: universal design problem solving</td>
</tr>
<tr>
<td>Session 7</td>
<td>10:00 AM - 10:45 AM</td>
<td>Transforming classroom learning through intentional faculty and staff collaborations</td>
<td>Overcoming challenges of common core implementation using an online tool</td>
<td>Creating opportunities for institutional and disciplinary SoTL advocacy and growth</td>
<td>Giving students’ voice: examining transformational methods to engage student learning</td>
<td>Outcome attainment measures versus grades: a validity issue</td>
</tr>
<tr>
<td>Session 8</td>
<td>11:00 AM - 11:45 AM</td>
<td>Grading smarter while students learn</td>
<td>A method to the madness: infusing critical thinking strategies into online courses</td>
<td>PANEL Social justice through SoTL: establishing authentic communities of learning</td>
<td>Assessment of a community based learning project with teens</td>
<td>Humanities professors’ conceptions of assessment in general education</td>
</tr>
<tr>
<td>Session 9</td>
<td>2:00 PM - 2:45 PM</td>
<td>Development and validation of an educational psychology misconception scale for pre-service teachers</td>
<td>Engage me and I learn: interactivity brings content to life</td>
<td>Me? Do SoTL research? But, I’m no Trent Maurer!</td>
<td>Assessing undergraduate accounting students’ analytical and reflective skills</td>
<td>Blended course design’s impact on student attainment of learning outcomes</td>
</tr>
<tr>
<td>Session 10</td>
<td>3:00 PM - 3:45 PM</td>
<td>Documentation of SoTL trends: a pilot investigation in family science</td>
<td>Student Posters: Evaluation of Supplemental Instruction program learning outcomes through student assessment</td>
<td>INVITED Reflections on SoTL: a perspective from the USG SoTL Fellows</td>
<td>INVITED Using social media to build your SoTL research and profile: the “What” “Why” and “How”</td>
<td>Carolina Biological Supply Company: Online science courses without sacrificing the “hands-on” component</td>
</tr>
</tbody>
</table>

**12:00 PM - 1:45 PM: LUNCH AND KEYNOTE SPEAKER DR. LENDOL CALDER**

**Session 10**

4:00 PM - 5:00 PM: POSTER SESSION, ROOM 113

LTP: Curriculum setting and pre-clinical dental students’ stress level
- The effect of selected “Desirable Difficulties” on multiple text processing.
- Collaborative teaching and learning in an upper level mathematics class
- The Impact of near – peer mentoring in an introductory course
- Various activities to facilitate participation in group discussions
- Transition to an active learning model of supplemental instruction at Armstrong State University
- Developing a pedagogy in speech-language pathology: a journey as an assistant professor
- Pre-service teachers experiences with literature and science in an informal learning environment
- Evaluating student autonomy and competence in a college classroom

TTO: Teaching with Technology & Online Learning
- Client education handouts as a veterinary student learning module
- Service learning through clothing alteration: a study with fashion students
- A cross sectional study of student motivation in undergraduate STEM courses

**ABOUT SOTL:**
- The nuts and bolts: constructing a methodologically sound SoTL experiment
- Meaningfulness, satisfaction and happiness (MESH) in education

APD: Academic and Professional Development
- Gen Z: experiential learning in the 21st century
- A cross sectional study of student motivation in undergraduate STEM courses

LTP: Learning Theories and Pedagogy
- About SoTL: Non-research presentations about SoTL
- AM: Assessment
### FRIDAY, CONFERENCE AT A GLANCE

<table>
<thead>
<tr>
<th>Time</th>
<th>Session 11 (10:00 AM - 10:45 AM)</th>
<th>Session 12 (11:00 PM - 11:45 PM)</th>
</tr>
</thead>
<tbody>
<tr>
<td>8:00 AM - 9:45 AM</td>
<td>BREAKFAST AND KEYNOTE SPEAKER DR. SARAH LEUPEN</td>
<td></td>
</tr>
<tr>
<td>Room 217 LTP</td>
<td>Does process oriented student feedback help college math achievement?</td>
<td>College students’ evaluations of the Immediate Feedback Assessment Technique (IFAT)</td>
</tr>
<tr>
<td>Room 210 TTO</td>
<td>“What if students don’t like me?” questions and concerns of new GTAs</td>
<td>Employers’ perceptions of technology competency: a multidisciplinary approach</td>
</tr>
<tr>
<td>Room 218 ABOUT SoTL</td>
<td>Integrating research into STEM teacher prep through professional learning communities</td>
<td>Creating SoTL Projects from an evidence-based university initiative</td>
</tr>
<tr>
<td>Room 211 LTP</td>
<td>Literacy writing quadrants as a metacognitive tool for teacher preparation</td>
<td>“The Loop”: an ongoing process to encourage reflective engagement</td>
</tr>
<tr>
<td>Room 212 AM</td>
<td>Assessment of scientific reasoning as an institutional outcome</td>
<td>Teaching ‘expert’ thinking to ‘novice’ students in introductory courses</td>
</tr>
</tbody>
</table>

**Abbreviations**

- **TTO**: Teaching with Technology & Online Learning
- **APD**: Academic and Professional Development
- **LTP**: Learning Theories and Pedagogy
- **About SoTL**: Non-research presentations about SoTL
- **AM**: Assessment
### MAKING THE CUT: STUDENT PERCEPTIONS OF ANIMATED VIDEOS

Thomas D. Dyer (Grand Canyon University): thomas.dyer@gcu.edu  
John Steele (Grand Canyon University): john.steele@gcu.edu  
Elizabeth Larson (Grand Canyon University): elizabeth.larson@gcu.edu

Since the inception of the online education explosion instructors have searched for ways to be more engaging in the online environment. This requires some degree of innovation on the part of online instructors to find ways to further engage students in the material to effect student mastery. The average online classroom contains opportunities for asynchronous communication most often in written form. The discussion forum has become the heart of the online classroom, a place in which peers communicate with peers and instructors assess knowledge of a given objective. Discussion forum expectations vary from institution to institution and from instructor to instructor. Instructors are working to find new ways to interact with students outside of the discussion forum. This session demonstrates how students perceive animated videos at a university in the Southwest. Faculty created animated videos to articulate content that students could easily access through the written lecture and textbook. Students were given a survey to harness their perceptions. The results and emerging themes will be discussed in the presentation. We will also discuss our motivation behind creating videos to engage students.

### ENHANCING REFLECTION, CREATIVITY, AND SELF-EFFICACY THROUGH VISUAL ART AND WRITING

Lauren R. Wells (Austin Peay State University): wellsl@apsu.edu

This research explores the role of visual art in promoting reflection, understanding, and self-efficacy. Undergraduate and graduate students enrolled in reading courses at a four-year university participated in this ongoing study on teaching and learning.

Responding to Visual Art: A Window of Opportunity for Engagement and Appreciation  
Reading research identifies five proficient reader strategies: activating prior knowledge, creating mental images, making inferences and predictions, generating questions, and identifying themes. As students discover art as text, they gain a deeper understanding of these strategies. At the same time, the teacher gains awareness of the students' nature. In order to interpret art, the viewer must have a personal connection to the piece. This connection promotes self-reflection as the art elicits personal stories, insight into different cultures, and feelings about social justice. Reading art compels students to use their schema to derive meaning. They make inferences about the story the artist is telling and use this insight to compose a piece of writing. These writings provide valuable information for the teacher as she endeavors to learn about her students, cultivate classroom community, and foster self-efficacy.

### USING LONGITUDINAL DATA TO IMPROVE ASSESSMENTS AND CURRICULUM

Jayzona Alberto (Western University of Health Sciences): jalberto@westernu.edu  
Jorge Godinez (Western University of Health Sciences): jgodinez@westernu.edu

Educational technologies are propelling Western University of Health Sciences - College of Dental Medicine (WUCDM) further in education and student learning assessment. The college's Office of Academic Affairs developed processes to enhance question creation and generate valuable longitudinal analysis reports. The establishment of these processes provides faculty members with the ability to tag questions with categories associated with institutional learning outcomes, program learning outcomes, topics, instructor, assessment level, and more. Staff members generate longitudinal analysis data at the mid-point and end of semester to provide detailed progress reports to students and determine areas of weakness. This data pinpoints specific areas in the curriculum in which students are performing poorly; thus, giving faculty the opportunity to address these topics with students directly and before a student potentially fails a course. The presenters will use examples to illustrate how the data is used to measure the program's institutional learning outcomes, support recommended improvements to the curriculum, and offer additional academic support to at-risk students. Through this poster presentation, participants will learn the methods in which WUCDM utilizes assessment data to track student performance and address any gaps in student learning.
HABITS OF MIND IN THE CLASSROOM: THRESHOLD CONCEPTS, INSTRUCTIONAL PHILOSOPHY, AND SOTL
Alicia S. Hansen (College of the Holy Cross): ahansen@holycross.edu
Brad Petitfils (Loyola University New Orleans): bpetit@loyno.edu

Students performing research in higher education, especially at the undergraduate level, is a progressively dazzling task in the universe of digital and print resources. Using sound pedagogy to create student confidence in approaching research, hand in hand with creating scholarship, is a challenge tackled well by librarians and teaching faculty together. We will discuss three theories and their place in research methods, using ACRL’s Framework for Information Literacy as context. First, Mezirow’s Transformative Learning Theory. Second, Perry’s Epistemology of Learning: moving a student’s absolute belief in all things defined by authority toward a belief in his own values and readiness to learn. Third, Doll’s 4 Rs: Richness, Recursion, Relations, Rigor.

The threshold concepts asserted in the Framework include, among others, Scholarship as Conversation, Research as Inquiry, and Searching as Strategic Exploration. As research experts, librarians can lead students toward a transformed philosophy about creating a research question and understanding how scholarship is created and published. Librarians and teaching faculty alike can use both the pedagogical theories and the threshold concepts to create the lifelong learning that we all seek in higher education.

CAPITALIZING ON THE “TESTING EFFECT” TO ENHANCE LEARNING IN THE CLASSROOM
John Dobson (Georgia Southern University): jdobson@georgiasouthern.edu

The “testing effect” refers to the finding that learning is enhanced when learners actively attempt to retrieve information. That is, tests can do more than simply assess learning; they can strengthen learning by prompting us to recall information. Dozens of cognitive scientists have demonstrated that testing-based learning strategies promote greater recall than more commonly-used strategies such as reading/rereading to-be-learned information. These results have been demonstrated with individuals spanning from children to older adults and in environments ranging from controlled laboratory settings to classrooms. Despite its robust empirical support, the evidence indicates the testing effect remains underutilized in many educational settings and university students seem to be unaware of the benefits of testing as a learning strategy. The purpose of this presentation will be to first provide a brief overview of the scientific literature pertaining to the testing effect and then to share the results of several recent studies in which we demonstrated a testing effect in a variety of university kinesiology courses.

WE WANT TO HEAR FROM YOU!

FIND OUR SURVEY AT:
GeorgiaSouthern.edu/conted/sotl
PANEL: VIDEOCONFERENCING IN SERVICE-LEARNING AND PRACTICUM: ANALYSIS FROM A STRENGTHS-BASED PERSPECTIVE

Sally A. Blomstrom (Embry-Riddle Aeronautical University - Daytona Beach): blomstrs@erau.edu
Susan Schaeffer (Chadron State College): suusschaeffer@csc.edu
Mary Jo Carnot (Chadron State College): mcarnot@csc.edu

Student learning, metacognition, and faculty reflections were examined over 4 semesters in two courses that moved from F2F to videoconferencing. One is a speech class at a technological university focusing on a service-learning STEM literacy project in which students created audio tours for a museum 1500 miles away. The museum director provided feedback. During spring 2014 (n=52) students received written feedback for their scripts. During fall 2014 (n=70) and spring 2015 (n=90) students met the director during one class period and received some feedback. During the fall 2015 (n=70) Skype was used and students received individual feedback. The second is a practicum class in a graduate school counseling program offered primarily online. During three semesters the faculty member and students all traveled considerable distances for F2F meetings. During fall 2015 students met with the faculty member and other students using Vidyo. Modifications were made in both courses to improve teaching and learning. A mixed-methods approach will be used to analyze results. Discussion will include how awareness of our strengths and personality types as faculty influenced our experience as the feedback methods progressed.

COLLABORATING WITH ON-CAMPUS & INDUSTRY PARTNERS TO ENHANCE EXPERIENTIAL LEARNING

Angela McKillip (South Dakota State University): angela.mckillip@sdstate.edu
Kay Cutler (South Dakota State University): kay.cutler@sdstate.edu

This SoTL study focused on the question, “In what ways do industry partnerships coupled with experiential engagement impact student learning processes?” with sub-questions of “How do design principles manifested in an aesthetic dimension impact the educational setting?” and “How do inquiry-based experiences impact the college classroom, faculty, and students?” In collaboration with the Fishback Center, South Dakota State University’s on-campus laboratory school, and KODO Kids, an early childhood educational products company, interior design students explored, designed and built prototypes for classroom ‘stools’ for Fishback Center teachers, inspired by the Reggio-Approach.

This project supports the process of generating new knowledge and pedagogy, goes beyond the current ‘Build-To-Learn’ framework (Konkel, 2014) to include students in participatory research, observation, innovation, and entrepreneurial endeavors. The SoTL study measured impacts on students’ learning, teachers’ teaching, and industry partnerships through a triangulation of reflections, interviews, and survey methods. In particular, student’s demonstrated significant growth in self-awareness, perspective taking, design thinking and construction detailing, and reveled in the opportunity for experiential learning. Full results of the study will be presented, as well as future directions. Participants will engage in conversation about how to transfer this framework of industry partnership, participatory research, and experiential learning to their work.

HONORS STUDENTS REFLECTING ON A CLINICAL EXPERIENCE IN ALTERNATIVE EDUCATION

Erin Mikulec (Illinois State University): emikule@ilstu.edu

Being successful in the 21st century requires a minimum a high school diploma, if not a college degree (Hayes, 2012; The Urban Institute, 2003), however, this is simply not the reality for all learners. Pre-service secondary teachers need to have direct experience working with at-risk youth prior to beginning their career. One approach to this is to complete meaningful clinical experiences, which are an integral part of the transition from student to teacher (Bennett, 2012; Zeichner, 2010), in alternative educational settings. This presentation will discuss the learning outcomes of Honors pre-service secondary teachers who completed their clinical experience in an alternative educational setting as part of an introduction to secondary education course. Over the course of the 10-week experience, the participants completed two orientations and completed a weekly clinical journal in which they reflected on their observations and interactions at the Agency site. The researcher used constant comparative analysis to analyze the reflections of the participants and identify areas of growth and challenge over time. Findings of the study include experiencing education from a different point of view, the challenges of teaching all learners, and identifying one’s own assumptions about learners and reconstructing them in order to be effective teachers.
FACILITATING ADVANCED THINKING SKILLS THROUGH PROBLEM-BASED COURSES

Charles T. Wynn Sr. (Kennesaw State University): cwynn@kennesaw.edu
Richard S. Mosholder (Kennesaw State University): moshold@kennesaw.edu

We will present a problem-based learning model (PBL) designed to promote post formal problem-solving skills among college students in a U.S. history survey course/first-year learning community and we will review results from two studies in which the outcomes of the PBL model were compared to the outcomes of the same course taught with traditional lecture/discussion. The PBL model was more effective in scaffolding students to recognize and practice post formal thinking dynamics and in facilitating self-reported student perceptions of increased course engagement and content relevance. A procedural overview of one of the PBL activities and the metacognitive reflection guide used in our research will be shared. We will also share a short video clip that demonstrates cognitive outcomes among students in the studies along with a summary of results and student comments on the impact the PBL model had on their thinking in and out of the classroom, their level of course engagement, and their perceptions of content relevance. The session will conclude with a Q&A segment focusing on implementations of our PBL model, our research, and the potential applicability of the model in general education curricula.

BUILDING A SOTL CULTURE ACROSS MODALITIES AND DISCIPLINES

Morgan Denney (Grand Canyon University): morgan.denney@gcu.edu
Jean Mandernach (Grand Canyon University): jean.mandernach@gcu.edu

Shifting from a teaching only focus to a teaching and research focus is not an easy path for faculty to follow. It can be met with panic in the faculty. Faculty who had previously been hired to teach are now being asked to extend their professional scope into research. Some may be equipped for the challenge. Some may need to refresh their research skills. Even beyond the skill level, there is also the time concern, the understanding of SOTL and the buy in to the value of the research across specific disciplines.

The focus of this presentation is how to aid the faculty in a transition to SOTL research. In partnership with Faculty Training and Development, and through building on demand SOTL information training sessions and a web based customized SOTL research question, awareness and participation has increased on campus. This presentation will speak to collaborative efforts that serve to build knowledge and skills required to aid in the development of a SOTL research culture amongst teaching faculty.
Students in a freshman chemistry lab prepared digital lab reports (DLRs) alongside traditional written reports, and conducted peer review evaluations on each. The basic components of the report were consistent and included the following sections: abstract, experimental, data/observations, results, and discussion. Students created videos for their DLRs and posted them on a private social media page. The DLRs necessitated a greater degree of planning by the students in order to capture on video or photograph pertinent aspects of the experiments. A mixed-methods approach was undertaken to examine peer feedback, questionnaires, and grading rubrics. Questionnaires focusing on the process of the project were coded for themes related to Connected Learning theory. An important aspect of connected learning theory is the ability for the learner to gain knowledge as well as establish a network of support in the learning process (Ito, Gutierrez, Livingstone, Penuel, Rhodes, Salen, Schor, Sefton-Green, Watkins, 2013). Peer feedback was compared between the traditional and DLRs to evaluate differences. Grading rubrics for both traditional and DLRs were compared to find specific differences in results regarding mastery of lab report preparation. Project results will be presented, including examples of the students' peer reviews, and a brief explanation of how the process works will be provided.

Imagine that you are a college chancellor faced with a budget crisis. Do you offer retirement incentive packages to cut salary expenses? Imagine you are a marketing executive having to counter negative press after a product mishap. Do you propose an expensive campaign to cover and redirect the mishap? The students in this study have the opportunity to do just such imagining and work collaboratively to make a decision. The research in progress aims to determine if scenario-based writing prompts better help students apply the concepts of audience-centered writing and writing for a purpose. The presenter will discuss observations made during the pilot study and results gathered from the formative assessments of the current and ongoing quasi-experimental study. Session attendees will learn about and actively discuss such aspects of the study as the planning of a learner-centered approach to writing, the effectiveness of scenario-based prompts compared to traditional writing prompts, the breadth of scenario-based learning benefits, and best practices for and challenges of designing and implementing such prompts as well as assessing student success per the course SLOs.

Like many institutions, our University is committed to utilizing the assessment cycle in order to maximize student learning through continuous improvement of educational programs. Our institution is devoted to creating a culture in which assessment is performed not only because it is required for accreditation purposes, but because it is central to enhancing student learning. Furthermore, we believe assessment reports need to provide consistent and accurate information so results can be used to document programs’ progresses, identify strengths and weaknesses, and provide future directions. In this session, we will introduce how academic assessment reports are peer reviewed annually by faculty members, using a rubric. The rubric uses a four point scale and includes eight traits; attendees will be given an opportunity to apply the rubric during the session. We will also describe how the Many-Faceted Rasch Model using the FACETS was applied to estimate which programs were relatively weak, which raters were most severe, and which rubric traits presented the greatest challenges. At the conclusion of the session, attendees will be able to understand the academic program assessment cycle, describe the importance of analyzing review results for continuous improvement, and apply the Many-Faceted Rasch Model to peer review of Reports.
Higher education is increasingly focused on raising class sizes as a point of economy. Engaging non-science majors in STEM courses can be challenging in large enrollment classes. Active learning strategies such as role playing can be particularly effective in large classes. Role playing is a familiar activity for students, from video games to Ren fairs, from tabletop games to cosplay. Using role playing activities that employ small-group collaboration can humanize complex topics, immerse students in the learning process, and help create ownership of knowledge. While more common in business, medical and social sciences, role playing can easily be incorporated in STEM courses. We introduced a one-day role play exercise about regional water allocation in SW FL in a sustainability course, and a semester-long Earth Summit role play was used in an Introduction to Environmental Science course. Significant improvement in student attitude and self-efficacy in science were found using a pre/post survey in the Introduction to Environmental Science course. We describe the outcomes of these exercises, the process for preparing role playing exercises, how to conduct them and how to assess learning outcomes. A short role-play exercise will be conducted.

Each year Georgia Southern’s teaching center collaborates with the SoTL leadership team to fund and support SoTL fellows’ evidence-based research projects related to faculty efforts towards improving and better understanding teaching and learning. Fellows are mentored by faculty with experience in SoTL research design, collecting and evaluating data, and appropriately disseminating findings. In this panel presentation 2015-16 SoTL fellows will present their projects discussing the process and progress of their research, obstacles and resources they have encountered, and reflect on their individual SoTL journeys. Audience members will be invited to engage in discussion with panel members to ask and discuss questions related to SoTL, the SoTL Fellowship, and application of SoTL research/practices across disciplines. This session will achieve the following outcomes: Describe process and progress of SoTL research projects carried out by fellows; Identify institutional obstacles and resources for SoTL research; and Ask and discuss questions related to this presentation.
COMPARING THE EFFECTIVENESS OF VARYING INSTRUCTOR-PERSONALIZED APPROACHES IN THE ASYNCHRONOUS CLASSROOM

John P. Steele (Grand Canyon University): john.steele@gcu.edu
Sarah N. Robertson (Grand Canyon University): sarah.robertson@gcu.edu
B. Jean Mandernach (Grand Canyon University): jean.mandernach@gcu.edu

The personalization principle can help instructors in the online modality by offering a medium for presenting content in a student-friendly conversational, personalized tone that increases student learning and engagement (Clark & Mayer, 2011). Personalized instruction can be completed through several approaches, but has a propensity to assist the student in focusing on natural conversations. Although, there are many ways for instructors to personalize materials (text, subject-headings, audio, video) the important aspect of personalized materials is that it can make students feel more connected to instructor. Several studies have shown personalized materials can engage students in the learning process while also enhancing the instructor presence in the online classroom (Clark & Mayer, 2011; Mandernach, 2009). The question that remains unanswered is whether one approach to personalized material within the classroom is more valuable to students than another. The current study analyzed differences between varying levels of personalized lecture material and student levels of satisfaction, connectedness to teacher, and perceptions of teacher presence. The presentation will display the varying levels of personalized material and how instructors can efficiently incorporate the personalization principle in their online classroom to positively impact student outcomes.

PANEL: STUDENT PERCEPTIONS OF LEARNING AND ENGAGEMENT DURING CURRICULAR CHANGE

Robert S. Bledsoe (Augusta University): rbledsoe@augusta.edu
Deborah Richardson (Augusta University): derichardson@augusta.edu
Jessica Gibson (Augusta University): jgibson2@augusta.edu

As part of the assessment of a curriculum redesign in a general education, two-course humanities sequence, we surveyed students (n > 800) during the three semesters of curricular change about their engagement and their perceptions of learning. The panel will report on our findings. One panelist will discuss the aggregate dataset and compare our findings to similar studies of student engagement. Another will report on student engagement and perceptions of learning as the curriculum changed: students who experienced one course in the initial format and one in the revised format were more negative in their evaluations than those who experienced the courses in only one format. The third panelist will report the data on our attempt to establish student perceptions on different levels of learning and forms of engagement. We found that students tended to discriminate neither between different levels of knowledge on Bloom taxonomy nor among different forms of engagement in learning.

Audience members will be asked to examine the findings in the context of their own experience, to generate possible explanations for some unexpected findings, and to pose pedagogical solutions to issues that emerged from them.

“TESTING EFFECT” TO ENHANCE LEARNING IN APPLIED ARTS PROJECT-BASED COURSES

Lilia Gomez-Lanier (University of Georgia): lglanier@uga.edu

This quantitative research project explores the “testing effect” in project-based courses as an assessment of the application of knowledge. The “testing effect” refers to enhancing learning when students attempt to recall information from class lessons. Tests not only serve as assessment tools; they can also strengthen learning through recall of information. Various research studies have suggested that testing promotes greater learning amongst learners in primary and secondary educational settings. With that being said, testing is underutilized in higher-education applied arts courses, specifically those that are project-based. Unlike knowledge-based courses, in which students are required to complete exams and research papers to demonstrate levels of knowledge and understanding of course materials, project-based courses generally do not require exams, quizzes, or papers for assessment purposes. In the applied arts, students engage in a series of design-based projects that demonstrate a defined level of skills, application of knowledge, and creative expression, as specified in the course objectives. The research objective of this study was to compare two interior design-studio courses to determine whether the use of tests early in the design studios promoted greater learning in project-based design courses. The research study compared sophomore- and junior-level interior design project-based courses over the course of a semester. The findings indicate that even though interior design students perceive testing negatively, the students also perceive that open design-studio projects alone are not enough to enhance student learning.
THE EFFICACY OF A MODEL RUBRIC TO ENHANCE EXPERIENTIAL LEARNING IN AN ENTREPRENEURSHIP COURSE: A CASE STUDY

Douglas W. Glass (Webber International University - St. Andrews Campus - NC): glassdw@sa.edu
Earl Wayne Freeman (Webber International University - St. Andrews Campus - NC): freemanew@sa.edu

Current research suggests that college entrepreneurship courses tend to be abstract and lack concrete experiential elements that encompass the total entrepreneurial experience. Using an 18-point model rubric, this case study will detail how to incorporate semester-long functional small businesses, within limitations, that enhance and stimulate the learning experience. Important to this rubric has been an integrated business program in which previous courses teach needed skills in the areas of economics, accounting, finance, marketing, and management. The rubric is used as a tool against which learning is measured and pushes the students toward discovery of entrepreneurial engagement. Appropriate models/systems per rubric item are sequentially taught. Assignments reflect this sequence of acquired student knowledge. Pairs of students as business partners account for all facets of the business especially following the money. The efficacy of the model rubric is evident in longitudinal post-curricular qualitative feedback from 8 years of participants. All students provide journaled reflection and present their findings as their ‘final’ for the course. Results from this feedback are presented. The presentation of this rubric will demonstrate the feasibility of semester-long businesses as an effective entrepreneurship experience teaching tool.

SOTL PUBLISHING 101: EDITORS’ PERSPECTIVES AND ADVICE

Laura B. Regassa (Georgia Southern University): lregassa@georgiasouthern.edu
Delena Bell Gatch (Georgia Southern University): dbgatch@georgiasouthern.edu

Is your project ready to publish? Join the editors of the International Journal for the Scholarship of Teaching and Learning to discuss the publication process. The editors will explore the entire process from preparation, submission, reviews, revisions and pre-publication production to final publication. This session will highlight common pitfalls and provide hints for successful publication. In addition, the editors will be happy to explore manuscript ideas or answer project-specific questions. The session is mainly targeting SoTL researchers who have collected and analyzed data, and who are now preparing a manuscript and looking for publication venues.

#SOTLCOMMONS16
GET INVOLVED. STAY IN TOUCH!
In this panel, the presenters from three different universities will report on the common themes derived from four small-scale studies that focus on focus on arts, nonprofit, philanthropic, and public management education. Evidence suggests service learning promotes effective learning. To assess the effectiveness of these programs, we adapt Kirkpatrick’s four levels of enhancement: reaction, learning, behavior and results to service learning. The model allows for studying these levels in three different contexts: the individual, the group and the community that is consistent with principles of authentic assessment. Quantitative and qualitative data are analyzed at the group and individual level through interviews and survey analysis. We anticipate that five types of connections appear critical to student learning in the administrative disciplines: connections to others, to related ideas or skills, to student lives, to numerous courses, and to the discipline. 

Session Objectives:

a. Present the evaluation model for service learning in administrative projects based on Kirkpatrick’s four levels.
b. Present the findings from the projects.
c. Analyze the impact of service learning projects on SoTL attitudes and beliefs.

Attendees will learn about:

1. Cross discipline learnings across three universities.
2. The impact of service learning on SoTL attitudes.

In this session, the presenter will describe the R.L. Moore method of learner-centered mathematics instruction along with its three goals in which students: independently develop a solution, communicate the solution, and defend the solution. The presenter will discuss how this method was modified to have students collaboratively develop solutions in group investigations. Specific examples of class materials will be illustrated with a discussion on how the materials may be adapted to other STEM disciplines. Benefits and challenges in using the modified Moore method (MMM) as well as the lessons learned from using this method will be discussed. The results from a Likert-type survey will provide detailed information on students’ perceptions and attitudes of learning mathematics through the MMM. In addition, test and final exam scores will be examined to determine the effectiveness of the MMM on increasing student achievement.

The Acrobatiq Smart Author adaptive learning platform, content library and data tools are based on cognitive and learning science research from Carnegie Mellon’s Open Learning Initiative (OLI). Acrobatiq offers Smart Author adaptive curriculum development tools that support outcomes-based modular, adaptive curriculum that can be reordered or selectively subdivided to match with course goals and student learning needs. The digital curriculum includes dynamic media elements as well as interactive learning activities. Based on cognitive understanding of the learning process, the learning activities have multiple levels of hints and targeted feedback to guide student learning. Most importantly, there is a learning dashboard that allows instructors detailed feedback regarding student performance. Any areas that students individually or collectively show deficiencies in can be addressed either through adaptive activities or a complete adaptive learning module. Studies of student outcomes of this active learning strategy for a test case with a statistics course at Carnegie Mellon achieved the same or better learning outcomes as students in the traditional course in half the time. Students spent no more time studying outside of class than their traditional peers, but demonstrated learning outcomes that were similar or better than those of their peers; they also retained the information longer.
**INTRODUCTION TO SOTL**

Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu
Trent W. Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu

This session is geared towards attendees who are novices to SoTL. Whether you just want to learn more about SoTL, how to do SoTL, reasons to get involved or what the requirements for a strong SoTL project are, join the two presenters who are experienced SoTL scholars and University System of Georgia SoTL Award winners. The session will provide some basic definitions for SoTL, explore differences between teaching, scholarly teaching and SoTL, introduce a brief history of SoTL, provide examples of different genres of SoTL research, discuss what makes a good SoTL project and what are the major steps in doing SoTL. The session will conclude with a discussion about attendees’ reasons to be engaged in SoTL and some of the barriers encountered.

**PANEL: FORMING, STORMING, NORMING, AND PERFORMING – MULTIDISCIPLINARY TEAM DEVELOPMENT AND OPERATIONS**

William A. Mase (Georgia Southern University): wmase@georgiasouthern.edu
Samuel Adeyeye (Georgia Southern University): sadeyeye@georgiasouthern.edu
Olga Amarie (Georgia Southern University): oamarie@georgiasouthern.edu
Claudia Cornejo Happel (Georgia Southern University): ccornejohappel@georgiasouthern.edu
Ellen Hamilton (Georgia Southern University): ehamilton@georgiasouthern.edu
Shamika D. Jones (Georgia Southern University): sj01408@georgiasouthern.edu
Jessica Orvis (Georgia Southern University): jessorv@georgiasouthern.edu
Neri Romero (Georgia Southern University): nromero@georgiasouthern.edu

A multidisciplinary research team describes lessons learned through a SoTL study: identifying a research question, designing the study, collecting data, analyzing data, and presenting findings (Bishop-Clark and Dietz-Uhler). The team studied student engagement and analyzed a cohort of 30 FYE students. Session attendees will participate in active learning activities.

Forming: The team formed in spring 2015 as a Faculty Learning Community of SoTL. Initial meetings focused on shared research interests, past research successes, and aspirational research goals.

Storming: The team engaged in lively discussion regarding potential inquiry which culminated in shared direction.

Norming: The team determined a timeline for the project with target benchmarks. An original research protocol for the pilot study was developed.

Performing: Student interviews were transcribed and a qualitative theme analysis conducted. An original coding rubric was developed. Presenters of this session will address the challenges and opportunities encountered in the process of carrying out SoTL projects in a multidisciplinary team, future directions for this continuing project, and share strategies that facilitated productive collaboration in this group.

**THANK YOU TO OUR EXHIBITOR**

[Image: Turning Technologies]
STUDENTS’ PERCEPTION OF THE EFFECTIVENESS OF MEASURES USED TO PREVENT CHEATING IN THE ONLINE CLASSROOM
Leigh Hart (Jacksonville University): lhart@ju.edu
Lesley Morgan (Baker College of Flint): lesley.morgan@baker.edu

Cheating in the online classroom is a concern for faculty and administrators in higher education. Although many different deterrents to cheating have been instituted, effectiveness of these deterrents is not well understood. The purpose of this study was to describe how effective online students rank commonly used strategies to prevent cheating in online courses. This is a descriptive web survey with students from a private not for profit academic institution. The survey was completed by 1008 students from associate to doctoral degree programs. These students came from various disciplines, including nursing. Data analysis included descriptive statistics, chi-square analysis and content analysis of open ended responses. Students ranked engaged learning assignments as the most effective in deterring cheating in online courses. Students expressed concern about legal and privacy issues associated with high technology deterrents such as remote proctoring devices and data mining software. Recommendations for practice include using engaged learning strategies and proctored test centers. Future research should continue to evaluate the effectiveness of emerging technologies designed to reduce online cheating.

DESIGNING A GRADUATE DISCUSSION BOARD RUBRIC TO FACILITATE HIGHER-ORDER LEARNING
Leigh Hart (Jacksonville University): lhart@ju.edu

The purpose of this proposed quality improvement study is to evaluate a discussion board rubric designed through a constructivist lens to facilitate higher-order learning in the discussion board component of graduate nursing courses. Problem: Students often focus on meeting technical requirements for the discussion board activities, such number or length of discussion board post in lieu of higher level thinking and engagement with course content. Student feedback indicates that faculty are not consistent in discussion board grading. Method: After IRB approval content validity of the uniform graduate discussion board rubric will be evaluated by five graduate nursing faculty producing a content validity index. The rubric will be modified based on this evaluation. After necessary modifications six discussion board post, one from each core course in the graduate program will be evaluated by five separate faculty using the uniform grading rubric. The results will be evaluated for intrarater reliability. Conclusion: If the intrarater reliability is satisfactory the rubric will be piloted as a uniform discussion board rubric throughout the nursing program. Additional quality improvement studies will be conducted to determine if the rubric facilitates higher order learning and improved reliability of discussion board grading.

STUDENT LEARNING OUTCOMES IN ONLINE AND TRADITIONAL ETHICS COURSES
Kevin M. Graham (Creighton University): kgraham@creighton.edu

Numerous studies conducted over the past fifteen years indicate that there is no significant difference between student learning outcomes in online courses and traditional, face-to-face courses. Many teachers and scholars in humanities disciplines nevertheless remain skeptical that online courses in the humanities can produce comparable student learning outcomes to traditional humanities courses because synchronous, face-to-face classroom discussions are crucial to achieving valuable learning outcomes in the humanities. Relatively few scholars of teaching and learning, however, have compared systematically the learning outcomes of online and traditional courses in humanities disciplines such as philosophy.

The study featured in this poster session compares learning outcomes in two traditional sections of a philosophy course in introductory ethics to the student learning outcomes in three online sections of the same course that were taught by the same instructor with the same learning objectives, the same required readings, and the same major assignments. The proposed poster session allows participants to evaluate whether an online philosophy course in introductory ethics that utilizes online lecture captures and online discussion forums in place of face-to-face lectures and discussions can produce similar learning outcomes to a traditional version of the same course.
ANALYSIS OF ADDING A FACULTY-LED ONLINE MEETING IN A NURSING COURSE
Sharon Dickey (The College of St. Scholastica): sdickey@css.edu
Carrie Alajoki (The College of St. Scholastica): calajoki@css.edu

This scholarship of teaching and learning study evaluated how adding a faculty-led interactive component to the on-line component of a hybrid nursing course improved higher level thinking in student learning and satisfaction. The course used faculty-led live and recorded interactive online meetings. For this study in progress, four hypotheses were evaluated: Faculty-led online meetings facilitate an increase in higher level thinking in student learning; Faculty-led online meetings will increase or maintain lower level thinking in student learning; Faculty-led online meetings improve student satisfaction; and Students will perceive an increase in higher level thinking and satisfaction related to the faculty-led online meetings. A comparison was done between the units where the intervention was implemented, and the units where the intervention was not done. Poster participants will be provided with a sample of how the faculty-led interactive component was structured. Results of the study compared student knowledge, student learning and satisfaction, between the intervention and non-intervention units, and a student self-perception survey at the end of the course.

PROACTIVE FEEDBACK BASED ADAPTIVE TEACHING FOR ENHANCING LEARNING IN ENGINEERING COURSES
Danda B. Rawat (Georgia Southern University): drawat@georgiasouthern.edu
Chandra Bajracharya (Georgia Southern University): cbajracharya@georgiasouthern.edu

We present a proactive anonymous feedback based adaptive teaching for enhancing student learning for engineering courses. Most of the time, students are reluctant to ask questions or ask instructor to revisit the topic which was already covered. In traditional teaching, there is no immediate anonymous feedback mechanism for each topic or class to notify the instructor about topics which are not clear to students. In this presentation, we discuss a proactive anonymous feedback approach that we implemented in many courses in different semesters to illustrate the effectiveness of the proposed approach. We present numerical results obtained from surveys and feedback conducted by the instructor, departments and students independently.

CROSS-CORRELATION STUDY OF GRADES IN CALCULUS I
Maria Ludu (Embry-Riddle Aeronautical University - Daytona Beach): ludum@erau.edu
Hajara Mahmood (Embry-Riddle Aeronautical University - Daytona Beach): mahmoodh@erau.edu
Andrei Ludu (Embry-Riddle Aeronautical University - Daytona Beach): ludua@erau.edu

Presentation of students’ assessments results in Calculus I face-to-face classes from online recitation and discussion board before the lecture. Understand the possibility to compensate face-to-face time, and help clarify subject matters maintaining learning quality, and optimizing class time. Periodically issued trends, carefully synchronized with online homework, offered students the frame to practice applications and solve problems. Monitoring students’ participation allowed us to identify topics they don’t master yet or they have weaknesses. The complete students’ online participation in discussions and assignment solving were recorded and correlated with their cumulative grades and also with the intensity and frequency of their in class participation. The statistics analysis of these time series showed that almost any significant online participation, motivated by the desire to do well and understand, can be correlated with an increase in class participation and questioning. From the study of correlation between participation in online discussions and the final exam average grade and student retention we observed consistency in the group of participants to the end of semester, increased class participation and peer discussions, signs of ownership over the beginning of the lecture, and increased interest on completing homework. This approach can be extended to any STEM classes.
PREPARING PRE-SERVICE TEACHERS IN WORKING WITH DIVERSE LEARNERS
Jaime L Coyne (Sam Houston State University): jlb110@shsu.edu
Mae Lane (Sam Houston State University): mal024@shsu.edu

Meeting the needs of all students, particularly those from diverse backgrounds can be challenging for new teachers. In this poster presentation, we would like to share our results of a study that examined pre-service teachers’ experience in an online book club on the topics of learning disabilities, gifted and talented, dyslexia, second language learners and poverty in an effort to increase their knowledge and skills in working with diverse learners. Book club members met online using a “wiki” application for 12 weeks in the semester. Dialogue was two-way and continuous as members would respond, share their personal connections as well as post their own questions. Participants also created a professional development for their peers and surrounding schools on their book club topic. Seventy-eight percent and twenty percent strongly agreed or agreed respectively that the project better prepared them as a teacher working with students. Attendees can expect to learn about our study as well as information on how to implement their own virtual book club in their classroom at the K-12 and higher education setting. We would also like to share our future implications with the expansion of literature to include non-fiction genres, including autobiographies.

DEVELOPMENT OF VIRTUAL LEARNING EXERCISES IN AN ONLINE HEALTH COURSE
Jodi Clark (Nova Southeastern University): jodipjuanclark@yahoo.com

Online virtual simulation scenarios and learning games offer health students the opportunity to safely and efficiently experience and actively participate in real-world public health and emergency scenarios. Research indicates that key predictors of engagement in student learning environments include the amount and quality of interaction. Online health courses benefit from this type of quality interaction, despite not having access to a face-to-face classroom. Virtual gaming and scenarios offer students the opportunity to participate in health exercises and to engage actively in the online classroom. This poster presentation provides a review of a development, implementation, and evaluation of a synchronous virtual disaster simulation and two gameshow-type team learning exercises in an online doctoral-level health science course. The presentation will also review strategic use of both synchronous and asynchronous tools within the course gamification activities and aligning of these activities with other course projects and objectives. Creative teaching occurs when the environment provides a learning community of collaboration and active learning. Virtual learning exercises provide an engaging and fun experience for health science students. The success of these virtual exercises has led to them being applied to other public health disease threats in other graduate courses.

ONLINE HOMEWORK, MOTIVATION, ACADEMIC EFFORT, AND PERFORMANCE: A LONGITUDINAL STUDY
Susan Janssen (University of Minnesota - Duluth): sjanssen@d.umn.edu

This research in progress addresses causality and timing among the effects of academic motivation, effort, and performance using longitudinal data from surveys, online homework, and course management systems in college level sociology courses. Previous research has demonstrated the importance of academic motivation in explaining grades and performance on examinations, as well as the role of online resources as they affect motivation and performance. However, few studies have attempted to address causality and time ordering among all of these variables. Data collected from three sections of two sociology courses during the fall semester of 2015 are currently being analyzed. Motivation is measured using an academic motivation scale and self-reports. Effort is measured using hits on online resources, submission times, and total time spent in online homework systems, as well as self-reported effort. Performance includes grades on homework and examinations, as well as course grades. These concepts are measured at several points during the semester, providing information on their time ordering. Ongoing analysis includes statistical modeling of the relationships between key variables, with controls for exogenous variables such as grade point average and demographic characteristics. Data collection from additional courses continues throughout the spring semester of 2016.
ENHANCEMENT OF DELIVERY OF INSTRUCTIONS UTILIZING WEB PUBLISHED VIRTUAL INSTRUMENTS
Shahnam Navaee (Georgia Southern University): snavaee@georgiasouthern.edu

In this presentation the utility of specially prepared Virtual Instruments published as HTML files is documented and discussed. The developed “Virtual Instruments” can be used to complement the classroom instructions and extend the reach of engineering educators in more effectively conducting laboratory and field experimentation. Construction of this type of modules is possible through using the web publishing tool available in a powerful software package called LabVIEW. The Virtual Instruments (VIs) created as web documents can be placed on a web-server and made available to users at remote locations. These files can enhance the collaborations and interactions among individuals at these stations. For example, the VIs created for a course can be accessed and executed by multiple instructors delivering other sections of the course at various physical locations on and off campus. The development of two sample VIs created as web documents, for an undergraduate and a graduate engineering course are included and discussed in the presentation to clearly illustrate the power and utility of this type of Virtual Instruments. Provided in the presentation is also the student assessment results for utilizing these modules in teaching two sections of an undergraduate course delivered in fall 2014 at Georgia Southern University.

LEARNING VLOGS: ACHIEVEMENT IN ENGINEERING GRAPHICS THROUGH SELF-REGULATION
Kari L. Jordan (Embry-Riddle Aeronautical University): jordak16@erau.edu

Through a series of prompts that challenge students to reflect on their learning, Learning Vlogs (video blogs) are proposed to provide a medium for students to explore their learning styles in the Engineering Fundamental’s Graphical Communications course. The course is designed to familiarize students with the basic principles of drafting, engineering drawing, three dimensional visualization skills, and the fundamentals of a computer aided design program.

This qualitative study will be conducted during the first half of the spring semester. Each of the 23 students enrolled will create short videos upon completing nine homework assignments, reflecting on the assignment and their strengths and weaknesses related to the concepts involved. Each video will be coded thematically to identify common strengths and weaknesses among the students. This study will answer the following research question: How does self-regulated learning affect student performance in engineering graphics? These Learning Vlogs will also provide a creative way to receive feedback from students to improve lectures.

During this poster session the author will engage the audience by discussing the research protocol and results of this study with attendees to understand how a study like this can be replicated at other universities in subjects outside of engineering.

WE WANT TO HEAR FROM YOU!
FIND OUR SURVEY AT:
GeorgiaSouthern.edu/conted/sotl
### Evaluation Process: Does Your Nursing Curriculum Include the QSEN Competencies?

Joyce Pompey (University of South Carolina Aiken): joycep@usca.edu  
Betty Abraham-Settles (University of South Carolina Aiken): bettya@usca.edu

Evaluation Process: Does Your Nursing Curriculum Include the QSEN Competencies?

Quality and safety in health care is a major concern for patients and health care providers. In 2002, the Joint Commission established National Patient Safety Goals relating to improving quality of care. In 2010, the Robert Woods Johnson Foundation began an initiative for quality and safety education for nurses (QSEN). The initiative was to prepare nursing faculty in undergraduate programs to teach future nurses the knowledge, skills, and attitudes necessary to improve quality and patient care safety. This initiative included the six competencies of patient-centered care, teamwork and collaboration, evidence-based practice, quality improvement, informatics, and safety. This poster presentation will outline a process for incorporating the QSEN competencies throughout the curriculum of a generic BSN program. Faculty meetings were held to discuss course objectives and QSEN competencies. All clinical course objectives were submitted for evaluation. Each objective for each clinical course was then analyzed in relation to inclusion of the QSEN competencies. The findings indicated that each of the medical-surgical courses did include all QSEN competencies. The findings indicated that specific QSEN competencies were leveled as the curriculum courses increased in complexity.

### Teaching Social Justice in English Composition and Learning Support

Neeley A. Gossett (Georgia Perimeter College): neeleygossett@gpc.edu

The poster presentation will focus on teaching social justice in English Composition I. This semester I have developed curriculum that uses a variety of writing methods to address, research, and analyze current social justice issues. Viewing social justice through the lens of social media is also a part of my class. My students have used #JustThink to exchange ideas and research on Twitter in an effort to become part of a larger societal conversation about social justice. I will include my own research, as well as assignments I have created and students’ work samples in the presentation. I will analyze the results and outcomes of these assignments, along with student surveys and include the results on my poster.

I teach at a two-year college, and twenty-seven percent of my English Composition I students are also in my corequisite learning support class. I will compare the outcomes of these students to the outcomes of students who tested into English Composition I without the being placed in the learning support corequisite. I will provide strategies for teaching social justice in learning support classes.

### The Scholarship of Service Learning

Thayer W. McGahee (University of South Carolina Aiken): thayerm@usca.edu  
Maureen Bravo (University of South Carolina Aiken): maureenb@usca.edu  
Lisa Simmons (University of South Carolina Aiken): lisas@usca.edu

This research examined the integration of service learning in a baccalaureate nursing curriculum, and its impact on students’ cognitive and affective development. Nursing faculty worked with regional staff of Special Olympics (SO) to coordinate and perform the required physical examinations for the athletes. Nursing students, under the guidance of faculty, performed the exams on the athletes which included children in a wide range of age, physical, social, and intellectual levels. This activity has had tremendous value for both students and the community. Approximately 300 athletes have been able to participate in the SO Games, who otherwise would not have. Nursing students have been able to gain a broader understanding of the diversity in physical and intellectual abilities of children. They have also been able to utilize the assessment skills they had learned in a very “hands on” manner as they give back to their community. An instrument developed by Wang, Jackson, Rodgers, & Jones (2005) was utilized for data collection by administering pre and post-tests to the students. Results of data using ANOVA and t-tests revealed a significant 2-way interaction between the pre and post-tests, and a significant increase in the domains of justice, charity, and competence.
USING ONLINE QUIZZES FOR FORMATIVE ASSESSMENT IN A MEDICINE CLERKSHIP
Kristinmae Cardoza (University of Arizona College of Medicine - Phoenix): cardozak@email.arizona.edu

The use of a web-based examination system for medical student self-assessment and self-directed learning can be an invaluable tool for clerkship programs. Quizzes benefit students preparing for end-of-clerkship shelf exams, affords students with immediate feedback and review of the week’s didactic material and allow clerkship directors to gage students’ learning and clinical knowledge. Quizzes are faculty-authored, take-home, self-paced and open-book format. Students receive answers and rationale after completing each quiz via the exam system. Use of a proprietary Web-based exam system served three main purposes: (1) to develop a database of questions for Medicine clerkship exam practice and self-assessment; (2) to provide formative feedback to students and the clerkship director regarding student clinical knowledge; and (3) to evaluate the effectiveness of the quizzes in preparing students for their end-of-clerkship shelf examination. The author will present examples of quiz content, delivery methods and student feedback about self-directed learning. The presentation will also include performance data on quizzes and mean shelf exam data since July 2015. Conclusion: While the data fail to show evidence of improving end-of-clerkship exam scores, online quizzes can be used as a standard tool for clerkships in gaging student learning and gaps in knowledge.

DESIGN OF AN INTENSIVE STUDY SESSION FOR “AT-RISK” STUDENTS IN CHEMISTRY
Beulah S. Narendrapurapu (Georgia Southern University): bnarendrapurapu@georgiasouthern.edu
Jessica Orvis (Georgia Southern University): jessorv@georgiasouthern.edu

Numerous studies on predictors for “at-risk” students in general chemistry have suggested that effective intervention programs can assist “at-risk” students to successfully complete the courses. For the last three years, the Chemistry Department at Georgia Southern University has offered an intervention program in the form of a large intensive study session for all Principles of Chemistry I students (approximately 850 students) led by as many as a dozen chemistry faculty volunteers with a large number of chemistry majors volunteering as assistants. The intense study session is offered one week before the drop deadline and is designed to catch students up with material and encourage them to keep the class instead of withdrawing. Faculty and student volunteers use mini lectures, hands on demonstrations, and worksheets to intensively tutor students on the topics that students sign-up for prior to the study session. Research is in progress to study the effectiveness of the intervention program using statistical relationships between first exam grades, student perceived learning gains from a survey, and the final course grades. The presentation will focus on the study session format, research design, challenges in implementation and initial results.

A PILOT STUDY OF INSTRUCTIONAL ALIGNMENT IN COLLEGE TEACHING
Mike Metzler (Georgia State University): mmetzler@gsu.edu

Every course starts with some statement/s of intended learning outcomes to be achieved over the span of the term. To promote those outcomes, an instructor plans for and directs students through any number of course components (readings, lectures, discussions, assignments, quizzes, tests, projects, etc.). Each component can lead to a certain type of learning outcome (recall, analysis, understanding, prediction, evaluating, etc.). When course components are out of alignment with intended learning outcomes, the possibility of students achieving those outcomes is greatly reduced. A protocol was developed to assist instructors to look for and find course components that are out of alignment with intended course outcomes. The poster will describe the initial work to validate this protocol using progressive beta versions to observe a wide variety of courses (by level, content, delivery, etc.). The poster will show the results of this pilot study at GSU to show how this protocol can be developed for future use by instructors in any college teaching setting.
HIGH SCHOOL ACADEMIC RECORDS AND COLLEGE GPAS AS PREDICTORS OF STUDENT ENROLLMENT IN AND SUCCESS IN ONLINE, HYBRID, AND TRADITIONAL SECTIONS OF AMERICAN HISTORY SURVEY COURSES
Jeffrey R. Young (Georgia State University): jryoung@gsu.edu

Investigators at Georgia State are engaged in a multi-year experiment on the impact of digital resources on student learning in introductory history classes taken by five thousand GSU students each academic year. As part of this larger project, data from high school GPAs, ACT/SAT scores, and GSU campus GPAs have been compiled for 2,500 students enrolled in 101 sections of the U.S. survey course (History 2110) in the Fall 2015 semester. These measures of students’ previous academic performances and level of readiness for coursework in higher education have been correlated with data from students’ date of registration and final grades for History 2110 with an eye toward examining whether:

1. Students with particular academic backgrounds are more or less likely to enroll in online course sections as opposed to hybrid or traditional sections
2. Students with particular academic backgrounds experience measurably different outcomes in History 2110
3. Students with particular academic backgrounds do better or worse than expected (given the aggregate statistical patterns) when enrolled in online, hybrid, or traditional sections
4. Students with particular academic backgrounds are, in online, hybrid, or traditional sections, more or less likely to have course outcomes that diverge significantly from the individual students’ campus GPAs
PART 1: IMPROVING THE EFFECTIVENESS OF HOMEWORK IN AN ACCELERATED SUMMER COURSE THROUGH CLASSWORK
Rami Haddad (Georgia Southern University): rhaddad@georgiasouthern.edu

A novel approach to replace homework with classwork assignments in an accelerated summer course is proposed. The proposed approach uses a hybrid model combining traditional lecture-based and problem-based instructions designed especially for such offering. The proposed hybrid teaching model was implemented in summer 2015 in a senior-level communication systems course. It was demonstrated that this model was able to 1) help students solidify their understanding of the topics being covered, 2) provide students with timely formative feedback, and 3) increase the students' overall performance and success in the course. To validate these findings, a quantitative and qualitative analyses were conducted using statistical assessment methods. Moreover, the model effectiveness was verified by assessing the students' performance in two different offerings of the same course. Assessment results indicated that the students in the accelerated summer course using the proposed model performed much better than those enrolled in the regular semester offering.

PART 2: CAN STUDENTS PEER-ASSESS PROJECT PRESENTATIONS EFFECTIVELY?

In this study, we analyzed the effectiveness of undergraduate electrical engineering students’ peer-assessing project presentations. The goal of this analysis is to determine whether students can effectively conduct peer-assessments using rubrics and what can be done to improve the integrity of their assessment. This analysis was quantitatively verified by assessing the performance of over 70 students in 2 different courses. We statistically analyzed students’ assessment results in these courses to conclude that students will on average overrate their peers’ presentations. In addition, we also concluded that a simplified rubric will result in smaller difference between the students’ and instructor assessment results compared to a detailed rubric. This indicates that integrating peer-assessment in the education process will give the students ownership of it and help them develop their judgment skills. However, to be successful, a cognitive apprenticeship model in grounding students’ on how to effectively assess should be also used.

LEARNING OUTCOMES OF PRE-SERVICE TEACHERS STUDYING ABROAD IN BRIGHTON, ENGLAND
Erin Mikulec (Illinois State University): emikule@ilstu.edu

This presentation reports on the learning outcomes of pre-service teachers who participated in a three-week study abroad program in Brighton, England, where they engaged in using drama techniques in the classroom and visited local schools. Research has shown a number of benefits that result from a study abroad experience, such as development of intercultural sensitivity and communication skills, and an increase in the knowledge of the host country, and in self-awareness (Parsons, 2010). Furthermore, research indicates that even a short term study abroad program, lasting between several weeks to one month, can be beneficial (Bell & Anscombe, 2013; Vatalaro, Szente, & Levon, 2015). This qualitative study used constant comparative analysis to analyze the learning activities, including reflections and discussions, that the participants completed pre-departure, on-site and upon the return home. The findings indicate that the participants identified a number of similarities and difference in various aspects of education in the United States and England. The participants also reported out-of-class learning outcomes such as increased self-confidence, flexibility, and an emerging sense of adventure. The presentation will describe the learning activities, assessment tools, and recommendations for developing activities that lead to student self-reflection and growth and provide opportunities for discussion among attendees.

EMPATHY IN EXPERIENTIAL LEARNING: UNIVERSAL DESIGN PROBLEM SOLVING
Lilia Gomez-Lanier (University of Georgia): lglanier@uga.edu

Interior designers as designers of the built environment are tasked with improving the overall lives of their clients, specifically safety, health and welfare of clients. Certain design projects may feature older or disabled individuals, but the focus in those situations tends to be on special needs rather than lifestyles and aspirations. Using the concept of universal design problem solving this qualitative research study explores the role that empathy may have on the experiential learning of interior design students in a residential design studio. Specifically, empathy’s role on the knowledge, action and reflection components of experiential learning. Research participants as part of their course requirements were tasked with completing a program analysis and renovation design of the homes of three disabled local farmers. The farmers’ residences served as work environments as well. Students prior to commencing the project completed an assignment that simulated a minimum of three disabilities as an introduction into universal design. The qualitative analysis was obtained from students documenting their experiences and perceptions in a design journal, summary of the disability simulation assignment, semi-structured interview and observational analysis of completed design project.
EMBEDDED PEER COACH PEDAGOGY TO IMPROVE UNDERGRADUATE RESEARCH IN STEM STUDENTS

Lihua Xu (University of Central Florida): lihua.xu@ucf.edu
Mary Tripp (University of Central Florida): mary.tripp@ucf.edu
Karin Chumbimuni-Torres (University of Central Florida): karin.chumbimunitorres@ucf.edu
Amanda Anthony (University of Central Florida): amanda.anthony@ucf.edu
Michael Rovito (University of Central Florida): michael.rovito@ucf.edu
Linda Walters (University of Central Florida): linda.walters@ucf.edu
Martha Garcia (University of Central Florida): martha.garcia@ucf.edu

This study assesses the effectiveness of student coaches in improving students’ research experience, skills, and confidence in conducting undergraduate research. Research coach pedagogy is based on a model developed at the University of North Carolina (Pukkila, Arnold, Li, & Bickford 2013). In this study faculty recruited and trained peer research coaches from within their disciplines. The study is one-group (23 students) pretest and posttest (14 students) design. During the study, participants taking a first-year composition research course (ENC 1102) were required to meet the research coach twice per month. Results of dependent t test for paired samples indicate that participants had statistically significantly more research experience, higher research skills, and more confidence in their research ability at the end of the intervention. After controlling for the effect of pre-intervention research experience, participants’ research experience, research skills and their confidence in their research ability was still significantly higher at the post-test as compared to the pre-test. Limitations exist with the internal and external validity of research findings in this study. However, this study supports the efficacy of research coach pedagogy, which could be extended to large introductory STEM classes where the differences before and after the intervention promise to be advantageous.

PREPARING THE SOTL SCHOLARS OF TOMORROW IN AN UNDERGRADUATE COURSE

Cathleen McCarron (Middlesex Community College - Bedford): mccarronc@middlesex.mass.edu
Sarah Quast (Middlesex Community College - Lowell): quasts@middlesex.mass.edu
Noreen McGinness (Middlesex Community College - Bedford): mcginnessn@middlesex.mass.edu
Kimhim Chhay (Middlesex Community College - Bedford): kchhay2@mail.middlesex.edu
Elizabeth Haberkorn (Middlesex Community College - Bedford): ehaberkorn@mail.middlesex.edu
Sean Chickosky (Middlesex Community College - Bedford): schickosky@mail.middlesex.edu

At Middlesex Community College two SoTL Coordinators are working with the institution’s first Student SoTL Scholars. This fall the coordinators collaborated with the Director of Academic Support Programs to welcome students into the SoTL Community. Eight Middlesex student tutors-supplemental instructors who currently teach their peers one-on-one in the tutoring centers and in groups in the classroom setting are now applying for CRLA (College Reading and Learning Association) Level III Certification. To achieve Level III Certification students must complete a research project related to their tutoring or supplemental instruction experience. Like all teaching faculty, these student-instructors face challenges ranging from attendance to skills acquisition to content mastery. Because the certification research projects are geared toward improving instruction, the SoTL Coordinators recognized an opportunity to make students true members of the SoTL Community. They developed a one-credit undergraduate research course in which students follow the steps of a SoTL Project, including designing the project, undergoing the IRB training and review process, conducting a literature review, implementing the intervention, collecting and analyzing evidence, and publishing the results. The coordinators team-teach the course and solicit participation from librarians and the dean of institutional research to create an authentic research experience.
The Common Core State Standards (CCSS) are a clear set of shared goals and expectations for the knowledge and skills students need in English language arts and mathematics at each grade level so they can be prepared to succeed in their educations, careers, and lives. The purpose of this study was to investigate and compare the impact of two strategies (lesson design with Microsoft Word & lesson design with an online tool) on improving in-service teachers’ knowledge, skills and practices with the CCSS. Half of the master’s degree seeking in-service teachers in two different graduate level courses completed their lesson plans by using MS Word while, the other half completed their lesson plans by using an online tool: lessonfarm.com. At the end of the survey, 105 participants completed an online survey where they answered questions regarding their completed lesson plans. From the survey we gathered that the participants who used the online tool for their lesson plans benefited more from the project. They agreed that creating lesson plans by integrating CCSS helped them develop a deeper understanding of CCSS, and that they now have a better grasp of designing lessons aligned with CCSS.
In an innovative approach to Ambrose et al.’s (2010) strategies for creating a productive course climate, a composition instructor and a student affairs professional combined backwards design (Wiggins & McTighe, 2005) and student development theory (Evans, 2010) to determine whether strategic in-class interventions could help students overcome stalled classroom discussions, an inability to explore difficult subjects, and unproductive group dynamics. The presenters utilized a mixed methods approach, combining student perception data and instructor’s primary observations. Primary observations yielded indicators that the treatment section benefited from the interventions. They will recap the course development process, recruitment of student affairs partners, and the impact of this approach. Assessments included pre and post surveys based on the Student Development Task and Lifestyle Assessment and observational notes documenting student processes, questions, and interactions.

Participants will engage in small group discussions regarding “stalled” learning and brainstorm potential student affairs partners.

Following this session, participants will recognize that:
- It is possible to re-conceptualize optional, discrete student development workshops as in-class curriculum.
- Instructors should pro-actively offer developmental interventions to help students navigate difficult ideas and still learn content.
- Partnering with student affairs offers a wider variety of solutions for combating non-cognitive obstacles to learning.

This presentation will focus on advocacy for and support of SoTL at the institutional and disciplinary levels to highlight successful initiatives for the advancement of SoTL. Initiatives discussed will be used as a springboard for interaction among attendees to share “next steps” for SoTL advocacy in a manner which acknowledges differences in both institutional and disciplinary structures and priorities.

At the institutional level, steps taken to enhance understanding of SoTL and support SoTL research at Illinois State University will be highlighted: establishment of a SoTL blog to share information, resources, and reflections on SoTL, publishing of a multi-media SoTL research outlet to highlight the SoTL work of faculty, allocation of funds to support faculty/student SoTL collaborations, use of SoTL Scholar-Mentors to develop campus SoTL leaders, development of a campus-wide contest to identify programs using SoTL to inform curricular, programmatic, or disciplinary change.

At the disciplinary level, initiatives for promoting SoTL across various disciplines will be presented: adoption of disciplinary SoTL position papers, establishment of discipline-specific SoTL publication outlets, use of a special interest group to grow interest in SoTL among professionals, establishment of disciplinary SoTL awards.
A METHOD TO THE MADNESS: INFUSING CRITICAL THINKING STRATEGIES INTO ONLINE COURSES
Randall E. Osborne (Texas State University-San Marcos): ro10@txstate.edu
Paul Kriese (Indiana University East): paulkriese5@gmail.com

We have incorporated a critical thinking model into our course on “hate” using Kuhn’s (1999) work on meta-knowing skills, Paul and Endler’s (2002) emphasis on how critical thinking integrates emotions into one’s thinking, and Smith’s (2002) characteristics of critical thinking.

By integrating these approaches into our online classroom, we encourage students to discuss what they know, how they know it, and how those thoughts fit into the broader range of what people know. Additionally, we emphasize that critical thinking is developmental in nature. Smith’s characteristics of critical thinkers shows what critical thinkers would be able to DO that non-critical thinkers would NOT do. The model that results - that assesses student thinking on four developmental levels of (1) recitation, (2) exploration, (3) understanding, and (4) appreciation – provides a framework for “scoring” student work and promoting an understanding of where a student is “falling short” in terms of critical thinking.

This presentation discusses data we have collected on the effectiveness of the model in promoting increases in student tolerance of ambiguity and decreases in egocentric thinking, information on how the model can be incorporated into any discipline and any type of classroom. Faculty will participate in an assignment used in the course.

ASSESSMENT OF A COMMUNITY BASED LEARNING PROJECT WITH TEENS
Karen J Berman (Georgia College and State University): karen.berman@gcsu.edu
Kristi Papailler (Georgia College and State University): ivakristi.papailler@gcsu.edu

The assessment criteria, rubrics, and results of a three-year high-impact community-based learning research project embedded in an undergraduate course will be discussed and analyzed for ways in which it can be replicated by others. Within a general education course entitled Theatre for Social Change, Georgia College students work with teens from Early College, an intervention strategy to enhance college readiness in underrepresented students. Together, the college students and teens problem solve social justice and health issues through drama performances which will be demonstrated during this session. The innovative pedagogy which has fostered an assessment process through portfolios emphasizing critical thinking and personal reflection and Association of American College & Universities (AAC&U) VALUES rubrics which evaluate community and civic engagement will be shared. Collaborative service learning project leaders and general education professors will appreciate how the general education outcomes assessments close the loop in the scholarship of teaching and learning. Learning objectives will include: a) enhancing assessment practices within innovative learner-centered pedagogy; b) connecting general education outcomes with community-based outcomes; and c) helping students understand their growth process through assessment.

HUMANITIES PROFESSORS’ CONCEPTIONS OF ASSESSMENT IN GENERAL EDUCATION
Chad Rohrbacher (North Carolina A&T State University): cmrohrba@ncat.edu

This qualitative case study used Brown’s (2008) Conceptions of Assessment as a lens to better understand how humanities faculty are engaging the assessment movement in their general education programs. Much of the research on this topic suggests that there is a great deal of resistance to assessment in the humanities; however, my findings suggest it is not a resistance to assessment as a concept, but to the implementation of the assessment process that is most discouraging to faculty. Findings suggest that the practical use of the assessment data beyond reporting was absent. Further, the lack of shared governance in the process negatively affected faculty engagement with general education assessment. There are some very practical and not overly burdensome techniques to address many faculty concerns and to create an assessment program that is not only beneficial to the institution, but more importantly, useful to the students and faculty. Faculty and administrators in higher education can find relevance in this study’s findings to improve general education assessment processes, and in garnering faculty buy-in and support for assessment initiatives. Audience members will be encouraged to share their experiences and discuss successful strategies used to encourage quality assessment.
**ROOM 217**

**GRADING SMARTER WHILE STUDENTS LEARN**

*Kent Divoll (University of Houston - Clear Lake): divoll@uhcl.edu*

The presenter designed assignments based on aspects of the brain that encourage students to make connections between concepts and are easy for the instructor to grade. This mixed-methods study used a questionnaire with twelve 5-point Likert scale questions and eight open-ended questions. The results of this study, which included 27 education undergraduate students, indicated that students put in a lot of effort on these assignments, were okay with receiving less feedback, learned as much (if not more) on these assignments as typical course assignments, and preferred that other professors use similar assignments. In addition, when asked about preferences on the feedback that students receive in a classes, students suggested that their grade is not more important than the feedback that they receive and would rather receive more feedback and the professor take more time to grade than less feedback with an assignment returned quickly. The objectives of the presentation are to use active teaching strategies (e.g., think-pair-share and fish bowl discussions) to: (a) share the results of the study and (b) have participants participate in this type of assignments and plan how they could implement this type of assignment in their classes.

**ROOM 218**

**PANEL: SOCIAL JUSTICE THROUGH SOTL: ESTABLISHING AUTHENTIC COMMUNITIES OF LEARNING**

*Delores D. Liston (Georgia Southern University): listond@georgiasouthern.edu*

*Regina Rahimi (Armstrong Atlantic State University): regina.rahimi@armstrong.edu*

*Erin Peters-Burton (George Mason University): epeters1@gmu.edu*

*Giuseppina Kysar (George Mason University): Mattietti gkysar@gmu.edu*

*Karen S. Meaney (Texas State University - San Marcos): km66@txstate.edu*

*Mary R. Moeller (South Dakota State University): mary.moeller@sdstate.edu*

This panel session examines collaborative experiences drawing together SoTL with concepts of social justice to develop authentic communities of learning. Each author in this panel explores how engaging in the scholarship of teaching and learning leads us closer to transformational teaching and learning.

This opportunity to explore our personal interactions with students, the sociology behind teaching, and the diverse perspectives explored through teaching and learning relationships is perhaps the most powerful promise of SoTL. The authors in this panel session examine social justice and opportunity for equity in the work of SoTL.

The guiding question for this panel session is “how can SoTL be used to make education transformative for all learners and teachers?” This presentation will focus on work from five authors who have sought to engage their students through “authentic relationships.” The first presenters will clarify connections between transformation and SoTL. The other presenters’ works feature collaboration and “science mindedness”, social justice, collaboration and study abroad, and critical service to promote social justice. These examinations of SoTL practice provide space for us to examine the transformative potential of SoTL.
ENGAGE ME AND I LEARN: INTERACTIVITY BRINGS CONTENT TO LIFE
Michael Qaissaunee (Brookdale Community College): mqaissaunee@brookdalecc.edu
Kelly Parr (Brookdale Community College): kparr@brookdalecc.edu

E-MATE (E-books and Mobile Apps for Technician Education) is a National Science Foundation funded project to develop interactive e-textbooks for technician education. The E-MATE project team at Brookdale Community College built these interactive materials with content and subject matter expertise from two NSF Advanced Technological Education centers. E-MATE has identified best practices and documented how best to create interactive content and determine its efficacy in engaging students and improving teaching and learning. The ultimate goal is to advance the creation and adoption of interactive instructional materials within the education community, filling the void left by traditional publishers’ unwillingness to offer students engaging, interactive content and addressing spiraling textbook costs.

Participants will learn free and inexpensive tools to develop their own interactive content. We will share how we have been able to impact student learning and understanding by infusing interactivity with purpose to help students grasp difficult concepts or “muddiest points”. In a survey of forty-two students from five community colleges piloting the interactive e-textbooks eighty-seven percent of respondents “strongly agree” or “agree” interactive features helped them learn subject matter and added value to the learning process; 80% “strongly agree” or “agree” interactive features helped engage them in the learning process.

ASSESSING UNDERGRADUATE ACCOUNTING STUDENTS’ ANALYTICAL AND REFLECTIVE SKILLS
Ebenezer Kolajo (Radford University): ekolajo@radford.edu
Felix Amenkhienan (Radford University): famenkhi@radford.edu

This presentation demonstrates how two of the eight general skill goals in Standard 9 (Curriculum Content) of the Association to Advance Collegiate Schools of Business (AACSB) International’s accreditation requirements were embedded into an undergraduate accounting course. The two skill areas require learning experiences in analytical thinking (i.e., an ability to analyze and frame problems) and reflective thinking (i.e., an ability to understand oneself in the context of society).

This study measured the performances of students who enrolled in two sections of an accounting course over a two semester period. Seventy six students enrolled in the two sections of the course in fall 2014 and 51 in the spring 2015. Questions pertaining to the learning outcomes were embedded in three examinations given during each semester. The results of the assessment showed continuous improvement of the students’ performances from exam1 to exam3 in both outcomes. The rate of students’ mastery of analytical skill remarkably improved, while that of reflective thinking skill was gradual.

The lesson learned from this study was that grading and assessing student learning can be simultaneously enhanced with good planning. Separation of both activities often causes tensions between faculty and administration, where faculty regard assessment as an added burden. This session will provide an opportunity for participants to share their assessment experiences and learn from each other.

BLENDED COURSE DESIGN’S IMPACT ON STUDENT ATTAINMENT OF LEARNING OUTCOMES
Laura Walker (University of North Texas): laura.walker@unt.edu
Ronald S. Carriveau (University of North Texas): rcarriveau@unt.edu

There is always room for improvement. In the classroom, improvement can be made in several ways including the way in which information is presented to students, how students are assessed in a course, or even how the classroom is physically laid out. Research has proven that in today’s classroom, students prefer to be taught by interactive lectures and group-based activities. But before instructors change their methods of teaching to accommodate today’s students’ preferences, we should know whether or not the changes will affect the students’ attainment of student learning outcomes. This session will focus on effects that course redesign of instructional and learning strategies has had on student attainment of learning outcomes in an introductory course taught over five semesters between 2011 and 2015. Data for the study were collected at the end of each semester from two semesters of face-to-face teaching and three semesters taught in the flipped classroom model. Outcome attainment values were produced after students’ responses to test items were directly measured to specific learning outcomes (Carriveau, 2010). The measure of success for each of the courses comes from these outcome attainment values rather than grades, which is a unique approach in terms of existing research.
DEVELOPMENT AND VALIDATION OF AN EDUCATIONAL PSYCHOLOGY MISCONCEPTION SCALE FOR PRE-SERVICE TEACHERS

Morgan McAfee (University of Central Florida): morgan.mcafee@ucf.edu
Lihua Xu (University of Central Florida): lihua.xu@ucf.edu
Bobby Hoffman (University of Central Florida): bobby.hoffman@ucf.edu

Misconceptions are beliefs contradicted by empirical evidence. Prior research has investigated pre-service teachers’ beliefs, but has yet to identify specific misconceptions about educational psychology. Among pre-service teachers, misconceptions are particularly egregious because their beliefs directly influence curriculum development, pedagogy, and the construction of student learning environments. The extant literature has addressed misconceptions of general psychological constructs but further research is needed to identify educational psychology misconceptions particularly among pre-service teachers. This preliminary research began the development and validation process for an instrument to identify these beliefs as an initial step toward mitigating naïve beliefs about educational psychology among pre-service teachers. Participants (N = 173, 81.5% female, 18.5% male) indicated the extent of agreement with 15 educational psychology statements not supported by empirical evidence using a six-point Likert scale, with a separate “I have no knowledge of this topic” option to ensure that the instrument was measuring misconceptions, not lack of knowledge.

69.9% of the respondents were between the ages of 18 and 30. Maximum likelihood estimation procedure with oblique rotation was used to extract four factors based on Kaiser’s rule and scree plot. Together, the factors explained 45% of the variance. Internal consistency for the scale and subscales were reported.

ME? DO SOTL RESEARCH? BUT, I’M NO TRENT MAURER!

Robert Hautala (Western Oregon University): hautalar@wou.edu

Anyone attending a SoTL Conference, cannot but be impressed, and perhaps overwhelmed, by the quality and diversity of the formal and poster presentations that are offered. From student-learning measures to “flipped classrooms;” from on-line approaches to student motivations; from theory to practice; it is all covered, and covered well. In true scholarly fashion, lines of research have been developed that are regularly addressed. One might also think, “I could study that topic,” or, “I wish I could do something in that area, but...” Many things can “get in the way” of one’s research ideas, be they Time, Institutional Blocks, Perceived Low Levels of Expertise, or simply Unfamiliarity with the Research Process as it applies to SoTL. In this presentation, SoTL research and the research process will be dissected, existing and potential obstacles will be addressed and worked around, and participants’ project ideas will be manipulated to become “in hand” projects, ready to implement. Beginning with one, “smallest of ideas” that was turned into a data-based SoTL study, participants’ will use their current “issues” in teaching, pedagogy, and/or classrooms to explore the SoTL research process and develop plans for implementing a SoTL project.
Supplemental Instruction (SI) programs are a series of peer tutoring review sessions designed to help students in historically challenging undergraduate courses. They are utilized within and outside of STEM disciplines and focus on integrating how to learn with what to learn. At the University of North Carolina Wilmington (UNCW), SI is a normal part of course structure for undergraduate courses in life sciences, business and nursing. The learning outcomes for the SI program at UNCW are to facilitate collaborative analysis, to stimulate student engagement and to enhance educational development through social learning. In spring 2014 we developed a student assessment survey to analyze the efficacy of UNCW’s SI program at meeting its learning outcomes and to examine student satisfaction with the program. Students that attended SI sessions that semester completed the survey voluntarily and anonymously. Preliminary results suggest that approximately 85% of students across all disciplines were satisfied or highly satisfied with the SI program and its learning outcomes, although statistically significant differences exist across some disciplines. The poster will present this analysis and qualitative summaries of student reported benefits. Findings from this survey provide an evidence-based assessment of learning outcomes that can be applied to similar peer tutoring programs.

Discuss the use of a research method called Q-methodology. There are 5 steps involved in conducting a Q-method research study which will be described as well as how Q-methodology will be used to conduct research on the Flipped Classroom Method.

Purpose of Study: The purpose of this study is to use Q methodology to examine whether pedagogical beliefs, beliefs about self-efficacy, and the capacity to change are influencing nurse educator’s response to and use of the flipped classroom method in a pre-licensure nursing education.

Method: Q methodology consists of both qualitative and quantitative research characteristics and can be considered a mixed-method design. Q methodology begins with the creation of Q statements taken from interviews conducted with domain experts. Participants for this study will be obtained through snowball sampling. Using a Q sort, participant will then be asked to rank order the Q statements related to the flipped classroom, beliefs about the learner, and beliefs about their self-efficacy as an educator. Once data is collected using the Q sort, correlations and factor analysis will occur using PQmethod software. Lastly, the results of factor analysis will be used to identify themes and descriptions related to the nurse educator’s perspectives of the flipped classroom method. Results: Pending

Implication of Study: Nurse Educators need to determine how best to utilize the flipped classroom method in order that they effectively prepare nursing students for the transition from classroom to practice. The information gathered from this study will help identify instructional practices and tailor faculty development related to integrating the flipped classroom method into pre-licensure nursing education programs.
INVITED

USING SOCIAL MEDIA TO BUILD YOUR SOTL RESEARCH AND PROFILE: THE “WHAT” “WHY” AND “HOW”

Josephine M. Csete (The Hong Kong Polytechnic University): etjcsete@polyu.edu.hk
Janice Chia (The Hong Kong Polytechnic University): Janice.chia@polyu.edu.hk

Technology has caused huge changes in how academic work is accessed and measured. The advent of social media has also changed the way academic works are found and discussed. This session will present a range of popular social media tools and foster discussion on how various tools may be useful for SoTL, as well as for wider research purposes. Throughout the session participants will first be exposed to a number of multi-functional tools and then, through discussion, be encouraged to consider which of these might be most applicable to their own practices and interests. In addition, alternative metrics (which often emphasize data from social media outlets) that are relevant to academics, will also be presented.
Participants will be able to:
1) describe tools (e.g. research blogs, Slideshare, Linkedin, Twitter, etc.) that are useful for identifying resources to inform their SoTL interest areas (both peer-review published and more informal);
2) describe tools (e.g. Research Gate, Mendeley, etc.) that facilitate sharing of their SoTL findings and building research networks between individuals;
and,
3) become more familiar with alternative metrics (e.g. viewed scores, discussed scores, saved scores), as well as appreciate how these alternative metrics may ultimately affect core metrics based on citations.

CAROLINA BIOLOGICAL SUPPLY COMPANY

ONLINE SCIENCE COURSES WITHOUT SACRIFICING THE “HANDS-ON” COMPONENT

Shannon McGurk (Carolina Biological Supply Company): Shannon.McGurk@carolina.com

Science education has been challenged by the rapid growth of online instruction. Using lab kits as part of a hands-on approach to online science avoids the sacrifice of student engagement. We will explore ideas to adopt and adapt a hands-on, inquiry model for online science labs that achieve essential lab skills and learning outcomes. Participants will actively take part in hands-on lab investigations developed for online science courses. These investigations have been designed for the off-campus setting while maintaining the college-level rigor.

DOCUMENTATION OF SOTL TRENDS: A PILOT INVESTIGATION IN FAMILY SCIENCE

Nikki DiGregorio (Georgia Southern University): ndigregorio@georgiasouthern.edu
Trent W. Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu
Swaha Pattanaik (Georgia Southern University): sp05245@georgiasouthern.edu

Research has indicated that SoTL continues to further its integration into universities nationwide (Huber & Hutchings, 2005; O’Meara & Rice, 2005), although some fields have been more receptive than others. Studies have explored faculty members’ perceived support of SoTL at departmental and institutional levels (Gurung, Ansburg, Alexander, Lawrence, & Johnson, 2008); however, inquiry pertaining to the penetration of SoTL into traditional disciplinary conferences remains scarce. The paucity of research exploring the inclusion or exclusion of SoTL sessions at professional meetings warrants further attention in an effort to advance SoTL throughout academia. This investigation examined historical changes in the presence of SoTL topics at the primary annual conference within the discipline of Family Science as a pilot study for proposed replication in other disciplines. Through content analyses of The National Council on Family Relations conference programs spanning 2006-2015, researchers explored the ratio of SoTL to non-SoTL sessions, as well as the gender ratio of presenters (McKinney & Chick, 2010). Implications of findings for the growth of SoTL within the broader interdisciplinary community are discussed.
The panel consists of five of the inaugural University System of Georgia SoTL Fellows - a new system-wide initiative on the Scholarship of Teaching and Learning. Throughout the course of the fellowship, participants will familiarize themselves with existing scholarly research on teaching and learning, and will be encouraged to develop a long-term SoTL research agenda of their own. The purpose of the program is to foster a community of learners and to provide support while participants design and implement a classroom-based research project. Panel members will share personal experiences that led to the initiation of their SoTL project, provide a general description of the project and its implications for teaching and learning in their discipline and/or across disciplines, as well as the reasons that prompted them to apply for the fellowship.
CURRICULUM SETTING AND PRE-CLINICAL DENTAL STUDENTS’ STRESS LEVEL
Yang Kang (University of New England College of Dental Medicine): ykang@une.edu
Susan Hillman (University of New England): shillman@une.edu
Priya Katwala (University of New England College of Dental Medicine): pkatwala@une.edu
Nicholas Guy (University of New England College of Dental Medicine): nguy@une.edu
Swati Krishna Kulkarni (University of New England College of Dental Medicine): skulkarni@une.edu
Salome Zangaladze (University of New England College of Dental Medicine): szangaladze@une.edu
Aleksandra Zak (University of New England College of Dental Medicine): azak@une.edu
Isaac Stickney (University of New England College of Dental Medicine): istickney@une.edu

As part of University of New England (UNE) health professions education, College of Dental Medicine (CDM) involves a rigorous didactic and clinical course load, especially in pre-clinical stage. The purpose of this study is to measure the anxiety level of the first and second year dental students attending UNE-CDM to determine if there is a relationship between stress level and particular semesters in the first two years of curriculum. Furthermore, whether there are sociodemographic factors that may also impact level of stress. This proposed cross-sectional study (Works in Progress) will be performed during the Fall and Spring semesters in 2015-2016 academic year. 64 first-year and 63 second-year UNE-CDM students will be asked to complete an anonymous 27-question survey regarding demographic characteristics and levels (0-3) of curriculum related stress as “0-not stressful”; “1-slightly stressful”; “2-moderately stressful”; and “3-very stressful”. Data will be statistically analyzed using the SPSS software.

The results of this study will provide insight into curriculum related stress of pre-clinical dental students, which would guide dental school’s curricular changes to help alleviate particularly stressful semesters. Furthermore, the outcome of this project will also advise necessary preventive support for balancing students’ lives and intense course load.

THE EFFECT OF SELECTED “DESIRABLE DIFFICULTIES” ON MULTIPLE TEXT PROCESSING
John Dobson (Georgia Southern University): jdobson@georgiasouthern.edu
Tracy Linderholm (Georgia Southern University): tlinderholm@georgiasouthern.edu

A testing-based learning strategy is one that relies on the act of recalling (i.e., testing) information after exposure, and interleaving is a strategy in which the learning materials are presented in a serial order (e.g., ABC, ABC, ABC) verses a blocked order (AAA, BBB, CCC). Although both strategies have been thoroughly investigated, few studies have examined their additive effect with more complex cognitive tasks such as the ability to identify themes across multiple texts, and none of those did so using science information. The purpose of this study was to compare recall and thematic processing across five different exercise physiology texts. Participants were randomly assigned to learn the texts using one of the following learning strategies: 1. study-study-study (S-S-S) using a blocked order, 2. study-test-study (S-T-S) using a blocked order, 3. S-S-S using an interleaved order and 4. S-T-S using an interleaved order. Over the course of the following week, the S-T-S groups had more stable recall of key text ideas compared to the S-S-S groups, and the S-T-S group had more stable recall of thematic information than the S-S-S group when interleaving was used as the presentation order.

2016 LORRAIN S. GILPIN TRAVEL AWARD RECIPIENT
COLLABORATIVE TEACHING AND LEARNING IN AN UPPER LEVEL MATHEMATICS CLASS
Frederique Drullion (Embry Riddle Aeronautical University): drullion@erau.edu

Elements of collaborative learning such as learning cells, structured problem solving and team test taking were incorporated in all the sections of a higher level mathematics course offered to engineering students during one semester. In addition of implementing a course design that is more in sync with their future job environment these techniques were applied to improve the level of understanding of the material as well as the long term retention of information and the motivation of the students to learn. Along with the elements of collaborative learning the course was taught by two instructors using collaborative teaching methods. To access the efficiency of these techniques and their impact on student motivation and perception of the course, their test grades were compared to previous semester grades for the same class and surveys were completed by students and analyzed by faculty. The impact of collaborative teaching on both instructors and students was also analyzed. The benefits as averaged grades were concerned were not very noticeable but as it was shown by the survey and observed by the instructors, the benefits in term of student motivation, willingness to learn and level of understanding were unquestionable.
THE IMPACT OF NEAR–PEER MENTORING IN AN INTRODUCTORY COURSE

Tanya Kunberger (Florida Gulf Coast University): tkunberg@fgcu.edu
Jackie Greene (Florida Gulf Coast University): jgreene@fgcu.edu
Chris Geiger (Florida Gulf Coast University): cgeiger@fgcu.edu

One methodology researchers have used to reduce or reverse poor retention rates is near-peer mentoring. Studies have shown that acting as a near-peer mentor aided in the mentor’s academic growth and was suggested to be a promising prospect for student retention. Kuh et al. have also demonstrated that the educationally purposeful activities described in the National Survey of Student Engagement, produced a statistically significant increase in first year grades, and second year persistence (2008). A recent review of mentoring programs (Gershenfeld, 2014) suggests that more rigorous research should be completed, particularly with respect to the assessment of the social validity of the programs.

The revised introductory course at Florida Gulf Coast University (FGCU) integrates upper level students as near-peer mentors. The addition of these mentors to the class is designed to allow freshmen to more easily find their fit within the college and increase retention. The social validity of the program is evaluated through a mixed method approach including the use of pre and post surveys of the students enrolled in the course and focus group discussions with the students serving as near-peer mentors. The impact of these relationships on student self-efficacy and the future direction of the program will also be included.

VARIOUS ACTIVITIES TO FACILITATE PARTICIPATION IN GROUP DISCUSSIONS

Tanya Kunberger (Florida Gulf Coast University): tkunberg@fgcu.edu

Research has shown that group discussions benefit students’ comprehension of material, critical thinking, and development of communication skills. However ensuring both preparation and participation by all, or even a majority of students, are often some of the most challenging aspects of class discussions. This participation is further complicated in larger classrooms, where individual voices may be less likely to be heard – either from the perspective of timing / logistics or from a students’ unwillingness to contribute. Awarding credit for class participation and / or soliciting participation from reticent students are potential solutions, but can be a complex undertaking if an instructor wants to divide a larger class into smaller discussion groups. This poster presents approaches taken in an upper level course at Florida Gulf Coast University (FGCU) to both increase the preparedness of students for class discussions and promote participation of more students in class discussions. These roundtable activities are weekly occurrences and focus on both historical articles written by some of the most well-known researchers in the field to journal articles published within the last six months on transformative research or recent projects. Inclusion of both pre-class activities and the associated rubrics, as well as various in class approaches will be included.

TRANSITION TO AN ACTIVE LEARNING MODEL OF SUPPLEMENTAL INSTRUCTION AT ARMSTRONG STATE UNIVERSITY

Keri A. Barksdale (Armstrong State University): keri.mans@armstrong.edu
Robert A. Mans (Armstrong State University): robert.mans@armstrong.edu

At Armstrong State University, Supplemental Instruction (SI) provides students an opportunity to receive additional help in a peer-led environment. SI serves approximately 500 students in the Principles of Biology (Biol-1107) course each semester. SI has become well known for improving grades, decreasing percentages of students receiving a D, F, or withdrawing (DFW), and increasing retention in many courses. Also, active learning is a standard of instruction that is being adopted by universities nationwide, particularly in STEM disciplines. In this study, the former “tutoring” SI model of Biol-1107 was changed to a “true” model of SI, beginning in the fall semester of 2015. This was accomplished by providing models, training faculty and SI leaders in “true SI”, and actively advertising SI sessions. Outcomes were measured via comparison of DFW rates, average test grades, and by attendance at SI sessions in sections with an SI leader present in the classroom (compared to parallel classes with no embedded SI leader). DFW rates and average attendance at SI sessions were compared before and after the SI model changes took place. The data indicate that these changes to the SI model resulted in higher test scores, decreased withdrawals, and increased SI session attendance.
DEVELOPING A PEDAGOGY IN SPEECH-LANGUAGE PATHOLOGY: A JOURNEY AS AN ASSISTANT PROFESSOR
Janet L. Bradshaw (Armstrong Atlantic State University): jan.bradshaw@armstrong.edu

Doctoral graduates and candidates are expected to have a teaching philosophy and research statement. Each document has a specific purpose to reflect an individual's position in a field of study, focus in research, and values for teaching in academia. However, an aspect that may be absent from the portfolio is a position statement regarding a pedagogy of teaching. This presentation will highlight an assistant professor’s awareness, reevaluation, and transition to a scholarship of teaching and application. As an academic professor and a licensed speech-language pathologist, the ability to self-reflect and make adjustments are critical to deep learning in course work and clinical application with patients. In a graduate online course on ethics and professional issues in speech-language pathology, the professor and students will document strategies that scaffold learning opportunities for content and clinical application. The professor will utilize reflective thinking activities that include faculty-peer discussions, teacher journaling, and student journaling that center on the effectiveness of teaching practices and learning strategies.

PRE-SERVICE TEACHERS EXPERIENCES WITH LITERATURE AND SCIENCE IN AN INFORMAL LEARNING ENVIRONMENT
Deirdre Englehart (University of Central Florida): deirdre.englehart@ucf.edu

Pre-service teachers are preparing for a future in the education field and are provided many opportunities to learn in grow in preparation for their own future in the teaching profession. The focus of this research was the integration of literacy based science activities that pre-service teachers delivered at a local science center to support young children’s experiences and interactions with science exhibits and content. Students in early childhood and elementary education programs were involved at a local science museum to deliver literacy based activities with young children. Survey research as well as class meeting reflections and lesson plans were used to glean insight into student learning and perceptions of this course project. Results of this research investigation allowed the researcher to see student perceptions of learning related to the project and how these interactions could potentially support their future educational experiences and interactions with children.

GEN Z: EXPERIENTIAL LEARNING IN THE 21ST CENTURY
Sarah E. Huisman (Fontbonne University): shuisman@fontbonne.edu

The term 21st century learning is all around us. What does this mean in the field of teaching and learning? And in particular what does this mean for degrees or professions that require hands-on experiential learning such as teaching? This presentation will examine two research studies that explore experiential learning in a preservice teacher education program and how experiential learning can be made more relevant for Gen Z students by focusing on problem solving, reflective learning and critical thinking. The objectives for this presentation are:
1. Examination and discussion of 2 studies conducted by the presenter that focus on experiential learning in the 21st century and in particular how they relate to the Gen Z student.
2. Discussion of how new problem solving, critical thinking and reflective skills can be incorporated when teaching Gen Z students to ensure that faculty are bridging theory and practice together in meaningful ways through experiential learning.
This presentation will be in a short presentation and then discussion format to encourage a sharing and collaboration of ideas and current practices.
CLIENT EDUCATION HANDOUTS AS A VETERINARY STUDENT LEARNING MODULE
Cynthia Ward (University of Georgia School of Veterinary Medicine): crward@uga.edu

Second year veterinary students were asked to design a client handout as a specific learning tool. The students elected to form their own 3 or 4 person groups and pick from 6 endocrine disease choices. They were asked to create an approachable, and informational brochure that would be understandable to owners without a medical background. The handouts were graded for correct information, attractiveness, and understandability for non-medical people. The handouts formed 20% of the students’ grade. At the end of the course the students were asked to voluntarily complete an anonymous questionnaire concerning the value of the handouts to student learning. Data from 3 classes were evaluated. Ninety five percent (203/214) of students answered the questionnaire. Eight nine percent of students felt the project increased their learning and 90% would recommend including the project for students in the following year. The most common reasons cited for the project value was to increase communication skills for owners and to help for test preparation. The majority of the self-chosen groups were of the same gender (65%). The study was approved by the University of Georgia Institutional Review Board (STUDY00002810).

SERVICE LEARNING THROUGH CLOTHING ALTERATION: A STUDY WITH FASHION STUDENTS
Rachel J. Eike (Georgia Southern University): reike@georgiasouthern.edu
Beth Myers (Georgia Southern University): bmyers@georgiasouthern.edu
Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu

The purpose of this research study is to assess student-learning outcomes from a service-learning component in the form of alterations and mending services offered to the university community. The study is unique in its approach, as no other literature exists in the field of Fashion Merchandising and Apparel Design (FMAD). As such, it will contribute greatly to Scholarship of Teaching and Learning. The study is targeting 23 FMAD students enrolled in the Apparel II - Advanced Construction course during the Fall 2015 semester. Students are required to log a minimum of 5 shifts in the FMAD Stitch Shop and complete an activity log at the end of each shift - indicating alteration/mending actions, client interaction experiences, and data/business management procedures. The mid-term and final exams include open-ended Learning Growth reflection prompts for students to detail their learning in relation to real-world application, collaboration and interaction, and enhancement in course content. An additional pre and post-service learning survey are administered to student participants that are cross-referenced with client surveys to measure skill competency and confidence.

This study is ongoing and data collection will end in December 2015. The poster will present the results and discuss teaching implications with the audience.

A CROSS SECTIONAL STUDY OF STUDENT MOTIVATION IN UNDERGRADUATE STEM COURSES
Shainaz Landge (Georgia Southern University): slandge@georgiasouthern.edu
Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu
Dawn Tysinger (Georgia Southern University): dtysinger@georgiasouthern.edu
Jessica Orvis (Georgia Southern University): jessorv@georgiasouthern.edu
Christopher Niemiec (University of Rochester): christopher.niemiec@rochester.edu

This research project examined students' academic motivation according to the Self Determination Theory (SDT): amotivation, extrinsic motivation and intrinsic motivation. The Self-Regulation Questionnaire was modified to compute a relative autonomy index (RAI) and was administered at the beginning and end of two consecutive semesters to undergraduate students enrolled in five classes: Principles of Chemistry I and II, Organic Chemistry I and II and Human Anatomy and Physiology I. 1,305 surveys (response rate 73%) were included in the data analysis. The data from the study indicated that students' motivation as measured by the RAI is lacking in intrinsic motivation, a type of motivation that supports better academic outcomes. In fact, the highest endorsement of items was often associated with external and introjected styles of motivation. Session Objectives: 1) Provide basic tenets of SDT 2) Present the adapted instrument used in the project and its reliability data 3) Present results of the study

Learning outcomes for participants: Participants will learn about SDT, academic motivation in undergraduate STEM students, and the new adapted instrument to measure motivation. Participants will discuss implications of these findings for teaching STEM classes and share ideas about strategies that can lead to a more internalized form of academic motivation.
EVALUATING STUDENT AUTONOMY AND COMPETENCE IN A COLLEGE CLASSROOM
R. Lainie W. Harris (Georgia Southern University): rwilson@georgiasouthern.edu
Eun Bae Lee (Georgia Southern University): else@georgiasouthern.edu
Lucy Santos Green (Georgia Southern University): lgreen@georgiasouthern.edu

At the time of the Conference, we anticipate having analyzed data collected this semester. The research project is designed to measure student autonomy and competence in a college classroom. Research Question 1: Do students who are prepared for class beforehand with the command of glossary terms exhibit higher motivation and performance? Hypothesis: Students who complete and perform well on the glossary quiz (above 80% of the total completed quiz scores) will perform better than those who did not complete or who did not do well on the quiz (below 80%).

Research Question 2: Does student autonomy in the completion of optional (supplementary) content-based quizzes influence students’ performance in the college classroom? Hypothesis: Students who voluntarily complete a quiz will perform better than students who are required to complete the quiz.

Research Question 3: Do students who complete more attempts of the quiz put more effort into their study and use more study strategies? Hypothesis: Students will have an unlimited number of attempts for glossary quizzes. The average score of the multiple attempts will be the final score of the quiz. We hypothesize that students who take the quiz more times than those who take less attempts or do not take the quizzes at all, will have put more effort into their study voluntarily and use more study strategies and perform better.

THE NUTS AND BOLTS: CONSTRUCTING A METHODOLOGICALLY SOUND SOTL EXPERIMENT
Katherine Kipp (University of North Georgia): katherine.kipp@ung.edu

Empirical features of SoTL projects are essential for creating trustworthy knowledge about teaching and learning. However, achieving all the empirical features for a reliable and valid SoTL project can be difficult because we often lack the control, random assignment, perfectly matched conditions, and other necessary experimental controls of trustworthy results.

In this presentation, I will explore methods for achieving at least some of the necessary empirical control in SoTL projects. I use my own recent SoTL project as an example of striving to meet “benchmarks” for empirical SoTL work that were proposed by Wilson-Doenges & Gurung (2013). I did achieve some experimental control, but there were also secondary variables that I could not control. I present my SoTL project as a design example and hope that you can learn from my mistakes. I share examples of missteps and misfortunes encountered when designing such a SoTL project and offer tips for meeting the benchmarks of a methodologically sound SoTL project. I hope to open conversation about the value of SoTL work when all experimental control is not possible.

MEANINGFULNESS, SATISFACTION AND HAPPINESS (MESH) IN EDUCATION
Daavid J. Vaananen (North Carolina State University at Raleigh): djvaanan@ncsu.edu

According to a recent study, 72% of US educators believe that college graduates are well prepared for work life while 42% of employers agree the same. We present preliminary results from ongoing Scholarship of Community Engagement/Teaching and Learning projects at North Carolina State University (NCSU) on the role of meaningfulness, satisfaction and happiness in education. We discuss case studies of three interdisciplinary projects that have been recently initiated: (1) a science course connecting university level education with teachings at local elementary, middle and high schools, (2) an arts/science collaboration promoting artists to be inspired by results of state-of-the-art scientific research while providing scientists new ways to illustrate and demonstrate their results to the public, (3) a program connecting science and business education with industry expectations. One theme unites all of these diverse projects: their mission is to promote people to become positive contributors to their society.
“WHAT IF STUDENTS DON’T LIKE ME?”: QUESTIONS AND CONCERNS OF NEW GTAS
Denise P. Domizi (University System of Georgia): denise.domizi@usg.edu

Will undergraduates take me seriously? How do you make students talk in discussion groups?
How do I know how much material to prepare for one class? What if I have a student who is smarter than me? What questions and concerns do Graduate Teaching Assistants (GTAs) bring to their first teaching experiences? To answer this, GTAs at a fall TA Orientation asked more experienced TAs anonymous questions on index cards. These 180 questions were collected and analyzed to better understand the types and prevalence of questions and concerns that GTAs have about teaching. In this session, we will share the results of the analysis. Attendees will have the opportunity to discuss common teaching questions from their own experiences as graduate students, faculty members, or mentors. Together we will explore strategies to address these concerns in order to better prepare GTAs for their first college teaching experience. Attendees will leave with ideas to implement in their own contexts.

By understanding their questions and concerns, mentors of GTAs can better prepare their graduate students for their teaching assignments, help reduce anxiety, and increase their chances of success in the classroom.

LITERACY WRITING QUADRANTS AS A METACOGNITIVE TOOL FOR TEACHER PREPARATION
Elsie L. Olan (University of Central Florida): elsie.olan@ucf.edu

Hall and Strangman (2002) integrate graphic organizers (GO) to support teaching and learning. Dye (2000) explains that GOs are visual displays that make information easier to understand (p. 1 as cited by Torres, España, Orleans, 2014). GOs provide a holistic representation of facts and concepts and their relationships within an organized frame. GO have been applied across a variety of content areas and research-based applications. Hall and Strangman (2002) recognize the use of GO to express cause and effect, comparison and contrast, organization of problems and solutions, and relationship of information to main ideas. GOs have great acceptance in classrooms as teaching approach and strategy (Torres, España, Orleans, 2014). One of the most well-known GO in the shape of a quadrant is the Frayer model (1969). This presentation displays data on how literacy writing quadrants serve as a metacognitive tool to organize practical and theoretical knowledge while developing teachers’ writing instruction. By examining teachers’ literacy writing quadrants, narratives and reflections via Ausubel’s learning theory, the presenter will identify and analyze how teachers reflect on their practical and theoretical knowledge and how this practice impacts their understanding of student learning and writing. Implications for literacy writing quadrants as a metacognitive tool to organize practical and theoretical knowledge while developing teachers’ writing instruction are shared and analyzed in order to improve classroom practices.

ASSESSMENT OF SCIENTIFIC REASONING AS AN INSTITUTIONAL OUTCOME
David A. Westmoreland (United States Air Force Academy): david.westmoreland@usafa.edu

The US Air Force Academy has established 9 institutional outcomes that are broadly consistent with those of civilian institutions. Each is assessed by a team of 5 - 10 faculty and staff members with expertise in the outcome domain. Student achievement of the “Scientific Reasoning and Principles of Science” was assessed in the 2012-13 academic year by sampling 203 students distributed across freshman-to-senior class years. Two assessment instruments used; these will be distributed and reviewed. They were: (a) an in-house survey of student understanding of the Nature of Science, and (b) the Lawson test of scientific reasoning. Students showed statistically significant gains in both scores between the sophomore and junior years. Student understanding of the Nature of Science did not differ by program of study, but students in the basic sciences and engineering scored significantly higher than students in the humanities on the scientific reasoning assessment. Overall, students were weakest when answering questions related to (a) proportional reasoning, (b) isolation of variables, and (c) if-then reasoning. These findings are being incorporated into a redesign of the core curriculum to enhance continuity among science courses in presenting the Nature of Science, and coordination among basic science courses to align efforts to teach scientific reasoning.
DOES PROCESS ORIENTED STUDENT FEEDBACK HELP COLLEGE MATH ACHIEVEMENT?
Tharanga Wijetunge (Lyon College): tharanga.wijetunge@lyon.edu
Kirthi Premadasa (University of Wisconsin Colleges): kirthi.premadasa@uwc.edu

As students work through their different math assessments, instructors provide feedback regarding incorrect plans and actions used in problem solving. A study (Harks et al., 2014), shows that process oriented feedback provided to a group of high school math students on problem solving in two math topics contributed to their achievement. In this study however, researchers provided a special moderated session for the students to study their individualized feedback. Conversely, our study examines the effect of feedback in a typical college math classroom in the absence of such a session dedicated to learning from feedback.

We ask the question, “Does process oriented student feedback help college math achievement?” We present the initial results of a study being conducted in two U.S liberal arts colleges. We provide detailed feedback to student performance in selected problem types appearing in weekly quizzes. We then measure the effect of this feedback by observing student performance in similar problems appearing in mid-term and final exams.

INTEGRATING RESEARCH INTO STEM TEACHER PREP THROUGH PROFESSIONAL LEARNING COMMUNITIES
Sabrina Hessinger (Armstrong Atlantic State University): sabrina.hessinger@armstrong.edu
Sara Gremillion (Armstrong Atlantic State University): sara.gremillion@armstrong.edu
Jared Schlieper (Armstrong Atlantic State University): jared.schlieper@armstrong.edu
Sarah Zingales (Armstrong Atlantic State University): sarah.zingales@armstrong.edu
Scott Mateer (Armstrong Atlantic State University): scott.mateer@armstrong.edu
William Baird (Armstrong Atlantic State University): william.baird@armstrong.edu

Professional learning communities are commonplace in K-12 education as the avenue through which teachers engage in meaningful professional development. Armstrong MASTERS is an NSF Noyce scholarship program through which we have implemented a novel and replicable model for PLCs, called Future Teacher Professional Learning Communities. In these communities, our Noyce scholars are immersed in research on best-practices in STEM teaching, with an emphasis on active learning. They apply this research to the development and review of classroom materials, and engage in generating new results through classroom research projects with Noyce faculty. While our FTPLCs exhibit the essential characteristics of learning communities as documented in the literature, they are greatly strengthened by the breadth of their membership.

Education and STEM faculty from Armstrong, teachers from local schools, and student scholars share experience and expertise. This composition of educators facilitates the integration of content knowledge, pedagogy, teacher practice knowledge, and research into the development of the Noyce scholars as teachers. In this session, we will describe our PLC model and its outcomes, including the impact on all members. Session participants will engage in and critique several learning community activities, including community building, lesson plan analysis, and production of a collective literature review.
As technology is pervasive in all walks of life, students’ technology competency becomes essential in all disciplines in higher education. To fully prepare college graduates to function competently and productively in their career, it is important to examine employers’ views of technology competency. Obtaining employers’ perspectives not only engages employers in building skills of their potential employees, but also fills in a gap between academic program outcomes and workplace expectations. Using the qualitative approach by interviewing employers across a range of fields, this presentation provides preliminary information regarding the major functions and dimensions of technology competency across and within the disciplines. The preliminary results also offer suggestions for post-secondary educational programs to produce graduates with technology competency from employers’ perspectives. As the study contributes to the collaboration of the faculty researchers from different backgrounds (Civil Engineering, Nursing, International Trade, and Education) through the Scholarship of Teaching and Learning (SoTL)—Faculty Learning Communities (FLCs), experiences and collaboration strategies will be shared with attendees. In the end, attendees will be able to have in-depth understandings of technology competency defined by employers and describe the value of collaboration and the faculty learning community in nurturing the SoTL research culture.

All instructors have received student essays and other documents that, rather than answering assignments or writing prompts, seem to come from somewhere else entirely. These misperceptions are more pronounced in online courses where it is difficult to gauge levels of understanding (Coomey & Stephenson 2001). However, these missed assignments became an opportunity to research different pedagogical methods and assess improvements (Comeaux 2004). Our research seeks to explore the design principles that can accommodate and support learning outcomes in online settings where the need for learner engagement is paramount to learning success (Herrington, et al 2003). We have worked on creating a checking-in system, called “the Loop.” In doing so, we have sought to ensure greater student understanding of assignments through pre-assignment questions and quizzes followed up with student reflection of the assignment. In this 3-step process, we have improved student focus and assessed how these skills and assignment relate beyond the immediate task. Student critical thinking, research and writing skills have increased as shown through improvements on assignments and pre- and post- course assessments. The survey tool allowed the collection of data for further research and assessment as students were questioned about their experiences affording the opportunity for increased engagement. It is our goal to discuss how we have implemented “the Loop” in different ways to fit within the needs of 3 different disciplines—History, Technical Communication, and Argument—with enrollments from 20 to 150 students and to present the results of this data during the presentation.

Introductory courses offer a special teaching challenge. Instructors must simultaneously be able to provide majors with the foundation of theory and content needed for advanced coursework while making this material accessible to non-majors of varying disciplinary backgrounds. Perhaps more significant than this divide between majors and non-majors, however, is the disjunction between the expert-level perspective of the instructor and the novice-level perspective of the students: What seems self-evident to the former is often unclear to the latter. Based on systematic research-in-progress in a first-year sociology course, this talk will illustrate how the work of Herb Simon, Barbara Walvoord and others on the careful design and scaffolding of assignments can be applied to help bridge this gap with benefits to both students and instructors. That is, students develop both content mastery and discipline-specific habits of mind, while the work they produce allows instructors to make finer distinctions in grading and learning assessment. After assessing a before-and-after assignment prompt using principles from Gerald Graff’s expert/novice theory, attendees will be invited to consider the following question in the context of their respective disciplines: “How might I revise a key assignment or sequence to more clearly ask for what I want?”
In behavior analysis, social validity refers, in part, to the acceptability by stakeholders of an intervention designed to change behavior. This notion seems particularly important in educational contexts, as the literature is replete with studies demonstrating techniques that effectively enhance student learning but never gain widespread adoption. The current study examined the social validity of the specific answer-until-correct (AUC) technique known as the Immediate Feedback Assessment Technique (IFAT). Work in our lab has replicated and extended previous studies showing positive effects on college students’ learning from using the IFAT. To assess social validity, at the end of a semester using IFAT forms, students completed a questionnaire that contained social validity items that were adapted from items examined in previous research studies and from claims made on the website of the company that manufactures the IFAT forms. Our data show statistically significant agreement with most statements that described positive characteristics of using IFAT forms and failed to show statistically significant agreement with any of the statements describing what have been considered negative characteristics of IFAT forms. Issues surrounding more widespread use of IFAT forms promote enhanced learning in college students will be discussed.
<table>
<thead>
<tr>
<th>Index</th>
<th>Page</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td></td>
</tr>
<tr>
<td>Abraham-Settles, Betty</td>
<td>22</td>
</tr>
<tr>
<td>Adeyeye, Samuel</td>
<td>17</td>
</tr>
<tr>
<td>Alajoki, Carrie</td>
<td>19</td>
</tr>
<tr>
<td>Alberto, Jayzona</td>
<td>8</td>
</tr>
<tr>
<td>Aamarie, Olga</td>
<td>17</td>
</tr>
<tr>
<td>Amenkhiyan, Felix</td>
<td>32</td>
</tr>
<tr>
<td>Anthony, Amanda</td>
<td>27</td>
</tr>
<tr>
<td>Baird, William</td>
<td>43</td>
</tr>
<tr>
<td>Bajracharya, Chandra</td>
<td>19</td>
</tr>
<tr>
<td>Barbour, Connie</td>
<td>34</td>
</tr>
<tr>
<td>Barksdale, Keri A.</td>
<td>38</td>
</tr>
<tr>
<td>Bartels, Jean E.</td>
<td>3</td>
</tr>
<tr>
<td>Berman, Karen J</td>
<td>30</td>
</tr>
<tr>
<td>Blake, Adam</td>
<td>28</td>
</tr>
<tr>
<td>Bledsoe, Robert S.</td>
<td>14</td>
</tr>
<tr>
<td>Blomstrom, Sally A.</td>
<td>10</td>
</tr>
<tr>
<td>Bradshaw, Janet L.</td>
<td>39</td>
</tr>
<tr>
<td>Bravo, Maureen</td>
<td>22</td>
</tr>
<tr>
<td>Brenkle, Martha C.</td>
<td>44</td>
</tr>
<tr>
<td>Brown, Christopher</td>
<td>44</td>
</tr>
<tr>
<td>Butler, Scott</td>
<td>36</td>
</tr>
<tr>
<td>Calder, Lendol</td>
<td>2, 4, 6</td>
</tr>
<tr>
<td>Cardoza, Kristinnae</td>
<td>23</td>
</tr>
<tr>
<td>Carnot, Mary Jo</td>
<td>10</td>
</tr>
<tr>
<td>Carr, Christian</td>
<td>16</td>
</tr>
<tr>
<td>Carriereau, Ronald S.</td>
<td>28, 32</td>
</tr>
<tr>
<td>Cassani, Mary Kay</td>
<td>13</td>
</tr>
<tr>
<td>Chhay, Kimhim</td>
<td>27</td>
</tr>
<tr>
<td>Chia, Janice</td>
<td>35</td>
</tr>
<tr>
<td>Chickosky, Sean</td>
<td>27</td>
</tr>
<tr>
<td>Christian, Phillip Cary</td>
<td>16</td>
</tr>
<tr>
<td>Chumbimuni-Torres, Karin</td>
<td>27</td>
</tr>
<tr>
<td>Clark, Jodi</td>
<td>20</td>
</tr>
<tr>
<td>Cleveland, Richard E.</td>
<td>13</td>
</tr>
<tr>
<td>Cone, Diana</td>
<td>3, 4, 5</td>
</tr>
<tr>
<td>Cornejo Happel, Claudia</td>
<td>17</td>
</tr>
<tr>
<td>Coyne, Jaime L</td>
<td>13, 20</td>
</tr>
<tr>
<td>Csete, Josephine M.</td>
<td>35</td>
</tr>
<tr>
<td>Cutler, Kay</td>
<td>10</td>
</tr>
<tr>
<td>Denney, Morgan</td>
<td>11</td>
</tr>
<tr>
<td>Dickey, Sharon</td>
<td>19</td>
</tr>
<tr>
<td>DiGregorio, Nikki</td>
<td>35</td>
</tr>
<tr>
<td>Divoll, Kent</td>
<td>31</td>
</tr>
<tr>
<td>Dobson, John</td>
<td>9, 37</td>
</tr>
<tr>
<td>Domizi, Denise P.</td>
<td>42</td>
</tr>
<tr>
<td>Drulion, Frederique</td>
<td>37</td>
</tr>
<tr>
<td>Dyer, Thomas D.</td>
<td>8</td>
</tr>
<tr>
<td>E</td>
<td></td>
</tr>
<tr>
<td>Eike, Rachel J.</td>
<td>40</td>
</tr>
<tr>
<td>Englehart, Deirdre</td>
<td>39</td>
</tr>
<tr>
<td>F</td>
<td></td>
</tr>
<tr>
<td>Farless, Patricia</td>
<td>44</td>
</tr>
<tr>
<td>Ferrari, Britney A</td>
<td>34</td>
</tr>
<tr>
<td>Flateby, Teresa</td>
<td>45</td>
</tr>
<tr>
<td>Foutz, Tim</td>
<td>36</td>
</tr>
<tr>
<td>Freeman, Earl Wayne</td>
<td>15</td>
</tr>
<tr>
<td>Friberg, Jennifer</td>
<td>29</td>
</tr>
<tr>
<td>Garcia, Martha</td>
<td>27</td>
</tr>
<tr>
<td>Gatch, Delena Bell</td>
<td>12, 15</td>
</tr>
<tr>
<td>Gee, Rose Mary</td>
<td>44</td>
</tr>
<tr>
<td>Geiger, Chris</td>
<td>38</td>
</tr>
<tr>
<td>Gibson, Jessica</td>
<td>14</td>
</tr>
<tr>
<td>Gipson, Christina M.</td>
<td>28</td>
</tr>
<tr>
<td>Glass, Douglas W.</td>
<td>15</td>
</tr>
<tr>
<td>Godinez, Jorge</td>
<td>8</td>
</tr>
<tr>
<td>Golden, Paulett</td>
<td>12</td>
</tr>
<tr>
<td>Gomez-Lanier, Lilia</td>
<td>14, 26</td>
</tr>
<tr>
<td>Gossett, Neeley A.</td>
<td>22</td>
</tr>
<tr>
<td>Graham, Kevin M.</td>
<td>18</td>
</tr>
<tr>
<td>Greene, Jackie</td>
<td>38</td>
</tr>
<tr>
<td>Gremillion, Sara</td>
<td>43</td>
</tr>
<tr>
<td>Guy, Nicholas</td>
<td>37</td>
</tr>
<tr>
<td>Haberkorn, Elizabeth</td>
<td>27</td>
</tr>
<tr>
<td>Haddad, Rami</td>
<td>26</td>
</tr>
<tr>
<td>Hamilton, Ellen</td>
<td>17</td>
</tr>
<tr>
<td>Hansen, Alicia S.</td>
<td>9</td>
</tr>
<tr>
<td>Harris, R. Lainie W.</td>
<td>13, 41, 45</td>
</tr>
<tr>
<td>Hart, Leigh</td>
<td>18</td>
</tr>
<tr>
<td>Hautala, Robert</td>
<td>33</td>
</tr>
<tr>
<td>Hessinger, Sabrina</td>
<td>43</td>
</tr>
<tr>
<td>Hersey, Leigh Nanney</td>
<td>16</td>
</tr>
<tr>
<td>Hillman, Susan</td>
<td>37</td>
</tr>
<tr>
<td>Hoffman, Bobby</td>
<td>33</td>
</tr>
<tr>
<td>Huisman, Sarah E.</td>
<td>39</td>
</tr>
<tr>
<td>J</td>
<td></td>
</tr>
<tr>
<td>Janssen, Susan</td>
<td>20</td>
</tr>
<tr>
<td>Johnson, Benny</td>
<td>16</td>
</tr>
<tr>
<td>Jones, Shamika D.</td>
<td>17</td>
</tr>
<tr>
<td>Jordan, Kari L.</td>
<td>21</td>
</tr>
<tr>
<td>Kang, Yang</td>
<td>37</td>
</tr>
<tr>
<td>Katwala, Priya</td>
<td>37</td>
</tr>
<tr>
<td>Kim, Jackie</td>
<td>36</td>
</tr>
<tr>
<td>Kipp, Katherine</td>
<td>41</td>
</tr>
<tr>
<td>Kolajo, Ebenezer</td>
<td>32</td>
</tr>
<tr>
<td>Kraeger, Patricia B.</td>
<td>16</td>
</tr>
<tr>
<td>Kriese, Paul</td>
<td>30</td>
</tr>
<tr>
<td>Krishna Kulkarni, Swati</td>
<td>37</td>
</tr>
<tr>
<td>Kropp, Jerri</td>
<td>45</td>
</tr>
<tr>
<td>Kuenzi, Kerry</td>
<td>16</td>
</tr>
<tr>
<td>Kunberger, Tanya</td>
<td>38</td>
</tr>
<tr>
<td>Kysar, Giuseppina</td>
<td>31</td>
</tr>
<tr>
<td>Landge, Shainaz</td>
<td>13, 40</td>
</tr>
<tr>
<td>Lane, Mae</td>
<td>20</td>
</tr>
<tr>
<td>Larson, Elizabeth</td>
<td>8</td>
</tr>
<tr>
<td>Lee, Eun Bae</td>
<td>41</td>
</tr>
<tr>
<td>Leupen, Sarah</td>
<td>2, 4, 7</td>
</tr>
<tr>
<td>Linderholm, Tracy</td>
<td>37</td>
</tr>
<tr>
<td>Liston, Delores D.</td>
<td>31</td>
</tr>
<tr>
<td>Ludu, Andrei</td>
<td>19</td>
</tr>
<tr>
<td>Ludu, Maria</td>
<td>19</td>
</tr>
<tr>
<td>Maghiar, Marcel</td>
<td>44</td>
</tr>
<tr>
<td>Magnate, Colton</td>
<td>45</td>
</tr>
<tr>
<td>Mahmood, Hajara</td>
<td>19</td>
</tr>
<tr>
<td>Mandernach, B. Jean</td>
<td>11, 14</td>
</tr>
<tr>
<td>Mans, Robert A.</td>
<td>38</td>
</tr>
<tr>
<td>Mase, William A.</td>
<td>17</td>
</tr>
<tr>
<td>Mateer, Scott</td>
<td>43</td>
</tr>
<tr>
<td>Maurer, Trent W.</td>
<td>2, 4, 5, 17, 35</td>
</tr>
<tr>
<td>McAfee, Morgan</td>
<td>33</td>
</tr>
<tr>
<td>McCarron, Cathleen</td>
<td>27</td>
</tr>
<tr>
<td>McGahee, Thayer W.</td>
<td>22</td>
</tr>
<tr>
<td>McGinness, Noreen</td>
<td>27</td>
</tr>
<tr>
<td>McGurk, Shannon</td>
<td>35</td>
</tr>
<tr>
<td>McKillip, Angela</td>
<td>10</td>
</tr>
<tr>
<td>McKinney, Kathleen</td>
<td>29</td>
</tr>
<tr>
<td>Meaney, Karen S.</td>
<td>31</td>
</tr>
<tr>
<td>Metzler, Mike</td>
<td>23</td>
</tr>
<tr>
<td>Miller, Courtenay</td>
<td>36</td>
</tr>
<tr>
<td>Miller, Kristen A.</td>
<td>34</td>
</tr>
<tr>
<td>Moeller, Mary R.</td>
<td>31</td>
</tr>
<tr>
<td>Moody, Jane</td>
<td>44</td>
</tr>
<tr>
<td>Morgan, Lesley</td>
<td>18</td>
</tr>
<tr>
<td>Mosholder, Richard S.</td>
<td>11</td>
</tr>
<tr>
<td>Myers, Beth</td>
<td>40</td>
</tr>
</tbody>
</table>
Join us for the 10th Annual

SoTL COMMONS

CONFERENCE

MARCH 29-31, 2017 | COASTAL GEORGIA CENTER, SAVANNAH, GA

Featuring:

Dr. Katarina Mårtensson
Division for Higher Education Development
Lund University, Sweden

Dr. Beth Marquis
Arts & Science Program and the School of the Arts
McMaster University, Canada

Mr. Aaron Long
Department of English
University of Kansas

STAY IN TOUCH

georgiasouthern.edu/sotl  facebook.com/sotlcommons  @sotlcommons