SoTL Commons Conference Program

SoTL Commons

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March 26 - 28, 2014
A Conference for the Scholarship of Teaching & Learning
SoTL commons conference
Coastal Georgia Center, Savannah, GA

KEYNOTE SPEAKERS

PETER FELTEN
Assistant Provost, Director, Center for the Advancement of Teaching and Learning, and Associate Professor of History, Elon University, Elon, NC

NANCY CHICK
Assistant Director, CFT, Affiliated Faculty, Department of English, Vanderbilt University, Nashville, TN

ANTHONY A. CICCONI
Professor of French and Director of the Center for Instructional and Professional Development, University of Wisconsin-Milwaukee, Milwaukee, WI
DR. BROOKS A. KEEL
President, Georgia Southern University, Statesboro, GA

On behalf of the Georgia Southern University community, I welcome you to the 7th annual SoTL Commons: A Conference for the Scholarship of Teaching and Learning. Last year’s conference attracted presenters from various countries and from all over the United States. We expect a similar diversity at the 2014 conference. Your participation indicates a personal commitment to your work with students and the profession of teaching.

The scholarship of teaching and learning, or SoTL, has become an international movement to improve teaching and student learning in higher education. As teachers and scholars, you have a curiosity about not only your disciplines or fields of study, but also about how your students can best learn from your teaching. SoTL offers higher education a way to integrate teaching and scholarship for the benefit of students. Your students’ learning experience will be enhanced by your presence at this conference and your interactions with colleagues. That is the whole purpose of SoTL: creating authentic, enduring learning opportunities and outcomes for students.

We hope you will enjoy our Southern hospitality, and above all, that you will leave this conference with a better idea of how to create a quality, life-long learning experience for your students.

DR. JEAN BARTELS
Provost, Georgia Southern University, Statesboro, GA

Greetings from Georgia Southern University, and welcome to the 7th 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.

DIANA STURGES
Conference Chair, Georgia Southern University, Statesboro, GA

As Chair and on behalf of the Centers for Teaching and Technology (CT2), I am delighted to welcome you to the 7th 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 on SoTL. I see it as the “big tent” where scholarly aspirations and interests in pedagogical reform and innovation come together. The conference offers many exceptional concurrent sessions and posters that will be of great interest to you.

I am grateful to the presenters for their enthusiasm, and I thank you for choosing to attend the conference. Much thanks to all the reviewers for their hard work and the time they gave to the evaluation process.

I would be remiss not to acknowledge the former chair and founder, Alan Altany. It was his passion and dedication that started SoTL Commons in 2007, and we are grateful for his immeasurable contributions to the success of this event.

I hope that you find this conference both interesting and stimulating and that you enjoy meeting up with old friends and making new ones. I look forward to hosting you this year and to seeing you again in 2015!

KEYNOTE ADDRESS • 12 - 1:45 p.m., Wednesday, Thursday and Friday

SOTL MATTERS: WHO, WHAT, WHEN, WHERE, WHY, & HOW?
Welcome by President Keel & Provost Bartels
Peter Felten - Diana Sturges (Moderator)
Nancy Chick - Trent Mauer (Moderator)
Tony Ciccone - Nancy Arrington (Moderator)

In March, 2013, the first issue of Teaching & Learning Inquiry (the journal of the International Society for the Scholarship of Teaching and Learning/ISSOTL) featured an article, “Principles of Good Practice in SoTL,” in which Peter Felten proposed certain shared norms that characterize quality SoTL. In the opening keynote, Peter will outline and illustrate these principles, highlighting how they can help individuals and institutions develop and support SoTL in diverse contexts.

In the second keynote, Nancy Chick will unpack Peter’s principle of “methodologically sound” by exploring the varieties of data that can make student learning visible—and the focus of interesting and meaningful inquiries.

In the final keynote, Tony Ciccone will delve into the first principle of “inquiry focused on student learning” by examining what’s worth asking about in the first place: how students come to understand and ascribe value to what and how they learn, and how that process can be transformative for both teacher and student. The interrelated keynotes will involve plenty of exchange by the three speakers and discussion with the audience.
March 26. WEDNESDAY

8 a.m. – 5 p.m. Registration & Information in the Lobby
8 - 8:30 a.m. Continental Breakfast in the Lobby
9 - 9:45 a.m. Concurrent Track 1
10 - 10:45 a.m. Concurrent Track 2
11 - 11:45 a.m. Concurrent Track 3
12 - 1:45 p.m. Luncheon
Keynote Address - Peter Felten* in rooms 111-113
2 - 2:45 p.m. Concurrent Track 4
3 - 3:45 p.m. Concurrent Track 5
4 - 4:45 p.m. Concurrent Track 6
5 - 6:15 p.m. Concurrent Track 7
Dinner on your own

March 27. THURSDAY

8 a.m. – 5 p.m. Registration & Information in the Lobby
8 - 8:45 a.m. Continental Breakfast in the Lobby
9 - 9:45 a.m. Concurrent Track 8
10 - 10:45 a.m. Concurrent Track 9
11 - 11:45 a.m. Concurrent Track 10
12 - 1:45 p.m. Luncheon
Nancy Chick - Keynote Address* in rooms 111-113
2 - 2:45 p.m. Concurrent Track 11
3 - 3:45 p.m. Concurrent Track 12
4 - 5:30 p.m. Poster Sessions in room 113
Dinner on your own

March 28. FRIDAY

8 - 8:45 a.m. Continental Breakfast in the Lobby
9 - 9:45 a.m. Concurrent Track 13
10 - 10:45 a.m. Concurrent Track 14
11 - 11:45 a.m. Concurrent Track 15
12 - 1:45 p.m. Luncheon
Tony Ciccone - Keynote Address* in rooms 111-113
1:45 - 2 p.m. Closing Session*
* Door prizes will be given
Select publishers and academic journals will be exhibited in the Atrium

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<td>1.1 – ROOM 1002</td>
<td>TEACHING TEACHER CANDIDATES TO USE TECHNOLOGY GAMES AS A TEACHING STRATEGY</td>
<td>Marilyn May (Georgia Gwinnett College), <a href="mailto:mmay@ggc.edu">mmay@ggc.edu</a> Russell Dryden (Georgia Gwinnett College), <a href="mailto:ksdragonman77@hotmail.com">ksdragonman77@hotmail.com</a></td>
<td>This presentation will highlight pre-service teachers learning to use technology games as teaching tools and a subsequent investigation of the effectiveness of gaming in teaching educational theory and application. The four semesters of data show that pre-service teachers can effectively use web-based game sites to produce games reflective of the course curriculum as assessed by pre- and post-course testing. Pre-test raw scores were compared to determine whether the Control and Treatment groups differed significantly in their prior knowledge of the subject. A two-tailed t test was used to determine if the groups did not statistically differ. Pre and post-test scores were used to calculate Increase Scores for each student. A one-tailed t test using the Increase Scores was used to test for any differences between the gains made by the Control and Treatment groups on the Theory and Application tests. While both groups of students showed improvement on both post-tests, no significant difference in the gains of the two groups was apparent. There was, however, a significant difference between the scores of the groups on the Application test and the Treatment Group gained more than the Control Group with a confidence level of more than 95%. These results suggest that technology-based gaming may have more effect on higher-level thinking. Phase two of this research will further investigate this possibility. These results help support the case for the incorporation of technology-based gaming methods into the teaching of educational theory and application.</td>
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<td>1.2 – ROOM 115</td>
<td>VIPER FACULTY DEVELOPMENT WORKSHOPS: A NEW MODEL FOR THE CREATION OF TEACHING MATERIALS</td>
<td>Hilary J. Eppley (DePauw University), <a href="mailto:heppley@depauw.edu">heppley@depauw.edu</a></td>
<td>IONIC VIPer is a virtual community and a “living” repository for online teaching materials in the field of inorganic chemistry. The Leadership Council of IONIC has developed a “Back to Grad School” model for creating new learning objects and for enhancing our community. We have hosted week long faculty development workshops where research experts from top graduate programs present cutting edge science and teams of faculty jointly develop materials based on these presentations. Participants are groomed for greater participation in the online community, teaching materials developed at the conference are tested, and feedback and assessment data on these teaching materials is provided directly on the website. Data will be presented on how the face-to-face interactions at the workshop enhance the online community, the classes of the participants, and the website itself. Professional development benefits to conference organizers, research faculty experts, PUI faculty, graduate students, and the wider online community will be discussed, and we will share a list of our best practices for transferring the energy of a face-to-face faculty development workshop to the virtual community of practice.</td>
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<td>1.3 – ROOM 1005</td>
<td>PREVENTING STUDENTS FROM SNOOZING AND LOSING</td>
<td>Sandra Browning (University of Houston-Clear Lake), <a href="mailto:brownng@uhcl.edu">brownng@uhcl.edu</a> Kent Divoll (University of Houston - Clear Lake), <a href="mailto:divoll@uhcl.edu">divoll@uhcl.edu</a></td>
<td>This session will present the results of a mixed methods research study designed to determine the perspectives of college students when their professors used strategies to aid students’ retention of information rather than implement a lecture style classroom. Questionnaire data were collected from over 200 college students over a five-year span. Participants rated their motivation, interest in the subject, desire to attend class, and effort in a course that included active learning strategies and compared their views in these areas to other lecture style classes. In addition, participants explained each of these ratings by responding to a writing prompt. The participants suggested that their motivation, interest, and learning increased when styles other than lecture were employed in the classroom. The objectives of the presentation are to use active learning strategies (e.g., think-pair-share, fish bowl discussions, and round-robin) to share the results of the study, offer attendees recommendations for implementing active learning strategies, and participate in an activity wherein attendees can design active learning strategies to be used in their college classroom.</td>
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<td>1.4 – ROOM 1220</td>
<td>IS YOUR SYLLABUS A CONTRACT? A COMPARISON OF THE SOTL LITERATURE AND “THE LAW”</td>
<td>Kent D. Kauffman (Indiana University-Purdue University, Fort Wayne), <a href="mailto:kauffmak@ipfw.edu">kauffmak@ipfw.edu</a></td>
<td>For three decades, the scholarship of teaching and learning (SoTL) literature has affirmed that a syllabus is a contract. When discussing the purpose of a syllabus or how it can be used as evidence of scholarship, SoTL authors repeatedly start with the premise that a syllabus is a contract; and they cite as evidence other authors who have earlier written the same thing – but always without legal support. Yet when students have sued their professors or institutions for breach of contract, related to course syllabi, courts have dismissed these cases on the grounds that a syllabus is not a contract. While there might be no harm in thinking one’s syllabus is a contract, there is a legal risk in asserting that it is. In this session, the presenter will synthesize the syllabus-as-contract juxtaposition, including summarizing the research, and will clarify what the risk is for declaring syllabi to be contracts. Also, best practices from contract drafting will be applied to syllabi creation, intended to enhance teaching and learning and minimize the risks of student grievances connected to syllabi. Attendees will learn how to strengthen their syllabi, including how to make them more collaborative.</td>
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### Concurrent Sessions

#### SoTL Research

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<td>1.5</td>
<td>Room 2005</td>
<td>9 – 9:45 a.m.</td>
<td>Louis Rubbo (Coastal Carolina University), <a href="mailto:lrubbo@coastal.edu">lrubbo@coastal.edu</a></td>
</tr>
<tr>
<td>1.6</td>
<td>Room 2002</td>
<td>9 – 9:45 a.m.</td>
<td>Carolyn S. Carlson (Kennesaw State University), <a href="mailto:ccarls10@kennesaw.edu">ccarls10@kennesaw.edu</a>, Joshua Azriel (Kennesaw State University), <a href="mailto:jazriel@kennesaw.edu">jazriel@kennesaw.edu</a>, Jeff DeWitt (Kennesaw State University), <a href="mailto:jdewitt@kennesaw.edu">jdewitt@kennesaw.edu</a>, Kerwin Swint (Kennesaw State University), <a href="mailto:kswint@kennesaw.edu">kswint@kennesaw.edu</a></td>
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#### Going Beyond The Content: Teaching Scientific Reasoning In The Classroom

University courses in conceptual physics and astronomy typically serve as the terminal science experience for the liberal arts student. Within this population significant content knowledge gains can be achieved by utilizing research verified pedagogical methods. However, from the standpoint of the University, students are expected to complete these courses not necessarily for the content knowledge, but instead for the development of scientific reasoning skills. Results from physics education studies indicate that unless scientific reasoning instruction is made explicit students do not progress in their reasoning abilities. How do we complement the successful content based pedagogical methods with instruction that explicitly focuses on the development of scientific reasoning skills? This talk will explore methodologies that actively engage the non-science students with the explicit intent of fostering their scientific reasoning abilities.

#### An Applied Learning Experience: Field Research And Political Reporting At The 2012 National Party Conventions

Scholarship in teaching and learning demonstrates how academic understanding may be best achieved, and values of civic engagement best inculcated, when class materials are delivered within an experiential context. The goal for instructors, therefore, is to develop pedagogic techniques and teaching platforms that enhance learning by doing by directly engaging students with educational content. Courses that focus on American political processes provide especially fruitful opportunities for such applied learning experiences. In this paper, we discuss and assess experiential learning as facilitated in a pair of undergraduate courses taught at a southern state university that focused on the study of American politics at national party conventions. As a primary requirement in “Political Party Conventions Field Study” and “Reporting at the Party Conventions,” political science and communication students, and four supervising faculty, traveled to the 2012 Democratic National Convention (DNC) and Republican National Convention (RNC) where they produced professional-style news reporting and political research using field observation and survey methodologies. Survey data collected before and after the conventions indicate that students engaged in such experiential learning projects develop a more substantive understanding of the subject matter under study, enhanced motivation for learning, and greater feelings of academic achievement and citizenship.

#### Wednesday. March 26. Concurrent Session 2 • 10–10:45 a.m.

#### Dialogue As Praxis: The Power Of The Community

Beau Beaudoin (Columbia College Chicago), bbeaudoin@colum.edu

Dialogue is not only a pedagogic practice to engage students, but also a philosophical approach that espouses a genuine sharing of knowledge and power toward dialectical thinking. Following Freire’s concept of education of liberation rather than domestication, students learn to listen carefully to each other and respond directly to questions/statements within a circle of shared power and self-reflection, with instructor as mere catalyst in the process. Dialogue remains a challenge after decades of teaching, but utilizing SoTL methods and a strong belief in community building, the journey from instructor-dominated discussions to genuine dialogue, where students recognize their power through cooperative learning, has been edifying. Anecdotal responses, course evaluations and improved levels of student work substantiate the efficacy of dialogue- reflection - action. The objectives of this interactive session are: 1) to apply SoTL standards of adequate preparation, reflective critique and effective communication to group praxis; and 2) to analyze and differentiate between instructor-controlled discussion and true dialogue, where internal tensions and contradictions may exist, but where learning ensues. Participants will compare and analyze levels of group process and improve their facilitation skills through participatory example and exercises.

#### Why Don’t They Stop Plagiarizing? Helping Faculty Help Students

Nan S. LoBue (Georgia Southern University), nlobue@georgiasouthern.edu, Mark A. Whitesel (Georgia Southern University), mwhitesel@georgiasouthern.edu

Student plagiarism is one of the most highly-charged academic topics both within and without the academy, causing distress and anxiety among students and faculty alike. The definition of plagiarism may seem to be self-evident, but that is not the case: there are widely divergent definitions even among disciplines within the same academic community. Our ongoing research project shows that there is a great deal of misunderstanding and misrepresentation about plagiarism among the groups most concerned: students, faculty, and administrators. The presenters (an instructor of first-year composition and an Associate Dean/Director for Student Conduct) will show how recent research by composition studies scholar Rebecca Moore Howard and by anthropologist Susan Blum (among others) has revealed huge gaps among these groups in the understanding of what plagiarism is, why it matters, and how it should be dealt with. We will also show that once a case of plagiarism has been made, the disciplinary procedure can enhance learning and uphold the University mission statement. After participating in this presentation, audience members will have a nuanced understanding of what plagiarism is, why students have difficulty avoiding it, and how faculty and administrators can promote student learning, ethics, and full participation in the university community.
### SoTL Research

**2.3 – ROOM 1005**  
**Wednesday 10 – 10:45 a.m.**

**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 in progress is an example of the integration of service learning in a baccalaureate nursing curriculum, and how it creates a meaningful partnership with the community. 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 100 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. The purpose of this ongoing research project is to determine the impact of this particular service learning opportunity on nursing students’ cognitive and affective development. An instrument developed by Wang, Jackson, Rodgers, & Jones (2005) has been utilized for data collection.

### SoTL Research

**2.4 – ROOM 1220**  
**Wednesday 10 – 10:45 a.m.**

**THE EFFECT OF SUPPLEMENTAL INSTRUCTION ON STUDENT PERFORMANCE IN PRINCIPLES OF ECONOMICS CLASSES**  
J.J. Arias (Georgia College & State University), jj.arias@gcsu.edu

We randomly assigned supplemental instructors to two out of four sections of principles of economics in the fall of 2012. We examine the effect of supplemental instruction (SI) on student exam scores controlling for instructor, major, credit hours earned, previous GPA, math SAT scores and demographic variables. While other studies have found evidence that SI has a positive effect on student outcomes, to our knowledge this is the first study to control for related variables using econometric analysis. Controlling for these variables is important due to the inherent sample selection bias that occurs with a voluntary SI program. The percentage of students with a D, F or W in the SI sections was 24.76%, while the corresponding percentage in the non-SI sections was 35.85%. Based on a sample size of 198 students, we find that being in a section with an SI leads to an increase in a student’s exam average of 2.5 percentage points (p<0.08). Although SI appears to have benefits, it also has costs. One important policy question is if there are a lower cost ways to achieve similar improvement in student performance.

### SoTL Research

**2.5 – ROOM 2005**  
**Wednesday 10 – 10:45 a.m.**

**INTERNSHIP AS HIGH-IMPACT PRACTICE: HOW TO MAKE A BETTER INTERNSHIP IN HALF THE TIME**  
Jennifer Dobbs-Oates (Purdue University - Main Campus), jendo@purdue.edu

Given the opportunity to create a summer version of an existing capstone internship experience, our goals included maintaining the rigor of the program despite the shortened duration and improving supervision for interns placed at a substantial distance from the campus. This presentation will describe our internship program and the changes we made for the summer internship, using the framework of internship as a high-impact teaching and learning practice. Student outcomes suggest that student performance in the summer internships was generally consistent with performance in the school-year internships. New procedures adopted with the summer program were associated with the reversal of a pattern in which interns placed at sites furthest from campus had poorer performance (though small sample sizes meant that statistical significance was not achieved). Interaction with the audience will emphasize applications to their own internship, student teaching, and other field experience programs. By the conclusion of this program, attendees will be able to 1) describe the characteristics of a high-impact internship program, 2) evaluate the effectiveness of the redesigned internship program, and 3) apply strategies used in the example program to field-based learning experiences in their own setting.

### SoTL Research

**2.6 – ROOM 2002**  
**Wednesday 10 – 10:45 a.m.**

**INTERNATIONAL SERVICE-LEARNING: A SYNTHESIS OF THE RESEARCH LITERATURE**  
Roxanne Amerson (Clemson University), roxannam@clemson.edu

There is an increased effort to prepare students in higher education to work and live in a global world, especially in health-related fields. The focus on global communities with a strong commitment to cultural diversity is a high priority for many institutions of higher learning. To reach this goal, educators need research-based pedagogies to facilitate optimal learning outcomes. This session will look beyond the literature that presents only personal experiences and anecdotal evidence of learning to review research conducted with international service-learning programs. The review of literature includes publications between 1998 and 2012 and documentation as a research study using quantitative, qualitative, or mixed methods. These recommendations may be used for designing and implementing programs to ensure the most effective service-learning experiences. The learning objectives for this session will include: The participants will be able to describe 8-10 research-based recommendations for implementing an international service-learning program. The participants will actively engage in dialogue regarding how these recommendations can be adapted for use in a local community. Every student cannot engage in international travel. With some prior planning, they can be afforded the opportunity to engage in meaningful service-learning with a culturally diverse community, either at home or abroad.
### SoTL Research 3.1 – Room 1002
**Wednesday 11 – 11:45 a.m.**

#### IMPACT OF CASE STUDIES ON MULTICULTURAL EFFICACY AND ATTITUDES OF TEACHER EDUCATION STUDENTS

Yasar Bodur (Georgia Southern University), ybodur@georgiasouthern.edu  
Lorraine S. Gilpin (Georgia Southern University), lsgilpin@georgiasouthern.edu

Many teacher education students find the theories and concepts they learn in university classrooms too abstract to help address specific problems they encounter in real classrooms. Case study method has been used in teacher education programs to connect theory and practice. The first purpose of this session is to present the findings of a causal-comparative study that examined the impact of the online case studies used in a fully online multicultural education class on teacher education students’ multicultural efficacy and attitudes. To achieve this goal, we collected pre- and post-test data from approximately 50 students who were divided into experimental and control groups. The two groups studied the same content in the course. However, the students in the experimental group analyzed case studies in each learning module while the control group did not. The second purpose of the presentation is to engage the participants in a discussion of the merits of case-based pedagogy, explain how we used case studies, and have the participants analyze sample case studies. Because the intervention in this study was designed specifically to enhance student learning, this study fits well with the SoTL framework and is likely to interest conference attendees.

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### SoTL Research 3.2 – Room 115
**Wednesday 11 – 11:45 a.m.**

#### DIFFERENCES BETWEEN LIMITED-TERM LECTURERS AND FULL-TIME FACULTY ON STUDENT EVALUATIONS OF UNIVERSITY TEACHING: A COMPARISON STUDY

Jeong-il Cho (Indiana University-Purdue University, Fort Wayne), choj@ipfw.edu  
Koichiro Otani (University of Georgia), otanik@uga.edu

This study compared student evaluations of teaching (SET) for Limited-term Lecturers (LTLs) (or adjunct professors) and Full-Time Faculty (FTF) at a university in the Midwest United States using Likert-scaled survey. Data from 1,410 participants were analyzed using a general linear regression model to examine the influence of 13 multi-dimensional evaluation items on the overall rating item. The magnitude of influence is determined by the value of the coefficient. The larger the value of the coefficient, the more influence. Results showed that students provided higher ratings for LTLs than FTF. Students value different items on their overall evaluation of LTLs and FTF. Certain survey items (i.e., planning efforts and enthusiasm) influence more on the rating of the overall item of LTLs, whereas other items (i.e., assessment strategies and instructor’s availability) influence more on the overall rating of FTF. For both instructors, students valued clarity in instructors’ presentation of materials, positive learning environment, acquisition of new knowledge, the effective use of class time, and stimulating course materials. The study concluded that students evaluate LTLs and FTF differently. The audience will (1) recognize three aspects of teaching that students value, (2) identify two unique aspects of LTLs’ and FTF’s teaching, and (3) state two important reasons for the involvement of all instructors in recognition and response to students’ demands.

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### SoTL Research 3.3 – Room 1005
**Wednesday 11 – 11:45 a.m.**

#### EXPLORING ASSOCIATIONS BETWEEN FLIPPED LEARNING AND STUDENTS’ APPROACHES TO STUDYING

Lisa A. Larson (The College of Saint Scholastica), llarson5@css.edu

This presentation reports on results from two fall 2013 undergraduate courses in Nursing and Health Information Management recently redesigned for flipped learning. This project uses a grounded theory approach to examine the relationship between student study approaches and the student in-class behaviors in, and preferences for, active and flipped learning environments. Two faculty and two staff members collaborated on the project. The presentation summarizes pre- and post-student study approach data from the Approaches and Study Skills Inventory for Students (ASSIST), which scores students on surface, strategic, and deep study approach scales. Additional data presented are weekly observation forms completed by faculty and three in-class observations per course. The presentation engages the audience in the conceptual and procedural processes of the research project through clicker questions posed to individuals and small groups. Participants leave with a deeper understanding of connections between student study approaches and in-class behaviors, methods and tools for observing in-class active learning behaviors; and faculty and staff roles in team research.

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### SoTL Research 3.4 – Room 1220
**Wednesday 11 – 11:45 a.m.**

#### WRITING ABOUT EVOLUTION IN BIOLOGY – USING FORMATIVE ASSESSMENT TO ASSIST STUDENT COMPETENCY AND REDUCE INSTRUCTOR FRUSTRATION

Chad Rohrbacher (North Carolina A&T), cmrohrba@ncat.edu

Scientists are in general reluctant to assign writing projects because they want to evaluate content knowledge and logic, not grammar or mechanics. Campus writing centers are seen by these faculty as ineffective (regardless of their actual performance), and are typically under utilized. As a pilot solution to this problem, we adopted ETS’s Criterion software as a formative assessment tool. Criterion iteratively screened each draft for grammar and construction errors and was subsequently corrected by the student prior to final submission of his/her paper. Each grammatically optimized entry was then examined and commented on for content by a faculty member. This in-progress research study examined two aspects of writing in a science classroom with the use of technology 1) student perceptions concerning the technology and its value as a formative assessment to the student's written products 2) instructor perception of student writing competency and the software’s value as a formative assessment. Preliminary results will be shared with participants to elicit feedback and spur discussion concerning next steps.
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<td>3.5 – ROOM 2005 Wednesday 11 – 11:45 a.m.</td>
<td>STUDENTS’ ACADEMIC MOTIVATION AND GRADE ESTIMATION: SHOULD WE CARE?</td>
<td>Diana Sturges (Georgia Southern University), <a href="mailto:dsturges@georgiasouthern.edu">dsturges@georgiasouthern.edu</a>; Trent W. Maurer (Georgia Southern University), <a href="mailto:tmaurer@georgiasouthern.edu">tmaurer@georgiasouthern.edu</a>; Deborah Allen (Georgia Southern University), <a href="mailto:debbieallen@georgiasouthern.edu">debbieallen@georgiasouthern.edu</a>; Delena B. Gatch (Georgia Southern University), <a href="mailto:dbgatch@georgiasouthern.edu">dbgatch@georgiasouthern.edu</a>; Padmini Shankar (Georgia Southern University), <a href="mailto:pshankar@georgiasouthern.edu">pshankar@georgiasouthern.edu</a></td>
<td>The session will present the results of a longitudinal study investigating student academic motivation and differences between student expected grade and actual grades in a large undergraduate class from fall 2012 to fall 2013. The study used the adapted Academic Motivation Scale (AMS) to examine student motivation and performance in class and whether academic motivation changed as students progressed through the two-semester sequence of the Human Anatomy and Physiology classes (HAPI and HAPII) in the context of Deci and Ryan’s (1985) Self-Determination Theory (SDT). Results revealed that of the seven subscales of the AMS, only Intrinsic Motivation - To Experience Stimulation changed over time. Significant predictors of final grades included: estimated GPA, expected grade, hours studying HAPI or HAPII, self-reported motivation and two AMS subscales, namely, Extrinsic Motivation - Introjected and Extrinsic Motivation - External. The study also examined the grade difference between students’ expected grades in class vs. actual grades. Across both HAPI and HAPII, 72% of students overestimated their final grade, with at least 21% estimating they would pass when they did not (DWF). Three variables emerged as significant in predicting the grade difference (actual minus expected): HAPI vs. HAPII, HAPII less likely to overestimate; GPA with students with higher GPAs being more likely to overestimate; and study hours - with students reporting more study time being more likely to overestimate.</td>
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<td>3.6 – ROOM 2002 Wednesday 11 – 11:45 a.m.</td>
<td>USING THE KUMON METHOD TO INCREASE STUDENT UNDERSTANDING IN COLLEGE LEVEL COURSES: THE CASE OF INTERNATIONAL FINANCE</td>
<td>Valeria Martinez (Fairfield University), <a href="mailto:vmartinez@fairfield.edu">vmartinez@fairfield.edu</a></td>
<td>Teaching international finance I realized many students’ questions on complex topics were about currency conversions and reading quotes, the course’s building blocks. In looking for a way to increase their understanding in these topics, to better equip them to tackle more challenging ones, I tried the Kumon method. This method seeks to make computational skills automatic, leaving students with time to work on complicated topics. Bloom (1968, 1974) argued that sufficient time, appropriate instruction, and corrective feedback will enable 95% of the students to learn what only 20% were thought to be capable of. The three elements that Bloom mentions are essential components of Kumon. My objective is to show how using these methods to cover foundational topics in a college-level course like International Finance gives students a stronger basis and helps them gain a deeper understanding of complex topics. Students scored on average 80% and 79% respectively when tested on different types of currency conversion questions. 88% percent of students who used this method in their course agreed/strongly agreed it improved their overall understanding of International Finance. The session outcome is for attendees to learn how to make this type of worksheets for their own topic and purpose.</td>
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<td>Wednesday. March 26. Concurrent Session 4 • 2–2:45 p.m.</td>
<td>ABOUT SoTL 4.1 – ROOM 1002 Wednesday 2 – 2:45 p.m.</td>
<td>Holistic Teaching Learning Methods To Enhance The Classroom Community</td>
<td>Janet L. Dahlem (St. Catherine University), <a href="mailto:jdahlem@stkatue.edu">jdahlem@stkatue.edu</a>; Janet Marinelli (St. Catherine University), <a href="mailto:jmarinelli@stkatue.edu">jmarinelli@stkatue.edu</a></td>
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<td>ABOUT SoTL 4.2 – ROOM 115 Wednesday 2 – 2:45 p.m.</td>
<td>Using SOTL for Faculty Development and Institutional Decisions</td>
<td>Tom Pusateri (Kennesaw State University), <a href="mailto:tpusater@kennesaw.edu">tpusater@kennesaw.edu</a></td>
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### Concurrent Sessions

<table>
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<tr>
<th>SoTL Research</th>
<th>Creating and Sustaining Collaboration and Learning in Asynchronous Online Environments</th>
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<td>4.3 – Room 1005</td>
<td><strong>Karen M. Gibson (University of Wisconsin Oshkosh), <a href="mailto:gibsonk@uwosh.edu">gibsonk@uwosh.edu</a></strong></td>
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<td>Wednesday 2 – 2:45 p.m.</td>
<td>Online learning has the potential to be highly constructivist and collaborative in nature. This session will give participants the opportunity to delve into the results of a case study that investigated the knowledge construction process of 24 graduate students in an asynchronous online environment when various instructional strategies to foster quality discussion were employed. The study, employing both qualitative and quantitative methods, investigated the use of three treatments in the form of varied facilitation strategies in order to determine which method produced the highest levels of knowledge construction per knowledge construction categories developed by Pena-Schaff and Nichols (2004). In this session, study results will be shared, and members will be asked to reflect upon and discuss varied methods employed to facilitate collaboration and learning in online environments. Also provided will be opportunity to learn how content analysis of online discussions can provide valuable information about teaching and learning. Attendees will participate in a mock discussion format in order to practice the types of analysis noted above. This session will provide a forum for reflecting upon, discussing and practicing the development of strategies that facilitate collaboration and learning.</td>
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<th>SoTL Research</th>
<th>A Study on the Use of Incentives as a Means to Increase Class Participation and Learning</th>
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<td>4.4 – Room 1220</td>
<td><strong>Kent D. Kauffman (Indiana University–Purdue University, Fort Wayne), <a href="mailto:kauffmak@ipfw.edu">kauffmak@ipfw.edu</a></strong></td>
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<td>Wednesday 2 – 2:45 p.m.</td>
<td>Class participation is a subject that has been studied repeatedly as it relates to effects on learning. But there is little SoTL research on the role incentive plays in increasing class participation, as opposed to the punitive effects of non-participation, something commonly found in course syllabi. In this session, the presenter will provide his experience on using two, course-related incentives to increase class-wide engagement in a low-response Commercial Law course, and also in the same course the following semester. This involved more than simply a “pay for play” scheme: part of the increased engagement strategy included restructuring the learning methods in and out of class. Beyond presenting the methodologies and results of the participation-incentive project and how the data aligns with the SoTL research, there will be an analysis of the related learning outcomes. Attendees to this presentation will learn of the efficacy that incentive can play in improving participation and learning, and will be able to craft their own incentive-learning plan.</td>
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<th>SoTL Research</th>
<th>The Production of Silence: Conducting the Small Seminar</th>
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<td>4.5 – Room 2005</td>
<td><strong>Kevin Dalton (Barrett, the Honors College, ASU), <a href="mailto:dalton@asu.edu">dalton@asu.edu</a></strong></td>
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<td>Wednesday 2 – 2:45 p.m.</td>
<td>In the Appendix on education to his landmark text Communities of Practice, Wenger reminds us: “Instruction does not cause learning; it creates a context in which learning takes place.” The teaching context I examine here is the small seminar taught along Socratic lines, typically thought to privilege “discussion” as the primary learning tool. Beginning with Merleau-Ponty’s conception of “the silence of primary consciousness” I draw upon Deleuze’s rewriting of phenomenology to find in this silence formal qualities of immanence, or composition — “we call this plane, which knows only longitudes and latitudes, speeds and haecceities, the plane of consistency or composition.” Taking as a commonplace the recognition that silence and speech are, both for individuals and for seminars, entirely interwoven and mutually dependent, I suggest that since the majority of an individual’s time in the seminar is spent in receptive silence the most prominent role of each seminar participant is to act as the silent interlocutor to which speech is directed. I reconceptualize the superficial conception of speech as primary agency by working with Karen Barad’s model of intra-action rather than “interaction” to invoke what Whitehead calls the “patience of the environment” and thus to argue for the constitutive power of the nonverbal. Specifically, by understanding the seminar as an ecology filamented and woven through by the mutuality of receptive silence, I propose a pedagogy attuned to emergent learning and the agentic role of silent “actancy” — a receptive pedagogy of the ear rather the logocentric emphasis on the utterance. I conclude by arguing that the analysis of seminar learning from the “bottom up” allows us to rethink both the form and function of educational technologies. David Cole’s provocative suggestion that today’s teachers, half-emergent from informational technologies in the modern classroom, “may be described as cyborgs” suggests one materialization of non-verbal compositional power enacted through the rhizomatic structuring of potential exchanges on the part of both organic and inorganic actors in the seminar forum. Our learning outcomes will be defined by some “list work” for the audience fashioning a group articulation of organic as well as inorganic agency, particularly the agency of silence in the seminar. We will use the opportunity of shared silence to generate specific methodologies to enroll the mutual silence of the interlocutors to create an active learning resource, a means of engagement and transformation.</td>
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<th>SoTL Research</th>
<th>Teaching and Learning Ethics at the University: What Do Students Learn?</th>
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<td>4.6 – Room 2002</td>
<td><strong>Juny Montoya (University of Los Andes, Bogotá, Colombia), <a href="mailto:jmontoya@uniandes.edu.co">jmontoya@uniandes.edu.co</a></strong></td>
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<td>Wednesday 2 – 2:45 p.m.</td>
<td>The University of Los Andes (Bogotá, Colombia) has included Ethics as a transcurricular component for Undergraduate students. The project, called “courses epsilon” has started with a pilot of 25 courses. In this session, we present partial results of an ongoing survey of students attending courses epsilon in different disciplines and the analysis of their answers in terms of what they are learning and what teaching strategies they find more effective related to those leaning outcomes. Beyond perceptions, actual learning is assessed through the analysis of students’ portfolios in one of the participating courses. Participants at this session will engage in the discussion about suitable learning goals for teaching ethics at the undergraduate level and what teaching strategies seem to be more effective for those goals. Implications for designing courses aimed at teaching ethics within the disciplines will be discussed.</td>
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NARRATIVE PEDAGOGY AS OBJECT AND METHOD OF INQUIRY USED IN TEACHER EDUCATION PROGRAMS

Elsie L. Olan (University of Central Florida), elsie.olam@ucf.edu
Paula Bello (University of Central Florida), paulabello@knights.ucf.edu
Jeffrey Kaplan (University of Central Florida), jeffrey.kaplan@ucf.edu

The present life histories qualitative research portrays the results and proposals made on the basis of the analysis of pre-service teachers’ written stories, life histories and reflections, as well as of their oral counterparts elicited via focus group discussions and interviews. In this focused interactive session participants will be granted access to a two−level analysis: (1) pre-service teachers’ analysis of their experiences to understand their meaning and plan their teaching more accurately; (2) pre-service teachers’ process of self−portrayed professional identities developed along their experiences at a pre-service teacher education course. Participants will fully engage in the identification and analysis of authentic pre-service teachers’ written story samples. Results from the present research indicated the development of a reflective stance towards pre-service teachers’ educational experience. To accomplish this goal, pre-service teachers expressed themselves via narratives including life histories and written reflections. These results inform practitioners, researchers and curriculum designers about the application of narrative and reflective writing (narrative pedagogy). This study also supports a process of pedagogical innovation necessary in the field of teacher education. The researchers hope that this study contributes to the body of knowledge in the area of narrative pedagogy as used with pre-service teachers.

WHAT TECHNOLOGY DO STUDENTS USE: IMPLICATIONS FOR FACULTY DEVELOPMENT

Lily S. Hsu (MCPhS University), lily.hsu@mcphs.edu
Emily Walsh (MCPhS University), emily.walsh@mcphs.edu
Rajiv Malhotra (MCPhS University), rajiv.malhotra@mcphs.edu

MCPhS University is a private institution devoted to preparing students for the health professions. To assist the institution in planning students were asked what technology they use and how it supports them in their learning. An online survey was sent to all students. A survey addendum was delivered to all first year freshmen. The survey results indicate that 16% of the students responded. Data is still being collected from the addendum. A major finding was that students brought to campus three or more mobile devices. Students were satisfied with the LMS Blackboard and tools that received the highest satisfaction were grades, document posting and PowerPoint presentations. Nearly all students used Facebook (90%). Unexpected findings were the high satisfaction with eTextbooks and lecture capture software. Results of the survey will be used to plan for greater IT services like Wi-Fi access and focused faculty development on active learning strategies that are supported by Blackboard. Results of the Addendum will be compared with the survey and possible effects on planning. Findings of this study will be used by the iPad Faculty Project and Ed Tech committee for faculty development (FD). The panel will discuss how this project provides a case study for institutions looking to develop a strategic FD planning and assessment process.

THE COMBINED EFFECT OF PROBLEM-BASED LEARNING AND THE FLIPPED CLASSROOM

Jorge R. Flores (Escuela Superior Politecnica del Litoral (ESPOL), florjorge@gmail.com

The purpose of this SoTL project was to combine the flipped classroom and the problem-based learning, in order to improve the achievement of students on the subject of Statistics, in the unit of Gosset test. In the problem-based learning students require to identify resources for gathering information. In this case others resources were the video lectures of a MOOC related with this topic. To watch a video lecture is part of the flipped classroom. In consequence, the flipped classroom matches perfectly with the problem-based learning. The subjects were 25 students in a master program of physics teaching. The procedure was as follows: (1) The teacher administers a pre-test to the students about the Gosset test; (2) The teacher presents the problems (research paper) to the students; (3) The teacher ask the students to watch the video lectures; (4) The teacher administer a test to the students about the content of the video lecture;(5) The students work in the problem based learning in order to solve the problem. The paired t test gave a t value of 32,651 with 24 degrees of freedom, which was significant at a p value of less than 0.0001. The success of this intervention was due to the assessment administered to the students as a part of the flipped classroom.
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<th>Session</th>
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| 3 – 3:45 p.m. Wednesday | STEREOTYPES AND QUESTION MAKING: ASSESSING STUDENT UNDERSTANDING IN SPANISH LITERATURE AND LITERARY CRITICISM COURSES | Jeffery Galle (Oxford College of Emory University), jgalle@emory.edu  
Bridgette W. Gunnels (Oxford College of Emory University), bridgette.w.gunnels@emory.edu |
| After Oxford College of Emory University adopted a 3-course requirement for courses designated inquiry-guided learning, faculty developed IGL assignments or redesigned entire courses. In this project, two faculty asked a “What Works?” question in assessing the change in cognitive sophistication of students with respect to the IGL features of each course. Dr. Bridgette Gunnels wondered how to bring unarticulated stereotypes of Hispanics into the language and writing of her freshman and sophomore Spanish language students. She did not want to lecture students on stereotypes but rather challenge them to identify and deconstruct them through the use of images and short writing analyses. So she designed a regular assignment that presented students with isolated, successive images of Hispanic stereotypes. Students wrote short response papers in response to the prompt “Describe what you see” or “Describe this person’s life” in effort to bring out preconceived ideas on the Hispanic experience in the US and the student’s response to this perceived experience. Dr. Jeffery Galle asked how to develop his students’ ability to ask central researchable questions of the short stories read and interpreted in his literary criticism class. Using one-minute response papers each week, students were instructed to identify the key moments and/or issues in the short stories of the week and then to develop at least three questions that they thought were researchable. Over the semester, students created weekly sets of key scenes and accompanying questions. Using Wiggins and McTighe’s ‘Six Facets of Understanding’ and Perry’s work on cognitive development we will describe the incremental development of our students’ thinking through their progressive work with stereotypes and central questions using first assignments as pre-test. Chin and Osborne (2008) will be particularly useful in the analysis of student questions. |
| 3 – 3:45 p.m. Wednesday | INTEGRATING THE STUDENT PERSPECTIVE INTO THE RESEARCH PROCESS: STUDENTS AS CO-RESEARCHER | Adrienne L. Cohen (Georgia Southern University), acohen@georgiasouthern.edu  
Justin Morales (Georgia Southern University), jm05575@georgiasouthern.edu |
| A study exploring the attainment of learning objectives in online and face-to-face death and dying classes utilized an undergraduate student as co-researcher with a faculty member. The study utilized narrative analysis of students’ reflective journal entries at midpoint and end of course. Students explored the correlation between learning strategies such as class discussions, readings, quizzes and films and the attainment of each course objective in their journals. The student researcher worked collaboratively with the instructor to analyze the content of the journal entries. The student researcher’s work was supported through a single credit independent study over three semesters. The analysis process was enriched by the perspectives of a student researcher in coding and thematic development. There were similarities and differences between the two learning environments, online and face-to-face, with regard to the awareness of the views of others, questioning one’s perspective and shifts in levels of comfort with the topic of death and dying. This presentation includes information on both the process of SoTL research collaborations between a student and a faculty member and the thematic results that emerged from this joint research project. Through this presentation participants will: Enhance their knowledge of strategies to enhance their SoTL research. Increase their understanding of the advantages of working collaboratively with students as co-researchers. Increase their understanding of the differences and similarities regarding the learning in online and face-to-face learning environments, with a particular focus on the challenging topic of death and dying. |
| 3 – 3:45 p.m. Wednesday | USE OF KWLS IN THE ONLINE CLASSROOM TO INCREASE PARTICIPATION | Thomas D. Dyer (Grand Canyon University), thomas.dyer@gcu.edu  
John P. Steele (Grand Canyon University), john.steele@gcu.edu  
Rick Holbeck (Grand Canyon University), rick.holbeck@gcu.edu |
| Measuring student success is a top priority to ensure the best possible student outcomes. Within this presentation we will provide an overview of classroom assessment techniques (CATs) specifically KWLS which is the acronym for “what you know”, “what you want to know”, and “what you learned”. We will provide an overview of this study which assessed the effectiveness of KWLS as it correlates to increased participation. The potential of increased participation may result in higher student outcome levels and retention. The study was completed by comparing classes that used KWLS with those that did not use KWLS to gauge if participation increases in a classroom with KWLS. The results of this study can be used by full time and adjunct faculty from other learning institutions that are considering formative assessments to gauge student understanding while increasing engagement. Session participants will be provided with information on how to utilize KWLS in their own classroom as well as share their views on KWLS as an assessment technique in their content. |
Wednesday. March 26. Concurrent Session 6 • 4–4:45 p.m.

**TO BE OR NOT TO BE----IS THAT A GOOD QUESTION??**

**Sandra Browning (University of Houston – Clear Lake), browning@uhcl.edu**

Research has demonstrated an interest in the relationship between teachers’ questioning strategies and children’s ability to reason (Baroody & Ginsburg, 1990; Buschman, 2001; Carpenter, Fennema, Peterson, Chiang & Loef, 1989; Fennema, Carpenter, Franke, & Carey, 1993; Fennema, Franke, Carpenter & Carey, 1993, Sousa, 2000). Helping pre-service teachers develop effective questioning strategies is an important component of a teacher education program. This session describes an exploration designed to determine if elementary pre-service teachers can use Webb’s Depth of Knowledge Chart to (a) recognize effective questioning strategies when observing in-service teachers and (b) analyze the effectiveness of their own questioning strategies after field experiences. After instruction on questioning strategies and Webb’s Depth of Knowledge, seventy pre-service teachers were asked to analyze the questions from two videos of in-service teachers as well as two observations of a local in-service teacher. The pre-service teachers then analyzed their own questioning strategies in a 30 minute lesson taught to local elementary students. Preliminary findings indicate that pre-service teachers’ questioning strategies improved from the multiple opportunities to analyze both themselves and experienced teachers. Findings also indicate distinct differences in how the pre-service teachers analyzed their own questions as compared to how they analyzed the in-service teachers’ questions.

**COLLABORATIVE ACTIVE LEARNING METHOD (CALM): A CASE STUDY OF USIU POST GRADUATE COURSE**

**Francis W. Wambalaba (United States International University), fwambalaba@usi.ac.ke**  
**Peter Kiriri (United States International University), prkiriri@usi.ac.ke**

According to Cooperstein and Kocevar-Weidinger (2003), constructivist learning moves from experience to knowledge. Prince (2003) differentiates traditional learning with four common forms of effective learning and several studies have focused on active learning (Paulson and Foust, 1998; Mascarenhas, 1991; Aison, 2010; and Carlson and Winquist; 2011); and effective learning approaches (FAO, 1991; Defoe, 2009; Shen, Wu, Achpiliya, Bieber and Hiltz, 2004). This presentation assess effectiveness of collaborative active learning method under development for a research methods course premised on three key activities; assessment of effectiveness of cooperative learning; review of incremental learning; and evaluation of participatory learning experiences by collecting feedback from participating students. The analysis will constitute both simple descriptive research design and qualitative assessment. Student’s group research project is the basis for learning concepts. Students assess extent to which the university is achieving its learning outcomes by collecting data from first year experience and capstone classes through triangulation of both quantitative and qualitative methods. Their research design approaches and rationale become the basis for class discussion of various research methods and presentation at end of semester. Presentation to involve discussion of similar methods by participants.

**EXAMINING THE CORRELATION BETWEEN SENSORY MODALITY PREFERENCES AND REALITY-BASED SIMULATIONS**

**Ernest G. Vendrell (Saint Leo University), ernest.vendrell@saintleo.edu**  
**Eloy Nunez (Saint Leo University), eloy.nunez@saintleo.edu**  
**Christine Sereni-Massinger (Saint Leo University), christine.sereni-massinger@saintleo.edu**

This study conducts a follow-up to previous research which assessed the effectiveness of reality-based focusing events across the curriculum for the graduate Criminal Justice studies courses at Saint Leo University. The results of the previous study indicated that the new curriculum that integrated the reality-based focusing event theme was perceived by graduate students as being a valuable learning tool, highly realistic, and that the knowledge gained would help them in their individual criminal justice careers. The current study examines whether any such favorable impact correlates to student’s individual sensory modality preferences. The results of the study can be used by other learning institutions that are considering the implementation of a similar reality-based focusing event across the curricula.

**USING ANALOGIES TO ASSESS STUDENTS’ KNOWLEDGE IN ECONOMICS COURSES**

**Mariya Burdina (University of Central Oklahoma), mburdina@uco.edu**  
**Katherine Sauer (University of Colorado), katherine.sauer@cu.edu**

According to the generative theory of learning, people understand new concepts by idiosyncratically relating them to prior experiences and prior stored information. This paper describes a practical strategy for using the generative learning teaching technique of analogies to help instructors assess whether students are correctly integrating new learning within the context of their prior experience. In order to determine the effectiveness of student-created analogies as an assessment tool we compare student scores from homework assignments and final examinations with scores received from created analogies. Insights from piloting the technique in introductory economics classes will be discussed during the presentation. The participants of the session will be introduced to the analogies as an assessment tool, discuss its benefits and possible downsides, and learn practical strategies for using analogies in the evaluation of student knowledge. Session participants will be invited to share their views on analogies as an assessment technique in their disciplines. This paper is a work in progress.
### Writing Around the World: An ISSoTL Collaborative Writing Group’s Success Story

**Lynn O. Ludwig (University of Wisconsin - Stevens Point), Lludwig@uwsp.edu**

This presentation relates one writer’s perspective of a successful collaborative writing experience that spanned a year and a half and was shared by eight international participants. The collaboration resulted in a published contribution in Teaching & Learning Inquiry: The ISSoTL Journal, “Writing Without Borders: 2013 International Writing Collaborative.” The objectives of the presentation will be to: 1) outline the research and findings of the international collaborators who wrote the journal article entitled, “SoTL and Students’ Experiences of their Degree-Level Programs: An Empirical Investigation,” 2) conduct an interactive exercise with the audience to examine the problems and benefits found within a collaborative writing experience, as discovered by the international writing group during the many months spent researching, collaborating, and writing the journal article, and 3) provide a model for collaboration to those who may have reservations about collaboration as a venue for SoTL research, whether locally or internationally. At the end of the presentation, audience members will be able to 1) summarize findings, regarding SoTL research that reflects an interest in the way students experience their degree-level programs, and 2) use a model for collaborative writing that empowers them to participate in such projects for the advancement of SoTL research.

### The Relative Effect of Free-Expression Method on the Creativity Skill of Second Language Writers

**Timothy K. Akinwamide (Ekiti State University, Ado-Ekiti, Nigeria), akinwamidetim@rocketmail.com**

This study examined the relative effect of the Free-Expression Method on the creativity skill of second language writers. The purpose was to determine how far the Free Expression Method could be of assistance to the development of the micro-skills of generating and composing which are the needed impetuses for creativity in writing. The study employed the pre-test, post-test and control quasi-experimental research design. The sample consisted of 80 senior secondary school final year students. One instrument was used to gather data. The West African Examinations Council’s (WAEC) English Language Essay Questions. The data generated were subjected to statistical analysis and the results of the analysis show that there is no significant difference between the pre-test scores of both the control and the experimental group hence at take-off the two group homogeneity was established. There is significant difference in the post-test scores of the experimental and the control group. Treatment has significant effect on creativity. There is no significant difference between the pre-test and post-test scores of the students in control group. As evident from the out-come of the research, the Free Expression Method has significant effect on students’ creativity in essay writing. How is creativity measured by pre and post tests? In research findings, the pre-test is essential in establishing the homogeneity of all groups covering experimental and control groups. It is after the application of the treatment that the post-test is administered. In this study, the pre-test was given to all the groups to ascertain their level of creativity before the application of the Free-Expression Method which is the treatment. Through the pre-test result, it was discovered that the Experimental Group score was not significantly higher than that of the Control Group. The two groups were homogenous; hence the research was carried on with the application of the Free-Expression Method on the Experimental Group. Post-test came up after this and the Experimental Group performed significantly better as a result of the treatment. Why is increased creativity the cause for higher post test score? This was because of the treatment given to the Experimental Group. The Control Group which was not exposed to the Free Expression Method had no higher score. How does this align with other research in SoTL? This aligns with other researches in SoTL with the display of the pedagogical gains of the Free-Expression Method for teaching and learning how to write better. The skill of writing has been adjudged as the most complex of all the Language Skills. The research is a contribution to the development of writing skill. Whose work is being extended here? This work is an off-shoot of the Cognitive-Mentalist School of Thought in Language Learning.

### The Impact of the Flipped Classroom Model on Basic Need Satisfaction, Motivation, and Attitudes in an Undergraduate Research Methods Course

**Jody Langdon (Georgia Southern University), jlangdon@georgiasouthern.edu**

**Diana Sturges (Georgia Southern University), dsturges@georgiasouthern.edu**

The purpose of this project is to determine the impact of the Flipped Classroom Model on undergraduate Exercise Science majors’ basic need satisfaction, motivation, and attitudes toward a Research Methods course in addition to the impact on student performance (test grades and assignments graded via rubric). A survey which includes the Course Evaluation Questionnaire (Griffin, Coates, Mcinnis, & James, 2003), the basic need satisfaction in relationships scale (La Guardia, Ryan, Couchman, & Deci, 2000), and the Academic Self-Regulation Scale (Ryan & Connell, 1989) will be administered via scantron forms to approximately 60 students in an undergraduate research methods course during the last week of fall classes. As this is part of a pilot study, descriptive information will be reported on the satisfaction of basic needs, motivation, and attitudes toward the course from the fall 2013 semester as well as information on student performance. Results will be used to ensure validity and reliability of the survey as a whole to be used in future projects using this model. A detailed description of the teaching methods used throughout the course will be discussed to help support findings from the data analysis. This pilot study has implications for the advancement of SoTL with regards to testing curricular innovations and determining their ability to impact or enhance learning under current college teaching conditions.
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<td>7.2 – ROOM 115</td>
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<td>Wednesday</td>
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<td>5 – 6:15 p.m.</td>
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<tr>
<td><strong>HOW AN EMPHASIS ON SOTL HAS TRANSFORMED OUR LADY OF THE LAKE COLLEGE</strong></td>
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<tr>
<td>Angus Woodward (Our Lady of the Lake College), <a href="mailto:angus.woodward@ololcollege.edu">angus.woodward@ololcollege.edu</a></td>
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<td>Bronwyn Doyle (Our Lady of the Lake College), <a href="mailto:bronwyn.doyle@ololcollege.edu">bronwyn.doyle@ololcollege.edu</a></td>
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<td>Leah Geheber (Our Lady of the Lake College), <a href="mailto:leah.geheber@ololcollege.edu">leah.geheber@ololcollege.edu</a></td>
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<tr>
<td>Michael Dreznick (Our Lady of the Lake College), <a href="mailto:michael.dreznick@ololcollege.edu">michael.dreznick@ololcollege.edu</a></td>
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<tr>
<td>Four faculty members, representing four very different disciplines, offer their perspectives on how an institution-wide emphasis on the scholarship of teaching and learning at Our Lady of the Lake College in Baton Rouge since 2006 has improved student learning, lifted faculty morale, and moved the institution toward the learning paradigm. Panel members will share institutional and discipline-specific methods for increasing the emphasis on SOTL. Attendees will explore the opportunities for and obstacles to SOTL integration at their own institutions in small groups. Attendees and panel members will then collaboratively analyze the commonalities and differences across institutions and join forces to create a list of best practices for integrating SOTL.</td>
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</tbody>
</table>

| **ABOUT SoTL PANEL** |
| 75 MINUTES |
| 7.3 – ROOM 1005 |
| Wednesday |
| 5 – 6:15 p.m. |
| **THREE R’S FOR SOTL: RIGOR, RELEVANCE, AND RUBRICSS** |
| Arlene F. Wilner (Rider University), wilner@rider.edu |
| Pamela A. Brown (Rider University), brownp@rider.edu |
| Janet Cape (Rider University), jcape@rider.edu |
| Tamara J. Musumeci-Szabo (Rider University), tmsusumecisz@rider.edu |
| Cynthia M. Newman (Rider University), cnnewman@rider.edu |
| Criteria for determining what counts as legitimate scholarship in SoTL are the subject of ongoing discussion. This panel, comprising faculty who have participated in a SoTL Faculty Learning Community, asks the audience to (re)consider the “rigor vs. relevance” debate with regard to study-design by evaluating the methods and outcomes of four classroom-inquiry projects (each presented in a 3-minute overview). Objectives: Addressing the tension between the norms of scientific inquiry and the “ill-structured” elements of both teaching and learning, audience members will define criteria and discuss a rubric suggested by the panel to consider together the qualities that best inform expert judgment of SoTL. Learning Outcomes: The diversity of project examples—from Communication Law, Marketing, Psychology, and Music Education—will enable inferences about the role of disciplinary epistemologies in the design and assessment of research. Audience members will emerge with a draft rubric (revised in the course of the session), informed by 1) a deepened sense of the potential and limitations of conducting and communicating “action science,” and 2) an understanding of the interplay among theories, models and metaphors in project design and assessment. |

| **SoTL RESEARCH** |
| 7.4 – ROOM 1220 |
| Wednesday |
| 5 – 5:45 p.m. |
| **THE FACTORS AND RESULTS OF A MATHEMATICAL LEARNING COMMUNITY FOR FIRST-YEAR SEMINAR STUDENTS** |
| Melody Shumaker (Columbus State University), shumaker_melody@columbusstate.edu |
| Hassan Hassani (Columbus State University), hassani_hm@columbusstate.edu |
| Retention is an important factor for today’s college students. In order to foster retention, various types of teaching practices, student motivational techniques, and instructional strategies can be woven into universities’ learning communities that assist in this process. This session will focus on a study of a Mathematical Learning Community for First-Year Students. The presenters will discuss practices, student responses, engagement opportunities, outcomes and results that have been gleaned from the implementation of this community. The participants will have an opportunity to engage in a discussion about the angles and dynamics of facilitating this process with traditional and non-traditional first-year college students in order to gain multiple views. |

| **SoTL RESEARCH** |
| 7.5 – ROOM 2005 |
| Wednesday |
| 5 – 5:45 p.m. |
| **MEASURING INTELLECTUAL VIRTUES - WITH STUDENT HELP, IT CAN BE DONE** |
| Charles W. Wright (College of Saint Benedict/Saint John’s University), cwright@csbsju.edu |
| The Department of Philosophy at the College of Saint Benedict and Saint John’s University seeks to inculcate four specific intellectual dispositions (‘virtues’) in its students: charitable reading, comfort with ambiguity, resisting the urge to settle for easy answers, and taking pleasure in struggling with difficult ideas. Efforts have been underway since 2009 to develop statistically valid, questionnaire based measures that would provide trustworthy evidence that students actually develop these dispositions. Student research assistants were intimately involved in developing the third and most recent version of these disposition measures. In Spring 2013 a sample of 528 responses to a pilot version of this questionnaire was obtained from the student body at CSB/SJU. Analyses of the data have yielded statistically valid measures for all four dispositions. The presentation will review (a) the development process, emphasizing the role that students played, (b) the validation procedure, and (c) some of the learning outcomes obtained. The project is ongoing, the next task for the department being to use these measures to foster improvement. Audience members will be solicited for suggestions concerning next steps. Learning outcomes for audience members will consist in (a) increased confidence that the vital role that students can play in even rather technical assessment projects and (b) increased confidence that elusive student learning outcomes like “virtues” can be meaningfully and economically assessed. |
### Thursday. March 27. Concurrent Session 8 • 9–9:45 a.m.

<table>
<thead>
<tr>
<th>Time</th>
<th>Room</th>
<th>Session Title</th>
<th>Speakers</th>
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<tbody>
<tr>
<td>9 – 9:45 a.m.</td>
<td>1002</td>
<td><strong>SoTL RESEARCH</strong> EXAMINING THE USE OF A COLLABORATIVE REFLECTION MODEL AS A MEANS FOR FACILITATING INCREASED STUDENT AWARENESS, DIALOGUE, AND SELF-ANALYSIS OF PSYCHOSOCIAL DEVELOPMENT</td>
<td>Kimberly K. Tessmer-Swartzentzuber (Georgia Gwinnett College), <a href="mailto:ktessmer@ggc.edu">ktessmer@ggc.edu</a></td>
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<tr>
<td>9 – 9:45 a.m.</td>
<td>115</td>
<td><strong>SoTL RESEARCH</strong> THE NEW NORMAL: THE CLINICAL ADJUNCT FACULTY PERSPECTIVE</td>
<td>Susan L. Estes (Georgia Baptist College of Nursing of Mercer University), <a href="mailto:estes_sl@mercer.edu">estes_sl@mercer.edu</a></td>
</tr>
<tr>
<td>9 – 9:45 a.m.</td>
<td>1005</td>
<td><strong>SoTL RESEARCH</strong> BUILDING LEARNING COMMUNITIES OF FACULTY THROUGH CONTEXTUAL BIOINFORMATICS INTERNSHIPS</td>
<td>Philip Gibson (Gwinnett Technical College), <a href="mailto:PGibson@gwinnetttech.edu">PGibson@gwinnetttech.edu</a></td>
</tr>
<tr>
<td>9 – 9:45 a.m.</td>
<td>1220</td>
<td><strong>SoTL RESEARCH</strong> ANSWER-UNTIL-CORRECT ASSESSMENT IMPROVES LEARNING IN A COLLEGE CLASSROOM ARRANGEMENT DESIGNED TO CAPITALIZE ON TEST-ENHANCED LEARNING</td>
<td>Sherry L. Serdikoff (Armstrong Atlantic State University), <a href="mailto:Sherry.Serdikoff@armstrong.edu">Sherry.Serdikoff@armstrong.edu</a></td>
</tr>
</tbody>
</table>
### Concurrent Sessions

**SoTL Research: 8.5 – Room 2005**

**Thursday**

9 – 9:45 a.m.  

**“SHOCKING” STUDENTS TOWARD LEARNING**

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

A “shock language experience” is designed to provide people with a simulated experience of being an English language learner (ELL) (Kubota et al., 2000). The principles of a shock language experience were adapted to create a new teaching method called the “shock learning experience.”

A shock learning experience is grounded in research from brain-based learning, emotions, constructivism, and SoTL to create classroom situations to learn concepts through frustrating simulations wherein students either do not have the necessary “tools” or the situation they are placed in is in the opposite of the learning outcomes of the course. The shock learning experience for this study was designed to help pre-service teachers understand concepts of classroom management. The results of the study indicate that students (N=42) recognized that this experience was more “meaningful” than reading about or discussing the topic, and changed their view of classroom management. The objectives of this session are to have participants experience a simulated non-teacher education shock learning experience and learn how to design such an experience for their subject area by participating in a round robin activity.

**SoTL Research: 8.6 – Room 2002**

**Thursday**

9 – 9:45 a.m.  

**A MULTI-CASE STUDY OF STUDENT PERCEPTIONS OF ONLINE COURSE DESIGN ELEMENTS AND SUCCESS**

Liz Fayer (Black Hills State University), liz.fayer@BHSU.edu

‘Listening’ to student comments about their online course experiences during weekly discussions in a post-baccalaureate secondary online teacher certification program inspired this project. As these students are pre-teachers, the methods to create learning environments for academic success are a common thread in their coursework. The inquiry posed in this qualitative multi-case study was to examine student perceptions of course design elements that supported student success in a course that occurred prior to student teaching, while looking through the lens of the fundamental pedagogical shift needed for online student success due to asynchronous communication and the necessity of extensive course pre-planning (LaPointe & Reisetter, 2008, Reisetter, LaPointe, Korcuska, 2007). Four course design elements were studied and findings unique to supporting online learning were uncovered (Milheim, 2012; Sockalingham, 2012). Emergent themes placed the most value on Strong Course Organization, Time-Flexible Feedback, Confidence in the Instructor’s Content Ability and Consistent Support, and Relevance of Both Feedback and Coursework. Session participants will be provided with research background, the use of an online laddering questionnaire strategy, data triangulation information, and a discussion about how student perspectives about their online course success may be implemented into the participant’s online courses.

**Thursday, March 27. Concurrent Session 9 • 10–10:45 a.m.**

**SoTL Research: 9.1 – Room 1002**

**Thursday**

10 – 10:45 a.m.  

**INTEGRATING ALTERNATIVE DISPUTE RESOLUTION INTO INTERNATIONAL BUSINESS OFFERINGS FOR CURRENT AND FUTURE BUSINESS MANAGERS: A PARADIGM FOR CURRICULUM DEVELOPMENT CONSIDERATION**

Emmanuel M. Chijioke (Stillman College), echijioke@stillman.edu

International business managers for several years have encountered varied conflicts in their assigned territories to which they were not prepared to resolve during their training in or after their college education. Such inadequate preparations have given rise to unnecessary conflicts with loss of business profits, insecurity, and negative relationships with affected countries. Confronted by these situations, the author raises the questions of: whether it is necessary for alternative dispute resolution be an integral part of international business management offering and is it necessary to expose our current and future managers to cultures different from theirs and to prepare them to apply alternative dispute resolution process on conflicts they will encounter in the future within or outside their home countries? Additionally, is it necessary to fulfill the demands by our students and businesses that their academic programs be relevant to the critical needs of the society? These questions have been answered in the affirmative by the author using extensive legal and business literature searches in addition to a designed questionnaire strategy, data triangulation information, and a discussion about how student perspectives about their online course success may be implemented into the participant’s online courses.

**About SoTL Panel: 9.2 – Room 115**

**Thursday**

10 – 10:45 a.m.  

**THE SCHOLARSHIP OF TEACHING AND LEARNING IN FACULTY LEARNING COMMUNITIES**

Molly Sulphen (University of North Carolina, Chapel Hill), msulphen@email.unc.edu  
Bob Henshaw (University of North Carolina, Chapel Hill), bhenshaw@email.unc.edu  
Matt Osment (University of North Carolina, Chapel Hill), matto@email.unc.edu  
Laurie Cochenour (University of North Carolina, Chapel Hill), lcoch@unc.edu

Through a series of faculty development programs, the Center for Faculty Excellence (CFE) at UNC-Chapel Hill has sponsored Faculty Learning Communities (FLCs) to help faculty redesign large enrollment courses and implement evidence-based pedagogies to fit disciplinary styles and learning goals. Faculty from professional schools and the College of Arts and Sciences, as well as departmental cohorts, participate in one of two types of FLCs. In one, faculty from different disciplines discuss their progress on redesign or pose questions about their teaching. In another type, faculty from the same department discuss teaching and learning in their discipline. Our research question is: Does type of membership in a FLC influence its members’ motivation, the topics they discuss, or the skills they develop? Panelists draw on data collected from student and faculty surveys and/or interviews. All panelists will contribute to the three sections of the session: 1) A brief summary of lessons learned from the course redesigns, focusing on student learning and engagement; 2) A comparison of the two FLCs concerning skills developed; discussions about teaching; and faculty motivation and community building; 3) Facilitation of an audience discussion on how to adapt FLCs to sustain fundamental changes in student and faculty learning.
HOW THE INTERACTION BETWEEN COGNITION, BEHAVIORS & EMOTIONS AFFECTS LEARNING PREFERENCE OF ADULTS IN HIGHER EDUCATION

Alia Sheety (Cabrini College & Walden University), alia.sheety@cabrini.edu
Larry Melton (Cabrini College), am3544@cabrini.edu

The following research studies the relationship between cognition, behaviors and emotions as adults in higher education learn new material. It asks about students’ preference in designing and planning classroom activities with various cognitive complexities to enhance learning. The data was collected from graduate students registered in educational research course. Research usually raises some anxiety since for most education students the topic is out of comfort zone. The various cognitive levels of complexity bring up feelings and behaviors that are best dealt with by engaging students as partners in the learning process through support from peers (scaffolding) and the creation of a safe environment. This is an interactive presentation that engages participants in various activities. Feedback from the audience will be appreciated and will contribute to the continuation and development of our study. Participants in this session will leave with some tools to implement in their classrooms.

BEND IT LIKE BLOOM!

Ludwika Goodson (Indiana University–Purdue University Fort Wayne), goodsonl@ipfw.edu

This presentation will re-vision “Bloom’s Taxonomy” as a measurement and curricular alignment tool. When re-visioned, it becomes a model of current standards for constructing “domain-referenced” assessments. From this vision, we will broaden the view, with Anderson and Krathwohl, and Webb, who in their research and proposed levels of learning, affirm and deepen the application of a learning taxonomy to improve curriculum alignment with educational objectives and assessments. To begin, we will bend back the lens toward creation of the original Taxonomy of Educational Objectives. Measurement specialists wanted a framework for U.S. universities to share test items for building test banks from which to create annual comprehensive exams. Because each test bank had to assess the same objective, they created categories, sub-categories, and descriptions of educational objectives, thus defining the domain of measurement. They then added sample assessment items and explanations of how they measured the objectives, further describing each category. Within this presentation, we will compare objectives to categories and sub-categories in the Bloom’s taxonomy. The expectation is for re-visioning to show how assessments can become more precisely aligned with objectives and that this will enhance interpretation of the full Bloom’s taxonomy.

INTEGRATING FLEXIBLE LEARNING INTO HEALTHCARE PROFESSIONAL EDUCATION

Bernie Garrett (University of British Columbia), bernie.garrett@nursing.ubc.ca
Cathryn Jackson (University of British Columbia), cathryn.jackson@nursing.ubc.ca
Maura MacPhee (University of British Columbia), maura.macphee@nursing.ubc.ca

In this session participants will explore how a flexible learning (FL) curriculum redesign strategy can be employed to develop interactive learning in professional healthcare education programs. The session will examine: 1) What is a FL strategy and flipped classroom? 2) How can we use simulation, mobile augmented-reality, social media and web-based blended learning techniques to effectively enhance the way we teach? 3) Which forms of flexible learning are likely to be most effective in enhancing clinical skills education and training? 4) What are the advantages and disadvantages of using flexible learning in health-professional education and training? 5) How can we best evaluate the impact of flexible learning? In this interactive session we will give details of an ongoing two year research project at the UBC School of Nursing to revise our undergraduate nursing curriculum to offer students a variety of new technological innovative educational experiences. We have introduced a range of new teaching strategies with FL, replacing 12 hours of classroom time in each of our clinical-focused courses with FL. These are being evaluated using a comprehensive mixed methods evaluation strategy, using comparative outcome performance measures, focus groups, surveys and pedagogic dimension mapping with both students and instructors.

THE “FINDING PHYSICS” PROJECT: IMPACTING STUDENT LEARNING, ATTITUDES, AND CRITICAL THINKING IN INTRODUCTORY LEVEL COURSES

Judith A. Beck (University of North Carolina Asheville), jbeck@uncsa.edu
James R. Perkins (University of North Carolina Asheville), jperkins@uncsa.edu

We have designed a series of assignments to combat the common misconception often held by our introductory level students that the course content is unrelated to their lives or career interests. In the “Finding Physics” project, students present visual evidence of examples of physics they have encountered in their everyday lives, in the popular media, or in their other courses. They ask a quantitative question related to their examples, decide what assumptions are necessary to model the problem, and then solve using conceptual understanding and critical reasoning skills they are developing in class. As a final step, students reflect on their answers and communicate their results to their peers. We have collected data from student self-assessments of learning gains and attitudes for three semesters of the project in both algebra- and calculus-based first year physics classes. Preliminary results indicate that students report a positive impact on their learning and on their recognition of the relevance of the subject matter to the real world. We will present our research results and engage the audience in a discussion about how the project concept could be applied to introductory courses in other disciplines.
### Concurrent Sessions

**Thursday, March 27. Concurrent Session 10 • 11–11:45 a.m.**

<table>
<thead>
<tr>
<th>SoTL Research Panel</th>
<th>“THOSE AREN’T MY KIDS”: SECONDARY PRE-SERVICE TEACHERS’ ATTITUDES TOWARD STUDENTS WITH DISABILITIES</th>
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</thead>
<tbody>
<tr>
<td>10.1 – ROOM 1002</td>
<td>Mary Elizabeth Kelly (Georgia Gwinnett College), <a href="mailto:mkelly3@ggc.edu">mkelly3@ggc.edu</a></td>
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<tr>
<td>Thursday</td>
<td>Barbara McKinney (Georgia Gwinnett College), <a href="mailto:bmckinne@ggc.edu">bmckinne@ggc.edu</a></td>
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<tr>
<td>11 – 11:45 a.m.</td>
<td>Amber Jarrard (Georgia Gwinnett College), <a href="mailto:ajarrard@ggc.edu">ajarrard@ggc.edu</a></td>
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</table>

Federal mandates to educate students with disabilities in the least restrictive environment began with the passage of PL 94-142. While federal mandates continue to evolve more towards the idea of full inclusion for a large number of special education students, secondary pre-service teacher candidates continue to express mixed feelings about working with students who are dealing with disabilities. Anecdotal as well as empirical evidence suggests that some secondary teachers’ attitudes reveal anxiety about dealing with the behaviors of students with special needs in the regular classroom, and that teachers doubt their individual preparedness to educate students with disabilities in the regular classroom setting (Ajwun, et al., 2012). In order to gather baseline data concerning secondary pre-service teacher candidate’s attitudes about people dealing with disabilities, we employed the Attitudes toward Disabled Persons Survey Form O (Yuker, H.E., Block, J.R., and Young, J.H., 1966). This survey was administered anonymously to our secondary pre-service teacher candidates N= (14). All 14 students completed the survey. The surveys were scored using the method prescribed by its original authors, (Yuker, et al., 1966). The insights from these surveys will begin to inform our teaching practices, and will lead to better instruction for our secondary pre-service teachers.

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<tr>
<th>SoTL Research Panel</th>
<th>IDENTIFYING EFFECTIVE METHODS OF FACULTY TRAINING AND SUPPORT IN THE DESIGN, INSTRUCTION, AND MANAGEMENT OF BLENDED COURSES</th>
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<tr>
<td>10.2 – ROOM 115</td>
<td>Roseanna J. Wright (Holy Family University), <a href="mailto:rwright@holyfamily.edu">rwright@holyfamily.edu</a></td>
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<tr>
<td>Thursday</td>
<td>Claire A. Sullivan (Holy Family University), <a href="mailto:csullivan@holyfamily.edu">csullivan@holyfamily.edu</a></td>
</tr>
<tr>
<td>11 – 11:45 a.m.</td>
<td>Maria Agnew (Holy Family University), <a href="mailto:magnew@holyfamily.edu">magnew@holyfamily.edu</a></td>
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<tr>
<td></td>
<td>Brian Berry (Holy Family University), <a href="mailto:bberry@holyfamily.edu">bberry@holyfamily.edu</a></td>
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As the blended model of course delivery becomes more prevalent in higher education, there is a corresponding need to develop faculty skills and comfort with teaching using this format. At Holy Family University, the expansion of blended courses offerings has been considerable over the last year resulting in three studies that explore the best approach or approaches to support faculty in teaching using the blended model. Studies include piloting a system of experienced faculty mentoring inexperienced colleagues in designing blended courses, exploring the use of co-teaching as a viable method of providing training and support to faculty in the design and management of the blended course, and a faculty workshop with subsequent ongoing support as needed with a focus on course improvement through the implementation of student feedback on the benefits and challenges of a blended course (feedback obtained through a previous study conducted at Holy Family University). Student achievement and experience are also explored in two studies. These studies are either in progress or will begin in December 2014 and will continue through the spring 2014 semester. Investigators will share preliminary findings and lead a discussion of the merits of each approach to faculty professional development and support.

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<th>SoTL Research</th>
<th>CAN ONLINE THREADED DISCUSSIONS FOSTER DEEP LEARNING?</th>
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<tr>
<td>10.3 – ROOM 1005</td>
<td>Gravel Carol (Franklin Pierce University - College of Graduate and Prof Studies), <a href="mailto:gravelc@franklinpierce.edu">gravelc@franklinpierce.edu</a></td>
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This session will first present the results of a two year research study on interaction in online threaded discussions that was assessed using the Community of Inquiry (CoI) framework. The data collected represents postings from over 150 students on over 2000 discussion topics from 10 sections of the same 100% online course, taught by the same faculty member, over a two year period. Data was analyzed using a peer reviewed coding sheet based on the CoI framework. Participants in the study were current students who were enrolled in a 100% online graduate degree program. The study reveals key factors in designing and facilitating threaded discussions that will foster deep learning. The session will also facilitate a discussion on how to use the CoI framework to assess and enhance the learning associated with online threaded discussions. Finally, an open discussion will be provided where participants can share useful techniques and tools that participants have found to help foster deeper learning in online threaded discussions and begin to examine them using the CoI model. Session Goals: 1) Explain the connection between the CoI framework and deep learning in online threaded Discussions. 2) Discuss the importance of analyzing interaction in online threaded discussions. 3) Review the results of a two year study on interaction in online threaded discussions using the CoI framework. 4) Identify techniques and tools to help improve interaction in online threaded discussions at the colleges and universities represented in the session.

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<tr>
<th>SoTL Research</th>
<th>COLLABORATIVE ASSESSMENT IN A SPANISH PHONETICS CLASS</th>
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<tr>
<td>10.4 – ROOM 1220</td>
<td>Leslie Gordon (University of Georgia), <a href="mailto:gordonls@uga.edu">gordonls@uga.edu</a></td>
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</table>

Reported here are findings from a study comparing different methods of assessing students’ oral production in an upper-level Spanish phonetics class. The goal of this study was to integrate assessment measures that would raise students’ awareness of their own production as well as give students an opportunity to collaborate in their evaluation. The research questions addressed in this study were: 1) Can students improve their ability to attend to their own production errors and 2) Do student self-analyses positively correlate with the instructor’s analyses? Over the course of the semester students submitted three recordings. Each recording was rated by the student, a peer, and the instructor (via rubric). Additionally, all students completed a pre- and post-semester questionnaire on their strengths and weaknesses with regard to their oral production in Spanish. Results indicate that some students were able to attend more carefully to their own errors and those of their peers as the semester progressed. Student and instructors analyses do not show strong agreement. Lastly, the results of the pre- and post-semester questionnaire show that students improve in their ability to describe their production, explain their errors, and cite areas for improvement.
### SoTL RESEARCH
#### 10.5 – ROOM 2005
**Thursday**
**11 – 11:45 a.m.**

**EXPLORING STUDENT COMMITMENT TO USE PEER ADVICE**

_Delena B. Gatch (Georgia Southern University), dbgatch@georgiasouthern.edu_
_Trent W. Maurer (Georgia Southern University), tmaurer@georgiasouthern.edu_

Increasing numbers of faculty are having students write “strategies for success” for future students in their courses. Our research explores the impact of this practice on student learning behaviors and course performance. Specifically, we are investigating: what strategies students give to their peers and how this varies by course within discipline and across disciplines, what strategies students commit to in the presence/absence of peer advice and how this varies by course within discipline and across disciplines, and what effect honoring their commitments to strategies has on ultimate student performance in the course and how this varies by the presence/absence of peer advice. During the previous academic year, we asked our students to provide advice to future students in our same courses. Over the summer, we coded and organized this advice by course to give to select sections of our courses during the next semester. On the first day of class in the fall, control sections received only a syllabus and experimental sections received a syllabus with tips for success from former students attached as the last pages. All students then received a form requesting them to commit to at least three specific learning strategies to maximize their success in our courses. In addition, students completed the Biggs Study Process Questionnaire. In the last week of class, students completed a form reflecting on their learning commitments and the extent to which they kept each of them. They also completed a brief questionnaire about this methodology and once again completed the Biggs Study Process Questionnaire. The objectives of this session are to share with attendees the results of this research project. The audience will be involved in discussions throughout the presentation. The audience can expect to leave the session with a greater understanding of the impact of the practice of having students write “strategies for success” for future students in their courses.

### SoTL RESEARCH
#### 10.6 – ROOM 2002
**Thursday**
**11 – 11:45 a.m.**

**COMMUNITY OF PRACTICE INFLUENCE ON NONTRADITIONAL STUDENTS’ PERSISTENCE IN ONLINE AND TRADITIONAL**

_Lilia Gomez-Lanier (University of Georgia), lglanier@uga.edu_

The purpose of this mixed methods research study was to address the issue of community of practice influence on nontraditional students’ persistence in online and traditional learning environments. In phase one, the quantitative portion; the researcher conducted a descriptive analysis using data collected from an online pre-structured survey known as the Classroom Community Scale, developed by Rovai (2002). For phase two, the qualitative portion, the researcher used qualitative semi-structured interviews to examine the perceptions and experiences of applied arts nontraditional students enrolled in interior design online and traditional courses. The quantitative phase used a purposeful sample of 53 nontraditional students, while the qualitative phase explored the perceptions of 18 nontraditional students. Descriptive statistics, independent samples t-tests, and Mann-Whitney U-tests were conducted to determine significant differences between groups. The quantitative analysis revealed significant differences between nontraditional students in online and traditional courses. Nontraditional students in traditional courses reported a higher degree of community of practice, interdependence, and trust than did those in online courses. The qualitative data revealed student perceptions that supported the quantitative findings.

### Thursday. March 27. Concurrent Session 11 • 2–2:45 p.m.

#### SoTL RESEARCH
#### 11.1 – ROOM 1002
**Thursday**
**2 – 2:45 p.m.**

**META-COGNITIVE ENHANCEMENT OF COOPERATIVE LEARNING: PROMOTING CONCEPTUAL UNDERSTANDING IN MATHEMATICS**

_Sabrina Hessinger (Armstrong Atlantic State University), sabrina.hessinger@armstrong.edu_
_Michael Tiemeyer (Armstrong Atlantic State University), Michael.Tiemeyer@armstrong.edu_
_Andi Beth Mincer (Armstrong Atlantic State University), andibeth.mincer@armstrong.edu_
_Jared Schlieper (Armstrong Atlantic State University), jared.schlieper@armstrong.edu_

There is a growing body of evidence suggesting that the use of research based models of cooperative learning as well as the promotion of metacognitive thinking strategies develop higher order thinking skills in students. Through a collaborative research learning community comprised of both faculty and undergraduate students we have developed and piloted a set of five cooperative learning modules that are focused on essential concepts in calculus, integrated into authentic tasks, and enhanced with meta-cognitive thinking strategies to promote the attainment of conceptual understanding. Student work samples and interview data collected during the pilot have provided preliminary evidence that higher levels of conceptual understanding are achieved through these experiences. The objectives of this session are to share and discuss an adaptable instructional model that integrates cooperative learning environments, authentic tasks, and metacognitive questioning strategies. Attendees will engage in cooperative learning groups to investigate the changing composition of the United States work-force using mathematical concepts which are accessible to all, regardless of discipline or expertise. Participants will have the opportunity to critique the cooperative learning activity, share experiences in this area, and discuss the potential value added by the metacognitive questioning strategies.
### A DOMAIN-CENTERED ANALYSIS OF THE CONSTITUTION OF THE SCHOLARSHIP OF TEACHING AND LEARNING

Laurie Woollacott (University of the Witwatersrand, Johannesburg, South Africa), lorenzo.woollacott@wits.ac.za  
Shirley Booth (University of the Witwatersrand, Johannesburg, South Africa), shirley booth@wits.ac.za  
Biki Pitso (Vaal University of Technology, Vanderbijlpark, South Africa), biki@vut.ac.za  
Thomas Olsson (Lund University, Lund, Sweden), thomas.olson@genombrottet.lth.se  
Elise Anderberg (Jönköping University, Jönköping, Sweden), elise.anderberg@hlk.hj.se  
Tina Kindeberg (Lund University, Lund, Sweden), tina.kindeberg@soc.lu.se  
Ann Cameron (University of the Witwatersrand, Johannesburg, South Africa), ann.cameron@wits.ac.za  
Maria Larsson (University of the Witwatersrand, Johannesburg, South Africa), maria.larsson@lucs.lu.se  
Ruksana Osman (University of the Witwatersrand, Johannesburg, South Africa), ruksana.osman@wits.ac.za

In a recently completed collaborative project between Swedish and South African educators, educational researchers and academic developers we studied the constitution and transformative potential of SoTL. We will present an analytical set of domains for describing SoTL’s constitution, grounded in our debates concerning our own studies and the literature at large. The six domains we will present are the epistemic, the pedagogical, the social, the moral and ethical, the socio-political and societal, and the professional domains. The latter is one overarching constituent of faculty professionalism, at all career grades, the other major constituent being disciplinary and professional content knowledge. The remaining domains concern, respectively, the processes of knowledge production; its deliberate focus on the processes and practices of teaching and learning; the communities of practice and learning within the faculty within and across institutions; the moral mandate of higher education; and the potential for critiquing the status quo and the role of higher education as a driver of national well-being. In the presentation we will present and lead an audience discussion on the characteristics, the relevance and the implications of this domain-centered analysis of the constitution of SoTL.

### CONSULTING-BASED ACTION LEARNING AS AN EXPERIENTIAL LEARNING ALTERNATIVE

Dana D’Angelo (Drexel University), danad@drexel.edu  
Andy Macaleer (Drexel University), amacaleer@drexel.edu  
Katie Meier (EdVenture Partners), kemeier@gmail.com

Experiential learning (EL) has long been established as effective and dynamic in higher education. This active approach has been proven to provide participants the ability to apply and integrate prior experiences, as well as reflect upon outcomes of a project and their skill development. EL can be offered through an array of options, including computer simulations, cases, service learning, internships and co-operative education. Another option in this spectrum is “action learning”, which “connects theory with practice, and requires dynamic sense-making, fact-based decisions, high-performance teamwork, and persuasive communication” (grahammercer.com). Although co-operative education is the most comprehensive form of EL, action learning's consulting-based projects provide similar, stronger and complimentary results in the perceived learning benefits to participants. The inclusion of action learning in academic programs can be a successful alternative or compliment to other forms of EL to meet overall institutional goals. The session will: Review common methods of EL in academia. Present Drexel LeBow’s offerings in, and EVP’s model for, consulting-based projects. Provide comparative data of student perceptions of learning (skills and experiences gained that are applicable to their future careers and studies) between two forms of action learning: consulting-based projects and co-operative education (significant data was collected via a thirty item, 5 point scale questionnaire completed by participants in consulting-based courses (on thirty campuses) and in co-operative education (at Drexel University). Present the authors’ research approach and methodology, and subsequent findings/results/observations. Discuss potential application in comparable programs among attendees at various institutions and within unique programs of study.

### THE ROLE OF FORMATIVE ASSESSMENT IN TRANSLATION CLASSES

Said M. Shiyab (UAE University), s.shiyab@uaeu.ac.ae

The use of formative assessment to measure up student’s learning has been on the rise, simply because formative assessment aims at gaining a better understanding of what students know and learn. One of the objectives of this paper is to theoretically argue that, unlike summative strategies of teaching, formative assessment if and when utilized correctly and appropriately in the classroom, can help students understand the subject-matter taught much better and help teachers adjust their teaching strategies. Examples will be taken from an actual translation classroom and examined to see which of those teaching strategies are more conducive to student learning. The types of formative assessment that will be subjective to examination are questioning, discussions, peer evaluation, students’ presentations, quizzes, awareness of student background, etc. The paper also argues that through classroom discussion, teachers’ observations and students’ feedback, formative assessment has advantages and using formative assessment becomes an effective tool for students learning.
READING IN GRADUATE SCHOOL: STUDENTS’ PERCEPTIONS AND PRACTICES
Rosemary Green (Shenandoah University), rgreen@su.edu

Graduate students must become purposeful, critical, and proficient readers. The academy and their chosen fields require mastery of disciplinary discourse, delivered in increasing textual complexity and quantity throughout the graduate curriculum. However, the processes by which graduate learners negotiate academic reading are afforded little attention. I am currently exploring the act of reading as it is perceived and practiced by masters of music students enrolled in a research methods course. My inquiry is guided by two questions: What are students’ perceptions of graduate-level reading? and How do students manage graduate-level reading? I will provide narrative examples gathered from interviews, focus groups, and writing prompts to illustrate preliminary study findings. In this session, I aim to encourage our reconsideration of academic reading from graduate students’ perspectives, using the framework of my investigation into reading as an essential graduate literacy. I will invite participants to discuss their understandings of graduate students’ approaches to reading, and together we will turn our pedagogical lenses inward to explore our own expectations, perceptions, and practices.

NEURAL AND CLASSROOM LEARNING ASSESSMENTS OF COGNITIVE IMPROVEMENTS FOLLOWING TRAINING IN CONTEMPLATIVE PRACTICES
Maureen P. Hall (University of Massachusetts – Dartmouth), mhall@umassd.edu

The goals of this research project were two-fold. First, this project expanded secondary education teachers’ understanding and experience with contemplative practices, including reflective writing and mindfulness meditation, in order to improve their own teaching and learning experiences, develop emotional intelligence, and develop the skills needed for lifelong learning. Second, this project will attempt to elucidate some of the mechanisms driving these improvements using measures of cognitive neuroscience and individual differences. This Scholarship of Teaching and Learning (SoTL) research project identifies the problem inherent in teaching practices that neglect the integration of mind, body and spirit. An eight-week training regime was selected as this time frame has been shown to change both behavioral and neural outcomes in human participants. This study seeks to contribute to the cognitive neuroscience literature exploring the mechanisms supporting cognitive and emotional regulation improvements following mindfulness meditation practice by using pre- and post- meditation training measures and EEG. These measures include behavioral and neural measures of attention and emotion regulation, which are both cognitive processes that are crucial to the act of learning, as well as qualitative measures of participant experience and conceptual understanding of contemplative practice impacts in the classroom.

IT TAKES A VILLAGE: HOW FACULTY AND ADMINISTRATORS CAN COLLABORATE EFFECTIVELY TO HELP STUDENTS SUCCEED
Jesus S. Peralta (University of West Georgia), jperalta@westga.edu
Jason Soucy (University of West Georgia), jsoucy@westga.edu
Sarah Jones (University of West Georgia), sarahj@westga.edu
Helen Steele (University of West Georgia), hsteele@westga.edu

How can faculty and administrators collaborate effectively to help students succeed? How effective are supplemental instruction programs for at-risk students? How can student support services contribute to student success? How can faculty develop academically rigorous courses that also prepare students for college life? In the last decade demand for higher education in Georgia has grown significantly. However, UWG is faced with the fact that not all students arrive equally prepared to face the academic rigors of college, which impacts retention, progression, and graduation. In response to these challenges, UWG has implemented a holistic approach integrating a summer transition program, supplemental instruction, and learning community models to lower student attrition. The objective of this panel is to present the results of a yearlong collaboration among faculty and administrators to increase retention and progression of students at-risk of attrition. The panelists will discuss the rationale for the program, the structure of each component, including the factors predicting student success, and future modifications based on insights gained during the pilot program.
### SoTL Research Panel

**75 MINUTES**

**3 – 3:45 p.m.**

**Thursday**

**12.2 – ROOM 115**

**MOVING FACULTY TOWARDS LEARNING-CENTERED TEACHING**

Judith Longfield (Georgia Southern University), jlongfield@georgiasouthern.edu
Hsiu-Lien Lu (Georgia Southern University), hlu@georgiasouthern.edu
Diana Sturges (Georgia Southern University), dsturges@georgiasouthern.edu
Ellen Hamilton (Georgia Southern University), ehamilton@georgiasouthern.edu
Kevin Psonak (Georgia Southern University), kpsonak@georgiasouthern.edu
Melissa Gayan (Georgia Southern University), mfgayan@georgiasouthern.edu

Because faculty are trained as researchers and not as teachers, they may be unaware of how learning works and rely heavily on lectures to cover course content. However, research demonstrates the ineffectiveness of this content-oriented rather than learning-centered teaching strategy when used as the sole means of instruction. Lecturing on the ineffectiveness of lectures is also ineffective in changing faculty attitudes towards learning-centered teaching. During this interactive session, participants will learn how an eight-week “course” known as the “Teaching Academy” transformed participants’ ideas about effective teaching. By assuming the role of students while learning about teaching using learning-centered methodologies (i.e., collaborative learning, R.A.T. tests, rubrics, JITT, concept maps, peer feedback, learning journals, classroom assessment techniques, etc.), participants experienced the positive impact of learning-centered teaching first-hand. Pre- and post-data shows that the “Teaching Academy” challenged participants’ beliefs and encouraged them to be more open to learning new teaching strategies to support students’ learning. In addition to learning about the “Teaching Academy” and its impact from the researchers, attendees at this session will also hear directly from several “Teaching Academy” graduates about their experiences at the “Teaching Academy” and its impact on their teaching.

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**SoTL Research Panel**

**12.3 – ROOM 1005**

**Thursday**

**3 – 3:45 p.m.**

**STAYING THE COURSE: GRIT, ACADEMIC SUCCESS, AND NON-TRADITIONAL DOCTORAL STUDENT**

Ted Cross (Grand Canyon University), ted.cross@gcu.edu

As higher education is changing to reach larger numbers of students via online modalities, the issue of student attrition and other measures of student success become increasingly important. While research has focused largely on undergraduate online students, less has been done in the area of online non-traditional doctoral student success, particularly from the student trait perspective. The concept of grit has been identified as an important element of the successful attainment of long-term goals. As doctoral education is a long-term goal the purpose of this study was to examine the impact of doctoral student grit scores on student success. Success was measured in three ways: (a) in terms of longevity in the program (the number of courses a student had successfully completed), (b) by examining current student GPA, and (c) by studying whether or not students have reached the critical milestone of successfully defending their dissertation proposal. Significant relationships were found between grit and current student GPA, grit and the average number of hours students spent on their program of study weekly, and grit and age. The results of this research may be important for informing how doctoral education is structured and how students might be better prepared for doctoral work.

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**SoTL Research Panel**

**12.4 – ROOM 1220**

**Thursday**

**3 – 3:45 p.m.**

**LESSONS LEARNED FROM DEVELOPMENT AND IMPLEMENTATION OF A STEM SERVICE LEARNING PROJECT**

Bernadette M. Peiffer (Georgia Gwinnett College),fbeiffer@ggc.edu
Allison R. D’Costa (Georgia Gwinnett College), adcosta@ggc.edu
Judy Awong-Taylor (Georgia Gwinnett College), jawontga@ggc.edu
Clay Runck (Georgia Gwinnett College), crunck@ggc.edu

What questions and conversations do 3-way multi-level blended STEM teaching partnerships generate? Participating college faculty reflect on their scholarly teaching of cooperative problem-based learning designed to empower college STEM majors to foster development of scientific habits of mind in young students. Themes include mentoring techniques, feedback mechanisms, and emerging signature pedagogies for this type of college internship experience. In the service learning partnership explored in this session, college interns teach a semester-long inquiry-based enrichment program which places 5th graders in the role of science sleuths. Science faculty teach pedagogy to their college interns while partnering with them to design pedagogy, labs, and science mysteries based on the specifications, formative, and summative feedback from elementary teachers. The college interns guide their 5th grade students to generate hypotheses, perform experiments to test these hypotheses, interpret lab results, and propose a solution to a science mystery based on their results. The faculty panel will engage in interactive reflection with the audience exploring questions and emergent themes based on summaries of stakeholder surveys and focus groups. Lessons learned from this teaching and learning experience will be presented in an interactive format designed to explore generalizability and pose new questions in the ongoing research.
<table>
<thead>
<tr>
<th>SoTL RESEARCH</th>
<th>DUC-WEB: STUDENTS &amp; PROFESSOR COLLABORATING TO CREATE A TEACHING STRATEGY</th>
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<tbody>
<tr>
<td>12.5 – ROOM 2005</td>
<td>Patricia L. Rieman (Carthage College), <a href="mailto:prieman@carthage.edu">prieman@carthage.edu</a></td>
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<td>Thursday</td>
<td>3 – 3:45 p.m.</td>
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<td>College instructors are always searching for methods to engage students in challenging, thought-provoking discussions that lead them outside of their comfort zones to draw conclusions. DUC-Web is a new teaching and learning strategy and graphic organizer that facilitates civil discourse and collaborative discussion of difficult topics for young adults. This strategy was developed by Rieman and six undergraduates majoring in Mathematics, English, Special Education, History, and Physical Education who were enrolled in Rieman’s content area literacy methods course. The students first tried out a discussion strategy as learners themselves, and then continued to discuss and modify the strategy in order to increase its effectiveness and actually alter its innate purpose, moving from a focus on persuasion to a focus on collaboration. Next, the students used the altered strategy in their own teaching of middle and high school students during their field experiences. The undergraduates’ and Rieman’s reflections on teaching with the strategy became the data gathered in this study. This qualitative study will be nearing completion at the time of this panel discussion. Rieman and her students will share their experiences in creating and implementing the strategy, as well as their reflections on their roles as participant/researchers.</td>
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<tr>
<th>SoTL RESEARCH</th>
<th>USING AN INQUIRY-BASED APPROACH IN AN INTRODUCTORY MATHEMATICS COURSE: STUDENT PERCEPTIONS AND OUTCOMES</th>
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<td>12.6 – ROOM 2002</td>
<td>Thomas E. Cooper (University of North Georgia), <a href="mailto:thomas.cooper@ung.edu">thomas.cooper@ung.edu</a></td>
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<td>Thursday</td>
<td>3 – 3:45 p.m.</td>
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<td>For decades STEM education experts have recommended a shift from traditional lecture based instruction toward more student-centered methods in which students take responsibility for their own learning through problem solving. But are today’s college students receptive to such a break from tradition? In this session, the presenter will discuss results from the first year of a two-year quasi-experimental study funded by the Educational Advancement Foundation to compare the effects of using a student-centered approach with very little direct instruction to a traditional lecture approach. A Likert-type survey was used to assess the students’ preferences for teaching style, and open-ended surveys and interviews were used to gather more detailed information on the students’ perceptions and attitudes. In addition, a pre-test and common final exam was used to compare achievement. The presenter will describe the specifics of the teaching approach and provide an overview of both the quantitative and qualitative results.</td>
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**CONFERENCE PROCEEDINGS**

The Summit will incorporate four research themes related to interdisciplinary STEM education:

- Rural STEM Education
- 21st Century Reasoning Modalities including Quantitative Reasoning, Model-based Reasoning, Computational Reasoning, and Engineering Design
- Practice-based Learning applicable to STEM education
- Project-based Learning and Place-based Education

**STEM EDUCATION RESEARCH SUMMIT**

Developing Interdisciplinary STEM Research Partnerships

May 28-30, 2014 • Savannah, GA

http://research.georgiasouthern.edu/stemsummit/
Thursday, March 27. Poster Sessions • 4–5:30 p.m.

POSTER SESSION
ROOM 113
Thursday
4 – 5:30 p.m.

CHALLENGES OF TRANSITIONING FROM AN ACADEMIC CAPSTONE SCIENCE PROJECT TO A COMMUNITY-FOCUSED PROJECT

Laura Regassa (Georgia Southern University), lregassa@georgiasouthern.edu

The goal of this study was to evaluate a shift from a traditional capstone grant proposal to a service-learning project in an upper division molecular biology course. For the service-learning project, students developed bioinformatics case studies for use in high schools based on published accounts in the scientific and/or popular literature. Preliminary evaluation of the service-learning component focused on delivery and student attitudes using a 14-question survey tool (5-point Likert scale) and focus groups. Not surprisingly, most students reported a sense of civic responsibility (4.3+0.7) and nearly all students strongly agreed that they needed to fully understand the science behind their topic to complete the project (4.5+0.6). By the end of the course, most students felt that they could effectively utilize bioinformatics tools (4.0+0.7), that the project was challenging (4.3+0.7) but feasible (4.1+1.0), and that they preferred the service-learning project to a grant proposal (3.9+1.1). Focus group data supported the survey results and provided valuable feedback for improving product delivery. In summary, preliminary data demonstrated that students valued the service-learning project. Moving forward, delivery will be modified based on student feedback, and evaluation of student learning will be used to validate the approach for course-specific learning outcomes.

POSTER SESSION
ROOM 113
Thursday
4 – 5:30 p.m.

COLLABORATIVE GROUPS BOTH HELP AND HURT LEARNING, BUT GROUP COMPOSITION HAS NO EFFECT ON A GROUP’S SUCCESS OR FAILURE AS DEFINED BY PERSONALITY CHARACTERISTICS

Lauren M. Cook (University of North Georgia), lmcook6211@ung.edu

We examined the effect of collaborative group structures by varying personality types in triads on a free recall task. The triads were based upon varied levels of dominance. Collaborative projects are popular classroom engagement tools and lead to greater learning though re-exposure to items and through error pruning (Rajaram, 2011). Students often request engagement, yet balk at group collaborations with group members taking over and others simply getting run over. Students were sorted into triads with either a strong, neutral, or low dominance personality receiving an extra item for their recall. These items increased the odds of social contagion. Two participants in each group were dominance neutral. The success of group work was confirmed by collaboration recall, F (1, 17) = 23.405, p < .001. Post collaboration scores increased from pre-collaboration (M=51.5, SE=1.65), to post-collaboration (M=56.77, SE=1.24). Collaboration led to false recall with the dominant-neutral members increasing by one third (M= -1.07143, SE=.28640), t (13) = -3.741, p = .002. There was no interaction of personality types and social contagion, t (13) = .387, p>.05. This suggests that all groups will create memories that are not true or accurate in group projects, yet that effect is consistent across all groups no matter the dominance.

POSTER SESSION
ROOM 113
Thursday
4 – 5:30 p.m.

COMPARISON OF AUDIO LECTURE SUPPLEMENTATION TO TRADITIONAL LEARNING METHODS IN A PHYSICAL THERAPY FOUNDATIONAL SCIENCE CLASS

Jena K. Ogston (The College of St. Scholastica), jogston@css.edu

The recent advances in classroom technology is exploding leaving instructors numerous supplemental options for students to solidify and advance their knowledge. Audio lectures are one method to facilitate a student’s learning by allowing the opportunity to preview material and review following class. Purpose: To investigate both qualitative and quantitative outcomes in 2 physical therapy cohorts in a graduate physical therapy biomechanics class. Methods: Thirty-six students were in each cohort. Students in the second cohort were provided with supplemental audio lectures through blackboard online learning. Qualtrics® was utilized for both quantitative and qualitative survey questions addressing the student’s use and perceived learning from the audio lectures. Results: A total of 26/36 surveys were completed. Students in the second cohort reported engaging in each optional audio lecture a total of 2.7 (+/- .7) times reporting a common theme of appreciating the ability to review concepts, pause and rewind to ensure clarity. The overall average exam scores in the second cohort increased by 2% noting a significant improvement in the lower achieving student scores. Discussion/Conclusion: Supplemental lectures improved exam scores, overall grades and were recommended by students to implement in future courses. Supplemental online lectures allow for preview of material prior to and review following lecture and/or throughout their graduate curriculum.

POSTER SESSION
ROOM 113
Thursday
4 – 5:30 p.m.

USING COLLABORATIVE TESTING AS POST-TEST REVIEW

Andrea M. Centrella-Nigro (Ramapo College of New Jersey), acentrel@ramapo.edu

Many nursing courses use objective multiple choice tests to evaluate student learning. This is done to prepare students for the format of the licensure exam for professional nursing. National Council Licensure Exam-RN (NCLEX-RN). Collaborative testing involves assignment of students into small groups to either take a test initially or to retake a test. Collaborative testing has been found to improve critical thinking, increase retention of material and test scores as well as decrease anxiety among college level students. This action research project involved pre-licensure nursing students and utilized collaborative testing as post-test review. Course evaluations regarding post-test review were consistently scored low over the previous years (scale). Collaborative post testing was used as an effort to improve post-test review sessions. Students were involved in the intervention for two consecutive semesters. The course evaluations were positively impacted by the post-test collaborative review. Additional positive themes emerged from the data extracted from a focus group held with students. No significant differences in the first time NCLEX-RN pass rate was noted using collaborative tests. After the presentation, the learner will be able to explain the benefits of collaborative testing and outline how to incorporate collaborative testing into a course.
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<th>POSTER SESSION</th>
<th>ROOM 113</th>
<th>Thursday</th>
<th>4 – 5:30 p.m.</th>
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<tr>
<td><strong>ASSESSING AN ELABORATE VISUAL ANALOGY IN AN UNDERGRADUATE CHEMISTRY COURSE</strong></td>
<td>Xi Yu (University of Minnesota), <a href="mailto:yuxxx637@umn.edu">yuxxx637@umn.edu</a></td>
<td><strong>Shainaz Landge (Georgia Southern University), <a href="mailto:slanedge@georgiasouthern.edu">slanedge@georgiasouthern.edu</a></strong>&lt;br&gt;<strong>Diana Sturges (Georgia Southern University), <a href="mailto:dsturges@georgiasouthern.edu">dsturges@georgiasouthern.edu</a></strong>&lt;br&gt;<strong>Trent W. Maurer (Georgia Southern University), <a href="mailto:tmaurer@georgiasouthern.edu">tmaurer@georgiasouthern.edu</a></strong>&lt;br&gt;<strong>Shannon Rhodes (Georgia Southern University), <a href="mailto:sr01852@georgiasouthern.edu">sr01852@georgiasouthern.edu</a></strong></td>
<td>The study will present the results of semester I of a two-semester project evaluating the effects of a visual analogy on student learning and perceptions in the teaching of a nomenclature ( naming organic compounds) topic in an organic chemistry I course. Two sections of an organic chemistry I course were targeted for the fall semester and pretest/posttest, exam 1 and final exam data were analyzed to examine gains in student learning. One section served as a control group and was presented with a lecture, whereas the study group learned about the nomenclature topic through a “Mail Man” visual analogy. The newly hired “Mail Man” character is trying to remember “addresses” of all the houses on a particular block; so he “asks” questions that enable students to learn the location and numbering of all groups in organic compounds based on “rules of nomenclature”. An additional survey on student perceptions was administered to both sections after teaching the nomenclature topic. Initial results indicate that both groups improved significantly from pretest to posttest, but there was no significant difference between the groups on the posttest and exam I. There was also no difference between the groups on the perceptions survey; however, women in both groups provided higher ratings than men. The presenters will facilitate a discussion on the effects of active learning strategies such as visual analogies and brainstorm possible applications of it.</td>
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<td><strong>POSTER SESSION</strong></td>
<td><strong>AWARENESS AND EMPOWERMENT; TEACHING WITH METACOGNITION TO ENHANCE LEARNING IN HIGHER EDUCATION</strong></td>
<td><strong>Alia Sheety (Cabrini College and Walden University), <a href="mailto:alia.sheety@cabrini.edu">alia.sheety@cabrini.edu</a></strong></td>
<td>The study presents a research that explores the metacognition of college professors. The research questions are: Do professors’ gender, years of experience, and the level at which they teach (graduate vs. undergraduate) affect the way they think about learning and the teaching strategies they implement? How does teacher training affect how professors perceive learning and the teaching strategies they use? Is there any correlation between professors’ perception of learning vs. teaching strategies they use? A questionnaire that collects professors’ responses to learning and teaching strategies was distributed in five colleges in Pennsylvania. The results of the study indicates that there are some differences in the frequency of professors use of some of the teaching strategies and how they perceive the importance of some learning elements. For example, more direct instruction and memorization were ranked as important by professors who teach undergraduate vs. graduate and by professors who has not been through any teaching preparation programs, while higher rank for evaluating thinking process and students engagement were reported by professors who went through teacher preparation program. In short, Professors’ characteristics such as being in teacher training, level in which the professors teach (graduate and undergraduate) and other variables correlated with the way professors ranked the various items and thus the way they perceive learning. As teachers, we always seek both to enhance the learning process of our students and their teaching strategies to support the learning process. Thus such studies are needed not just to explore strategies, but also to help reflect on what we do as professors to help our students learn better. Audience of this poster will be able to complete the survey and reflect on their teaching strategies and how they view learning. If metacognition, as research indicates, enhances learning, then it is important for professors from various backgrounds and subject matters to be aware of and to learn how to teach metacognitively. I am hoping that the study outcomes will stimulate professors to reflect on their teaching strategies, perception of how their students learn and how this affects their work. The study was sponsored by a grant from Teagle Foundation through SEPCHE.</td>
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<td><strong>POSTER SESSION</strong></td>
<td><strong>INTEGRATING SELF-AUTHORSHIP THEORY INTO TEACHING AND LEARNING PRACTICES FOR INTERNATIONAL STUDENTS IN U.S. CLASSROOMS</strong></td>
<td><strong>Xi Yu (University of Minnesota), <a href="mailto:yuxxx637@umn.edu">yuxxx637@umn.edu</a></strong></td>
<td>This study applies the principles and values of self-authorship student development theory to international student teaching and learning practices for better interacting international students in the U.S. postsecondary classrooms. Baxter Magolda (2001) presented the path of self-authorship student development that students may go through, consisting of following formulas, crossroads, becoming the author of one’s life, and internal foundation phases. When teaching international students especially facing mixed demographical groups of students in classrooms, faculty may also experience these phases themselves too, and be challenged or confused by the difficulties of implementing teaching given the cultural differences and diversity. Self-authoring reflective thinking is needed for faculty to go beyond their comfort zones, adjust and test their teaching styles towards the diverse learning styles brought in to the classroom by students, and also assist students to adjust their learning styles to adapt to the class as well. This integrative review presents a synthesis of extant literature discussing self-authorship theory’s application into teaching and learning practices, implies the integration of this theory into multicultural teaching and learning practices, and also provides recommendations and strategies for faculty or teachers how to utilize self-authorship theory to develop the self-authoring journey together with their students.</td>
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### AUGMENTED REALITY (AR) IN THE LABS: USING AR TECHNOLOGIES TO ENHANCE LABORATORY LEARNING

**Bernie Garrett** (University of British Columbia), bernie.garrett@nursing.ubc.ca  
**Cathryn Jackson** (University of British Columbia), cathryn.jackson@nursing.ubc.ca

By the end of the session participants will have learned how simple augmented reality (AR) tools can be used to enhance laboratory and clinical education. Our secondary objectives are to explain: 1) Which forms of media (if any) seem most effective in enhancing lab-based education and training, 2) How mobile AR technologies can be practically employed in real-world teaching practice, 3) What students and instructors perceptions of these tools are, and what added value they may bring to the educational experience, and 4) The advantages and disadvantages of using mobile AR technologies to enhance lab-based clinical skills education and training. The session will detail a research project completed in 2013-14 to explore the use of mobile AR technologies and evaluate if they can be used to enhance lab-based clinical skills education and training in an undergraduate nursing program. The research team implemented AR tools using smartphones and tablets with the Layar application to tag various pieces of lab equipment with multimedia resources explaining their use and context. These were accessed by scanning the equipment or attached labels. A mixed methods evaluation of students and instructors experiences in using the tools was carried out (including web surveys and focus groups).

### LEARNING THROUGH SERVICE: THE CONTRIBUTION OF SERVICE-LEARNING TO FIRST YEAR PRE-SERVICE TEACHERS

**Miranda Lin** (Illinois State University), ymlin@ilstu.edu  
**Alan B. Bates** (Illinois State University), abates@ilstu.edu  
**Ashley Olson** (Illinois State University), aholson@ilstu.edu

This project explores how service learning helps pre-service teachers change their perceptions toward working with diverse populations and how they link service learning to social justice. Providing opportunities for pre-service teachers to link community service with their classroom experiences adds value to their learning experience and enhances qualities of understanding and commitment that lead to effective citizenship participation. Thirty first year ECE pre-service teachers enrolled in a multicultural education course were asked to complete a service learning project in which they worked with day care centers that serve low income families. In groups, students worked closely with the centers to conduct a needs assessment and create projects that assist in overcoming the issues facing each center. After the projects were completed, students completed a guided reflection paper and poster presentation as part of the project. Guiding questions focused on the impact of the experience on pre-service teachers and the centers. Results indicated that pre-service teachers valued the service learning experience and gained new insight regarding teaching students of diverse backgrounds. However, they had difficulty connecting service learning and social justice. Strategies to help pre-service teachers develop a better understanding of social justice will be discussed.

### FACTORS INFLUENCING TEACHERS’ TECHNOLOGY SELF-EFFICACY: A CASE STUDY

**Amy C. Farah** (Georgia Gwinnett College), afarah@ggc.edu

Factors influencing teachers’ levels of technology self-efficacy were examined through a qualitative multi-site, multi-subject case study research design. An initial survey was administered to all full-time, certified teachers at three school sites in order to gauge teachers’ current level of technology self-efficacy. From that population, purposive and systematic samplings were used to draw the participants for the case study. A group of nine teachers with varying levels of technology self-efficacy was interviewed and participated in one of three focus groups to better understand factors influencing their current level of self-efficacy. A document analysis was also performed of local school professional development plans. Results revealed several factors that influenced teachers’ technology self-efficacy, including personal, behavioral, and environmental factors. Common themes emerged that indicate more can be done to foster increased technology self-efficacy in teachers, which may in turn enhance students’ learning experiences.

### A QUANTITATIVE AND QUALITATIVE COMPARISON OF HOMEWORK STRUCTURES IN UNDERGRADUATE MATHEMATICS

**Lynn Gieger** (Oglethorpe University), lgieger@oglethorpe.edu  
**John Nardo** (Oglethorpe University), jnardo@oglethorpe.edu  
**Karen Schmeichel** (Oglethorpe University), kschmeichel@oglethorpe.edu  
**Leah Zinner** (Oglethorpe University), lzinner@oglethorpe.edu

The purpose of this study was to investigate the relative effectiveness of an online homework assessment structure in a multivariable calculus class and a precalculus class. Historically, the multivariable calculus course utilized a traditional textbook homework assignment system, with occasional problems collected and graded by the professor. While this traditional structure was effective in providing students with feedback in preparation for exams, it was believed to be less effective in terms of enforcing regular daily practice of calculus skills. In Fall 2010, students completed homework problems using an online program that required them to continue to solve problems until they reached a specified level of mastery. We measured outcomes both quantitatively (pre- and post-semester surveys of student behaviors, motivations and attitudes; grade comparisons between the group currently enrolled in the course and a group enrolled in a previous semester) and qualitatively (focus groups with a semi-structured interview protocol and multiple coders). The results of this study (completed in December 2010) were used to inform future decisions regarding homework structures in an introductory-level precalculus course in Fall 2012.
### POSTER SESSIONS

<table>
<thead>
<tr>
<th><strong>POSTER SESSION</strong></th>
<th><strong>THE SPARK OF LIFE</strong>: A PILOT TO IMPROVE SCIENTIFIC AND PROSE LITERACY</th>
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<tr>
<td><strong>ROOM 113</strong></td>
<td><strong>Thursday</strong></td>
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<td>4 – 5:30 p.m.</td>
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Dr. Jim Konzelman and Dr. Laura Ng partnered to investigate whether exploring the scientific history of classical works of literature, such as Shelley’s Frankenstein would improve students’ scientific literacy and their perception of how literature connects to life. They wanted students to be able to identify elements of scientific innovation in literature and understand how the author’s treatment of that innovation through traditional literary tools reflects social anxieties. They chose Dr. Ng’s World Literature II for the pilot. Students read works dealing with science’s ethical application, humanity’s responsibility, and the definition of human. Dr. Konzelman, a chemist, would guest lecture explaining the scientific trends in each novel’s time period and the ethical concerns. Students completed many assignments, from discussion posts where they identified traits of the “mad scientist” and discussed which characters embody those traits, to final projects critically examining the treatment of innovations or creating their own short speculative fiction work. In this poster session, Dr. Konzelman and Dr. Ng will explain the methodology used in the study and the results from their first round of research. They will provide copies of assignments, the rubrics used for scoring, some sample student work, and aggregate data of the student performance.

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<tr>
<th><strong>POSTER SESSION</strong></th>
<th><strong>EXPERIENTIAL LEARNING IN DIVERSE CRIMINAL JUSTICE CONTEXTS: ISSUES FOR ASSESSMENT</strong></th>
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<td><strong>ROOM 113</strong></td>
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Criminal justice undergraduates have a wide variety of options for experiential learning at Georgia Southern University, including participating in a hands-on internship, service-learning project, and courses that take place in local prisons alongside incarcerated students (i.e. The Inside-Out Program). The Inside-Out program brings college students and incarcerated men and women together to learn in a seminar format. Classes are typically kept small, with approximately 15 university students and 15 inmate students in each class. While some traditional means of assessment can be used to evaluate students’ learning outcomes, several barriers exist regarding the assessment of courses that involve both traditional and non-traditional students. In particular, the historical exploitation of incarcerated populations in university research and power relations inherent in correctional contexts are a challenge to traditional assessment. Our goal is to establish how best to assess learning outcomes in diverse experimental learning contexts like the Inside-Out program. Several methods of assessment will be discussed, and the advantages and disadvantages of each method will be explored.

<table>
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<tr>
<th><strong>POSTER SESSION</strong></th>
<th><strong>APPRAISAL OF THE IMPACT OF AGRICULTURAL SCIENCE TEACHER’S COMPUTATION SKILLS ON STUDENT’S LEARNING OUTCOMES IN SECONDARY SCHOOLS IN NIGERIA</strong></th>
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<td><strong>ROOM 113</strong></td>
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Mathematics is generally considered a basic skill for optimum performance and efficiency in all occupations including agricultural endeavors. The teacher’s ability to compute well and guide students to solve relevant mathematical problems in agricultural science is regarded as critical to student’s subsequent performance and competency in agricultural discipline. This study investigated the impact of the computational skills of teachers of Agricultural Science on student’s learning outcomes in agriculture in secondary schools in Nigeria. The sample used consisted of 60 teachers and 300 students of agricultural science who were randomly selected from the 320 secondary schools in Ekiti State. Two sets of questionnaires were used for data collection. The data collected were analyzed using frequency counts, percentages, mean, standard deviation and ANOVA. Hypotheses were tested at 0.05 level of significance. The study revealed that the teachers were found avoiding teaching computational contents of the curriculum. Though the students appeared to perform averagely well in their examinations, they were also found to be faced with mathematical problem solving skills in agricultural science. Based on the findings of the study, it was recommend that school supervisors should monitor and ensure that all areas of the course contents/curriculum, including areas that require computations, are adequately covered. Teachers of agricultural science should groom their students very well in calculations and mathematical problem solving areas in agriculture right from the Junior Secondary School, year one.
**Friday. March 28. Concurrent Session 13 • 9–9:45 a.m.**

**VOICE THREAD AS A PEDAGOGICAL TOOL IN ASYNCHRONOUS COURSES**

Francesca Zengaro (Delta State University), fzengaro@deltastate.edu
Sally Zengaro (Delta State University), szengaro@deltastate.edu

The primary aim of this research in progress is to report on the implementation of Voice Thread as a tool faculty and students at Delta State University's College of Education and Human Sciences used in asynchronous courses. Our research started with a grant proposal submission aimed at securing funds for purchasing Voice Thread licenses for ten of our faculty. We were awarded an Instructional Technology Grant in December 2013 in order to implement Voice Thread for ten online courses for the spring of 2014. This pilot study will seek to address three primary research questions: (1) Does Voice Thread engage students and faculty in specific course objectives? (2) What evidences are there that Voice Thread can be utilized to meet specific learning outcomes? (3) Based on our initial pilot study, is it plausible to expand Voice Thread to other faculty? We will utilize a mixed-methods research for our data collection. A pre- and post-test questionnaire will be administered to faculty and students. Additionally, two open-ended questions will be asked. Data will be analyzed descriptively and interpretively. Attendees will be able to learn how Video Thread technology can facilitate course delivery and interaction in online learning.

**CONCEPT MAPPING AS A MEANINGFUL LEARNING TOOL TO PROMOTE CONCEPTUAL UNDERSTANDING AND CLINICAL REASONING FOR RESIDENT AND DISTANCE LEARNING STUDENTS**

Gregory G. Passmore (Georgia Regents University), gpassmor@gru.edu

Meaningful learning is the non-arbitrary assimilation of new information pertaining to new concepts and procedures into the learner's knowledge structure, requiring the learner to become an active participant in the learning process. Concept mapping is a meaningful learning strategy that encourages the learner to actively organize knowledge structures into more powerful, integrated idiosyncratic patterns. Empirical evidence from two separate quasi-experimental, longitudinal investigations using resident and distance learning cohorts indicate significant student success for students who concept map. This research shows that the concept map works well as a functional tool in eliciting meaningful learning in students, which then leads to enhanced conceptual understanding between students and their teachers, or between students themselves. In this process, the concept map has proven to be an enhanced method to represent an individual's conceptual understanding that facilitates both assessment and remediation, and moved the student towards more active learning, problem solving and reasoning.


**TRANSITIONING TO MATH EMPORIUM, THE IMPACT ON STUDENT MOTIVATION AND PERFORMANCE**

Luralyn M. Helming (Dordt College), luralyn.helming@dordt.edu
Amy Schweinle (University of South Dakota), amy.schweinle@usd.edu

A number of universities have transitioned their required or developmental math courses to a math emporium format in an effort to combat high failure rates in these courses (Twig, 2011). The emporium format allows students to focus on practice problems, rather than lecture, to work in areas they are struggling, and to seek immediate assistance when needed. As universities make this transition they have tracked results on final exams, final grades, and assignments. This research expands that by tracking motivation and math anxiety as well as grade in three courses. Motivation allows us to see not only how students are performing, but how they feel about math. An emporium format should increase their self-efficacy, their beliefs about their ability to do the work, by providing many opportunities for success and guidance on how to fix mistakes. For both of the developmental math courses self-efficacy increased from the last semester in traditional format to the second semester in the emporium format. We will discuss these results and how they expand our understanding of the implications of the transition to math emporium. This presentation will provide ample opportunity for interaction. There will be opportunities to interact with presenters about the math emporium, the research design, and results.

**TEACHING SAFETY IN HEALTH CARE ACROSS THE CURRICULUM TO GENERIC BACHELOR OF SCIENCE NURSING STUDENTS**

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

In 1999, the Institute of Medicine (IOM) published a report which focused on medical errors in the hospital setting. In this report, it was estimated that approximately 98,000 deaths occur in the United States each year and cost $29 billion dollars (Kohn, Corrigan, & Donaldson, 2000). In 2002 the Joint Commission established National Patient Safety Goals related to improving quality of care. In 2010, the Robert Woods Johnson Foundation began an initiative for quality and safety education for nurses (QSEN). Presently, health care providers are still challenged to improve quality of health care and decrease medical errors. Nurses are in a unique position to improve quality of care and promote patient safety. They practice in multiple health care settings and provide the majority of direct patient care. However, very little study has been done relating to nurses and the promotion of quality of care and maintenance of patient safety. This presentation will outline how a Bachelor of Science in Nursing (BSN) program can incorporate the QSEN competency of safety throughout the curriculum. The attendee will also be able to identify knowledge, skills, and attitudes necessary for undergraduate nursing students to deliver high quality, safe care.
<table>
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<tr>
<th><strong>Session</strong></th>
<th><strong>Title</strong></th>
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<th><strong>Summary</strong></th>
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<td><strong>13.5 – ROOM 2005</strong></td>
<td><strong>REARRANGING THE FURNITURE: THE IMPACT OF CLASSROOM MANAGEMENT IN A UNIVERSITY COURSE</strong></td>
<td>Nickey O. Johnson (University of West Georgia), <a href="mailto:njohnson@westga.edu">njohnson@westga.edu</a></td>
<td>This presentation will describe preliminary results from a study investigating the impact of rearranging the furniture (and other classroom management decisions) in a classroom management course. The praxeological study describes the impact of intentional implementation of classroom management strategies on educational outcomes. Features such as engagement in class activities; quality of course work; and use of strategies in field placement will be measured using tools such as observation, reflections, anecdotal reports, checklists. Matching the furniture arrangement to the learning activity is a best practice for teaching at all levels. In university classrooms furniture arrangement often does not adhere to proposed recommendations. During the session participants will explore preliminary data from the study and discuss the implications of that data for the management of their own university classrooms - and possibly rearrange the furniture. One purpose of the presentation is to provide data on which to base decisions of classroom management at the university level. An additional purpose is to explore the praxeological method as powerful tool to study other aspects of teaching and learning. Participants will explore how the emergent praxeological research method was used in the study and discuss other applications of the research method to the field.</td>
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<td><strong>14.1 – ROOM 1002</strong></td>
<td><strong>COMPARING WESTERN TEACHING AND LEARNING WITH CONFUCIAN TEACHING AND LEARNING</strong></td>
<td>Victor C.X. Wang (Florida Atlantic University), <a href="mailto:vcxwang@gmail.com">vcxwang@gmail.com</a></td>
<td>Wang’s research reveals that in Confucius Heritage Societies (CHS), politics takes precedence over educational policies. His research reveals that we must teach lower order thinking skills first before we teach higher order thinking skills. His research confirms thatrote learning and memorization precede critical thinking and creativity. Further, Wang’s research confirms Brookfield’s theory that cultures put a strain on the beautifully, well-reasoned theory of andragogy, which has brought a revolution to education and training in North America. Wang found via his cross cultural research that instructors in the Eastern culture adopt primarily a pedagogical instructional mode, whereas instructors in Western cultures adopt primarily an andragogical instructional mode. Educational implications for instructors in North America who are involved in helping learners from CHS are such that these instructors should consider incorporating pedagogy into their everyday classroom practice. Andragogy alone may frustrate learners from CHS. Likewise, Western instructors who wish to practice andragogy in CHS may find that their practice may be limited by the aforementioned factors. This presentation aims to prescribe applicable applications to faculty members who actively seek the correct practice of andragogy versus pedagogy in different cultures.</td>
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<td><strong>14.2 – ROOM 115</strong></td>
<td><strong>TWITTER BACK CHANNELING TO ENHANCE LEARNING AND ENGAGEMENT: A MULTIDISCIPLINARY STUDY</strong></td>
<td>Kirthi Premadasa (University of Wisconsin Colleges), <a href="mailto:kirthi.premadasa@uwc.edu">kirthi.premadasa@uwc.edu</a> Mr. Ayar (University of Wisconsin Colleges), <a href="mailto:musa.ayar@uwc.edu">musa.ayar@uwc.edu</a> Mike Jacobs (University of Wisconsin Colleges), <a href="mailto:michael.jacobs@uwc.edu">michael.jacobs@uwc.edu</a></td>
<td>As technology becomes more pervasive in communication, the best educators adapt their classroom to accommodate the norms of their students. For this reason, three professors from different divisions including Mathematics (Math &amp; Science), Economics (Social Science), and History (Humanities) from a two-year university in Wisconsin attempted an interdisciplinary study of the utility of backchannel communication through the use of Twitter in the classroom. The purpose was to both take advantage of emerging technology and encourage otherwise guarded students to participate in the classroom dialogue by offering a communication venue that does not require speaking or raising hands. The goal is not to depress in-class discussion but to be more inclusive of reluctant to speak students who are more comfortable expressing themselves in anonymity or in an environment that does not lend itself to face to face confrontation. This methodology allows students to voice an unpopular view without fear of peer reprisals, ask a “stupid question”, continue a discussion beyond the boundaries of the classroom, or add value to learning when the student’s ideas do not keep pace with the classroom topics. We try to answer the question: “Do students perceive that Twitter backchannels help them learn and keep them engaged?” Our statistical data suggests they do. More than 80% of the students agreed that the intervention kept them engaged while more than 70% of the students that it helped them to learn and that they would select a tweeting section given a choice. During the presentation we will conduct a demonstration of the technology.</td>
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COMMUNITY AND SOCIAL PRESENCE IN A MOOC: COURSE DESIGN FOR STUDENT ENGAGEMENT

Chery Takkunen (The College of St. Scholastica), ctakkune@css.edu
Jennifer Rosato (The College of St. Scholastica), jrosato@css.edu

A unique partnership between an education faculty member and computer science faculty member provided an opportunity to secure grant funding from Google to implement a massive open online course (MOOC) to provide professional development in computer science education to K-12 teachers from the United States and several other countries. The faculty members were especially concerned about creating a MOOC in which participants felt engaged and developed a sense of community. The idea of “social presence” provided the conceptual framework for course design. Several pedagogical design decisions were made, including the use of Google Hangout, to facilitate a sense of community. The study is still in progress. A preliminary review of the data point to several course design features which appeared to support the goal of building community with online adult learners. In this session, attendees will have an opportunity to review course design features that appear to have had a positive impact on developing community and engaging learners in this massive open online course. Attendees will also be invited to share their own experiences and insights in building community in the online environment with adult learners.

COLLEGE MATHEMATICS: PLACEMENT AND REMEDIATION THROUGH DATA MINING

Rachel B. Manspeaker (Coker College), rmanspeaker@coker.edu
Peter Q. Nguyen (Coker College), pnguyen@coker.edu

Like many higher education institutions, Coker College admits a diverse student body. This diversity extends to the spectrum of mathematical ability of the newly admitted class. Traditionally, secondary education grade point averages alongside national standardized test scores were used as the primary metrics to determining the mathematics course that a student would be placed. This method of placement frequently resulted in students that were erroneously placed as indicated by poor first semester performances. Given the relatively modest size of the incoming class, this was deemed particularly troublesome. Consequently, the first of the two authors sought to improve student placement outcomes by devising a placement exam that whose questions were chosen using data mining techniques. An unsurprising byproduct of this effort was an increased number of students enrolled in remedial classes for which the institution was not well-staffed enough to handle. To aid with the newly discovered need for remediation, the second of the two authors created an online transition course that was made openly available to all students that did not achieve sufficiently high placement exam scores to place out of a basic mathematics course. By recording all student activity on the placement exam and transition course, the faculty is able to analyze trends and adapt instruction and preparation quickly to best serve incoming students. Instruction, placement, and the entrance exam will continue to be revised as more collected information creates a clearer picture of incoming Coker students. The presentation will close with a discussion exploring adaptations of these methods to other disciplines.

DOMESTIC STUDY TOURS: MUCH MORE THAN A LOCAL FIELD TRIP

Dian Moorman (University of Georgia), dmoorman@fcs.uga.edu
John William Daniel (University of Georgia), jdaniel3@uga.edu

Like international study tours, domestic tours offer students the opportunity to integrate academic learning with their career aspirations. The University of Georgia’s Washington D.C. Summer Study Tour is centered on site visits and presentations by numerous agencies and firms; thus, giving students the opportunity to apply theoretical knowledge from the classroom to a valuable experiential learning opportunity. However, not much is known about the pedagogies’ relative effectiveness. To that end, based on an N of 42 study tour participants and their combined 210 daily logs, this study used a double blind analysis to develop a course assessment framework. This research highlights a specific pedagogical tool, namely study tours and analyzes the benefits and potential impact on participants. In particular, the study identified some common themes of how participants benefited from this cultural experience and how this experience enhanced their academic learning back on campus. Given the direct exposure of participants to agencies and firms in our nation’s capital and the opportunities to practice and receive feedback in realistic settings, we discovered that study tour participants improved their motivational and behavioral intelligences. Results can be used as justification for comparable study tours at similar universities.
### FOSTERING EFFECTIVE TEACHERS: EXAMINING SUPPORT AND IMPACT OF PRE-SERVICE TEACHERS ON P-5 STUDENT LEARNING

**Nancy M. Arrington (Georgia Southern University), narrington@georgiasouthern.edu**  
**Hsiu-Lien Lu (Georgia Southern University), hlu@georgiasouthern.edu**

The objective is to highlight the importance of using results of systematic investigation of pre-service teachers’ impact on P-5 students to enhance teaching and learning during practicum courses. Content includes findings from a study designed to examine pre-service teachers’ support and impact on P-5 student learning with the end goal of teacher education programs in mind—to prepare teachers to positively impact student learning. We collected data from early childhood education candidates across three tiers of practicum courses, examined the support they provided to featured P-5 students during instructional units, and analyzed how that support impacted the young students’ learning. The quantitative results indicate a significant difference in the P-5 students’ scores on the pre- and post-unit assessments; no significant difference in scores between the tiers, gender, and subjects. The qualitative results reveal that the pre-service teachers effectively support their P-5 students’ learning by providing accommodations and modifications, monitoring student progress, and offering recommendations to family. Recommendations include improving pre-service teachers’ ability to analyze, interpret, and present data; and systematically collecting data on pre-service teachers’ impact on P-5 students’ learning. Throughout the session, participants will be provided opportunity for discourse regarding improving teaching and learning in practicum courses.

### BLOGGING ABOUT SERVICE-LEARNING EXPERIENCES

**Helen D. Barrett (Georgia Southern University), hb01881@georgiasouthern.edu**  
**Trent W. Maurer (Georgia Southern University), tmaurer@georgiasouthern.edu**  
**Jerri J. Kropp (Georgia Southern University), jkropp@georgiasouthern.edu**

This project examines a year-long Honors First Year Experience course in Animal-Assisted Therapy, a course introducing students to the effects of therapy animals on various populations with various conditions in multiple settings. From Fall 2012 to Spring 2013, students were required to participate in service-learning activities with either the local chapter of Therapy Dogs International or the local therapeutic horseback riding program and to blog about their experiences. For their blogs, students had to describe their experiences, their reactions to the experiences, how the experiences related to the course, and any questions or concerns that arose. Qualitative analyses of students’ blogs were conducted, using a Grounded Theory approach. Results revealed that students could identify the key role therapy animals can play in enhancing rehabilitation and development. Additionally, service-learning augmented the students’ knowledge of, awareness of, and interest in animal-assisted therapy and showed how animals themselves appear to act as crucial learning instruments in certain settings. Session objectives include introducing attendees to service-learning and exploring the lurking implication that animals can enhance learning environments. Attendees will learn how service-learning has the potential to add to all disciplines and will be challenged to think of ways to implement animals into student learning.

### A COMPARISON OF DELIVERY METHODS FOR DISTANCE LEARNING MATH COURSES

**Hassan Hassani (Columbus State University), hassani_hm@columbusstate.edu**  
**Randall Casleton (Columbus State University), casleton_randall@columbusstate.edu**  
**Nehal Shukla (Columbus State University), shukla_nehal@columbusstate.edu**

In order to address the diverse needs of today’s students, various forms of course delivery methods are required to accommodate students’ learning needs. In the Learning Support Mathematics courses at Columbus State University, we have implemented different course design delivery methods that incorporate distance learning models. The implementation of this study has enabled us to collect data and evidence about the effectiveness of varied distance learning delivery methods for curriculum development purposes through the use of grades, teacher observations and a comparison of students’ performance in core mathematics courses and mathematical related major courses. These implementations have also met the needs of our active and retired military that heavily populate this area. A comparison will be made of the techniques, experiences, applications and data that are being utilized in the different formats. Topics discussed will include logistics, online resources, and forms of assessment, curriculum development and indications of a review of the results. The participants will engage in a discussion about findings which includes advantages and disadvantages of course delivery implementations.

### WEB-BASED STUDENT PEER REVIEW: A RESEARCH SUMMARY

**Edward F. Gehringer (North Carolina State University), efg@ncsu.edu**

Interest in Web-based peer-review systems dates back nearly 20 years. Systems were built to let students give feedback to other students, mainly to help them improve their writing. But students are not necessarily effective peer reviewers. Left to their own devices, they will submit cursory reviews, which are not very helpful to their peers. Techniques have been developed to improve the quality of reviews. Calibration is one such technique. Students are asked to assess samples of writing that have previously been assessed by experts. Students must submit an evaluation “close enough” to the experts’ before they are allowed to review their peers. Another approach is meta-reviewing: students are graded on their review as well as their writing, either by experts or by other students. Some MOOCs have employed a “crowdsourcing” approach to vetting reviews. A new area of research is automated meta-reviewing, where natural-language processing techniques are used to give students formative feedback on reviews they are about to submit. There is also a debate over whether students should rate peers on an absolute scale, or rank their work compared to the work of other students. This presentation summarizes findings from a broad range of research in Web-based peer review.
<table>
<thead>
<tr>
<th>What an Ugly Classroom: Will It Affect Student Learning Outcomes?</th>
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<tbody>
<tr>
<td>Erin E. Adams (Western Carolina University), <a href="mailto:eeadams@wcu.edu">eeadams@wcu.edu</a></td>
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<tr>
<td>Ellen Sigler (Western Carolina University), <a href="mailto:esigler@wcu.edu">esigler@wcu.edu</a></td>
</tr>
<tr>
<td>David Worley (Western Carolina University), <a href="mailto:daworley1@catamount.wcu.edu">daworley1@catamount.wcu.edu</a></td>
</tr>
<tr>
<td>David Scales (Western Carolina University), <a href="mailto:wdscales@wcu.edu">wdscales@wcu.edu</a></td>
</tr>
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This study is concerned with the classroom environment, as it pertains to students’ perceptions of their learning space. With recent trends toward “doing more with less”, many colleges have been forced to increase class size, decrease spending for classroom equipment, and possibly utilize nontraditional classroom spaces for teaching. Therefore, it seems imperative to investigate how these decisions might impact learning overall. The purpose of this research study is twofold: 1) as there are a limited number of studies that cover specifically classroom structure in a college classroom, this study attempts to develop an instrument that might be used to collect data concerning students’ perceptions of the physical classroom environment; 2) this study surveyed students in a variety of classrooms to determine if they felt the classroom environment affected their ability to learn in that space. This ongoing study surveyed students on a Likert-type scale in over 20 classroom spaces across a mid-sized public university in the Appalachian region of the United States. The mission of this presentation is to present preliminary empirical findings from year one of the study, to generate further discussion about student perceptions of their classroom environment, and to promote the advancement of study in this area.

The Online Conference Assessment Survey will be available Friday, March 28th

Take our Survey

Access the website at academics.georgiasouthern.edu/ce/conferences/sotlcommons
International Journal for the Scholarship of Teaching & Learning is an open, double-blind peer reviewed electronic journal published twice per year by the Centers for Teaching & Technology at Georgia Southern University. The journal is an international forum for information and research about the scholarship of teaching and learning (SoTL) and its implications for higher/tertiary education. Anchored in inquiry and engagement, the scholarship of teaching and learning re-conceptualizes teaching as an ongoing and scholarly process with an emphasis on bringing about improved student learning (Huber & Morreale, 2002). SoTL is a key way to support the continuous transformation of academic communities and cultures.

**AFFILIATIONS OF ATTENDEES**

Armstrong Atlantic State University  
Barrett, the Honors College, ASU  
Black Hills State University  
Cabrini College  
Carthage College  
Clemson University  
Coastal Carolina University  
Coker College  
College of Saint Benedict/Saint John's University  
Columbia College Chicago  
Columbus State University  
Delta State University  
DePauw University  
Dordt College  
Drexel University  
Ekiti State University, Ado-Ekiti, Nigeria  
Escuela Superior Politecnica del Litoral (ESPOL)  
Fairfield University  
Florida Atlantic University  
Franklin Pierce University  
Georgia Baptist College of Nursing of Mercer University  
Georgia College & State University  
Georgia Gwinnett College  
Georgia Regents University  
Georgia Southern University  
Grand Canyon University  
Gwinnett Technical College  
Holy Family University  
Illinois State University  
Indiana University-Purdue University, Fort Wayne  
Instituto Piaget  
Kennesaw State University  
MCPS University  
North Carolina A&T  
Oglethorpe University  
Our Lady of the Lake College  
Oxford College of Emory University  
Purdue University  
Ramapo College of New Jersey  
Rider University  
Saint Leo University  
Shenandoah University  
South Dakota State University  
St. Catherine University  
Stillman College  
The College of Saint Scholastica  
UAE University  
United States International University  
University of British Columbia  
University of Central Florida  
University of Central Oklahoma  
University of Colorado  
University of Georgia  
University of Houston - Clear Lake  
University of Los Andes  
University of Massachusetts – Dartmouth  
University of Minnesota  
University of North Carolina Asheville  
University of North Carolina, Chapel Hill  
University of North Georgia  
University of South Carolina – Aiken  
University of South Dakota  
University of the Witwatersrand  
University of West Georgia  
University of Wisconsin - Stevens Point  
University of Wisconsin Colleges  
University of Wisconsin Oshkosh  
Vaal University of Technology  
Walden University  
Western Carolina University
Karen Adsit, University of Tennessee at Chattanooga, Chattanooga TN
Nancy Arrington, Georgia Southern University, Statesboro, GA
Maria Babiuc-Hamilton, Marshall University, Huntington, WV
Nancy Biggio, Samford University, Birmingham, AL
Donna Bowman, University of Central Arkansas, Conway, AR
Stephen Braden, Kennesaw State University, GA
Saretha Brussow, University of the Free State, South Africa
Linda Cerro, Florida Gulf Coast University, Fort Myers, FL
Seng Chee, National Institute of Education, Singapore
Linda Crocco, Independent Consultant, Richmond Hill, GA
Peter Felten, Elon University, Elon, NC
Melissa Garna, Georgia Southern University, Statesboro, GA
Delena Gatch, Georgia Southern University, Statesboro, GA
Barbara Gayle, Viterbo University, La Crosse, WI
Sandra Gilchrist, New College of Florida, Sarasota, FL
Lorraine Gilpin, Georgia Southern University, Statesboro, GA
Kai Griebenow, College of Natural Sciences, University of Puerto Rico, San Juan, Puerto Rico
James Hall, New College, University of Alabama, Tuscaloosa, AL
Tony Harland, University of Otago, New Zealand
Bob Hautala, Western Oregon University, Monmouth, OR
Monica Jacobe, The College of New Jersey, Ewing, NJ
Tanya Kunberger, Florida Gulf Coast University, FL
Jill Lane, Clayton State University, Morrow, GA
Bruce Larson, University of North Carolina at Asheville, NC
Celia Lo, University of Alabama, Tuscaloosa, AL
Jane Love, Furman University, Greenville, SC
Margy MacMillan, Mount Royal University, Calgary, Alberta, Canada
Stephen Marshall, Victoria University Wellington, Wellington, New Zealand
Trent Maurer, Georgia Southern University, Statesboro, GA
Barbara Millis, The University of Texas at San Antonio, San Antonio, TX
Marco Modiano, Högskolan i Gävle, Gävle, Sweden
Diann Moorman, University of Georgia at Athens, Athens, GA
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