2015 SoTL Conference Program
Many disciplines. One language.
**KEYNOTE SPEAKERS**

**DELENA BELL GATCH**
Associate Professor of Physics and Interim Director of Assessment, Georgia Southern University

**“REFLECTIONS ON MY SOTL JOURNEY”**

“It (The Scholarship of Teaching and Learning) means viewing the world of the classroom as a site for inquiry, asking and answering questions about students’ learning in ways that can improve one’s own classroom and also advance the larger profession of teaching” (Huber and Hutchinson, 2005). During my keynote address, I will reflect on my personal journey from good teaching to scholarly teaching and beyond. Initially, I began my journey by seeking to create a “fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement” in my own Introductory Physics classrooms (Georgia Southern University’s Mission Statement). Reflecting on my data from the assessment of student learning and attitudes, I was able to achieve this desired fertile learning environment. As my journey continues, I have transitioned to assisting academic programs across campus in creating fertile learning environments by closing the assessment loop.

**T. DARY ERWIN**
Professor of Leadership and Psychology, School of Strategic Leadership Studies, James Madison University

**“THE CHALLENGES THAT CONFRONT US: WHAT TEACHING AND LEARNING SCHOLARSHIP CAN BE USEFUL IN THE BIG TENT OF HIGHER EDUCATION?”**

Scholars in teaching and learning serve as models for others on-campus across the globe. Yet our scholarship is needed by off-campus audiences more than ever. Arising issues of public policy about what works and what does not place us in the best possible position to offer findings and insight that has broad implications in postsecondary education. What are these issues and how can we help?

**JAMES RHEM**
Executive Editor, The National Teaching and Learning FORUM

**“THINKING, WRITING, AND PUBLISHING ABOUT TEACHING”**

I think my ideas differ somewhat from the general drift of talk about SOTL in that I think a great many things other than having an article accepted in a journal constitute “publication” when it comes to scholarly activity with regard to teaching and my talk aims to have faculty first and foremost make deliberate, honest reflection on the investigation of their teaching and themselves as teachers and the fruit of those reflections part of their active lives as faculty members -- i.e. scholar/teachers. What follows that should be turned both inward and outward; that is to say, the reflections should be aimed at continuously improved understanding and improvement of one’s own practice as a teacher (inward) and toward whatever in those reflections seems useful and of value to one’s colleagues. How, when, and where, by what means to share the fruits of those reflections are important decisions that may lie outside journal publication, but be just as, if not more useful to one’s colleagues, one’s intended audience. Those decisions about “publication” should not be foregone conclusions, but an integral part of the reflections.

---

**Georgia Southern University** is the state’s largest and most comprehensive center of higher education south of Atlanta. With 124 degree programs at the baccalaureate, master’s and doctoral levels, Georgia Southern has been designated a Carnegie Doctoral-Research university and provides the classic residential campus experience and online learning options to more than 20,500 students from 48 states and 88 nations. Georgia Southern’s nationally accredited academic programs prepare diverse scholars for leadership and service as world citizens. A unit of the University System of Georgia, the University boasts 200-plus student organizations, outstanding Division I athletics, and state-of-the-art residence halls and campus facilities. Since 1906, the University’s hallmark has been a culture of engagement that bridges theory with practice, extends the learning environment beyond the classroom, and promotes student growth and life success. Central to the University’s mission is the faculty’s dedication to excellence in teaching and the development of a fertile learning environment exemplified by a free exchange of ideas, high academic expectations, and individual responsibility for academic achievement. Faculty, staff, and students embrace core values expressed through integrity, civility, kindness, collaboration, and a commitment to lifelong learning, wellness, and social responsibility.
On behalf of the Georgia Southern University community, I welcome you to the 8th 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 2015 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.

Greetings from Georgia Southern University, and welcome to the 8th 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.

As Chair and on behalf of the Centers for Teaching and Technology, I am delighted to welcome you to the 8th annual SoTL Commons Conference. The conference was born to accompany the International Journal for the Scholarship of Teaching & Learning published at Georgia Southern University and to advance the momentum of SoTL as a key way to improve teaching effectiveness and student learning outcomes.

SoTL Commons offers a place and a time to share and discuss your own SoTL research, but also to meet and to reflect about SoTL. I see it as the “big tent” where scholarly aspirations and interests in pedagogical reform and innovation come together. I hope that you find the presentations and the posters interesting and stimulating and that you enjoy meeting up with old friends and making new ones. Any conference comes and goes, but it is the human connections made, the new insights gleaned, and the applications taken home that endure.

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

I look forward to hosting you this year and to seeing you again in 2016!
March 25. WEDNESDAY
8 a.m. – 5 p.m.  Registration & Information
8 - 8:45 a.m.  Continental Breakfast
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 - Delena Bell Gatch*
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 p.m.  Poster Session 1
  Dinner on your own

March 26. THURSDAY
8 a.m. - 5 p.m.  Registration & Information
8 - 8:45 a.m.  Continental Breakfast
9 - 9:45 a.m.  Concurrent Track 7
10 - 10:45 a.m.  Concurrent Track 8
11 - 11:45 a.m.  Concurrent Track 9
12 - 1:45 p.m.  Luncheon
  Keynote Address - T. Dary Erwin*
2 - 2:45 p.m.  Concurrent Track 10
3 - 3:45 p.m.  Concurrent Track 11
4 - 4:45 p.m.  Concurrent Track 12
5 - 5:45 p.m.  Poster Session 2
  Dinner on your own

March 27. FRIDAY
8 a.m. - 2 p.m.  Registration & Information
8 - 8:45 a.m.  Continental Breakfast
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
  Keynote Address - James Rhem*
1:45 - 2 p.m.  Closing Session*
  * Door prizes will be given
  Select publishers and academic journals will be
  exhibited in the Atrium

CONNECT TO THE
COASTAL GEORGIA
CENTER
WI-FI @ CGCGUEST
PASSWORD: cgcguest

DOWNLOAD
THE PROGRAM
TO YOUR
SMARTPHONE
OR TABLET
### Wednesday, March 25, 2015

**LTP - Learning Theories and Pedagogy Track** ◆ **APD - Academic and Professional Development** ◆ **OL - Online Learning** ◆ **TT - Teaching with Technology**

<table>
<thead>
<tr>
<th>Time</th>
<th>Location</th>
<th>Session</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 a.m.</td>
<td>RM 1005 LTP</td>
<td>Registration Opens and Continental Breakfast, Coastal Georgia Center</td>
</tr>
<tr>
<td>9 to 9:45 a.m.</td>
<td>RM 1005 LTP</td>
<td>Session 1: The effects of a service-learning introductory diversity course on pre-service teachers' attitudes toward teaching diverse student populations. MiB: multi-year study of learner-centered strategies in general education geoscience classes. Time: 9:45 a.m. Location: RM 1005 LTP.</td>
</tr>
<tr>
<td>9 to 9:45 a.m.</td>
<td>RM 2002 LTP</td>
<td>Session 2: Unlocking SoTL's Potential for Transformative Education - Can case-based teaching translate to a digital platform? MiB: non-informal: To Know is not enough--Implementing Metaagogic Strategies into Course Curriculum. Time: 9:45 a.m. Location: RM 2002 LTP.</td>
</tr>
<tr>
<td>10 to 10:45 a.m.</td>
<td>RM 2010 LTP</td>
<td>Session 3: Fostering a Paradigm Shift from Teacher-Centered to Learner-Centered Pedagogy - An Analysis of Two Alternate Learning Models: Learning Styles and Dual Coding. MiB: Classroom Discussions and the Life Cycle of a Course. Time: 10 a.m. Location: RM 2010 LTP.</td>
</tr>
<tr>
<td>12 to 12:45 p.m.</td>
<td>RM 1220A OL</td>
<td>Session 5: The Brain; Androgogies That Inspire Neuronal Firing and Wring - Minding the Brain: An Innovative Approach to Cultivating Leadership Competency in a Leadership and Management Course. MiB: Where do Students Go Wrong in Applying the Scientific Method? Time: 12 p.m. Location: RM 1220A OL.</td>
</tr>
<tr>
<td>1 to 1:45 p.m.</td>
<td>RM 2011 TT</td>
<td>Lunch and Welcome by Conference Chair Diana Sturges - Keynote Presentation by Dr. Delena Bell Gatch. Time: 1 p.m. Location: RM 2011 TT.</td>
</tr>
<tr>
<td>2 to 3:45 p.m.</td>
<td>RM 1220B TT</td>
<td>Session 6: Leveraging a Manual Accounting Cycle Project in Accounting Principles Courses - Guided note-taking and student achievement in a media law course. MiB: PANEL Panel 4: 5:15 p.m. - Tales of Three Engagements: Web-enhanced, Blended, and Online Instruction. Time: 2 p.m. Location: RM 1220B TT.</td>
</tr>
<tr>
<td>3 to 4:45 p.m.</td>
<td>RM 1002 TT</td>
<td>Session 7: This is not a fable: using storytelling in a college classroom to enhance student learning. MiB: PANEL Panel 4: 5:15 p.m. - The Development of an Online Adult Learner-Focused Program: Rewards and Opportunities. Time: 3 p.m. Location: RM 1002 TT.</td>
</tr>
</tbody>
</table>

**Poster Presentations and Reception with Hors d’Oeuvres, Live Oak Room**

Poster tracks: LEARNING THEORIES/PEDAogy ◆ ACADEMIC AND PROFESSIONAL DEVELOPMENT
Thursday, March 26, 2015

### At A Glance

<table>
<thead>
<tr>
<th>Time</th>
<th>Session Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>8 a.m.</td>
<td>Registration Opens and Continental Breakfast, Coastal Georgia Center</td>
</tr>
</tbody>
</table>

**Session 7**
*9 to 9:45 a.m.*
- **What Works Best to Motivate Students in a General Education Introductory Economics Course?**
- **Integrating Computational Thinking into a General Education Course**
- **Reconnecting With the Student Teacher: Philosophical and Empirical Approaches**
- **Best Practices for Entering the Digital Humanities Academic Community: Engaging and Training Faculty**
- **Assessment Strategies to Support Teaching from the Test**
- **Making Service-Learning Work in Distance Education Courses**
- **Crossing the Mediterranean on iPads: Sink or Swim?**
- **BYOD (Bring Your Own Mobile Device/Laptop)**

**Session 8**
*10 to 10:45 a.m.*
- **Putting LEAP into action: One class at a time**
- **The Green Scholars Initiative’s Scholar-Mentor/Unner-Scholar Approach**
- **If You Create It, They Will Read**
- **Teacher as Student: How Enrolling in a MOOC Changed How I Teach (And Hopefully How My Students Learned)**
- **Nursing’s Role in Developing and Implementing an Academic Assessment Process at a Comprehensive State University**
- **Students’ Literacy Experiences with Reflective Narratives and Reflexive Instructional Approaches: Fostering Online Learning Environment**
- **The Examination of Student Engagement and Learning with and without Mobile Devices in a Cooperative Learning Environment**
- **The Bridging the Gaps: Simulated Learning and Cultural Competency for the Future**

**Session 9**
*11 to 11:45 a.m.*
- **The Scholarship of Teaching & Learning: The Why and The How**
- **Improving the Success and Retention of Computer Science Majors**
- **Mentoring in a Freshman Field Experience at a Local Elementary School**
- **Developing and Evaluating a STEM Professional Academy and SoTL Culture**
- **Capitalizing on the “testing effect” to Enhance Learning in Knowledge Classes**
- **Traditional Versus Blended Instruction Impact on Special Education Learning Outcomes**
- **How Podcasting Enhances Vocational Awareness and Professional Development**
- **Student Voices in SoTL Poster Presentations**

### Lunch and Keynote Presentation by Dr. T. Dary Erwin

**Session 10**
*2 to 2:45 p.m.*
- **Examining Pre-service Teachers’ Self-Efficacy for Enhancing Literacy of Diverse Learners through Music: A Creative Arts SoTL Project**
- **Digital Transformations in the Classroom: Walking, Autobiography, Memory Objects Hyperlinked**
- **Critical Friends Group: Unpacking Cultural Dilemmas in Special Education Teaching and Learning**
- **Using Bibliometric Analyses for Evaluating Teaching Journals and Top Researchers in SoTL**
- **Using Portfolios as a Measure of Student Learning Outcomes**
- **Creative Conflict: Building a New Online Graduate Program**
- **To Badge or not to Badge: An Action Research of Badge Integration**
- **Improving Journalism Students’ Critical-Thinking, Problem-Solving, and Communication Skills Through Creating a Campus Magazine**

**Session 11**
*3 to 3:45 p.m.*
- **Before the Reflections: Developing the Questions that Motivate Student Learning**
- **How an Innovative Service-Learning Collaborative Pedagogy is Used to Tackle Teen Health Issues**
- **Experiential Education: Pedagogy Adaptation: Lessons Learned by a Fullbright Scholar**
- **The Academy of Tomorrow: Preparing Faculty**
- **Improving Peer Assessment & Student Learning**
- **Same Course and Instructor, Different Delivery Modes: Perspectives on Learning by Doctoral Students**
- **How Should We Quantify Student Engagement?**
- **Accelerating through the Novice-Expert Continuum: Does Learning in Simulated Environments Enhance Procedural Knowledge and therefore Care?**

**Session 12**
*4 to 4:45 p.m.*
- **Panel: Mediating Apocalypse: Multimodal Learning in a First-Year Writing Seminar**
- **Panel: Examining the Reasons Students Prefer Reality-Based Learning**
- **Panel: Adjunct Faculty: Backbone of the SoTL Community**
- **Panel: 4:45 p.m. - 5 p.m.: What Does an “A” Say?**
- **Panel: Does Student-Teacher Interaction Matter in Distance Education?**
- **Panel: 4:55 p.m. - 5:15 p.m.: A Case Study on the Effectiveness of Attendance Policies in Introductory Science Courses**
- **Panel: Where Are You? A Model of Proximity in the Online Classroom**

### 5 to 6 p.m.
**Poster Presentations and Reception with Hors d’Oeuvres, Live Oak Room**

Poster tracks: ONLINE LEARNING ♦ TEACHING WITH TECHNOLOGY ♦ ASSESSMENT

* Bring Your Own Mobile Device/Laptop (BYOD)
Friday, March 27, 2015

### Poster Presentations in Rooms 113 & 115

#### Wednesday, March 25 - 5 to 6 p.m.

**Learning Theories and Pedagogy**

- Aligning teaching methods with learning goals and modes via student self-assessment and feedback
- An innovative approach to hypothesis-driven laboratory experience
- Assessment of Reading Speed and Comprehension in STEM Students at Georgia Gwinnett College
- Building Learning Communities in the Two-Year College Classroom
- Changing Teaching Practices to Influence Attitudes and Success in Mathematics
- Conceptual understanding of fundamental calculus concepts
- Connecting the Variables: Designing Active Learning Experiences that Work
- Cross-Cultural and Cross-Generational Service-Learning in Belize
- Designing, Comparing, and Evaluating First-Year Initiatives
- Do assignments improve honors student perceptions of addressing poverty?
- Does emphasizing social engagement increase self-perceived effectiveness in addressing poverty?
- Motivation Studies using Self-Determination Theory of Students in General Chemistry, Organic Chemistry, and Human Anatomy/Physiology
- Parental & Authoritative: Student Voices Painting the Picture
- Preparing pre-service teachers to teach English Learners (ELL): A phenomenon in teacher education programs
- Speed Dating in History: Fostering Critical Thinking
- The Effects of Clarification Strategy Instruction on Vocabulary Acquisition
- Using Videoedge Lessons to Improve Pre-service Teachers’ Pedagogy: What is the Value and How Best to Evaluate?
- Utilizing Interdisciplinary Insights to Build Efficient and Effective Reading Skills

#### Thursday, March 26 - 11 to 11:45 a.m.

**Student Voices in SoTL**

- Instructors’ and Students’ Perceptions of Online Classes
- Reducing prejudice with lecture vs. a classroom activity
- The Sounds of Tacky the Penguin and Click-Clack-Moo: Using Music to Enhance Literacy of Diverse Learners in an Early Childhood Classroom
- “He’s lazy! He’s a control freak!” Utilizing interpersonal communication theories to improve learning dynamics in the asynchronous online classroom

#### Thursday, March 26 - 3 to 4 p.m.

**Online Learning and Teaching with Technology**

- An analysis of peer feedback in an Online Graduate Nursing Course
- Creating educational videos to engage IT and Physics students
- Debunking the Myth: Science Courses with Laboratories Cannot be Taught Online. What do our students think?
- Factors influencing nurses to return to school in an online environment
- Flipping the Classroom: Early Childhood Pre-service Teachers Share their Insights
- Google Delights, Google Disasters and Other Adventures With Open Source Apps in Online Writing Classes
- Immediate Behavior in the Online Classroom: Effects on Student Performance and Engagement
- Influence of iPads on Course Engagement and Learning Outcomes
- Instructor communication across two contexts: An examination of teaching online and face-to-face
- Lessons from chemists on improving learning behaviors and outcomes
- Quality Online Course Design by the Designer-by-Assignment
- Scheduled check-ins increase student completion of assignments in an online non-majors science course at an HBCU
- Teaching Digital Media Production Skills using Open Source Software and Hands on Activities
- Technologically Enhanced Learning Experiences for Workforce Development
- University Student Choices Ranking Technologies Value to Their Learning
- Using Stock Track Simulation in Finance Courses
- Using Survey Monkey as a Direct Assessment Tool
- New Literacies in New Times: Re-conceptualizing Our Work as Teachers

#### Thursday, March 26 - 5 to 6 p.m.

**Assessment**

- An analysis of the effect of course content delivery changes on student performance on course final exams
- Developing an assessment culture in multi-section general education courses
- Exploring student responses to learning organic nomenclature topic using a visual analogy versus traditional lecture
- How much can we tell about students’ overall performance after the first exam?
- Incorporating Students’ Perspectives into Assessment Measures
- Photovoice: The Effects of Service Learning on Student Outcomes
- Reimagining the Student Evaluation: Using Democratic Frameworks & SWOT Analyses to Improve Teaching and Learning
- The formation evaluation in the teaching of the variance and the standard deviation
- The role of students’ assignment perceptions in overall course satisfaction

---

### Registration Opens and Continental Breakfast, Coastal Georgia Center

**Session 14**

- Poster Presentations in Rooms 113 & 115
- Learners in an Early Childhood Classroom
  - The Sounds of Tacky the Penguin and Click-Clack-Moo: Using Music to Enhance Literacy of Diverse Learners
  - Reducing prejudice with lecture vs. a classroom activity
  - Designing, Comparing, and Evaluating First-Year Initiatives
- Toward Mindful Teaching: Inspiring Teaching Innovation and Passion through Collaborative Academic and Professional Development
  - Speed Dating in History: Fostering Critical Thinking
  - Immediate Behavior in the Online Classroom: Effects on Student Performance and Engagement
- Does emphasizing social engagement increase self-perceived effectiveness in addressing poverty?
- Cross-Cultural and Cross-Generational Service-Learning in Belize
- Connecting the Variables: Designing Active Learning Experiences that Work
- Conceptual understanding of fundamental calculus concepts
- Assessment of Reading Speed and Comprehension in STEM Students at Georgia Gwinnett College
- Aligning teaching methods with learning goals and modes via student self-assessment and feedback

**Session 13**

- Poster Presentations in Rooms 113 & 115
- Experiencing student responses to learning organic nomenclature
- Using Videoedge Lessons to Improve Pre-service Teachers’ Pedagogy: What is the Value and How Best to Evaluate?
- The Effects of Clarification Strategy Instruction on Vocabulary Acquisition
- Using Videoedge Lessons to Improve Pre-service Teachers’ Pedagogy: What is the Value and How Best to Evaluate?
- Speed Dating in History: Fostering Critical Thinking
- The Effects of Clarification Strategy Instruction on Vocabulary Acquisition
- Using Videoedge Lessons to Improve Pre-service Teachers’ Pedagogy: What is the Value and How Best to Evaluate?
- Utilizing Interdisciplinary Insights to Build Efficient and Effective Reading Skills

**Session 15**

- Poster Presentations in Rooms 113 & 115
- Experiencing student responses to learning organic nomenclature
- Using Videoedge Lessons to Improve Pre-service Teachers’ Pedagogy: What is the Value and How Best to Evaluate?
- The Effects of Clarification Strategy Instruction on Vocabulary Acquisition
- Using Videoedge Lessons to Improve Pre-service Teachers’ Pedagogy: What is the Value and How Best to Evaluate?
- Speed Dating in History: Fostering Critical Thinking
- The Effects of Clarification Strategy Instruction on Vocabulary Acquisition
- Using Videoedge Lessons to Improve Pre-service Teachers’ Pedagogy: What is the Value and How Best to Evaluate?
- Utilizing Interdisciplinary Insights to Build Efficient and Effective Reading Skills

---

**Lunch and Keynote Presentation by Dr. James Rhem**
The present study examines the impact of a service-based course in diversity on pre-service teachers’ attitudes toward the inclusion of diverse learners (Culturally Diverse and Students with special needs) in the general classroom. One hundred and ten students enrolled in the Teacher Education Program, or who have declared it their major program of study, at a private Southern liberal arts university. The instruments used include the Pluralism and Diversity Attitude Assessment (PADAA), which measures pre-service teachers’ attitudes toward including cultural diverse students in the general education classroom. The Opinions Relative to Integration (ORI) instrument was used to measure pre-service teachers’ attitudes toward including disabled students in the general education classroom. The findings in the study indicate an introductory class has impact in improving a pre-service teachers’ attitude toward the inclusion of diverse learners, specifically students with disabilities, in the general education classroom. However, according to review of literature, this factor is not enough to improve the achievement levels of diverse learners whom are taught in the general classroom. The findings are useful to academicians and educational professionals who are interested in the attitudes and dispositions of teacher candidates as they relate to diverse learners, and improved curricula to better prepare students for the inclusive classroom they will face upon graduation. The presentation will focus on the results of the study as well as the service learning component of the course in relation to the research goals and outcomes.

We present the results from our collaborative research in cognitive theory applied to Geoscience education at George Mason University. In our multi-year ongoing study we assess the effectiveness of self-regulated learning activities on learner centered instruction. We focus on the large general education geosciences classes serving mostly non-science student majors, often seniors holding off the science courses to the last semester. While attitudes towards the discipline may contribute to the outcomes of the course, we found that the gap between perceived level of understanding and actual understanding is a significant obstacle to learning effectiveness. We use a variety of self-regulated learning activities to assess students’ perceived and performed level of knowledge of core concepts applied to inquiry based problems. Our goal is to assess the nature and size of the gap perceived-performed learning to achieve the following outcomes: 1. to address said gap during the course to empower student learning 2. after the course, to assess learning environment/effectiveness. We share with the audience examples of activities used for our studies, including analysis of concept maps, self-efficacy rubrics, and self-correction on exams. We will discuss strategies to apply these self-regulated learning techniques to large classes and few resources.

This session will describe how initiatives that promote institutional effectiveness can lead faculty members to engage in SoTL. We will review two faculty development initiatives at our university that are not officially designed to develop SoTL projects but that nevertheless have provided opportunities for faculty members to develop such projects. One program, which trains program directors to develop and assess student learning outcomes effectively and efficiently, not only produces data to evaluate the program but also provides a database for SoTL projects. The other program, the Curriculum Design Academy, requires participating academic departments to develop assessment plans to evaluate the effectiveness of their proposed curriculum revisions; those assessment plans are opportunities for the development of SoTL projects. Attendees at this session will consider how faculty development programs at their institutions can become routes for SoTL projects and how teaching and learning centers provide support and consultation for those efforts. We will present evidence of the effectiveness of these programs, in terms of participant self-report and with examples of designs for SoTL projects.

The utilization of practice exams provides students the opportunity to further develop and implement college success skills, identify information gaps, and increase learning. The session will present the results of a study that examined the effects of completing online practice exams by students enrolled in Human Anatomy & Physiology I on individual formal exams and overall course success. Practice exams were comparative in structure to formal exams, i.e., same number and type of questions. Students were also given the same time to complete practice exams as the formal exam. Results showed that students who took all four practice exams had a higher passing rate (80.95%) than the class as a whole (65.7%), including students that did not take any practice exams (50.0%). The study also showed that the percentage of students getting an A as a final grade was more or less constant regardless of whether students took all, some or none of the practice exams. Attendees can expect to gain information regarding research findings and the effects of practice exam completion on formal exam grades and overall course success. This session will also provide the opportunity to discuss best practices in utilizing practice exams as a pedagogical tool in college courses.
1777R • SOCIAL, COGNITIVE AND TEACHING AND PRESENCE IN THE SYNCHRONOUS ONLINE ENVIRONMENT

Nancy Weissman (Kent State University, Cuyahoga Community College): nconnor@kent.edu

This presentation will focus on research that is being conducted using synchronous technology to provide virtual instruction to students in online classes. The research in process is grounded in the Community of Inquiry (CoI) framework which suggests that learning online is supported by the three presences—social, cognitive and teaching presence. Application of synchronous technology to the online classroom seeks to improve student learning by establishing CoI. In this presentation the CoI model and each presence will be discussed followed by a description of the virtual instruction provided, the survey data collected and several short clips from recorded sessions will be shown. Based on survey data collected from students measuring student’s perceptions of the presences and coded chat transcripts, the presenter will discuss how instructors can supplement online instruction with synchronous sessions to encourage student engagement and learning. Session attendees will be able to define each presence in order to consider alternative methods to engage distance learners and promote teaching and learning as a community oriented process; recognize effective strategies in an effort to engage learners in a synchronous environment; and support the need and usefulness of using such technologies in the online environment to promote student success. The presenter will encourage discussion of the concepts of CoI as it applies to teaching and learning in the synchronous environment.

ROOM 1220B

1761NR • USE OF SECOND LIFE TO TEACH CULTURAL DIVERSITY AND CULTURAL COMPETENCY

Scott P. Andstadt (Florida Gulf Coast University): sanstadt@fgcu.edu

Two courses in a Social Work curriculum, Human Behavior in the Social Environment (HBSE) and Practice complement each other using a required Second Life (SL) assignment where users can socialize, connect, and create using voice and text chat, as a vehicle of synchronous and immersive interaction. Emerging student cultural competencies are cultivated through SL in the contexts of various religious, cultural, and spiritually based organizations and institutions located in this virtual platform. This translates into sensitive and conscious engagement of particular client social constructivist frameworks regarding the perceived role of helper when completing bio psychosocial and spiritual assessments. Author constructed short videos of example interviews using SL virtual reality allow students to immerse themselves in a wide variety of religious practices in a relatively short amount of time. One shows a student interview of an avatar regarding social service community helper roles and the second shows how SL gives opportunity to reclaim cultural heritage. Challenges to using SL in distance education and within the classroom will be explored based on author experience. One published paper, two IRB approved ongoing studies in SL of the above will be described with an overview of initial findings, and detailed assignments in SL compared with real life community based assignments will be shared and discussed. Assignments will be described in terms of cultural competency development as well as specific defined learning outcomes to be applied to professional social work skills.

ROOM 1002

1856R • STRATEGIES FOR EFFECTIVE SYNCHRONOUS ONLINE LEARNING

L. Roxanne Russell (Emory University): roxanne.russell@emory.edu
Adarsh Char (Full Tilt Ahead): adarsh@fulltiltahead.com
Chip Evans (Full Tilt Ahead): chip@fulltiltahead.com

Faculty and administrators find that trying to match the community building and faculty presence of face-to-face education can be more difficult online than walking into a traditional classroom. Live online classroom sessions through web-conferencing may fill this gap, but managing web-conferencing technology can be difficult for instructors who are also conveying their content expertise and scaffolding student learning. This session will make a case for the role of a technical producer to support web-conferencing sessions so that educators participating in every model of online education can shift their focus from technology management to student learning. Participants are invited (but not required) to bring their devices and join an interactive hybrid online and face-to-face session using Adobe Connect to describe and demonstrate how the use of a technical producer can increase opportunities for classroom engagement, community building and responsive instruction. We will share strategies, experiences and results from using and serving as technical producers in a variety of higher education online learning cases and engage in dialogue with the audience about logistics, barriers and opportunities for using technical producers in their contexts.

Plan to extend your visit to Savannah, the Hostess City of the South! Savannah boasts a variety of well-known restaurants and a number of dance clubs and music venues. It also offers boat, horse drawn carriage, bus, and walking tours of the historic downtown areas and the exciting River Street and City Market areas of shops, bistros and galleries.

Access the www.visitsavannah.com for complete information.
**1770NR • TURNING VISION INTO ACTION**

*Keturah Mazo (Florida Institute of Technology): kmazo@fit.edu*

“Good business leaders create a vision, articulate the vision, passionately own the vision, and relentlessly drive it to completion.” (Jack Welch) Vision requires action. The course I teach, Professional Communication for Executives, has a variety of objectives: To develop a working knowledge of both theory and skills for effective and ethical public and persuasive communication. To develop individual presentation skills. To demonstrate awareness and practice of effective leadership skills and professional behavior. To create appropriate visual aids to enhance communication. The following assignment incorporates the students’ initiative with their knowledge to demonstrate both visually and orally what plans they are in the process of carrying out toward their future career goal. It also causes them to reflect on their support system, in an effort to maintain the work to life balance we study further on in the term. In this practical approach, I have the student create and present an action plan to my class. By following a five-step process, students begin to formulate what plans are meaningful to their future. Then, the students must articulate the plan with a visual and oral presentation complete with transitional quotes and a timeline within a speech outline. This presentation of 45 minutes will take the group through the five steps used to realize this action board, and provide time for the group to begin one of their own. Students’ samples from my classes as well as my own sample presentation will be included in the session. A teaching guide for replication in the participant’s own classroom and references to current psychological theory on action boards will also be provided.

**1793R • UNLOCKING SOTL’S POTENTIAL FOR TRANSFORMATIVE EDUCATION**

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

This proposed paper presentation explores the foundations of SoTL in order to excavate the potential for SoTL to support transformative education and critical pedagogy. The conceptualization of the commons, and re-conceptualization of the classroom as space for scholarly praxis, establishes moral and pedagogical imperatives for SoTL to participate in the promotion of social justice (Huber and Hutchings, 2005; Hutchings, 2002; Shulman, 2002; and Huber and Morreale, 2002). Thus, clearly, SoTL promotes concepts of social justice, inclusion of diverse perspectives and critical dimensions of pedagogy. For this reason, SoTL may be (or become) a vehicle for “transformative education” (hooks, 1994). This paper seeks to unlock SoTL’s potential for transformative education (Glipin & Liston, 2009) through exploration of the unique perspective offered through development of pedagogical innovations supported through the commons. This paper will take on the question: “How can SoTL be used to make education a transformative experience for all learners and teachers?” To address this question, this presentation will explicate the characteristics and value base common to SoTL, transformative education and critical pedagogy, focusing on the ways in which these three threads can be braided together to support social justice through the commons, supporting learning and teaching.

**1951R • CAN CASE-BASED TEACHING TRANSLATE TO A DIGITAL PLATFORM?**

*Joan Walker (Pace University): jwalker@pace.edu*

Case-based teaching is a valuable instructional method because it immerses learners in the process of solving authentic problems while also introducing them to the way an expert thinks. As more of the higher education curriculum moves online, an outstanding question is “Can case-based teaching translate to a digital platform?” This session uses two learning theories to address this question. First, consistent with constructivism, the session demonstrates how an inquiry cycle framework can be used across disciplines to organize the sequence of cognitive tasks required during case-based reasoning. Second, it explains how observational learning theory and vicarious experience can inform the choice of materials to be embedded in the inquiry cycle shell. To experience this online architecture, attendees will walk through a multimedia demonstration case study set within the context of teacher education. Focused on the professional task of parent-teacher conferencing, the demonstration case shows how video models, opportunities to make decisions and expert feedback can be organized to facilitate learning. Results from over 300 beginning teachers are used to illustrate how online instructors can automate assessment of student learning in case-based tasks and in turn, how those assessment results can be transformed into scholarly research data.

**1794R • NON SATIS SCIRE: TO KNOW IS NOT ENOUGH—IMPLEMENTING METACOGNITIVE STRATEGIES INTO COURSE CURRICULUM**

*Leila E. Wells Rogers (Southern Crescent Technical College): lwells@scctech.edu
Roslyn J. Johnson (Southern Crescent Technical College): rncurry@scctech.edu*

The Quality Enhancement Plan at Southern Crescent Technical College has established a 14-month, collaborative, interdisciplinary faculty peer mentoring program devoted to the study of the science of learning and metacognition. Required for junior faculty and with optional participation open to senior faculty, the goal of the program is to evaluate faculty knowledge and implement metacognitive strategies into course curriculum, ensuring that learning strategies are taught as part of the content area rather than in abstraction. In the first phase of the program, faculty participate in a structured mentoring curriculum and engage in conversations about best practices that lead to a course redesign. Data from the first mentoring cycle suggests that faculty benefit from the exercise of examining and explaining their course design to others, as well as from the feedback they receive when doing so. During the second phase of the mentoring cycle, the faculty peer group implements the redesigned courses and studies students’ responses to learning strategies instruction. Initial results from the Learning and Study Strategies Inventory indicate that between 56 and 73% of the students participating self-report attitudes and behaviors that are not conducive to learning before exposure to the redesigned course. The presentation of this five-year research project shares initial results from the study intended to engage colleagues in a dialogue about the potential impact of a curriculum-focused, faculty peer-mentoring program on the classroom environment, and particularly on students’ attitudes and behaviors toward learning.
**ROOM 1220A**

**1812NR - DOCUMENTING EVIDENCE OF STUDENT LEARNING USING A PROGRAM LEVEL ASSESSMENT PROCESS**

Kathy Thornton (Georgia Southern University): kthorn@georgiasouthern.edu  
Melissa Garno (Georgia Southern University): mel@georgiasouthern.edu

Program assessment is critical to determine strengths and weaknesses of student learning. The most creative and innovative teaching methods must be evaluated to determine if they are truly effective in attaining student learning outcomes (SLO). Our university implemented a process for program assessment that our School of Nursing has applied. The program assessment structure included the following eight components: 1) program mission, 2) student learning outcomes, 3) measures, 4) data collection processes, 5) target levels of achievement, 6) findings for each SLO, 7) interpretations of findings, and 8) development and evaluation of action plans. The critical final step of action planning synthesizes all components of the process and is the blueprint for program improvement. Multiple faculties analyze findings and formulate specific teaching/learning strategies and design curriculum modifications to maximize student learning. Examples of implementing this assessment process for a pre-licensure BSN and RN-BSN program will be presented. Gains from implementation will be included including an increased awareness of the importance of program assessment, and the need to revise measures and develop new rubric assessment tools. One critical recommendation is to involve the all faculty in the entire process to promote enculturation of program assessment and faculty ownership of the process.

**ROOM 2011**

**1873NR - USING THE ARCS-V MODEL TO REFRAME SUCCESS IN ONLINE COURSES**

Ludwika Goodson (Indiana University-Purdue University Fort Wayne): goodsonl@ipfw.edu

This session addresses one major question for online course design and a related question about factors of student retention: (1) Should the Attention, Relevance, Confidence, Satisfaction, and Volition (ARCS-V) motivation model by John Keller (Zammit, Martindale, Meiners-Lovell, & Irwin, 2013) reframe the design and teaching of online courses? (2) Do factors of student retention in higher education (Demetriou & Schmitz-Sciborski, 2011; Jenson, 2011) continue to make sense in the growing context of online education? Answers will evolve from discussing the following findings: a. Different variables affect dropout rates in on-campus v. online courses. (Herbert, 2006; Park & Choi, 2009; Shanley, 2009, 2011), b. Student effort overcomes other variables (Firmin, Schiorring, Whitmer, Willett, Collins, & Sujitparapitaya, 2014; Henson 2014). c. Predictors of success (retention) include organizational support, online resources, relevance, confidence (including Internet self-efficacy), and satisfaction (Chang, Liu, Sung, Lin, Chen, and Cheng, 2014; Cho, 2012; Cochran, Campbell, Baker, & Leeds, 2014; Park & Choi, 2009; Shanley, 2009, 2011). d. Student-student interactions can increase withdrawals, but some interactions improve retention (Boyle, Kwon, Ross, Simpson, 2010; Moore, 2014; Schubert-Irastorza & Fabry, 2011). Handouts and visuals will summarize the ARCS-V model and compare standards for success in online courses and brick-and-mortar courses.

**ROOM 1220B**

**1767R - TEACHER CANDIDATES’ E-PORTFOLIOS: HOW CAN TEACHER EDUCATORS MAKE THEM MORE VALUABLE IN THE HIRING PROCESS?**

James M.M. Hartwick (University of Wisconsin-Whitewater): hartwicj@uww.edu  
Richard W. Mason (University of Wisconsin-Whitewater): masonr@uww.edu

This SoTL case study examined how two teacher educators enhanced their practice and the work of pre-service student teachers by researching and improving the structure of the required capstone portfolio assignment. Presently, administrators report to rarely use paper based or electronic portfolios when selecting future teachers. Pre-service teachers in a special course offered during student teaching, created an ePortfolio that included an introductory 3-5 minute web-streamed video highlighting their beliefs about education. Semi-structured interviews with participating principals, who represented a variety of school types, addressed the potential use of ePortfolios and introductory reflective videos in the hiring process. In contrast to the extremely minimal use of binder based and traditional electronic portfolios, 93% of participating principals reported they would use the introductory video and 83% reported they would use other parts of the ePortfolio when making hiring decisions. Moreover, the course instructor reported that students appeared to take the e-portfolio assignment more seriously, work harder, and reflect more deeply than previous students. This session will present a number of additional findings supported by rich qualitative data, and offer practical suggestions for designing ePortfolios that include introductory videos. Examples of ePortfolios with introductory videos will be shared in the conference presentation.

**ROOM 1002**

**1913R - KEYS TO SUCCESS IN LARGE FLIPPED CLASSROOMS**

Amanda J Brindle (University of California, Irvine): ajbrindley.uci@gmail.com  
Renee D Link (University of California, Irvine): rlink@uci.edu

After a gamified introduction to flipped classroom models, presentation of several years of research results from lower division chemistry will show the efficacy of flipped classroom instruction. We will demonstrate practical techniques for maximizing student performance by addressing common complications that arise during implementation of flipped classroom methods. Emphasis will be placed on designing activities for students of varying preparation and skill levels. Presentation of individual technology tools will be tailored to the audience’s specific interests. Objectives for this session include: Participants will learn ways to increase accountability in pre-class work for flipped class instruction. Participants will learn ways to engage students of all levels in flipped large lecture courses where skill and motivation levels are extremely varied. Participants will learn to balance material covered in and out of class using the pre-class accountability measures as a gauge for student learning. Participants will be introduced to various online tools for achieving these goals and will learn some of the potential strengths and weaknesses of each tool.
1771R - FOSTERING A PARADIGM SHIFT FROM TEACHER-CENTERED TO LEARNER-CENTERED PEDAGOGY

Lisa Bloom (Western Carolina University): bloom@wcu.edu
Sharon Doles (Western Carolina University): dole@email.wcu.edu
Kristy Kowalski (Western Carolina University): kristykowalski@yahoo.com

We will present the results of research designed to determine the effects of a course with a one-week field experience on the pedagogy of teachers of gifted learners. In the Creative Thinking and Problem Solving course, teachers learn about problem and project-based learning and then facilitate it with children in grades 1-9 during a field experience on a university campus. The goal is for teachers to change their practice from didactic to inquiry and to promote critical and creative thinking in their classrooms. To determine changes in teaching practice and student learning, we conducted surveys with teachers who had completed the course. Follow-up interviews were conducted with six participants. Data were analyzed using the constant comparative method. Themes that emerged included a shift from teacher-centered to learner-centered pedagogy, improved classroom climate, change in instructional methods, and growth in teacher collaboration and leadership. Presenters will share teachers’ stories of how the experience transformed their pedagogy by giving them the “courage” to experiment with a learner-centered methodology and discuss implications of the research for teaching. Session attendees will learn the details of the field experience and how to help learners connect research to practice through field experience.

1798R - AN ANALYSIS OF TWO ALTERNATE LEARNING MODELS: LEARNING STYLES AND DUAL CODING

Joshua A. Cuevas (University of North Georgia): jocue24@yahoo.com
Bryan Dawson (University of North Georgia): bryan.dawson@ung.edu
Jennifer Hightower (University of North Georgia): jmhhigh6342@ung.edu
Haleigh Brown (University of North Georgia): hjbrow8989@ung.edu

This presentation will examine research evidence behind two alternate and mutually exclusive learning models- learning styles and dual coding. The most common incarnation of each model is based on learning modalities, and each makes predictions about how learners process auditory and visual stimuli. Learning styles instruction has found wide acceptance in public perception and throughout education at all levels, yet recent research has questioned its efficacy. Dual coding is more strongly supported by empirical research yet less well known and less commonly used in practice. This presentation will include a demonstration that tests both models. We will explain how a significant interaction effect is necessary to confirm the matching hypothesis, the foundation of the learning styles model. The audience will learn about the relative efficacy of these two mutually exclusive models, come to understand the underlying research methodology for testing them, and learn about the implications of applying each in a classroom setting.

1887R - CLASSROOM DISCUSSIONS AND THE LIFE CYCLE OF A COURSE

Hasina A. Mohyuddin (Vanderbilt University): hasina.a.mohyuddin.1@vanderbilt.edu

Often, teaching strategies are discussed in methodological silos – such as effective lecturing, inclusive discussions, or the utilization of technology in the classroom. While providing important insights, such categorization can neglect important contextual factors – specifically, the impact of timing on the appropriate ways in which to utilize any given method. In this study, I explore the relationship between classroom discussion and student learning among undergraduate students in a class on gender and sexuality at a private Southern university. Ethnographic methods, consisting of classroom observation and in-depth interviews, were utilized in this study. In all, 12 class visits and 6 in-depth student interviews were completed. In addition, instructor feedback on student participation and learning (using a 5 point scale), as well as overall course goals and objectives, was obtained. Key findings from the study suggest that the methods utilized to produce effective and inclusive classroom discussions change over the life cycle of the course in response to changing student needs. This “life cycle” approach to classroom discussion has implications for how instructors should encourage participation – for example, methods that may seem to inhibit discussion (such as evaluative language) may actually be necessary in the beginning of the semester in order to build student confidence.

1843NR - GUIDELINES FOR AUTHORSHIP CREDIT AND ORDER IN COLLABORATIVE FACULTY- STUDENT SOTL PROJECTS

Trent Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu

Determining authorship credit and order in collaborative research projects can be difficult, can introduce or increase conflict in the research environment, and can exacerbate existing inequalities and power dynamics between team members. As a result, much disciplinary scholarship has been written to develop potential guidelines for authorship credit and order. However, the collaborative interdisciplinary nature of much SoTL work, along with the increasing focus of SoTL on students as co-inquirers into and consumers of SoTL research (Felten, 2013; Felten et al., 2013; McKinney, 2012), creates unique issues and challenges in ethically assigning authorship credit on SoTL projects. This work explores the specific challenges of authorship credit and order in collaborative faculty-student SoTL projects. After a review of the relevant literature and some existing disciplinary guidelines, the presenter will facilitate a discussion of several case studies and work with attendees to draft preliminary guidelines for authorship credit and order.
### ROOM 1220A

**1850R • DEVELOP DYNAMIC ASSESSMENT FOR IMPROVING STUDENT INTERPRETIVE LISTENING**

Yang Li (Language Institution, CA): yanglius@yahoo.com

This presentation discusses the presenter’s on-going classroom action research on developing dynamic performance assessment that focuses on assess-assist student performance in interpretive listening. The presentation is around three topics: 1) Conduction of the action research. The research topic is what the difficulties of students in interpretive listening comprehension, and data collected through student performance in testing visits, observations of interpretive-listening class and student metacognition in teacher-student interviews. 2) Results of the research. The research revealed factors in the field of L2 language forms, contexts as well as learners’ L1 thinking skills and back ground knowledge, that contribute to learners’ fails in interpretive listening. 3) Discussion of the results. The results are discussed with the theoretical principals discussed in current SLA research on teaching communicational proficiency, for validity of the results comparing that from more research on the field, and also, the results of using the research results to help improving student interpretive listening in classroom. It is expected this presentation of a classroom teacher’s action research on dynamic assessment of interpretive listening may elicit audience’s active responsive discussion from their experience of classroom teaching or research on classroom assessments on interpretive listening field.

### ROOM 2011

**1910R • ONLINE VS. FACE-TO-FACE: A PILOT STUDY OF A COMPARISON OF STUDENT OUTCOMES WITH RANDOM ASSIGNMENT**

J. J. Arias (Georgia College & State University): jj.arias@gc.edu
John Swinton (Georgia College and State University): john.swinton@gc.edu

In a pilot study to demonstrate the feasibility of a larger scale experiment, we randomly assign the registrants for a Principles of Macroeconomics class into two alternative venues: an online environment and a traditional face-to-face environment. Both sections of the class were taught by the same professor with the same course objectives. We find that the students in the face-to-face environment perform better in terms of overall exam scores. A comparison of change in pre-test and embedded post-test scores on a standardized exam in economics (TUCE), however, shows little difference in student performance between the two delivery modes. The results suggest that both course objectives and the mechanism used to assess the relative effectiveness of the two modes of education may play an important part in determining the relative effectiveness of alternative delivery approaches. Session attendees will understand some of the strengths and weaknesses of online teaching. Attendees will be able to discuss ways to assess online learning.

### ROOM 1220B

**1769NR • A MODEL FOR FACULTY COLLABORATION: INTEGRATING TECHNOLOGY INTO THE ONLINE CLASSROOM**

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

Technology has become a vital component in all online classrooms. The importance of instructors integrating and creating these tools may become essential to meeting the various student learning styles. The increase and availability of technology has also led to the need to not only find innovative delivery methods but also to share them. This is a theoretical approach detailing how online instructors can enhance the classrooms with technology to better serve the students. Technology integration can foster a collaborative effort among those within one content area or be done exclusively as an individual instructor. The integration of technology can also make the classroom more fun and engaging. In this presentation the audience will be exposed to a 10-step diagnostic model of collaboration geared towards integrating technology into the online classroom using various ideas and innovative technology. The objective was to target the low achievement areas in an introductory class by adding technology to better assist students with learning the content. The “Technology Think Thank” hoped this would enhance the student’s perception of the experience leading to an increased level of motivation and higher engagement positively resulting in higher achievement. The group was confident that this will increase scores on these assignments while also engaging more students in the lessons through differentiated instruction and teaching to multiple learning styles. The “Technology Think Thank” created a 10-Step Diagnostic Model of Integrating Technology Innovation which outlined the collaboration. The members hypothesize that following the 10-Step Diagnostic Model of Integrating Technology Innovation; faculty will create better solutions and technology to enhance any course.

### ROOM 1002

**1989R • TEACHING CAROLINGIAN CHANT WITH INTERACTIVE SOFTWARE: THEORY, APPLICATION & ASSESSMENT**

Edward Schaefer (University of Florida): eschaefer@arts.ufl.edu
Angelos Barmpoutis (University of Florida): angelos@digitalworlds.ufl.edu
Ethan Tripp (University of Florida): ethan@digitalworlds.ufl.edu
Sirui Lui Quincy (University of Florida): sirui@cise.ufl.edu

The science of teaching/learning and the development of interactive technology are now at a stage where an effective interactive system can be developed for the teaching and learning of the basic vocabulary and grammar of early musical notation systems. Our interdisciplinary team is developing the first such system, in addition to the first assessment tool for evaluating the effectiveness of the system. We propose to offer a presentation session that will include the following: an explanation of the software and the learning research behind it; a demonstration of the system; an explanation of the assessment process used to determine the effectiveness of the software; an audience participation segment in which audience members will: see a short demonstration video regarding a particular segment of the notation, work in self-correcting, interactive exercises, take an online assessment. Participants in this presentation session will: gain an understanding of the benefits of interactive learning; gain an understanding of an assessment process for an interactive learning that also provides a framework for ensuring an unbiased assessment; have an experience of a new interactive software, the principals behind which could be applied to various disciplines.
In keeping with the vision of SoTL, the presentation will focus on asking and answering questions about pre-service education students, learning and teaching in urban settings. It is hoped that the presentation will be both collegial and intellectually stimulating as to further the listeners and presenters research in educational psychology theories and pedagogy. An overview of several educational psychology theorists will be presented along with their connection to the 21st century urban classroom. The presenters will be examining: (a) several educational psychologists who shaped teaching and learning, (b) the importance of these learning theorists to curriculum, classroom management, assessment, parent teacher conference, and more. Educational psychologist theorists such as John Dewey, William James Piaget, Erik Erickson, Lev Vygotsky, Mamie and Kenneth Clark, George Sanchez, Uri Bronfenbrenner, Leta Hollingsworth, and B.F. Skinner will be the focus of the presentation. Educational theorists have argued that many pre-service educational teachers have not been prepared by their professors in colleges of education to work in urban settings (Haberman & Post, 2009; Sachs, 2004). Many argue that the foundation of education, the demographics of changing America are not included in their course of study (Haberman & Post, 2009; Sachs, 2004). Pre-service students, on the other hand, see no connection between what is taught in the classroom and what they experience on the outside (Haberman & Post, 2009; Sachs, 2004). The need for knowledge of educational theorists and their connection to curriculum, behavior and culture should be a must for pre-service teachers. The purpose of this paper is to provide an analysis of several educational psychologist’s theories in the context of their importance to pre-service teachers in urban settings. The paper will also examine the need for additional curriculum in urban cultural settings by professors who teach in the colleges of education. Praxis is the ideal avenue to not only teach these theories, but it is hoped that the pre-service teacher placed in an urban educational setting, will learn by seeing and applying the ideas behind the educational psychological theories, to actual real life situations.

**ROOM 2002**

**1891R • ONE PEDAGOGY PARADIGM FOR HIGHER EDUCATION: OVERCOMING CHALLENGES AND CULTIVATING NEW KNOWLEDGE AND PRACTICES**

Linda Pacifici (Appalachian State University): pacificilc@appstate.edu
Donald I. Cameron (University of Toledo Medical Center): cameron121050@hotmail.com

Teachers encounter children in the classroom with diverse challenges that arise from a spectrum of neurological dysfunctions. Despite ‘Brain Based Learning’ becoming a part of the common vernacular, teacher education programs are left to face the challenge of preparing teachers to understand, recognize and address these needs. Biological adaptation of various neural networks within various specialized cortical and subcortical cerebral regions will be explored, and applied to specific classroom strategies. Participants will: Recognize areas of the brain and their functions. Match specific tasks to areas of the brain. Differentiate between specific and integrated brain function. Create a lesson plan applying theories of brain based learning.

**ROOM 2005**

**1825R • VERTICAL AND HORIZONTAL ASSESSMENT OF A STEM PROFESSIONAL DEVELOPMENT ACADEMY USING VIDEOS**

Laura J. Frost (Florida Gulf Coast University): lfrost@fgcu.edu
Jackie Green (Florida Gulf Coast University): jgreene@fgcu.edu
Elsbeth McCulloch (Florida Gulf Coast University): emcculloch@fgcu.edu
Linda Serrro (Florida Gulf Coast University): lserrro@fgcu.edu

This session demonstrates how an evidence-based STEM professional development academy at a mid-sized public university uses video evidence to assess faculty growth and development. During a 36 hour summer academy faculty participants strategically planned changes to teaching methods and articulated these changes at the end of the academy through a 5OTL project. During monthly meetings the following academic year, participants perform “elevator speech” updates of their implementation and research. Faculty also perform peer observations of each other’s classrooms in and outside of their disciplines, creating more rich qualitative evidence. We are tracking faculty progress by recording reflective videos as they end the academy and begin their projects. In this way we perform qualitative assessment of each participant’s growth and progress. Session participants will create a simple video reflection through an interactive exercise that models our faculty observation process.
WEDNESDAY, MARCH 25 • SESSION 4 • 2 - 2:45 p.m.

ROOM 1220A

**1902R • WHEN EXPERIENCE MEETS EXPECTATION: A FRAMEWORK FOR USING SURVEYS AND LEARNING ANALYTICS TO UNDERSTAND AND PREDICT COURSE SATISFACTION**

Timothy D. Harfield (Emory University): tharfe@emory.edu  
L. Roxanne Russell (Emory University): roxanne.russell@emory.edu

Course satisfaction is what happens when experience meets expectation. Too often, however, course evaluation surveys are delivered at the end of a course, when it is too late to make mid-term course corrections, and/or are not designed with a view to understanding student expectations, which is crucial if survey results are going to be meaningful and actionable. The course evaluation process requires knowledge of the extent to which design elements are meeting student expectations, and in a way that is early enough to allow for responsiveness on the part of instructors and instructional designers. We will present a flexible framework for course evaluation that includes a survey instrument, predictive analytics, and a methodology that allows the framework to be applied in a wide variety of blended and online learning environments. By correlating student behaviors to specific areas in which a course may fail to meet student expectations, it becomes possible to predict course dissatisfactions early enough to implement interventions that both improve the learning experience, and decrease frictions that impede student success.

ROOM 1220B

**1778R • WHERE ONLINE STUDENTS CHOSE TO STUDY? A CASE STUDY OF UNDERGRADUATE AND GRADUATE ONLINE STUDENTS PREFERENCES OF BUILT ENVIRONMENTS FOR LEARNING**

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

Informal learning has expanded the boundaries of the classroom by blurring the lines between space, time and place. Space, whether physical or virtual, with the aid of digital learning tools and mobile devices has become a chameleon that adapts for the purposes of learning. A flexible and networked space allows learning to occur anywhere, any time. Space has a powerful impact in how individuals behave, communicate and interact with other individuals. The underlying research question of this quantitative research study was: Do undergraduate and graduate online students prefer the same informal learning built environments? This research explored the perceptions of graduate and undergraduate online students toward built environments. Specifically the architectural elements, furnishings and interior features of built environments. This research is significant because it addresses the preferences of two growing student populations, while also informing educators and administrators of the influence the built environment has on student engagement in learning. Thus, promoting a more effective distribution of institutional resources toward the construction and/or adaptability of built spaces on campus. The research instrument, an online survey developed by the researcher.

ROOM 1002

**1943R • TRANSFORMING LARGE INTRODUCTORY COURSES THROUGH CLASSROOM REDESIGN**

Jennifer Blue (Miami University – Oxford): bluejm@miamiOH.edu

Sometimes technology is as fundamental as the layout of a classroom. It can be difficult to keep students active while they are in a large, tiered lecture hall. In my home department, we have been fortunate enough to move into a new building, where we could design large, flat classrooms in which we can teach large active-learning courses. Our model is SCALE-UP, which stands for Student-Centered Activities for Large-Enrollment Undergraduate Programs. I am evaluating the change in teaching, using standardized test scores, semester grades, and student comments as evidence. Participants will discuss the spaces in which we teach and how our students respond. Some of the activities and technologies used for the original workshops will be highlighted and used in this presentation.
Cultural adoption has been evidenced through increased faculty collaboration, valid assessment of student learning, and improved ownership of the curriculum. Faculty roles were created to engage in the scholarship of teaching and learning (SoTL). Service roles were created through engaging in newly formed committees focused on assessment.

Teaching was improved when the assessment process was used to inform faculty of both student learning and teaching effectiveness. Opportunities began shifting from teacher-centered effectiveness to student-centered learning. Consequently, assessment practices have become tied to faculty success in teaching, thus, promoting a culture of assessment.

The School of Nursing and reflective evaluation of student achievement. Faculty must understand valid assessment practices and value the information that well-designed assessments provide. Competency of an educator is not limited to teaching skills and content expertise. As important as designing and delivering effective educational experiences is skillful and reflective evaluation of student achievement. The role rotation provided an opportunity to experience the individual and team impact of the various roles. Developing codes of conduct encouraged civil team discussion, collaboration, and decision-making. I utilized case studies and assignments to identify and exploit team member strengths. Since effective leaders must be adept communicators, students created presentations with visual and interactive elements. Peer evaluation, reflective practice and continuous feedback concepts were woven into the presentation assignment. Student learning outcomes included the ability to apply principles and compare/contrast leadership and management skills for an effective work environment. Student and preceptor comments reflected valuing the learning methodologies, student growth and student ability to apply classroom experiences in “real world” healthcare settings. The university evaluation tool demonstrated student satisfaction was very high (3.84/4.0). The learner will identify at least two innovative pedagogical methodologies. The learner will assess possible replication of the methodologies.

Non-science majors completing a liberal arts degree are frequently required to take a science course. Ideally with the completion of a required science course, liberal arts students should demonstrate an improved capability in the application of the scientific method. However, even with explicit instruction, students still struggle to apply the scientific process. Counter to our expectations, the difficulty is not isolated to a single issue such as stating a testable hypothesis, designing an experiment, or arriving at a supported conclusion. Instead, students appear to struggle with each step in the process. This talk summarizes our work looking at and identifying where students struggle in the application of the scientific method.

Non-science majors completing a liberal arts degree are frequently required to take a science course. Ideally with the completion of a required science course, liberal arts students should demonstrate an improved capability in the application of the scientific method. However, even with explicit instruction, students still struggle to apply the scientific process. Counter to our expectations, the difficulty is not isolated to a single issue such as stating a testable hypothesis, designing an experiment, or arriving at a supported conclusion. Instead, students appear to struggle with each step in the process. This talk summarizes our work looking at and identifying where students struggle in the application of the scientific method.

Experiencing It to guide pedagogical methodologies. Students were placed in teams and provided brief team training the first week of class. Each team created a team name, code of conduct and weekly role rotation. The role rotation provided an opportunity to experience the individual and team impact of the various roles. Developing codes of conduct encouraged civil team discussion, collaboration, and decision-making. I utilized case studies and assignments to identify and exploit team member strengths. Since effective leaders must be adept communicators, students created presentations with visual and interactive elements. Peer evaluation, reflective practice and continuous feedback concepts were woven into the presentation assignment. Student learning outcomes included the ability to apply principles and compare/contrast leadership and management skills for an effective work environment. Student and preceptor comments reflected valuing the learning methodologies, student growth and student ability to apply classroom experiences in “real world” healthcare settings. The university evaluation tool demonstrated student satisfaction was very high (3.84/4.0). The learner will identify at least two innovative pedagogical methodologies. The learner will assess possible replication of the methodologies.

Competency of an educator is not limited to teaching skills and content expertise. As important as designing and delivering effective educational experiences is skillful and reflective evaluation of student achievement. Faculty must understand valid assessment practices and value the information that well-designed assessments provide. Our process of establishing a culture of assessment included two main foci, establishing working teams and providing development opportunities. The School of Nursing developed unique initiatives to promote a focus on student learning within our discipline. Goals were identified, strategies developed, and faculty development opportunities were provided. Emphasis was placed on greater faculty inclusion in the assessment process. With continued education and engagement in assessment practices, the focus began shifting from teacher-centered effectiveness to student-centered learning. Consequently, assessment practices have become tied to faculty success in teaching, scholarship, and service. Teaching was improved when the assessment process was used to inform faculty of both student learning and teaching effectiveness. Opportunities were created to engage in the scholarship of teaching and learning (SoTL). Service roles were created through engaging in newly formed committees focused on assessment. Cultural adoption has been evidenced through increased faculty collaboration, valid assessment of student learning, and improved ownership of the curriculum.

Emerging findings from the field of neuro-education appear to offer opportunities to better understand the scientific underpinnings of andragogy, to assist professionals in developing more accurate understandings of how to support and scaffold scholarly teaching and learning experiences among adult learners. The purpose of this scholar-to-scholar proposal is to better understand the education-neuroscientific dimensions of andragogy, in order to increase the quality of andragogical scaffolding. The connection between andragogy and neuro-education is socio-cognitive, as exterior spaces affect interior spaces. In other words, interactions occurring between individuals in shared spaces strongly affect both cognition and behavior. The first major finding is that scholarly andragogy appears to flourish in the presence of biochemical sparks known as neurotransmitters and neuro-proteins that are environmentally stimulated and positively correlated with elaborately encoded and enduring understandings. The second major finding is that the sociocognitive dimensions of andragogy induces lasting, neuroplastic brain change in the form of restructured neuronal connections and networks. In short, changes in social spaces change cognitive spaces. This interactive session models research-informed SoTL dynamics and welcomes all participants, regardless of levels of neuro-education background knowledge. Teaching and learning methods will include sensory-rich media and participant-rich interactions. Learner outcomes will include summarizing and modeling examples of neuro-education and SoTL andragogies.
1899R • ASSESSMENT FOR PROJECT-BASED COURSES
James R. Fugate (Rochester Institute of Technology): jrfnct@rit.edu

In a project-based course, students engage in a series of projects that lead to a defined level of skill, as specified in the course goals. Unlike a knowledge-based course, where students are given examinations to assess their level of knowledge and understanding, a project-based course may not include any formal examination. Assessments are often based solely on the quality of course projects. The issue addressed by this presentation is whether this level of assessment is sufficient to determine progress, since a course grade based on projects alone may not accurately reflect, nor give a complete picture of the skill level achieved. A series of experiments were conducted on several project-based courses, where students were given a formal exam at the end of the course. The objective was to determine if there was a significant discrepancy between student performances on the exam and their projects. For a majority of students, their exam and projects grades were closely correlated. Nevertheless, a few students did perform quite differently. While students may appreciate not having the pressure of formal examinations, this study demonstrated that examinations are still a critical tool for accurately assessing student skill level.

1830NR • IMPLEMENTATION OF A “VIRTUAL BOOT CAMP” TO FACILITATE GRADUATE ONLINE LEARNING
Jean Cook (University of West Georgia): jcook@westga.edu
Mary Bishop (University of West Georgia): mbishop@westga.edu
Susan Welch (University of West Georgia): swelch@westga.edu
Diane West (University of West Georgia): diannew@westga.edu

Students who begin their online graduate education often lack the technological preparedness and scholarly writing skills needed to make a successful transition to the contemporary online learning environment. This presentation will offer two innovative online orientation programs for Masters and Doctoral nursing students that simulate course activities in an online Learning Management System. The objectives of our online orientation are to familiarize the students with various online technologies, formulate social interactions and a sense of connectedness to the School of Nursing, improve scholarly writing, discover learning strategies and time management skills as well as complete literature searches. With enhanced orientation through accelerated learning modules, students gain a true perspective of what asynchronous online learning is as well as the principles of scholarly writing. Integral to the design is active student engagement in a risk-free environment with assignments that will enhance individual scholarly writing. Upon completion of the session, participants will be able to: 1. Identify Mayer’s principles (2008) for effective design of an online orientation program for graduate students. 2. Recognize five key areas of concentration for an online orientation program for graduate students. 3. Develop strategies to create an online orientation program for graduate students. 4. Predict future interventions to improve online graduate program orientations.

1903R • EFFECTS OF THE FLIPPED CLASSROOM MODEL ON COURSE EXPERIENCE, BASIC NEED SATISFACTION, AND MOTIVATION IN AN UNDERGRADUATE RESEARCH METHODS COURSE
Jody L. Langdon (Georgia Southern University): jlangdon@georgiasouthern.edu
Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu
Robert Schlote (Georgia Southern University): rs04975@georgiasouthern.edu

The goal of the study was to determine the effects of the Flipped Classroom Model on undergraduate Exercise Science majors’ basic need satisfaction, motivation, academic performance, and attitudes in a Research Methods course. This session addresses a curricular innovation and its ability to impact student learning. As such it contributes to the advancement of SoTL in this area. An adapted survey, which included 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) was administered to approximately 172 students in two sections of an undergraduate research methods course during the last week of classes in the spring and fall semesters. One section received instruction in a traditional lecture format, while the other received instruction via the Flipped Classroom Model. The session will present comparisons between course sections on all measures, a description of teaching methods and implications for practice. The presenters will conclude by facilitating a discussion about the flipped classroom model in general and the specific teaching strategies used in such a model with attendees.

1840R • HOW LEARNING EMOTIONS AND THE ARCHS MODEL OF MOTIVATIONAL DESIGN ENHANCE LEARNING AND IMPROVE CRITICAL THINKING
Kent D. Kauffman (Indiana University - Purdue University Fort Wayne): kauffmak@ipfw.edu

In this session, the presenter will show how, in an attempt to improve critical thinking in an online Business Law course, he applied two related paradigms of impactful teaching: 1) the ARCS Model of Motivational Design (Attention, Relevance, Confidence, and Satisfaction), by Dr. John Keller of Florida State University; and 2) the use of “emotional intensity,” elucidated by Dr. Linda Nilson, founding director of the Office of Teaching Effectiveness and Innovation at Clemson University, in her SoTL presentations on teaching to how the mind works and in her book, Teaching at Its Best. In support of these teaching foundations, the presenter embedded throughout his course’s Learning Modules 26 film scenes and 22 short vignettes that he wrote, whose source material was legal news. The film scenes illustrated key legal doctrines and were used for critical thinking assignments. The short stories (presented as print and audio files) provided a real-world immediacy to the material. As part of this session, the presenter will show how learning, critical thinking and student satisfaction increased as a result of the media additions, and will provide attendees a set of tools to apply the narrative approach to their teaching practices.
1799R • THIS IS NOT A FABLE: USING STORYTELLING IN A COLLEGE CLASSROOM TO ENHANCE STUDENT LEARNING

Diann C. Moorman (University of Georgia): dmoorman@fcs.uga.edu

This research endorses storytelling as a means to enhance student learning in the college classroom. Indeed, many of our earliest learning experiences may have involved storytelling—from Esoph’s Fables to Grimm’s Fairy Tales. Rare is the American adult who has not heard “The Boy Who Cried Wolf!” or “The Ugly Duckling”. Both are childhood stories that provided reflective life messages. As such, storytelling is an enduring form of communication. Although many educators use storytelling in their classrooms, the stories are often presented spontaneously and may not be considered integral to the day’s learning and teaching activities. In fact, in many fields, the perception exists that storytelling is not a real learning tool. This presentation seeks to dispel that notion. Using data collected from in-class examinations and on-line quizzes the researcher demonstrates that information tied to storytelling is recalled more successfully for the current semester’s examinations than material presented without storytelling. And the researcher will also demonstrate that same material is retained by students long after the semester is over. The presenter will make suggestions how educators and students can work together to create classrooms that thrive through storytelling.

1996R • LEVERAGING A MANUAL ACCOUNTING CYCLE PROJECT IN ACCOUNTING PRINCIPLES COURSES

Penelope Lyman (University of North Georgia): plyman@ung.edu

Understanding the accounting cycle is critical to students’ successful completion of their first introductory college accounting course. The purpose of this study is to determine whether the completion of a written comprehensive accounting cycle assignment will help students understand the accounting cycle better, ultimately leading to a better grade in the course. The assignment requires students to complete the accounting cycle for a service company’s second month of business by hand. The assignment is offered as extra credit with much of the work done in class in conjunction with the instructor. The study population will include approximately 130 students who were enrolled in the author’s five Accounting Principles I courses from Fall 2013 through Fall 2014. Data collected will be anonymous and will include students’ scores on the accounting cycle assignment and on the accounting cycle exam, students’ grades in the course, and students’ cumulative GPAs. If students who successfully completed the extra credit assignment performed better than expected, the evidence would suggest that the accounting cycle assignment made a positive impact on student understanding and grade outcome.

1853R • GUIDED NOTE-TAKING AND STUDENT ACHIEVEMENT IN A MEDIA LAW COURSE

Robin Blom (Ball State University): rblom@bsu.edu

When the capability of students to take effective lecture notes varies largely, this has consequences for almost everyone in the classroom. For instance, students with skill deficiencies have a higher risk for school failure. And students with more developed learning skills may become irked by the pauses during the lectures to let their peers catch up taking notes, which may lead to lapses in concentration. For instructors there is the hard task to balance these competing interests. One strategy to enhance the performance for all students is the adoption of lecture worksheets. On those pages, critical information is kept blank, requiring the students to fill those blanks during the lecture. This strategy has been adopted in K-12 and higher education levels in a variety of settings. This (completed) study examines the test results of 130 college students in an introductory media law course without the help of worksheets and 100 college students with such worksheets. The results demonstrate that the guided notes, indeed, helped student performance, although for a limited amount of test questions and there was a lower performance for a few items as well. A variety of explanations are discussed to use handouts effectively in college settings.

1996R • LEVERAGING A MANUAL ACCOUNTING CYCLE PROJECT IN ACCOUNTING PRINCIPLES COURSES

Penelope Lyman (University of North Georgia): plyman@ung.edu

Understanding the accounting cycle is critical to students’ successful completion of their first introductory college accounting course. The purpose of this study is to determine whether the completion of a written comprehensive accounting cycle assignment will help students understand the accounting cycle better, ultimately leading to a better grade in the course. The assignment requires students to complete the accounting cycle for a service company’s second month of business by hand. The assignment is offered as extra credit with much of the work done in class in conjunction with the instructor. The study population will include approximately 130 students who were enrolled in the author’s five Accounting Principles I courses from Fall 2013 through Fall 2014. Data collected will be anonymous and will include students’ scores on the accounting cycle assignment and on the accounting cycle exam, students’ grades in the course, and students’ cumulative GPAs. If students who successfully completed the extra credit assignment performed better than expected, the evidence would suggest that the accounting cycle assignment made a positive impact on student understanding and grade outcome.

1835R • TALES OF THREE ENGAGEMENTS: WEB-ENHANCED, BLENDED, AND ONLINE INSTRUCTION

Nihal Gunay (West Georgia Technical College): nihal.gunay@westgatech.edu
Jennifer Jiles Davis (West Georgia Technical College): jennifer.davis@westgatech.edu
Jeremy Eason (West Georgia Technical College): jeremy.eason@westgatech.edu
Martha Harvey (West Georgia Technical College): martha.harvey@westgatech.edu
Norma Plunkett (West Georgia Technical College): norma.plunkett@westgatech.edu
Dee Dee Patterson (West Georgia Technical College): deedee.patterson@westgatech.edu

This session will appeal to faculty members, online administrators, and instructional designers who desire a clearer understanding of the relationship between faculty characteristics and their motivation for participating in online instruction. Our session will begin with research in the area of faculty characteristics, such as attitude and number of training sessions attended with his or her willingness to get involved with online instruction (Gunay, 2013). Each panel member, representing various disciplines in a two-year technical college, will share his or her own training experiences and best practices, including the benefits of master course shell content and progressive faculty training as it relates to web-enhanced, blended, and online instruction.
Online and adult learner-focused courses address some of the pressing needs facing institutions of higher learning and students: access, convenience, quality and rigor, and enhanced pedagogy. Increased demands for online degree programs and courses, and the added focus on adult learners must be met with evidenced-based practices designed to improve teaching effectiveness and student learning outcomes. Atlanta Metropolitan State College has endeavored to meet this need with the development of an online adult learner-focused program. SoTL participants will be engaged in best practices and standards for adult learners, as well as online course planning, design and delivery. Participants will receive practical and theoretical strategies in the development of this kind of program. Instructor training agenda and protocols will be reviewed. Preliminary outcome data will be shared regarding the effectiveness of the program which has informed the next steps and direction for the program. The audience will not only have gained a better understanding of the rewards and opportunities associated with this type of program, but also will be engaged in an interactive group exercise to equip them with a practical framework and assistance in making preliminary steps toward exploring and actually launching an online adult learner-focused program at their institutions.
### 1768 • CROSS-CULTURAL AND CROSS-GENERATIONAL SERVICE-LEARNING IN BELIZE

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

This poster illustrates the service-learning goals of a cross-cultural and cross-generational study abroad program to Belize. The 3 partners in this alternative spring break program included faculty and students from a state university; students and staff from a Spanish Nazarene school/church in Belize; and a group of individuals sponsored by two churches in the university’s community. The unique church/state partnership and the relationships that developed among the leaders from these 3 institutions have produced a rich, positive learning experience. Trust and willingness to acknowledge expertise among the leaders contributed to overall group cohesiveness. Preliminary research based on written reflections from the university students and discussions among the U.S. church members indicates that learning happened in reciprocal ways. First, with a variety of mentors from the local church, university students were able to identify different qualities and types of leadership skills within the group. Second, the adult participants from the churches observed and learned to appreciate the work ethic and character of university students who embrace service-learning. The Belize service projects helped the school move toward sustainable agriculture education. The service-learners recognized the value of culturally and geographically appropriate solutions.

### 1791 • THE EFFECTS OF CLARIFICATION STRATEGY INSTRUCTION ON VOCABULARY ACQUISITION

Noura Shabak Alrwele (AL-Imam Muhammad Ibn Saud Islamic University): nouraalrwele@hotmail.com

The purpose of this study was to investigate the efficacy of clarification strategy intervention on developing vocabulary acquisition of preparatory year female students learning English as a foreign language. A quasi experimental design was used. 64 students participated in the study. Participants were divided into two groups: the control group which is taught by traditional method and the experimental group that received clarification strategy training. A training program of 21 sessions was designed and implemented. Data were collected using an investigator developed vocabulary test. Findings revealed that students in the experimental group had higher scores in vocabulary posttest and there were statistically significant differences.

### 1865 • SPEED DATING IN HISTORY: FOSTERING CRITICAL THINKING

Patricia L. Rieman (Carthage College): prieman@carthage.edu

When students role-play, their learning is personalized (Joyce & Calhoun, 2014). Add the challenge of finding compatible partners, and students are fully engaged as they infer the connections between themselves and their “dates”. Mix in the final element of limiting the opportunity to interact with potentially compatible partners, and students must quickly determine importance, synthesize, and then verbalize the details of their personas. Additionally, students must analyze their partner’s message to identify connections to their own, infer hidden identities, and describe their cognitive processes. In this session on using speed-dating to teach history, all of these actions come together to create a unique and memorable learning experience. This SoTL project in progress is influenced by the work of Christensen (2000), and is currently in the piloting stage being implemented with junior and senior level content area majors who are minoring in secondary education.

### 1893 • DESIGNING, COMPARING, AND EVALUATING FIRST-YEAR INITIATIVES

Jennifer Campbell (Roger Williams University): jcampbell@rwu.edu  
Dahliani Reynolds (Roger Williams University): dreynolds@rwu.edu

Having gathered data from over 40 sections of three distinct student cohorts participating in two pilot First year initiatives, we offer our quantitative and qualitative data results as a means of considering ways of designing productive FY programs. We have gathered student perceptions of learning from a living learning community (LLC) initiative explicitly designed around issues of community, and from a First semester core initiative designed to cultivate Habits of Mind. The poster will showcase strengths and drawbacks of the two sets of outcomes. Quantitative data from 2013-14 will be supplemented by qualitative data from faculty perceptions of teaching and learning and deepened by student focus group data from 2014 as we look for significant trends in determining the most effective first-year initiative.

### 1898 • PORTRAITURE & AUTOETHNOGRAPHY: STUDENT VOICES PAINTING THE PICTURE

Kyle Ryan (Peru State College): kryan@peru.edu  
Sheri Grotrian-Ryan (Peru State College): sgrortrian@yahoo.com  
Rachel Henry (Peru State College): rahenry03@campus.peru.edu  
Kesha Beethe (Peru State College): kesha723@gmail.com  
Preston Sunneberg (Peru State College): psunneberg@gmail.com  
Jamie Theye (Peru State College): jamie.theye9644@yahoo.com

While much attention is paid to the “brain drain” regarding students from rural areas who leave to attend college in a metropolitan/urban setting, often opting not to return to their roots, (Carr & Kefalas, 2009; Petrin, Schaft, & Meece, 2014), there has been little research regarding students who have decided to attend rural colleges. It is these individuals’ personal stories where we might find answers to questions regarding a means to retain the brightest and most promising for rural futures. Through a combination of the qualitative methodologies—autoethnography and portraiture—the authors of this study sought to examine the shared experiences of undergraduate students who hail from and attend college in rural Southeast Nebraska. This study further examines the impact of service-learning pedagogy on shaping their future careers. The use of autoethnography is an attempt to obtain a rich description of the participant’s lives by asking them to “reflexively explore their personal experiences and their interactions with others as a way of achieving wider cultural, political or social understanding” (Pace, 2012, pg. 2). Additionally, the use of portraiture seeks to “capture the richness, complexity, and dimensionality of human experience in social and cultural context” (Lawrence-Lightfoot & Davis, 1997, pg. 3).
1966 • ALIGNING TEACHING METHODS WITH LEARNING GOALS AND MODES VIA STUDENT SELF-ASSESSMENT AND FEEDBACK
Alfred T. D’Agostino (Notre Dame of Maryland University): adagostino@ndm.edu

The design and use of instructional methods and tools should be linked to assessment data. Classroom practices, activities, and assignments should be formulated and evaluated based on assessment information and feedback. In this simple study, qualitative means were used to discern which features of teaching would have an impact on general education learning goals and identified learning mode. By using student self-assessment and feedback (pre-/post-course and in-class), particular topics and content and a variety of methods and activities (such as peer-review of writing, word-problems, collaborative group work, analysis exercises), teaching and learning activities were evaluated with respect to their potential for enhancing written communication scientific/quantitative reasoning, and critical/analytical thinking skills. Although this approach was taken to develop effective methods and tools for teaching and learning in a chemistry course for non-science majors, the principles may be applied in other contexts. A description of the activities, and the insights and results from the study will be shared (e.g. that use of interactive activities influenced students’ preferred learning mode). Correspondence between features of a teaching/learning activity and the student feedback instrument to evaluate the feature’s potential impact on learning will be highlighted.

1919 • USING VIDEOTAPE LESSONS TO IMPROVE PRE-SERVICE TEACHERS’ PEDAGOGY: WHAT IS THE VALUE AND HOW BEST TO EVALUATE?
Susan J. Hillman (University of New England): shillman@une.edu

At a northern New England university, videotaped lessons of pre-service teachers delivering two mathematics lessons across a semester have been used. Verbatim transcription with inserted comments and goal setting has been the model in implementing this method. With increasing enrollment, verbatim transcription has become unsustainable. This project investigated whether pre-service teachers: (1) value videotaping as an aid in improving their teaching; (2) improved their pedagogical skill as measured by grades on the two lessons and the number of unmet teaching goals; and (3) if a rubric would be efficient, yet equally effective, as transcription. Fifty-three pre-service teachers participated across 3 years. The first two years, 31 participants received verbatim transcription while in the third year a rubric was instituted with 22 participants. Descriptive statistics were applied with the following trends found. Pre-service teachers value the video-taped lessons and this tool is effective in improving their instructional delivery. A rubric is as effective as verbatim transcription yet more efficient. Additionally, providing a comprehensive rubric appears to support increased improvement in subsequent lessons. Regardless of the evaluation form used, however, 15 to 18% had a decrease in grade. This group should be explored further to determine patterns and institute interventions.

1932 • CONNECTING THE VARIABLES: DESIGNING ACTIVE LEARNING EXPERIENCES THAT WORK
Barbara Hornum (Drexel University): hornumbg@drexel.edu

This case study connects institutional realities and priorities, student cohort characteristics, diversity of learning styles and responses to active learning and high impact practices, usefulness of comparative longitudinal assessment data that builds faculty and student learning teams and effective, meaningful teaching/learning situations. Data are derived from assessment of two Anthropology courses for majors and non-majors over a three year period as part of a pilot project that while meeting university goals permitted individual faculty to recognize strengths and weaknesses make frequent adjustments to content and processes and establish integration of course goals with specific assignments. Consistent with other studies, the data have indicated the importance of student diversity variables, majors, years at university, millennial patterns, international status, cultural norms, gender identity, socio-economic factors including parental educational, U.S. regional variation and locality type in understanding student success and active participation in the learning process. Results indicate how the gestalt of each class, transparency, integration of materials, flexibility, continual reflection and evaluation of learning goals have applicability to override disciplinary differences.

1953 • UTILIZING INTERDISCIPLINARY INSIGHTS TO BUILD EFFICIENT AND EFFECTIVE READING SKILLS
Kathryn Nantz (Fairfield University): nantz@fairfield.edu
William M. Abbott (Fairfield University): wmabbott@fairfield.edu

With their early 20th-century studies of human motion, efficiency experts Frank and Lillian Gilbreth earned praise from factory workers for making it “easy for a man to work hard.” In team-teaching a freshman Honors course, we (an Economics professor and a History professor), have found that even well-motivated students complain of “too much reading.” Unable to master course readings quickly, students want professors to make those readings “easy” by summarizing all of them in class, and when professors rightly refrain from such simplification, students’ frustration leads to a lack of motivation. Nevertheless, we can make it easier for students to read extensively and critically, particularly via interdisciplinary pedagogy. To show this, we will explore the connections between reading, writing, and speaking that students make as they complete assignments. Descriptive statistics were applied with the following trends found. Pre-service teachers value the video-taped lessons and this tool is effective in improving their instructional delivery. A rubric is as effective as verbatim transcription yet more efficient. Additionally, providing a comprehensive rubric appears to support increased improvement in subsequent lessons. Regardless of the evaluation form used, however, 15 to 18% had a decrease in grade. This group should be explored further to determine patterns and institute interventions.

1932 • CONNECTING THE VARIABLES: DESIGNING ACTIVE LEARNING EXPERIENCES THAT WORK
Barbara Hornum (Drexel University): hornumbg@drexel.edu

This case study connects institutional realities and priorities, student cohort characteristics, diversity of learning styles and responses to active learning and high impact practices, usefulness of comparative longitudinal assessment data that builds faculty and student learning teams and effective, meaningful teaching/learning situations. Data are derived from assessment of two Anthropology courses for majors and non-majors over a three year period as part of a pilot project that while meeting university goals permitted individual faculty to recognize strengths and weaknesses make frequent adjustments to content and processes and establish integration of course goals with specific assignments. Consistent with other studies, the data have indicated the importance of student diversity variables, majors, years at university, millennial patterns, international status, cultural norms, gender identity, socio-economic factors including parental educational, U.S. regional variation and locality type in understanding student success and active participation in the learning process. Results indicate how the gestalt of each class, transparency, integration of materials, flexibility, continual reflection and evaluation of learning goals have applicability to override disciplinary differences.

1953 • UTILIZING INTERDISCIPLINARY INSIGHTS TO BUILD EFFICIENT AND EFFECTIVE READING SKILLS
Kathryn Nantz (Fairfield University): nantz@fairfield.edu
William M. Abbott (Fairfield University): wmabbott@fairfield.edu

With their early 20th-century studies of human motion, efficiency experts Frank and Lillian Gilbreth earned praise from factory workers for making it “easy for a man to work hard.” In team-teaching a freshman Honors course, we (an Economics professor and a History professor), have found that even well-motivated students complain of “too much reading.” Unable to master course readings quickly, students want professors to make those readings “easy” by summarizing all of them in class, and when professors rightly refrain from such simplification, students’ frustration leads to a lack of motivation. Nevertheless, we can make it easier for students to read extensively and critically, particularly via interdisciplinary pedagogy. To show this, we will explore the connections between reading, writing, and speaking that students make as they complete assignments. Descriptive statistics were applied with the following trends found. Pre-service teachers value the video-taped lessons and this tool is effective in improving their instructional delivery. A rubric is as effective as verbatim transcription yet more efficient. Additionally, providing a comprehensive rubric appears to support increased improvement in subsequent lessons. Regardless of the evaluation form used, however, 15 to 18% had a decrease in grade. This group should be explored further to determine patterns and institute interventions.
1972 • CHANGING TEACHING PRACTICES TO INFLUENCE ATTITUDES AND SUCCESS IN MATHEMATICS

Cara D. Brooks (Florida Gulf Coast University), cbrooks@fgcu.edu
Tanya Huffman (Florida Gulf Coast University), thuffman@fgcu.edu

How might we change our teaching strategies to help motivate students to want to learn and to do so in deep and meaningful ways? How do we know if the changes we make have any effect? If educational research suggests what to do, why are more faculty not doing it already? In pursuit of answers to these questions, the authors participated in a “STEM Professional Academy for Reinventing the Culture of Teaching” (SPARCT), a year-long NSF funded faculty professional development program focused on the use of evidence-based teaching practices in science, technology, engineering and mathematics. A study was conducted to determine whether revision of their own teaching practices to incorporate Project /Problem-Based Learning (PBL) activities and lessons designed according to the Conceptual Change Model (CCM) influenced students’ interest in and confidence level with course content, performance on assessments, and passing rates in multiple sections of traditional and business Calculus. The audience will learn key features of PBL and CCM by comparing and contrasting former lessons with ones designed according to the evidence-based models. Research results will be presented. The poster content will be used to facilitate discussion concerning implications of the study and faculty reluctance toward adopting new teaching practices.
The purpose of this phenomenological study was to understand and describe the learning experiences that teacher candidates from varied education major or minor programs have while attending a class about strategies to work with English learners (ELs) during their junior or senior year in a Teacher Education program. This poster presentation will focus on the challenges of creating a learning community in the two-year college classroom and the assessment of two initiatives I piloted this year. Building on the scholarship that correlates learning communities with increased engagement and positive learning outcomes, I have endeavored to develop learning communities in my first-year composition classes in order to combat the general lack of any feeling of community amongst my mostly non-traditional students. On my poster, I will present two assignments I developed to create a learning community—a class-wide book club and a hub-and-spoke blog network—along with an analysis of the results of my on-going assessment of both initiatives. Using a variety of examples from my class, I will present the audience with strategies for creating learning communities in the two-year college classroom along with effective assessment strategies.

**2011 • PREPARING PRE-SERVICE TEACHERS TO TEACH ENGLISH LEARNERS (ELS): A PHENOMENON IN TEACHER EDUCATION PROGRAMS**

Elsie L. Olan (University of Central Florida): elsie.olan@ucf.edu
Paula Bello (University of Central Florida): bellopaula@knights.ucf.edu

The purpose of this phenomenological study was to understand and describe the learning experiences that teacher candidates from varied education major or minor programs have while attending a class about strategies to work with English learners (ELS), during their junior or senior year in a Teacher Education program. This poster will present an analysis of pre-service teachers’ interviews, reflections and lesson plans (data) in which participants describe and analyze their experiences. This poster will address the question of how our teacher candidates’ learning was affected by the teaching of ELS. This poster will provide the audience with insights on the participants’ learning process, process of awareness and professional development, as they analyze their experiences with specialized content to work with multicultural classes (ESOL content). The following pedagogical implications will be discussed: Teacher candidates would benefit from: (1) - a space in which they can exchange ideas with colleagues and instructors, (2) - reflecting upon their learning experiences to elaborate actions for future implementation, (3) - the development of a community of practice among Teacher Candidates (TCs) in order to create and support collaboration, (4) - reflective practices that would help TCs improve their experiences.

**1973 • ASSESSMENT OF READING SPEED AND COMPREHENSION IN STEM STUDENTS AT GEORGIA GWINNETT COLLEGE**

Caroline Timpte (Georgia Gwinnett College): ctimpte@ggc.edu
Peter Sakaris (Georgia Gwinnett College): psakaris@ggc.edu
Mark Schleuter (Georgia Gwinnett College): mschleuter@ggc.edu
Alexandra M. Kurtz (Georgia Gwinnett College): lkurz@ggc.edu
Jill Penn (Georgia Gwinnett College): jppenn@ggc.edu
Latanya Hammonds-Odie (Georgia Gwinnett College): lhammond@ggc.edu

Faculty colleagues frequently assert that students have difficulty reading; students fail to read exam questions or lab instructions correctly. Additionally, students frequently report to faculty that college level texts are too hard to read. To investigate the scope of this problem, reading comprehension across the biology program was assessed. Students were asked to read a passage and mark their position when the time limit was called; students were then asked to answer a few questions and summarize the reading passage. These student reading comprehension scores are analyzed with regard to academic (e.g. GPA, college hours completed) and social metrics (e.g. English as a second language, first generation college student) to determine if correlations exist with student success and persistence. Data indicating the progress of reading comprehension through the degree program and data documenting the insufficiencies of student reading comprehension and speed will be presented. Since successful science students must understand and interpret literature that uses technical language appropriate to the field, we hope to document correlations between reading speed and comprehension and student success to better understand difficulties GGC STEM students encounter. Future studies may address remediation however this study is limited to assessing the problem.

**2001 • MOTIVATION STUDIES USING SELF DETERMINATION THEORY OF STUDENTS IN GENERAL CHEMISTRY, ORGANIC CHEMISTRY, AND HUMAN ANATOMY/PHYSIOLOGY**

Jessica Orvis (Georgia Southern University): jessorv@georgiasouthern.edu
Shainaz Landge (Georgia Southern University): slandge@georgiasouthern.edu
Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu
Dawn Tysinger (Georgia Southern University): dtysinger@georgiasouthern.edu
Christopher Niemiec (University of Rochester): christopher.niemiec@rochester.edu

Self Determination Theory (SDT) is a macro-theory of human motivation, emotion, and development that has been applied in diverse areas including education, healthcare, relationships, and more. According to SDT, students have basic psychological needs for 1) autonomy, defined by behaviors that are volitional and self-endorsed; 2) competence, defined as feeling capable of meeting challenges; and 3) relatedness, defined as internalization of practices and values by those with whom they feel connected, such as professors and peer leaders. A greater sense of autonomy is associated with motivation that is more internal than external along the spectrum of intrinsic, identified, introjected, and external motivation. Students in six classes (Principles of Chemistry I and II, Organic Chemistry I and II, Human Anatomy/Physiology I and II) were given a relative autonomy index and survey on classroom performance, major, and perceived effort. Statistical analysis of results will be shared and attendees will discuss the nature of student motivation in their classes and how study behaviors might be linked to perceived relative autonomy. Potential design studies and existing survey tools will be discussed and shared with any attendees interested in designing similar studies using SDT.

**2004 • BUILDING LEARNING COMMUNITIES IN THE TWO-YEAR COLLEGE CLASSROOM**

Kathryn Crowther (Georgia Perimeter College): kathryn.crowther@gpc.edu

This poster presentation will focus on the challenges of creating a learning community in the two-year college classroom and the assessment of two initiatives I piloted this year. Building on the scholarship that correlates learning communities with increased engagement and positive learning outcomes, I have endeavored to develop learning communities in my first-year composition classes in order to combat the general lack of any feeling of community amongst my mostly non-traditional students. On my poster, I will present two assignments I developed to create a learning community—a class-wide book club and a hub-and-spoke blog network—along with an analysis of the results of my on-going assessment of both initiatives. Using a variety of examples from my class, I will present the audience with strategies for creating learning communities in the two-year college classroom along with effective assessment strategies.
1786 • IMPROVING TEACHING AND LEARNING AT A CLOTHING PRACTICAL CLASS OF A UNIVERSITY OF TECHNOLOGY
Sizakele Makhanya (Mangosuthu University of Technology): siza@mut.ac.za

The paper explores how I can improve teaching and learning at a Clothing practical class of a university of technology. My concern was born of whether I was doing the best I could to meet the desired expectations for this course in teaching and learning – mindful of the fact that students should be competent to compete with graduates from other institutions when applying for employment. The motivation for my study arose from the need for academic growth through exposure to teaching and learning in the classroom and by observing the performance of graduates in the market place. My main objectives were the following: To improve teaching and learning at the Clothing practical class of a university of technology. To contribute positively towards changing students “attitudes towards clothing course as a career option. I engage in practitioner research and investigate my practice. I was influenced by Whitehead (1989) approach to self-study research, when he said that there is a need to pose the question: “How can I improve my practice?”. I used the self-study approach to understand my educational influence. I collected data by interviewing students. Observing, reflecting and reading student feedback on practical conducted. I also use the visuals to capture events as they occur in my practice. The results show that using self-study research methodology help me to discover myself as an educator. The writing of reflections and using questionnaires ultimately improved understanding of my educational influence. It Improve my motivation, students self-confidence and satisfaction with their work in a Clothing practical class. I learned to be open to new ideas that emerge from my practice e.g. creativity when I evaluate students work. The example is the students who develop interest in sewing and start sewing bags. This improves people awareness of the course. The second idea is patience. A student who was struggle with sewing produced the best garment at the end of the semester.

1926 • TOWARD MINDFUL TEACHING: INSPIRING TEACHING INNOVATION AND PASSION THROUGH COLLABORATIVE COMMUNITIES
Teresa Marie Kelly (Kaplan University): tkelly@kaplan.edu

Mindful teaching requires dedication and passion; both skills and the ability to transform quickly are often challenged by the rapidly evolving landscape of higher education. Faculty groups address this need by enhance teaching, professional development and scholarship while renewing faculty passion and giving them new skills. Selmer, J., Jonasson, C., & Lauring, J. (2013) note that participating in groups help faculty deal more effectively with conflict and improve engagement. Whiting, E., Wear, D., Aultman, J. M., & Zupp, L. (2012) discuss how faculty groups and reflective teaching work together to improve instruction. Gelmon, S., Blanchard, R., Ryan, K., & Seifer, S. D. (2012) examine how even informal groups can develop to foster scholarship. This presentation examines how one university fosters internal groups and conferences, collaborative activities, and group participation in external events to improve faculty engagement. The session also examines how increased engagement by faculty improves teaching, professional development, and scholarship. Participants will tour a variety of faculty driven groups and activities and examine the steps for creating a successful faculty driven event using a model employed by the university for department, school, and university wide conferences.

1956 • BRIDGING DISTANCES: CREATING FACULTY CONNECTIONS USING VIRTUAL COMMUNITIES OF PRACTICE
Ann Marie Francis (University of North Georgia): AnnMarie.Francis@ung.edu
Mary Carney (University of North Georgia): Mary.Carney@ung.edu
Laura Ng (University of North Georgia): Laura.Ng@ung.edu

With up to 75 miles separating four campuses, University of North Georgia (UNG) appreciates the challenges that come with developing a community of practice among faculty. But the university also understands the importance of having a way for faculty to share information, ideas, and experiences. In that vein, UNG has adopted innovative ways to connect, specifically using virtual community of practices (VCoP) to promote SoTL and high-impact classroom practices (HICP). VCoP allows faculty from different campuses to cultivate fledgling bonds through multimodal methods, an approach that would work for larger, single-campus institutions as well. After providing an overview of the VCoP theoretical frame and relating it to specific strategies for bridging campus cultures, the panel will facilitate a discussion of the methods and technologies employed by UNG to engage faculty in SoTL and HICP on multiple campuses. Focusing on the use of VCoP to exchange ideas, share resources, and promote research opportunities, the panel will share personal experiences developing and using VCoP, including examination of how VCoP enhanced the resulting HICP and improved student engagement. Participants will then identify a particular goal at their institution and determine the steps needed to implement a VCoP system to reach that goal.

1998 • PROMOTING PEER OBSERVATION OF TEACHING IN HIGHER EDUCATION
Lorraine Lowder (Southern Polytechnic University): llowder@spusu.edu - Presenter
Jennifer Vandenbussche (Southern Polytechnic University)
Daniel R. Ferreira (Southern Polytechnic University)
Adeel Khalid (Southern Polytechnic University)
M. A. Karim (Southern Polytechnic University)
Rajnish Singh (Southern Polytechnic University)
Craig A. Chin (Southern Polytechnic University)
Keshav Acharya (Southern Polytechnic University)
Donna Colebeck (Southern Polytechnic University)
John Sweigart (Southern Polytechnic University)
Mir M. Atiqullah (Southern Polytechnic University)
Sandip Das (Southern Polytechnic University)
Tien Yee (Southern Polytechnic University)

A major goal of peer observation in the classroom is to provide instructors with formative feedback that will improve teaching effectiveness and enhance student learning. Southern Polytechnic State University (SPSU) offers a voluntary “Teaching Partners Program,” in which two faculty members meet, observe a period of each other’s class, reflect, and then discuss strengths and areas where improvements may be warranted. Any faculty member, full-time or part-time, tenured or nontenured, that is teaching at least one section of one course at SPSU is eligible to participate in the program during a given semester. Faculty members are typically paired with someone from outside of their own discipline. This session will present the results of a research study designed to identify which faculty members are most likely to participate in SPSU’s program and to understand the impact of the program. A discussion on faculty members’ perceptions on which aspects of the “Teaching Partners Program” at SPSU are most beneficial will also take place. Results from this study may be used to help participants develop their own peer observation programs or strengthen their existing programs and eventually improve faculty teaching effectiveness and enhance student learning.
1785R • WHAT WORKS BEST TO MOTIVATE STUDENTS IN A GENERAL EDUCATION INTRODUCTORY ECONOMICS COURSE?

Mahmud Sakib (University of Wisconsin-Superior): smahmud@uwsuper.edu

Considering the research gaps on student motivation of treating economics as an interesting subject matter, the learning goal of my research is to find what works best to engender positive learning experience for students dealing with serious motivational issues. My research design is based on the convergent parallel mixed methods using the quantitative pre-and-post anonymous online questionnaire surveys and the qualitative short reflection notes. Preliminary results show that there are convergences between the two sources of information regarding the student motivational factors. By the end of the semester, divergences between the two sources of information become more prominent. Regarding preferred student-learning techniques, active learning based on in-class discussion and exercises, group project, and pair-wise homework assignments are considered to be most effective in motivating students. Quizzes or exams became the most effective motivational factor at the end of the semester. This could be associated with students concern about their expected final grade, which is evident from student self-reported short reflection note.

1836NR • INTEGRATING COMPUTATIONAL THINKING INTO A GENERAL EDUCATION COURSE

Stella A. Smith (Georgia Gwinnett College): sssmith2@ggc.edu
Kris Nagel (Georgia Gwinnett College): knagel@ggc.edu
David Kerven (Georgia Gwinnett College): dkerven@ggc.edu

The heightened discourse about the lack of problem-solving skills in today's students led a team of faculty to develop activities that would enhance these skills. The presenters will provide an introduction to computational thinking concepts and demonstrate, with audience participation, the activities that were incorporated into an introduction to computing course required of all students at their college. As part of this project, a workshop was developed for high school teachers; this will be described, as well as the challenge of determining whether these approaches were impactful to students. After participating in this session, participants will be able to: identify computational thinking concepts; visualize the application of CT strategies to their own courses; and locate key resources to assist them in course redesign.

2003R • RECONNECTING WITH THE STUDENT RELATIVIST: PHILOSOPHICAL AND EMPIRICAL APPROACHES

Gerald J. Erion (Medaille College): gerion@medaille.edu

As an extension of my presentation at the 2013 SoTL Commons conference, this session focuses upon student relativism, the stance common amongst undergraduates that truth, morality, and so on differ widely from culture to culture or from person to person. Student relativism can impede learning in a range of disciplines, though its resemblance to philosophical relativism has earned it a special place in philosophy's own SoTL literature. After a brief outline of this literature, participants will review teaching approaches that can be used with students in most any field. The presentation will also include an update on our pilot survey project, which captures student opinions on the typical slogans of relativism. As this pilot nears completion, our most recent data (from the Fall 2014 term) suggest important lessons that can help us to understand our students' deepest ideas about truth, knowledge, and learning.

2005R • BEST PRACTICES FOR ENTERING THE DIGITAL HUMANITIES ACADEMIC COMMUNITY: ENGAGING AND TRAINING FACULTY

Judith A. McDaniel (University of Arizona): mcjudith@email.arizona.edu

This presentation considers: what is required for online education to be a benefit to university and college students? According to research, the two primary markers of success are whether or not the faculty who will teach the courses are in favor of online education and whether they have been trained in its delivery (e.g., Chapman, D. (2011). Contingent and tenured/tenure-track faculty: motivations and incentives to teach distance education, Online Journal of Distance Learning Administration, vol. 14, no. 3). Research has further demonstrated that faculty who transition most effectively to teaching online or using technology in their teaching are those who have been trained in both the pedagogy and technology of online learning. This session will engage participants in determining cultural markers that hinder or facilitate the introduction of online teaching and learning in their institutions. While college and university faculties have many things in common, there are also cultural markers that set them apart, just as there are cultural differences among the academic disciplines. Determining which of those cultural predispositions hinder or help faculty to be interested in or excited by the opportunities of online education is crucial to developing a training for faculty that is relevant and useful. Determining which reluctances are primary among a specific faculty will allow a curriculum that begins by addressing those areas. We will then demonstrate a short version of a training using best practices discuss how to address some of the cultural inhibitions raised in the first half of the session.
ROOM 1220A

1910R • ASSESSMENT STRATEGIES TO SUPPORT TEACHING FROM THE TEST

J Dana Eckart (Columbus State University): eckart_jon@columbusstate.edu

Educational standards are often derided as promoting "teaching to the test" in which curriculum becomes narrowly focused and students are often deprived of instruction and activities that would broaden their understanding and integration of topics. Having some standard of knowledge is important for both portability (e.g., when students transfer between institutions) and learning certification (e.g., communicating the level of accomplishment to future employers), therefore the focus should be on the most effective ways to assess the learning objectives. This presentation examines the author’s experience with two different assessment strategies in university-level Computer Science courses. Both strategies provide students with the entire set of possible assessment questions, alleviating some of the anxiety often associated with testing. Furthermore, the assessment questions serve not only as study aids, but also provide an operationalized view of the learning objectives. As a result, "teaching from the test", based on these assessment strategies, supports a more broadly focused curriculum, reduces student testing anxiety, and while providing an accurate assessment of students’ understanding.

ROOM 2011

1916R • MAKING SERVICE-LEARNING WORK IN DISTANCE EDUCATION COURSES

Kim E. Becnel (Appalachian State University): becnelke@appstate.edu
Robin A. Moeller (Appalachian State University): moellerra@appstate.edu

The presenters, who regularly assign service-learning projects in their own distance education courses, have analyzed an anonymous sample of student reflections in order to determine the major benefits that students believe they reap from these assignments as well as some of the challenges they face completing these projects in a distance education environment. Aside from sharing these findings, further objectives for this presentation include presenting participants with a clear list of pros and cons of assigning service-learning projects at a distance and a set of best practices for guiding students through successful service endeavors from afar. We will also engage in a substantive brainstorming and discussion session with the group about the types of projects they might employ in their own courses and how they might overcome any anticipated barriers or obstacles. Based on the information presented and subsequent discussion, participants should come away with a clear sense of the value of service-learning projects for distance education students, some practical advice for how to make these assignments as smooth and successful as possible, and ideas for service-learning projects that might enrich the educational experiences of their own distance students.

ROOM 1220B

1774R • CROSSING THE MEDITERRANEAN ON IPADS: SINK OR SWIM?

Melani R. Landerfelt (Auburn University): mrl0021@tigermail.auburn.edu
Giovanna Summerfield (Auburn University): summegi@auburn.edu

This presentation will highlight a completed research project on a case study of an Italian culture course taught in the College of Liberal Arts at Auburn University, which incorporated iPads into the curriculum. Course instructors and the college’s I.T. department worked closely to provide students with iPads that were pre-loaded with a wide variety of applications that offered interactive tools that encouraged cultural exposure and opportunities for students to interact with global partners. The class utilized a flipped classroom design to encourage student creativity and interaction in using the iPads. An institutionally approved questionnaire was developed that indicated the iPads helped improve student motivation, critical thinking, interest, understanding, excitement to learn, confidence in working with others, communication outside of the classroom, creativity, and organization. In addition, the iPads allowed students to develop new technology and presentation skills. This presentation will focus on providing instructional information about the use of iPads in the classroom, the unique experience of using iPads in this course, and a discussion on challenges encountered and student learning outcomes.

ROOM 1002 • (Please bring an electronic device)

1845R • ENGAGING “AT-RISK” STUDENTS BY UTILIZING CYBER-TECHNOLOGY IN THE BIOLOGY CLASSROOM

Rebecca Fox-Lykens (Delaware State University): rlykens@desu.edu
Andrew Lloyd (Delaware State University): alloyd@desu.edu
Sabrina McGary (Delaware State University): smcgary@desu.edu

Improving performance of at-risk college students (typically first-generation with documented academic deficiencies), requires persistent faculty effort to engage students in the classroom. Many of the intended majors within the Department of Biology at Delaware State University, a Historically Black Institution, do not continue in the program due to failure of first or second year courses (General Biology and Cell Biology). A cohort of DSU faculty have been awarded a Targeted Infusion Grant from the National Science Foundation to integrate cyber-technology into these critical Biology courses with the intent of improving student performance and increasing retention in the Major. Web technologies provide rich, immersive learning environments through visualizations, animated graphics, interactive applications and real scientific data. Three fundamental Biology courses now provide on-line, interactive resources for students to access, read, and review outside of class. Class time is instead directed towards applying course material to working scenarios and recognizing how the information is related to human diseases and physiological processes and functions. Routine “clicker quizzes” are administered in each class to assess the students’ understanding of course content. Initial results indicate that student learning is increased as measured by 12-15 % increase of students passing exams in the target Biology courses. Participants attending this session will: Understand Flipped Classrooms as a change in teaching philosophy; Link to administered in each class to assess the students’ understanding of course content. Initial results indicate that student learning is increased as measured by 12-15 % increase of students passing exams in the target Biology courses. Participants attending this session will: Understand Flipped Classrooms as a change in teaching philosophy; Link to

1845R • ENGAGING “AT-RISK” STUDENTS BY UTILIZING CYBER-TECHNOLOGY IN THE BIOLOGY CLASSROOM

Rebecca Fox-Lykens (Delaware State University): rlykens@desu.edu
Andrew Lloyd (Delaware State University): alloyd@desu.edu
Sabrina McGary (Delaware State University): smcgary@desu.edu

Improving performance of at-risk college students (typically first-generation with documented academic deficiencies), requires persistent faculty effort to engage students in the classroom. Many of the intended majors within the Department of Biology at Delaware State University, a Historically Black Institution, do not continue in the program due to failure of first or second year courses (General Biology and Cell Biology). A cohort of DSU faculty have been awarded a Targeted Infusion Grant from the National Science Foundation to integrate cyber-technology into these critical Biology courses with the intent of improving student performance and increasing retention in the Major. Web technologies provide rich, immersive learning environments through visualizations, animated graphics, interactive applications and real scientific data. Three fundamental Biology courses now provide on-line, interactive resources for students to access, read, and review outside of class. Class time is instead directed towards applying course material to working scenarios and recognizing how the information is related to human diseases and physiological processes and functions. Routine “clicker quizzes” are administered in each class to assess the students’ understanding of course content. Initial results indicate that student learning is increased as measured by 12-15 % increase of students passing exams in the target Biology courses. Participants attending this session will: Understand Flipped Classrooms as a change in teaching philosophy; Link to

1845R • ENGAGING “AT-RISK” STUDENTS BY UTILIZING CYBER-TECHNOLOGY IN THE BIOLOGY CLASSROOM

Rebecca Fox-Lykens (Delaware State University): rlykens@desu.edu
Andrew Lloyd (Delaware State University): alloyd@desu.edu
Sabrina McGary (Delaware State University): smcgary@desu.edu

Improving performance of at-risk college students (typically first-generation with documented academic deficiencies), requires persistent faculty effort to engage students in the classroom. Many of the intended majors within the Department of Biology at Delaware State University, a Historically Black Institution, do not continue in the program due to failure of first or second year courses (General Biology and Cell Biology). A cohort of DSU faculty have been awarded a Targeted Infusion Grant from the National Science Foundation to integrate cyber-technology into these critical Biology courses with the intent of improving student performance and increasing retention in the Major. Web technologies provide rich, immersive learning environments through visualizations, animated graphics, interactive applications and real scientific data. Three fundamental Biology courses now provide on-line, interactive resources for students to access, read, and review outside of class. Class time is instead directed towards applying course material to working scenarios and recognizing how the information is related to human diseases and physiological processes and functions. Routine “clicker quizzes” are administered in each class to assess the students’ understanding of course content. Initial results indicate that student learning is increased as measured by 12-15 % increase of students passing exams in the target Biology courses. Participants attending this session will: Understand Flipped Classrooms as a change in teaching philosophy; Link to
If I can do it, you can do it. Please join us, and we will discuss the process, and also its implications, from an audience discussion on reflective practice in online/hybrid teaching.

The majority of the presentation will be spent in audience discussion. By the end of the presentation, audience members will be able to:

1. Articulate faculty development reflective and online learning -- e.g. Cranton & King, 2003; Duarte, 2007) and then facilitate a lively audience discussion about reflective practice in teaching online courses.

Faculty members are often asked to teach in an online or hybrid environment without much formal faculty development. As a faculty member in this situation, I enrolled in a MOOC on Google and became the student. By analyzing how the course was moderated, I was able to reflect on my own teaching and implement changes in online and hybrid courses with the ultimate goal of improving student learning. As a model of faculty development, the practice of teacher as student provides a rich opportunity to improve teaching skills and hopefully, student learning as well. I will provide a brief overview of my own reflective practice about online teaching (informed by extant research on reflective and online learning -- e.g. Cranton & King, 2003; Duarte, 2007) and then facilitate a lively audience discussion about reflective practice in teaching online courses.

The results of the study, offer attendees recommendations for implementing the three reading strategies, and participate in an activity wherein attendees can plan how they might implement one or more of these strategies in their course.

Many college courses use reading assignments outside of class time, yet students do not always complete assigned readings (Berry, Cook, Hill, & Stevens, 2010; Phillips & Phillips, 2007; Sikorski et al., 2002). Using innovative ways designed to help students retain the important concepts from the readings could encourage students to read. This study used a short answer pretest/posttest design and a questionnaire to determine the effectiveness of three different strategies (i.e., the reading retention strategy, the brain reading retention strategy, and SEE-I) that were designed or adapted to reinforce the concepts in course readings. The result of this study, which included 35 education undergraduate students as participants, indicated that all three strategies were more effective for student retention of concepts than students reading without implementing a strategy. The objectives of the presentation are to use active learning strategies (e.g., think-pair-share, fish bowl discussions, and pass-the-paper) to share the results of the study, offer attendees recommendations for implementing the three reading strategies, and participate in an activity wherein attendees can plan how they might implement one or more of these strategies in their course.

Results from a working pedagogical case study

The Green Scholars Initiative (GSI) has a unique pedagogy. It exists to support advancements in scholarship that arise out of educational mentorships between emerging scholars (students) and established scholars. Moreover, the GSI offers student and professor the opportunity to conduct original research on items from the Green Collection, now one of the world’s largest and most important private biblical art collections. The Green Collection will open an innovative museum in Washington, D.C. in 2017, which will be dedicated to presenting the impact, history, and narrative of the Bible from an objective and non-sectarian perspective. Over 100 Scholar-Mentors from 71 institutions in 13 countries are currently participating. Those wishing to contribute must meet the Scholar-Mentor/Junior-Scholar requirement before consideration. The research produced together by Scholar-Mentor and Junior-Scholar advances the knowledge of the items in the collection, while making significant contributions to the fields of the biblical disciplines. This paper offers a preliminary report on a working case study conducted by GSI’s founder, Dr. Jerry Pattengale who is now the Director of Education for the Museum of the Bible. This will be the first public discussion dedicated to the GSI’s unique pedagogy and will also discuss a major astronomical discovery by undergraduates.

The LEAP (Liberal Education and America’s Promise) program and the VALUE (Valid Assessment of Learning in Undergraduate Education) Rubrics have received much national and institutional attention in recent years, accompanied by both enthusiasm and reluctance from educators in Higher Education. Many colleges and universities continue to explore, debate, and modify, these programs, and sometime adopt, or reject, the LEAP and the VALUE initiatives. This session will look at these programs from the other end, from an “I only have this one course. What does it have to do with, and what can I do to contribute to, these processes?” approach. Using one specific VALUE Rubric (Quantitative Literacy), we will explore how one course was, and how any course can be, adapted, with very little actually added to the course, in order to contribute to the greater, institutional objectives of LEAP, particularly within the LEAP criteria of Literacies that are “Practiced extensively, across the curriculum, in the context of progressively more challenging problems, projects, and standards for performance.” If I can do it, you can do it. Please join us, and we will discuss the process, and also its implications, from individual courses to a department's curriculum.
simulated education is valuable to the enrichment of cultural competence and diversity awareness in student and client learning.

The three teaching models relevant to the provision of cultural competence training and education: Knowledge-based, Attitude-based and Skill-building. The Knowledge-based would be knowledge ability of a person's cultural and race. The Attitude-based refers to improving one's understanding of varied beliefs or values of a person's culture and relationship thus increasing patient's compliance. This session will utilize the three teaching models: Knowledge-based, Attitude-based and Skill-building. The knowledge-based would be knowledge ability of a person's cultural and race. The Attitude-based refers to improving one's understanding of varied beliefs or values of a person's culture and relationship thus increasing patient's compliance. This session will utilize the three teaching models: Knowledge-based, Attitude-based and Skill-building. The knowledge-based would be knowledge ability of a person's cultural and race. The Attitude-based refers to improving one's understanding of varied beliefs or values of a person's culture and relationship thus increasing patient's compliance. This session will utilize the three teaching models: Knowledge-based, Attitude-based and Skill-building. The knowledge-based would be knowledge ability of a person's cultural and race. The Attitude-based refers to improving one's understanding of varied beliefs or values of a person's culture and race. The Skill-building refers to having a specific skill set on how to communicate and create a welcoming environment for the person. The learning objectives are: (1) recall the content of the session, (2) explain the purpose of the three teaching models, and (3) apply the knowledge in a simulated scenario.

The census bureau predicts more than half of America’s national population in 2042 will be of ethnic minority. Given that the landscape of the nation is changing; dietetics’ cultural competence has to continue to grow to fit nation’s population’s needs. This session will explore how simulated learning successfully promotes cultural competence in student learning. The census bureau predicts more than half of America’s national population in 2042 will be of ethnic minority. Given that the landscape of the nation is changing; dietetics’ cultural competence has to continue to grow to fit nation’s population’s needs. This session will explore how simulated learning successfully promotes cultural competence in student learning. The census bureau predicts more than half of America’s national population in 2042 will be of ethnic minority. Given that the landscape of the nation is changing; dietetics’ cultural competence has to continue to grow to fit nation’s population’s needs. This session will explore how simulated learning successfully promotes cultural competence in student learning.

The concept of narrative pedagogy used in education has been under development in the last years. Goodson & Gill (2011) have introduced the concept of narrative pedagogy as a facilitating framework within which individuals can reflect deeply, re-visit their own selves, and collaborate with meaningful others in their process of self-re-definition. Goodson and Gill (2011) depart from the concept of narrative pedagogy as a learning activity to categorize constructs that need special attention in their quest to obtain a most comprehensive concept of narrative pedagogy. This presentation demonstrates data on how engagement in reflective narratives and reflexive instructional approaches foster innovative and transformative online discussions and teaching practices? How do students make meaning of their reflective narratives, posts (responses and discussion) and reflexive instructional approaches promote self and critical reflection about their own posts (responses and discussion) and their peers? We examine the reflective inquiry narratives and posts (responses and discussion) of elementary and secondary teachers engaged in a discussion board on an online course. Implications for fostering innovative and transformative online discussions and teaching practices will be shared and analyzed for future considerations in improving online classroom instruction.

The concept of narrative pedagogy used in education has been under development in the last years. Goodson & Gill (2011) have introduced the concept of narrative pedagogy as a facilitating framework within which individuals can reflect deeply, re-visit their own selves, and collaborate with meaningful others in their process of self-re-definition. Goodson and Gill (2011) depart from the concept of narrative pedagogy as a learning activity to categorize constructs that need special attention in their quest to obtain a most comprehensive concept of narrative pedagogy. This presentation demonstrates data on how engagement in reflective narratives and reflexive instructional approaches foster innovative and transformative online discussions and teaching practices? How do students make meaning of their reflective narratives, posts (responses and discussion) and reflexive instructional approaches promote self and critical reflection about their own posts (responses and discussion) and their peers? We examine the reflective inquiry narratives and posts (responses and discussion) of elementary and secondary teachers engaged in a discussion board on an online course. Implications for fostering innovative and transformative online discussions and teaching practices will be shared and analyzed for future considerations in improving online classroom instruction.

Though research has been conducted on mobile learning, specific research continues to be needed within the context of higher education and with studies examining the use of prominent devices and operating systems (Hsu & Ching, 2013). This presentation shares the results of a study examining student engagement and higher order thinking skills in a cooperative learning environment both with and without mobile devices. The purpose of this study was to investigate the effects of using a mobile device and, in particular, the HeadUp application, on student performance in a cooperative learning environment. Researchers will share the results of a quasiexperimental study with 170 university students in three different randomly assigned learning groups. One group completed the cooperative learning activity using mobile technology and the HeadUp application, one without the technology but using the same structure as the HeadUp application, and one using common practice structures for cooperative learning. Results compare the groups in terms of student attitude and performance in four areas: 1) attitudes toward the learning activities, 2) performance on learning tasks, 3) perceptions of mobile devices and 4) behavioral interactions between both peers and instructor.

The concept of narrative pedagogy used in education has been under development in the last years. Goodson & Gill (2011) have introduced the concept of narrative pedagogy as a facilitating framework within which individuals can reflect deeply, re-visit their own selves, and collaborate with meaningful others in their process of self-re-definition. Goodson and Gill (2011) depart from the concept of narrative pedagogy as a learning activity to categorize constructs that need special attention in their quest to obtain a most comprehensive concept of narrative pedagogy. This presentation demonstrates data on how engagement in reflective narratives and reflexive instructional approaches foster innovative and transformative online discussions and teaching practices? How do students make meaning of their reflective narratives, posts (responses and discussion) and reflexive instructional approaches promote self and critical reflection about their own posts (responses and discussion) and their peers? We examine the reflective inquiry narratives and posts (responses and discussion) of elementary and secondary teachers engaged in a discussion board on an online course. Implications for fostering innovative and transformative online discussions and teaching practices will be shared and analyzed for future considerations in improving online classroom instruction.

The concept of narrative pedagogy used in education has been under development in the last years. Goodson & Gill (2011) have introduced the concept of narrative pedagogy as a facilitating framework within which individuals can reflect deeply, re-visit their own selves, and collaborate with meaningful others in their process of self-re-definition. Goodson and Gill (2011) depart from the concept of narrative pedagogy as a learning activity to categorize constructs that need special attention in their quest to obtain a most comprehensive concept of narrative pedagogy. This presentation demonstrates data on how engagement in reflective narratives and reflexive instructional approaches foster innovative and transformative online discussions and teaching practices? How do students make meaning of their reflective narratives, posts (responses and discussion) and reflexive instructional approaches promote self and critical reflection about their own posts (responses and discussion) and their peers? We examine the reflective inquiry narratives and posts (responses and discussion) of elementary and secondary teachers engaged in a discussion board on an online course. Implications for fostering innovative and transformative online discussions and teaching practices will be shared and analyzed for future considerations in improving online classroom instruction.

The concept of narrative pedagogy used in education has been under development in the last years. Goodson & Gill (2011) have introduced the concept of narrative pedagogy as a facilitating framework within which individuals can reflect deeply, re-visit their own selves, and collaborate with meaningful others in their process of self-re-definition. Goodson and Gill (2011) depart from the concept of narrative pedagogy as a learning activity to categorize constructs that need special attention in their quest to obtain a most comprehensive concept of narrative pedagogy. This presentation demonstrates data on how engagement in reflective narratives and reflexive instructional approaches foster innovative and transformative online discussions and teaching practices? How do students make meaning of their reflective narratives, posts (responses and discussion) and reflexive instructional approaches promote self and critical reflection about their own posts (responses and discussion) and their peers? We examine the reflective inquiry narratives and posts (responses and discussion) of elementary and secondary teachers engaged in a discussion board on an online course. Implications for fostering innovative and transformative online discussions and teaching practices will be shared and analyzed for future considerations in improving online classroom instruction.

The concept of narrative pedagogy used in education has been under development in the last years. Goodson & Gill (2011) have introduced the concept of narrative pedagogy as a facilitating framework within which individuals can reflect deeply, re-visit their own selves, and collaborate with meaningful others in their process of self-re-definition. Goodson and Gill (2011) depart from the concept of narrative pedagogy as a learning activity to categorize constructs that need special attention in their quest to obtain a most comprehensive concept of narrative pedagogy. This presentation demonstrates data on how engagement in reflective narratives and reflexive instructional approaches foster innovative and transformative online discussions and teaching practices? How do students make meaning of their reflective narratives, posts (responses and discussion) and reflexive instructional approaches promote self and critical reflection about their own posts (responses and discussion) and their peers? We examine the reflective inquiry narratives and posts (responses and discussion) of elementary and secondary teachers engaged in a discussion board on an online course. Implications for fostering innovative and transformative online discussions and teaching practices will be shared and analyzed for future considerations in improving online classroom instruction.
### Session 9: Thursday, March 26 - Room 1005

**1979NR • THE SCHOLARSHIP OF TEACHING & LEARNING: THE WHY AND THE HOW**

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

Boyer (1990) redefined scholarship by introducing the concept of Scholarship of Teaching and elevating the traditional role of teaching from “a routine function” to an essential component of scholarly life in higher education. In this session, the presenters will discuss recent relevant SoTL literature in how to contextualize and theoretically ground SoTL research, the value and need for SoTL and how SoTL both informs and dovetails with teaching. Robert B. Barr and John Tagg (1995) in “From Teaching to Learning: A New Paradigm for Undergraduate Education,” changed the focus from teaching to learning. The presentation will discuss current trends in SoTL such as student-centered (Felten, 2012; Cerbin, 2013 and McKinney, 2012) and subject-centered (McKenna, 2013) approaches and will explore a spectrum of reasons to get engaged in SoTL, from personal perspective (Sturges, 2012), student learning (Trigwell, 2013) to institutional effectiveness and faculty development (Bernstein, 2013; Fanghanel, 2013; Hutchings, Huber, and Ciccone, 2011). The presenters will engage students with their perspectives on SoTL and University System of Georgia SoTL Award winners. The session will conclude with a discussion about attendees’ reasons to be engaged in SoTL and the barriers encountered in doing so, as well as their perspectives on student-centered vs. subject-centered approaches.

### Room 2002

**1847NR • IMPROVING THE SUCCESS AND RETENTION OF COMPUTER SCIENCE MAJORS**

Connie Walton (Grambling State University): waltoncr@gram.edu  
Yenumula B. Reddy (Grambling State University): ybreddy@gram.edu  
Jarawan Mesit (Grambling State University): mesitj@gram.edu

Grambling State University is nationally recognized as being a leader in STEM education. In spite of this success, retaining STEM students from the first to second year has been a challenge. To address this issue, in 2011, Grambling State received funding from the National Science Foundation to implement phase two of the Center for Mathematical Achievement in Science & Technology. This presentation will focus on teaching and learning strategies that support increasing the retention and success of computer science majors. Evidence will be provided that the redesign of introductory computer science courses has increased the acquisition of skills that support program learning outcomes. Prior to course redesign, ~71% of computer science majors were not successful in the introductory programming courses and less than 25% continued in the major after completing the freshman year. This high failure rate was believed to be due to the inability of most students to grasp the programming logic in a lecture setting. Computer Science faculty has infused into introductory programming courses, mini-programming projects that involve an incremental-in-intensity approach. The success of majors enrolled in freshman level programming courses has improved significantly. The retention rate from the first to second year has increased from 24.5% to 66%.

### Room 2010

**1945R • MENTORING IN A FRESHMAN FIELD EXPERIENCE AT A LOCAL ELEMENTARY SCHOOL**

Melissa S. Sullivan (Columbus State University): sullivan_melissal@columbusstate.edu

The purpose of the Early Childhood Mentor Project was to provide mentoring to freshman teacher education candidates starting in their first education class. 24 project participants were enrolled in a freshman learning community that included the course, EDUC 2130 Exploring Teaching and Learning, a course requiring 30 hours of field experience in a P-12 school setting in Columbus State University’s Partner School Network. Participants were divided into three groups, and a teacher education mentor was assigned to each group to assist and support candidates during their first semester at CSU and throughout their classes in teacher education. The mentor visited candidates in their lab placements in the public school, coaching and giving feedback to candidates as they interacted with students in the local school system. A web-based survey of was conducted that contained 13 items to evaluate the program and experience after the teacher candidates first class. This research will be ongoing throughout the students’ experience in a P-12 school setting in Columbus State University’s Partner School Network. Participants were divided into three groups, and a teacher education mentor was assigned to each group to assist and support candidates during their first semester at CSU and throughout their classes in teacher education. The mentor visited candidates in their lab placements in the public school, coaching and giving feedback to candidates as they interacted with students in the local school system. A web-based survey of was conducted that contained 13 items to evaluate the program and experience after the teacher candidates first class. This research will be ongoing throughout the students’ program. The main objective of the presentation will be to show the impact of mentoring on retention and progression rates in the teacher education program.

### Room 2005

**1868NR • DEVELOPING AND EVALUATING A STEM PROFESSIONAL ACADEMY AND SOTL CULTURE**

Ludwika Goodson (Indiana University-Purdue University Fort Wayne): goodsonl@ipfw.edu  
Laura J. Frost (Florida Gulf Coast University): lfrost@fgcu.edu

The Project Director and External Evaluator report their perspectives on strategies and results of a STEM Professional Academy to Reinvigorate the Culture of Teaching (SPARCT) funded through the NSF-WIDER program. Faculty participating in SPARCT has produced fourteen scholarship of teaching and learning (SoTL) projects to improve student learning, retention, and attitudes in introductory STEM courses. Embedded teaching practices include project-based learning, the conceptual change model, process oriented guided inquiry learning (POGIL), classroom flipping, and some blended teaching methods. In this session, participants review: 1) evidence-based teaching practices (EBTPs) selected for the SPARCT program, 2) faculty development strategies that anchored SoTL projects in these practices (a summer STEM academy, formative reporting and evaluation, Faculty Learning Communities); 3) planning, organization, and evaluation methodologies, 4) progress, challenges, and first year outcomes. This session is interactive, with questions in each section that invite participant perspectives on their experiences and successes. For example, Section 1 asks participants about their use of EBTPs and why they were selected. Section 2 asks about participant successes with anchoring SoTL projects using EBTPs. Similarly, Section 3 asks about organization and planning, and Section 4 addresses progress, challenges, and outcomes.
1760R • CAPITALIZING ON THE “TESTING EFFECT” TO ENHANCE LEARNING IN KINESIOLOGY CLASSES

John Dobson (Georgia Southern University): jdobson@georgiasouthern.edu

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

1920R • TRADITIONAL VERSUS BLENDED INSTRUCTION IMPACT ON SPECIAL EDUCATION LEARNING OUTCOMES

Shelley Neilson Gatti (University of St Thomas): sngatti@stthomas.edu
Laroye Lynn Stansberry Brusnahan (University of St Thomas): lstansberry@stthomas.edu
Tim P. Mead (University of St. Thomas): mead3373@stthomas.edu

Three associate professors highlight their examination of the differences between face-to-face and hybrid/blended formats on learning outcomes across three different special education graduate courses. Course evaluations, exam scores, focus groups and a 26-item survey were utilized at the end of each course to assess the impact of the instructional format on student learning, classroom climate, interest, student effort, and technology effectiveness. Research questions include: 1) Are there differences in learning and learning application across the different formats; 2) What are differences in instructional satisfaction, learning, and application of learning; 3) What are reasons facilitating or inhibiting learning and learning application? The preliminary findings revealed that teaching in a hybrid format is an effective method to deliver special education content and that students report higher workload in the hybrid format. The objectives of session are to: 1) report the methods, procedures, and results of study; 2) share how results are being utilized to improve teaching; 3) discuss next steps for teaching and learning using blended formats, and 4) demonstrate interactive online learning tools utilized in the hybrid courses. Participants will gain ideas on how to actively engage students in a blended course through online teaching tools.

1796R • HOW PODCASTING ENHANCES VOCATIONAL AWARENESS AND PROFESSIONAL DEVELOPMENT

Amanda Graves (University of North Georgia): acgrav1702@ung.edu
Bryan Dawson (University of North Georgia): bryan.dawson@ung.edu
Andrew Smitherman (University of North Georgia): ajsmith1582@ung.edu

We assessed the effectiveness of bi-monthly podcasts recorded by psychology students in raising vocational awareness for students entering the field of psychology. The goal was to weigh the benefits students receive from participating in such a group and obtain a measurement of the extent to which the media provides lasting skills development. A pre-test given the first week of September 2014 provided a baseline for students’ knowledge and skill level before beginning participation in the podcast production team. In November 2014, students took a post-test to dictate the degree to which their professional connectivity increased, their rapport with professors improved, and how much they felt their development in skills such as interviewing, public speaking, and coordinating improved. Students also considered their development in technological skills from recording, editing, and publishing podcasts. The objective of this project was to determine the value of instating a student led podcast production team as a tool for raising vocational awareness for all students in the psychology department, as well as increase opportunities for students to make connections, develop academic and professional relationships with professors, and discover internship prospects.
1969 • INSTRUCTORS’ AND STUDENTS’ PERCEPTIONS OF ONLINE CLASSES
Kylie Bennett (Indiana University-Purdue University Columbus); kmb8@umail.iu.edu
Courtney Linville (Indiana University-Purdue University Columbus); clinvil@iupuc.edu
Erica Berte (Indiana University-Purdue University Columbus); eberte@iupuc.edu

Online learning has become increasingly popular over the last few years. In order to meet students’ needs, universities are offering more online courses. Many instructors have teaching strategies that they use in face-to-face classes; however, these strategies may not be the best way to deliver an online class. It is important to remember that online classes are a different environment than face-to-face classes and require a different set of teaching strategies. This research uncovered instructors’ and students’ perceptions of online classes using a quantitative research methodology. Primary data was collected through two different online surveys. The first survey was taken by instructors and the second survey by students of Indiana University-Purdue University Columbus in the fall of 2014. In comparing both studies, we found that there is a disconnect between students and instructors about how often instructors are communicating with their students in online classes. It was also found that while instructors often assign group projects, students feel they take away from the flexibility of online classes. The results of this project will give instructors the opportunity to better develop their online classes by implementing the most effective online teaching strategies.

1891 - REDUCING PREJUDICE WITH LECTURE VS. A CLASSROOM ACTIVITY
Jade Clemens-Dean (Georgia Southern University); jc07870@georgiasouthern.edu

This poster presentation will examine the extent to which classroom activities may decrease discrimination in individuals. In this experiment, using the Borgardus Social Distance Scale (BSDS), the change in students’ attitudes towards a stigmatized minority group was recorded (before and after a relevant lecture). We hypothesized that students who did a classroom activity using the BSDS would show a greater reduction in social distance on the scale and would have a greater attitude change from pretest to posttest. Three different conditions were observed in this experiment. The control group received a lecture with no class activity, the first experimental group received the lecture and the classroom activity; and the third experimental group received the lecture and was shown their peers’ responses. Like in a previous SoTL study using the BSDS (Maurer, 2013); students in all groups displayed significant decreases in prejudice, but there were no differences between groups in the magnitude of decrease in this study. This suggests that the change in students’ attitudes cannot be attributed to whether or not they completed the activity or knew the attitudes of their classmates, but rather that lecture content alone may have been sufficient to change their attitudes.

1878 • THE SOUNDS OF TACKY THE PENGUIN AND CLICK-CLACK-MOO: USING MUSIC TO ENHANCE LITERACY OF DIVERSE LEARNERS IN AN EARLY CHILDHOOD CLASSROOM
Courtney Hartman (Georgia Southern University); ch05706@georgiasouthern.edu
Savannah Hayman (Georgia Southern University); sh04978@georgiasouthern.edu
Nancy M. Arrington, Advisor (Georgia Southern University); narryngton@georgiasouthern.edu

This Poster Presentation, developed by undergraduate students in a Creative Arts Class, highlights their Music/Literacy Projects designed in a Creative Arts Class and implemented with their Practicum Field Experience students in Kindergarten, first and second grades. The students will be prepared to discuss how the use of music in this project helps meet the needs of the diverse learners in their Early Childhood Education classrooms, and how it further enhances their self-efficaciousness for meeting the needs of diverse learners in their future classrooms.

1854 • “HE’S LAZY! HE’S A CONTROL FREAK!” UTILIZING INTERPERSONAL COMMUNICATION THEORIES TO IMPROVE LEARNING DYNAMICS IN THE ASYNCHRONOUS ONLINE CLASSROOM
Mary Lee Cunill (University of Georgia); mlcunill@uga.edu

For this poster presentation, I will discuss the importance of taking individual student’s interpersonal communication preferences into account when facilitating asynchronous online course environments. These recommendations are based on applying interpersonal, small group, and computer mediated communication theories during my six years of teaching over fifty online courses with diverse, nontraditional, and adult learners. Within my first year of teaching for an online university, I began to notice that individual student preferences for styles, type, and timing of communication differed drastically, and these differences were causing interpersonal conflict within the online classroom. With their contact limited to the online setting, students were using minimal interactions, primarily based on communication preferences, to make erroneous personal attributions about their classmates. Once these attributions were made, such as, “He’s lazy,” or “He’s a control freak,” they served as a barrier to effective communication for the entire classroom. These communication patterns negatively affect student’s learning, development of class community, individual and group success, and retention rates. This poster will offer multiple easy-to-implement tips for managing communication preferences within the online classroom to make course material more accessible, student experience more enjoyable, and the community dynamics more synergized.

Plan to extend your visit to Savannah, the Hostess City of the South! Savannah boasts a variety of well-known restaurants and a number of dance clubs and music venues. It also offers boat, horse drawn carriage, bus, and walking tours of the historic downtown areas and the exciting River Street and City Market areas of shops, bistros and galleries.

Access the www.visitsavannah.com for complete information.
Critical Friends Groups

Groups work of this particular form of a professional learning community for Higher Education Special Education. This presentation highlights a SoTL research project developed from a desire to enrich Early Childhood Education pre-service teachers’ experience by a) equipping them with skills gained from a creative arts class to apply within their practicum experience, b) providing them opportunity for a richer and more meaningful field experience through arts integration, c) eliciting a more critical level of reflection, and d) stimulating a higher sense of efficaciousness for teaching diverse learners. This project is reflective of Hutchings and Cambridge’s (1999) definition of Scholarship of Teaching and Learning (SoTL): “…problem posing about an issue of teaching or learning, study of the problem through methods appropriate to disciplinary epistemologies, applications of results to practice, communication of results, self-reflection, and peer review” (p.7). Results from both quantitative and qualitative data will be shared, including Teacher Self-Efficacy Scale Bandura, 2006), an attitude survey, written reflections, interviews, open-ended responses, and pre-service teachers’ lesson plans and artifacts from their music literacy project. Participants will be provided opportunity for discourse of application of the SoTL components in this project.

Room 2022

1869R • DIGITAL TRANSFORMATIONS IN THE CLASSROOM: WALKING, AUTOBIOGRAPHY, AND MEMORY OBJECTS

I will present pedagogical findings that discuss the intersections between memory and imagination, and the autobiographic transformations that occur when the process of walking is rendered through academic writing. Memory functions as the ground of data for the imagination and the imaginative leaps that translate into material resonances. In my project, I describe the process of “autobiographic research” that my students undertake and compare two class assignments at different universities, The University of Georgia and Georgia Institute of Technology: both assignments have similar methodologies but very different products. My students at The University of Georgia write traditional essays whereas my students at Georgia Tech, because of its multimodal composition program, compose weblogs. My research question, in conversation with Kathleen Ryan’s article “Memory, Literacy, and Invention” (2004) asks, how can autobiographic writing lead to an empirical understanding of the faculty of memory, and how can that experience lead to improvements in composition and research methods, where physical discovery is met with academic research? What are the affordances in a digital composition space, and how can an understanding of object-oriented navigation make us better composers through invention? And in comparison, what are the affordances in a standard research essay? Research conducted: Two separate courses at different universities (UGA and Georgia Tech). Experimented with a range of multimodal autobiographic essays that also included research. Results/outcomes: Rhetorical situations were more diverse for electronic web log submissions. Blog submission essays created richer environments for research by linking out to research articles in their natural hypertext situations. Blog submission essays had heightened audience awareness since they were being posted in public spaces. “Standard” essay submissions contained more straightforward thesis and argumentative claims. Narratives in “standard” form tended to have stronger centers of gravity and sustained attention to a single through-line. Goals of presentation: Demonstrate value of multi-modal assignments in composition courses. Show differences in the process of invention between the forms of composition undertaken by students. Demonstrate value of linking autobiographical research with standard critical research (research skills).

Room 2010

1929R • CRITICAL FRIENDS GROUP: UNPACKING CULTURAL DILEMMAS IN SPECIAL EDUCATION TEACHING AND LEARNING

This session focuses on the complex process of facilitating a Critical Friends Group as a form of a professional learning community for Higher Education Special Education. During a two-year initiative, doctoral students and university faculty created a forum to meaningfully collaborate and facilitate opportunities and support for unpacking cultural dilemmas in activist-centered culturally responsive teaching and learning in the field of Special Education. Critical Friends Groups use protocol guides to actively engage its members in learning, thinking, reading and discussing dilemmas from multiple perspectives. This session reviews the literature of Critical Friends Groups, the work of this particular Critical Friends Group and concludes by providing a rationale and methods for sustainability of culturally and linguistically responsive Critical Friends Groups in Institutions of Higher Education.

Room 2005

1885NR • USING BIBLIOMETRIC ANALYSES FOR EVALUATING LEADING JOURNALS AND TOP RESEARCHERS IN SOTL

Drawing on bibliometric analyses, this session explores three questions relevant to the current state of SoTL. 1) “How is scholarship currently measured?” The relative merits and limitations of three popular bibliometric databases (Web of Science, Scopus, and Google Scholar) and two specific measures (impact factor and h-index) will be explored. 2) “How does SoTL ‘measure up’ as a specific discipline?” Analyses of impact factors of SoTL journals, and discipline-specific journals and conference proceedings will be compared to metrics from other disciplines. Possible strategies to raise SoTL’s profile will be discussed. 3) “How might I proceed as a scholar?” Sample analyses of h-index measures for individuals will facilitate discussion on appropriate strategies for advancing careers with SoTL work. Participants will be able to: 1a) describe the relative coverage and basic differences between three widely used resources; 1b) describe the differences between two key measures of scholarship; 2a) discuss the standing of SoTL as a discipline as measured by impact factor; 2b) refer to a current list of SoTL conferences and journals; and, 3a) look up their own h-index in each resource as well as understand how to increase this measure.
ROOM 1220A
1815R • USING PORTFOLIOS AS A MEASURE OF STUDENT LEARNING OUTCOMES
Kathy Thornton (Georgia Southern University): kthorn@georgiasouthern.edu
Melissa Ganno (Georgia Southern University): mel@georgiasouthern.edu

The most innovative teaching strategy is not useful if there are no methods for validating student learning. Student portfolios are one option. We created a portfolio process to assess Student Learning Outcomes (SLO) using a measure termed the Outcome Assessment Tool (OAT Form). The process began with curriculum mapping to determine critical assignments addressing learning for each SLO. A compilation of critical assignments for each semester was submitted by the student twice during the program. When students completed a critical assignment, they performed a self-evaluation on the OAT form and submitted both documents to the course instructor who then completed the faculty evaluation portion. The assignment and the completed OAT were returned to the student for submission in the portfolio. The portfolio also included a student narrative addressing their perception of growth across semesters in relation to each SLO. The faculty advisor reviewed the portfolio and evaluated student progression on each SLO. Faculty advisors gave feedback on strengths/weaknesses based on OAT ratings and the narrative using specific criteria. Data from the OATs were aggregated across and analyzed by our Outcomes Committee. Results were reviewed by faculty to determine the degree to which SLOs were being met and informed plans for needed changes. Evolution and modifications in the process over the 10 year period will be presented. Challenges and recommendations for using portfolios will also be discussed.

ROOM 2011
2000R • CREATIVE CONFLICT – BUILDING A NEW ONLINE GRADUATE PROGRAM
Ronald Marlin Knorr (Mercer University): knorr_rm@mercer.edu
Andrew Grunkze (Mercer University): Grunkze_al@mercer.edu

This session will present the results of a phenomenology on the establishment of an online and hybrid class-based graduate program at a university in the southern United States. Using Cultural Historical Activity Theory (CHAT) as a theory base, this applied research presentation illustrates the factors involved in the establishment of the program from the perspectives of the faculty members charged with its construction. Results included faculty concerns about the seeming change from the traditional identity of the institution as a hands-on, personalized instructional paradigm to what was perceived as a depersonalized online environment. We believe this session fits the conference theme of institutional identity and promotes thinking among teacher educators in similar settings. Such discussions and an illustration of the tools used in this analysis help promote examinations of such issues informing teacher education praxis in the current and future teacher education marketplace. The information shared during the session will allow participants to utilize these tools in analyzing their own institutional needs. The presenters will utilize PowerPoint during their presentation. Handouts of the conceptual theory model will be provided to participants along with guiding questions to implement the model in their own institution for use in similar programmatic analysis.

ROOM 1220B
1907R • TO BADGE OR NOT TO BADGE: AN ACTION RESEARCH OF BADGE INTEGRATION
Chientzu Candace Chou (University of St. Thomas, Minnesota): ccchou@stthomas.edu

This presentation reports the design, development, implementation, and evaluation of a digital badge system utilized in one online course and one fact-to-face course in the same topic. A digital badge is a digital icon or logo on a webpage or online venue for the purposes of demonstrating student accomplishments. Educational institutions or organizations can award digital badges to show learner mastery of skills or subjects. This study explores the effectiveness of the badge system. This action research investigated the effectiveness of using badges to encourage student completion of assignments and peer interaction. Students received badges for submitting peer comments on projects and completion of weekly assignments through the learning management system. The data were collected through surveys, student interviews, and instructor’s field notes. The main research question is “what are the impacts of badges on student participation, motivation, and peer interaction?” The data indicated that the badge system was effective in keeping students completing tasks on time and interacting with peers. However, the badge system does not play a key role in learning motivation. This presentation will share lesson learned from the badge integration and provide recommendations for educators to incorporate badges into their classes.

Room 1002
1784R • IMPROVING JOURNALISM STUDENTS’ CRITICAL-THINKING, PROBLEM-SOLVING, AND COMMUNICATION SKILLS THROUGH CREATING A CAMPUS MAGAZINE
Brenda C. Wilson (Tennessee Technological University): brendawilson@tntech.edu

This session will demonstrate how the creation of a campus magazine through a collaboration of journalism courses resulted in significantly greater reported progress on objectives related to students’ critical thinking and real-world problem-solving skills. Three journalism classes worked together to produce a campus magazine. A feature writing course generated story content while a photojournalism course provided photos to accompany the articles, and a magazine production and design course produced story layouts and decided the page imposition. All work was completed in one semester with students coordinating the project and making many of the decisions professional journalists make. A pretest-posttest of items related to critical thinking and real-world problem-solving showed significant gains in students’ perceived progress on eight items of a 19-item survey on learning objectives comparing the courses participating in this project to a “typical” college course. Progress was reported on items such as learning and applying new information to solve a problem; communicating effectively; thinking creatively; solving real-world problems; effectively learning on their own; making effective decisions; a reduction of rote memorization; active learning strategies; and community involvement. This conference session will include suggestions for best practices in implementing this experiential learning approach and active learning strategies.
THURSDAY, MARCH 26 • SESSION 11 • 3 - 3:45 p.m.

ROOM 1005

1818R • BEFORE THE REFLECTIONS: DEVELOPING THE QUESTIONS THAT MOTIVATE STUDENT LEARNING

Eve M. Rapp (Salem College): eve.rapp@salem.edu

Research points to the benefits of including experiential activities to motivate student learning and increase critical thinking skills (Young et al 2008; Hatcher and Bringle 2000), including cases, service-learning, discussions, and projects. It’s important to note, however, that it’s not the activities themselves but rather the student/activity interaction that can lead to better learning outcomes. John Dewey (1933), who developed the experiential learning theory, noted that experience by itself is not always educative, and these activities can result in “errorful and biased” suppositions if not correctly (Eisenstein and Hutchinson 2006). Kolb’s experiential learning theory (1984) suggests that including a reflective component can motivate students to become more active and involved learners. Furthermore, Kember and Leung (1998) found that students engaged more when they found the learning task to be more interesting and/or challenging. While research suggests a variety of reflective assignments to accomplish this goal, it’s somewhat unclear how to develop these assignments and even less clear what questions to ask to encourage this deeper level of learning. The objectives for this session include discussion of the research on reflection assignments, and how to develop assignments/questions to motivate deeper learning. Participants can bring assignments to the session to discuss.

ROOM 2002

1870NR • HOW AN INNOVATIVE SERVICE-LEARNING COLLABORATIVE PEDAGOGY IS USED TO TACKLE TEEN HEALTH ISSUES

Karen J Berman (Georgia College and State University) karen.berman@gcsu.edu
Kristi Papailler (Georgia College and State University): kpapailler@gcsu.edu

Through a series of short drama performances modeled on the problem-solving work of Brazilian theatre director, writer and politician Augusto Boal, the service-learning collaboration between Georgia College’s Nursing and Theatre Departments uses non-traditional, high-impact teaching methods to educate Middle Georgia’s adolescents about health and social issues while providing the nursing and theatre students with an opportunity to practice what they have learned in the classroom through the scholarship of teaching and learning. The unique pedagogy in this democratic classroom has developed its own approach to assessment through portfolios and Association of American College & Universities rubrics resulting in college students and at-risk teens engaging the audience with a cutting edge process that closes the loop of teaching and learning. Collaborative service learning projects, such as the one formed by GC’s Nursing and Theatre Departments, using high-impact, non-traditional teaching methods can be used to enhance learning opportunities for all college students emphasizing critical thinking and personal reflection while helping to heighten their sense of community and civic engagement. Objectives will be to demonstrate and teach an innovative learner-centered pedagogy and enhance assessment practices. Learning outcomes include: a) improving assessment practices; b) democratizing the classroom; c) advancing a collaborative pedagogy of engagement.

ROOM 2010

1952R • EXPERIENTIAL EDUCATION PEDAGOGY ADAPTATION: LESSONS LEARNED BY A FULBRIGHT SCHOLAR

Patricia Hyjer Dyk (University of Kentucky): pdyk@uky.edu

Evaluating effectiveness of one’s teaching is a challenge, but how does one design an approach prior to teaching in another culture? What is effective pedagogy adaptation? Certainly answers of “assign less” and “talk slower” are far from satisfying. To prepare for my Fulbright-Masaryk University Distinguished Chair role in the Czech Republic where I would be teaching two sociology courses to Czech students who had not taken a course taught in English, I immersed myself in the SoTL literature. I had been selected to help the university transition from a traditional didactic approach to an experiential education classroom environment. Participation in a Faculty Learning Community in SoTL prior to departure equipped me with tools to develop and receive IRB approval for research on my teaching style through ongoing evaluation and students’ receptivity to and participation in a learner-centered pedagogy. Based upon my research findings and introduction of an evaluative framework, this session will provide participants opportunity to discuss challenges of designing and implementing effective teaching strategies for cross-cultural teaching experiences. A participatory exercise will allow other scholars to reflect on their own adaptability to pedagogical challenges. An anticipated outcome is insight on implementing ongoing evaluation and adapting pedagogy for cross-cultural settings.

ROOM 2005

1807NR • THE ACADEMY OF TOMORROW: PREPARING FACULTY

Romana J. Hughes (Texas Christian University): r.hughes@tcu.edu

In fall 2014, Texas Christian University (TCU) opened a new interdisciplinary building that houses ten new classroom, fifteen study rooms, various labs, and study spaces. This building is a reflection of TCU’s Vision in Action: The Academy of Tomorrow. One directive for the Academy of Tomorrow is to prepare faculty to teach in a new interdisciplinary building with new learning spaces and technology. The Student-Centered Active Learning Institute (SCAL) was developed to prepare faculty to teach in the new building. SCAL is a year-long faculty development program that introduces faculty to various student-centered pedagogy, new classroom technology, student success strategies, and measuring student learning. The presenter will discuss the development of the SCAL Institute; faculty lessons learned student and faculty feedback and examples of strategies taught in SCAL for audience take-away.
Studies (Brown, 2008) have shown that students perceive student-teacher interaction and assessment the most significant in terms of their learning. One of the most successful ways students learn information is by teaching it (Topping, 2009). This presentation explores the pedagogy and use of a mini-workshop technique to improve student understanding of course concepts, improve application of critical thinking and specific writing techniques, and develop student self-reflection. For the professor, the technique is less time intensive than standard practice and allows him/her to model academic and disciplinary behavior and engagement with the subject. Preliminary data from student and professor interviews, as well as content analysis of the assignment, rubric, and student reflection will be discussed. Conference participants will then have an opportunity to join a hands-on mini-workshop complete with sample rubric and assignment. The walk through will give participants an opportunity to ask questions and offer suggestions.

Professors in an educational leadership studies department at a research-extensive university began delivering their doctoral program via an executive hybrid cohort model (i.e., weekend classes, online learning activities, fieldwork, independent study) in the Fall 2010 semester. Over the ensuing years, the applicant pool for the doctoral program began to include individuals who lived too far from campus to be able to attend the five face-to-face class meetings for the two courses each semester. Thus, for the Fall 2013 semester, the faculty admitted two cohorts—18 students in the executive hybrid model, 18 students in the new online model with virtual class meetings via Adobe Connect—to test the viability of delivering the doctoral program totally online. This paper reports findings from action research conducted by the author who taught the same course about leadership for organizational learning to the two cohorts during the Fall 2014 semester. Course syllabi, assigned readings, projects and assignments, meeting agenda topics, and Blackboard sites were identical, whereas differences included course delivery model, class meeting dates, and cohort characteristics. Findings suggest students’ adoption of heutagogy and willingness to use diverse technologies or work collaboratively with course peers influenced their ultimate success.

Student engagement is widely thought to be a key predictor of student motivation and achievement. Engagement has been defined as “both the time and energy students invest in educationally purposeful activities.” Unfortunately this doesn’t identify what specific student actions to include in a quantification of engagement. This interactive presentation invites participants to consider how they would quantify student engagement using technology. The discussion will be informed from lessons learned at the University of Michigan where a rich database of student participation in class has been collected and related to student outcomes. Results of learning analytics analyses suggest that incoming GPA of a student not only predicts course grades but also predicts how the student will engage in the course. Lower GPA students behave differently in class than higher GPA students, answering fewer questions, getting fewer questions right, physically coming to class less and taking fewer notes than higher GPA students by a factor of six. This suggests that interventions to alter patterns of student participation hold promise to affect improved student learning.

The process of learning to become a healthcare professional means to be able to apply knowledge and skills to a ‘real life’ situation with a patient, or other service user in an attempt to improve care, treatment or outcome. However, there are challenges in providing contextual learning to healthcare students such as, reduced capacity in clinical placements, increases in workflow and the changing needs of learners and patients. Learning clinical skills on patients is often opportunistic, inequitable and arguably unethical. Simulation has been heralded as a pedagogy that supports the realistic application of knowledge by enabling contextual learning in a safe environment. There are debates regarding the effectiveness and ability for deliberate practice in simulation to transfer to clinical intervention. Furthermore, transfer of learned skills and knowledge in simulation into effective care of patients in an environment with real safety issues is disputable. Therefore, the aim of this presentation is to: Present data are debates regarding the effectiveness and ability for deliberate practice in simulation to transfer to clinical intervention. Furthermore, transference of learned skills and knowledge in simulation into effective care of patients in an environment with real safety issues is disputable. Therefore, the aim of this presentation is to: Present data from a mixed methods study that investigated the lived experiences of healthcare students in relation to developing procedural knowledge in simulation and applying that knowledge clinically. Discuss the use of innovative pedagogies such as simulation and virtual reality to augment traditional teaching and learning strategies.

---

**Room 1220A**

**2006R • IMPROVING PEER ASSESSMENT & STUDENT LEARNING**

Chad Rohrbacher (North Carolina A & T State University): cmrohrba@ncat.edu
Greg Meyerson (North Carolina A & T State University): gmeyerson@triad.rr.com

**Room 1102**

**1934R • SAME COURSE AND INSTRUCTOR, DIFFERENT DELIVERY MODES: PERSPECTIVES ON LEARNING BY DOCTORAL STUDENTS**

Tricia Browne-Ferrigno (University of Kentucky): tricia.ferrigno@uky.edu

**Room 1220B**

**1801R • HOW SHOULD WE QUANTIFY STUDENT ENGAGEMENT?**

Perry Samson (University of Michigan-Ann Arbor): samson@umich.edu

**Room 1002**

**1827R • ACCELERATING THROUGH THE NOVICE-EXPERT CONTINUUM: DOES LEARNING IN SIMULATED ENVIRONMENTS ENHANCE PROCEDURAL KNOWLEDGE AND THEREFORE CARE?**

Michael Harper (University of Portsmouth): mick.harper@port.ac.uk
Andrew Williams (University of Portsmouth): andrew.j.williams@port.ac.uk

---

**PAGE 35**
Many universities have responded to private sector calls to train students equally in discipline-specific knowledge and 21st century “soft skills” by focusing on applied learning. Yet, the role graduate students play as mentors and first points of contact—whether in the lab or the introductory classroom—often plays second fiddle to higher profile practices such as individual research projects, internships, and capstone seminars. After reviewing research correlating multiple high-impact applied learning experiences (Kuh, 2008) to significant gains in deep learning (Finley & Mclaur, 2013), UNCW’s Center for Teaching Excellence and the university’s applied learning Quality Enhancement Program revisited the format and objectives of its Teaching Assistant orientation. This panel will examine the evolution of this process through the following lenses: Institutional objectives and organizational theory; Best practices in mentoring, flipped classrooms and problem-based learning; Methodology; Assessment, feedback, and continuous improvement. The panel will share its findings concerning effectiveness and mid-course corrections that led to a follow-up workshop and learning community that expose graduate teaching assistants to scholarship of teaching and learning. The audience will be invited to participate via an interactive action report with the objective of building lessons learned into their own graduate student developmental initiatives.

**1937R • MEDIATING APOCALYPSE: MULTIMODAL LEARNING IN A FIRST-YEAR WRITING SEMINAR – 45 MINUTE PANEL**

Jennifer Jackson (North Central College): jacksonj@noctrl.edu
John R. Stanley (North Central College): jsitmanley@noctrl.edu
Samantha I. Perez (North Central College): siperez@noctrl.edu
Abby Escatel (North Central College): aescatel@noctrl.edu

Two professors in English and Speech Communication, along with their three students, will discuss their First-year Writing Seminar “Mediating Apocalypse,” an innovative and popular multi-modal course. Students’ essays will provide evidence-based examples of meeting learning outcomes. Our panel examines how film and other modalities enhance traditional writing instruction. With a focus on ancient and contemporary accounts of “the end”—from the “Book of Revelation” to recent zombie/world-ending films—the course incorporates close reading, blogging, visual rhetoric, speech, and deliberative inquiry to analyze cultural texts. Students study often polarized and sensationalized discourse around apocalyptic ends such as climate change, viruses, comets, and wars. Learning outcomes: 1) to help faculty design interdisciplinary, multi-modal writing seminars as scholar-teachers, including undergraduate students in research; 2) to share evidence/results from our course; 3) to connect with faculty/institutions interested in the scholarship of teaching and learning focused on multi-modal writing and crisis rhetorics, both historic and in a worried present.

**1938R • EXAMINING THE REASONS STUDENTS PREFER REALITY-BASED LEARNING – 45 MINUTE PANEL**

Eloy Nunez (Saint Leo University): eloy.nunez@saintleo.edu
Christine Sereni-Massinger (Saint Leo University): christine.sereni-massinger@saintleo.edu
Ernest G. Vendrell (Saint Leo University): ernest.vendrell@saintleo.edu
Nancy Wood (Saint Leo University): nancy.wood@saintleo.edu

Are learning styles a myth? Is there a correlation between learning styles and student receptiveness to reality-based learning? Or, does the preference for reality-based learning within a curriculum correspond to the demographic of adult professional students surveyed? This research study conducts a follow-up to research previously presented at SoTL wherein adult learners, who are predominantly working professionals within the discipline of criminal justice, were surveyed to determine whether they had a common learning style. The results of that study revealed that these criminal justice students did, in fact, have a common learning style and that their common learning style corresponded to their preference for reality-based learning within their curriculum. The authors will now challenge last year’s results and will conduct a further study to determine whether student preference for reality-based learning has less to do with learning style and more to do with the demographic of students surveyed, namely working professional adults. Panel members will present research findings and will invite attendees to discuss their own experiences in small groups and dialogue with panel members throughout the session. Presenter’s will discuss their experiences, while sharing findings from ongoing research.

**1939R • ADJUNCT FACULTY: BACKBONE OF THE SOTL COMMUNITY – 45 MINUTE PANEL**

Cathleen McCarron (Middlesex Community College – Bedford): mccarronc@middlesex.mass.edu
Sarah Quast (Middlesex Community College – Bedford): quasts@middlesex.mass.edu
Patricia Richard (Middlesex Community College – Bedford): richardp@middlesex.mass.edu
Robert Hicks (University of North Carolina): hicksr@uncw.edu
Ernest G. Vendrell (Saint Leo University): ernest.vendrell@saintleo.edu
Nancy Wood (Saint Leo University): nancy.wood@saintleo.edu
John R. Stanley (North Central College): jsitmanley@noctrl.edu
Samantha I. Perez (North Central College): siperez@noctrl.edu
Abby Escatel (North Central College): aescatel@noctrl.edu

In early 2014 the American Association of University Professors released a report stating that across institutions of higher education from community colleges to research universities, adjuncts comprise more than 75% of all faculty. These underpaid faculty members with little job security and benefits of their full-time colleagues are making a major impact on the institutions that employ them. In 2012 Middlesex Community College’s SoTL Community coordinators proposed a structure to their provost in which each year, two full-time and two adjunct faculty would serve as SoTL Scholars. Additionally, the coordinators would actively recruit adjunct faculty to form part of the core of the SoTL Community. Nearly three years after the program was instituted, adjunct faculty have boosted the SoTL Community’s reputation, developing projects that contribute not only to their individual growth as faculty members, but also to the strength of their departments, divisions, and institution, in addition to the other colleges where these part-time faculty teach. This panel of two SoTL coordinators and three adjunct faculty will describe the positive effect the part-time instructors have had on the institution, as well as on the viability of the SoTL Community.
To what extent do the grades we give reflect students’ understanding of concepts and fluency with the discourse conventions that shape our respective disciplines? How can we become better at teaching the deep skills we want to test and vice versa? Building on the premise that the best assessments also serve as learning tools for students, this panel will offer the audience strategies for developing and using curricular instruments that can probe, prove, and improve students’ ability to engage in discipline-based inquiry and argument. By considering strategies for rethinking exactly what knowledge, skills, or competencies are demonstrated in students’ responses to a chosen assignment, participants will be prompted to consider how the connections among curriculum, assignments, and assessment (both formative and summative) might be improved in their classes. Panelists will offer brief classroom-based examples of research-in-progress from three different disciplines as prompts for audience analysis and reflection. We will also ask the audience to consider the meta-connections of such practices across disciplines. Framed by the expert/novice and critical-thinking perspectives of William Perry, Daniel Willingham, John Bransford, and others, this session also offers advice on building effective faculty learning communities to enhance classroom, program, and institutional assessment.

This research explores the impact of student-teacher interaction on student outcomes in distance education. Using a quasi-experimental design, the research compares a completely asynchronous online tutorial with no student-teacher interaction to a tutorial that is identical except that a portion is replaced with a synchronous intervention that promotes teacher student interaction. Student outcomes are identified using achievement and satisfaction measures. The sample for this research consisted of students at a small liberal arts college that volunteered to enroll in a tutorial on the APA Style as detailed in the Publication Manual of the American Psychological Association. The tutorial was designed and delivered for the purpose of this research. Student learning was assessed using a knowledge test before and after the course and student satisfaction was assessed using an end-of-course evaluation. The data was statistically analyzed to determine if there was a significant difference between the two course deliveries. This presentation is supported by data and tests the importance of teacher-student interaction in distance education. By asking “Do student-teacher interactions matter in distance education?” a lively discussion is expected and encouraged as all participants debate the findings. This study provides useful guidance that can be used in the classroom and will significantly contribute to the scholarship of teaching and learning. Audience feedback is welcomed.

There is contradictory evidence in pedagogical literature on how compulsory attendance policies affect student performance. There is evidence that increasing attendance rates has a positive impact on students’ grades in a course. Some studies have shown that the impact of increased lecture attendance and student performance is tenuous and some studies have even shown that compulsory attendance policies may be detrimental to student success. Panel members will share institutional findings related to students’ and faculty members’ perceptions about attendance policies. This session will also discuss the results from a discipline-specific case, in which the impact of instituting a compulsory attendance policy for two introductory science courses (Principles of Chemistry I and Introduction to Environmental Science) was explored. Data on student attendance rates, performance on individual exams, and overall course grades will be presented for semesters before and after the implementation of the attendance policy. Analyses of the impacts of the attendance policy on student performance and participant feedback will be provided to explore the disconnect between improvements in student attendance and the lack of improvement in student performance in the courses. Panel members and attendees will exchange views on any differences that may exist across institutions and disciplines.
1833 • TEACHING DIGITAL MEDIA PRODUCTION SKILLS USING OPEN SOURCE SOFTWARE AND HANDS ON ACTIVITIES

Kairui Chen (Georgia Gwinnett College): kchen@gcc.edu

Georgia Gwinnett College requires all students to take two technology classes to fulfill their general education requirement. After completing the first course in Introduction to Computing, most students will choose Digital Media for their second technology course while others may choose Introduction to Programming or Web Technology. In Digital Media, students will learn basic knowledge about sound, graphics, video and animations in digital format and editing and manipulation of those media types. Typically, about 30 sections of Digital Media course are offered each semester. Knowing that most students are not information technology majors, teaching such a course can be very challenging. In this presentation, I will present how open source software such as GIMP, Audacity, Inkscape and Blender are used for teaching digital media production and editing skills and how hands on activities are designed and used to effectively engage students in this course. Those approaches have greatly enhanced teaching and learning in the sections I have taught as survey results show.

1840 • INFLUENCE OF IPADS ON COURSE ENGAGEMENT AND LEARNING OUTCOMES

Lesley M. Scibora (University of St. Thomas): slcb7810@stthomas.edu
Tim P. Mead (University of St. Thomas): mead3373@stthomas.edu

Several university pilot projects suggest that technology, including iPads, supports the learning process. We examined the effect of iPad-integrated classroom activities on academic performance along with student attitudes toward technology, engagement, and perceived learning between two one-semester undergraduate-level Human Anatomy classes. Learning outcomes were assessed by pre- and post-test scores and final course grades, and perceived engagement and learning were assessed using pre- and post-semester surveys between two simultaneous classes: iPad-integrated (n=24) and non-iPad (n=21). Analysis of pre- and post-semester surveys indicated that non-iPad users reported higher attainment of course objectives (factual knowledge, principles, theories, and application of material) than iPad users. iPad users reported lower levels of engagement following fifteen weeks of usage whereas non-iPad users reported higher levels of engagement after studying Human Anatomy. Attitudes toward technology, performance expectations, and perceived learning were not impacted by iPad usage. Both iPad and non-iPad users showed similar learning gains based on pre- and post-semester test scores, and final grades. Contrasting previous research, iPad-integrated classroom activities did not lead to higher self-reported or objective measures of learning outcomes in a Human Anatomy course. Moreover, iPad use led to lower levels of course material engagement compared to traditional activities.

1849 • INSTRUCTOR COMMUNICATION ACROSS TWO CONTEXTS: AN EXAMINATION OF TEACHING ONLINE AND FACE-TO-FACE

Lynn S. Crockett (Juniata College): cockett@juniata.edu

This research investigates the ways in which two instructors’ communication differs, if it does at all, between online and face-to-face environments. The research is grounded in the literature of online learning, particularly focusing on Garrison, et al’s model of “the community of inquiry” (2000), and on communication theory – particularly that of media richness and immediacy behaviors. It has been well established in the literature of online learning that both teachers and students in online classes attempt to develop social presence through the inclusion of personal stories, group cohesion behaviors, and even emotions and punctuation. This project investigates the communication behaviors of two different faculty members, both of whom taught in the fall, 2014 semester both online and face-to-face. Thus, the research allows for the comparison of individual teachers’ behaviors in two contexts. The data for this discourse analysis includes video recordings of face-to-face classes and discussion board postings from online classes. The research highlights the major differences in how the instructors communicate across contexts and provides an opportunity to evaluate instructor communication behaviors – the central ingredient in the community of inquiry model – in online environments specifically.

1850 • FLIPPING THE CLASSROOM: EARLY CHILDHOOD PRE-SERVICE TEACHERS SHARE THEIR INSIGHTS

Deirdre Englehart (University of Central Florida): deirdre.englehart@ucf.edu

The purpose of this research is to find out if the flipping approach is effective in an early childhood bachelor’s degree program. Each course was partially online with four class meetings throughout one semester. One main focus of the flipped classroom was the pre and post activities and discussions associated with each class meeting. They were designed so that big ideas and concepts would be the focus of class meetings. Students would revisit the ideas online through the use of discussions and reflections after each class. The research investigated student perceptions of effective learning practices in partially online flipped courses. Specifically how did the students understand important course concepts? Did student demonstrate their learning of big course ideas as demonstrated reflections? Lastly, how did students perceive the flipped aspects of the course? This research was developed to help improve my teaching and to share my learning from it with others in the education community.

1861 • FACTORS INFLUENCING NURSES TO RETURN TO SCHOOL IN AN ONLINE ENVIRONMENT

Tammy L. McClenny (University of West Georgia): tmcclen@westga.edu
Roxanne Johnston (Shorter University): rjohnston@shorter.edu
Jamie Carter (South Georgia College): jaime.carter@sgsc.edu

Release of the Institutes of Medicine (IOM) Report, The Future of Nursing: Leading Change, Advancing Health (2010) has been widely referenced to guide nursing practice and learning in the sections I have taught as survey results show. Typically, about 30 sections of Digital Media course are offered each semester. Knowing that most students are not information technology majors, teaching such a course can be very challenging. In this presentation, I will present how open source software such as GIMP, Audacity, Inkscape and Blender are used for teaching digital media production and editing skills and how hands on activities are designed and used to effectively engage students in this course. Those approaches have greatly enhanced teaching and learning in the sections I have taught as survey results show.

1862 • TEACHING DIGITAL MEDIA PRODUCTION SKILLS USING OPEN SOURCE SOFTWARE AND HANDS ON ACTIVITIES

Kairui Chen (Georgia Gwinnett College): kchen@gcc.edu

Georgia Gwinnett College requires all students to take two technology classes to fulfill their general education requirement. After completing the first course in Introduction to Computing, most students will choose Digital Media for their second technology course while others may choose Introduction to Programming or Web Technology. In Digital Media, students will learn basic knowledge about sound, graphics, video and animations in digital format and editing and manipulation of those media types. Typically, about 30 sections of Digital Media course are offered each semester. Knowing that most students are not information technology majors, teaching such a course can be very challenging. In this presentation, I will present how open source software such as GIMP, Audacity, Inkscape and Blender are used for teaching digital media production and editing skills and how hands on activities are designed and used to effectively engage students in this course. Those approaches have greatly enhanced teaching and learning in the sections I have taught as survey results show.

1863 • INFLUENCE OF IPADS ON COURSE ENGAGEMENT AND LEARNING OUTCOMES

Lesley M. Scibora (University of St. Thomas): scib7810@stthomas.edu
Tim P. Mead (University of St. Thomas): mead3373@stthomas.edu

Several university pilot projects suggest that technology, including iPads, supports the learning process. We examined the effect of iPad-integrated classroom activities on academic performance along with student attitudes toward technology, engagement, and perceived learning between two one-semester undergraduate-level Human Anatomy classes. Learning outcomes were assessed by pre- and post-test scores and final course grades, and perceived engagement and learning were assessed using pre- and post-semester surveys between two simultaneous classes: iPad-integrated (n=24) and non-iPad (n=21). Analysis of pre- and post-semester surveys indicated that non-iPad users reported higher attainment of course objectives (factual knowledge, principles, theories, and application of material) than iPad users. iPad users reported lower levels of engagement following fifteen weeks of usage whereas non-iPad users reported higher levels of engagement after studying Human Anatomy. Attitudes toward technology, performance expectations, and perceived learning were not impacted by iPad usage. Both iPad and non-iPad users showed similar learning gains based on pre- and post-semester test scores, and final grades. Contrasting previous research, iPad-integrated classroom activities did not lead to higher self-reported or objective measures of learning outcomes in a Human Anatomy course. Moreover, iPad use led to lower levels of course material engagement compared to traditional activities.
1874 • NEW LITERACIES IN NEW TIMES: RE-CONCEPTUALIZING OUR WORK AS TEACHERS

Patricia Wachholz (Armstrong Atlantic State University)

Young adult literacy is about complicated relationships between emotional- and social-driven young people and their visual and verbal-rich environments. Their engagement with language suggests our need to rethink our work as teachers in some fundamental ways. From this perspective, we must negotiate the territory where students live and work, developing an understanding of the “social languages” characterizing their discourse. This session describes two projects that focus on engaging students in important “new literacies” skills as they adapt monomodal print texts into multimodal compositions comprising additional modes such as still and moving images and sound. In one project, students participate vicariously in a historical event through a variety of sources—Internet, documentary films, software, and their own writing and media production. The second project involves students in studying the video trailer genre. Through book clubs, they storyboard book trailers for their selections and create trailers using digital media (cameras, iPads, audio recorders and editing software). For over a decade, researchers have made the case for expanding definitions of literacy to incorporate multimodalities, multimedia, and multiliteracies, with 21st century digital technologies, into literacy teaching. There is an urgent need to prepare students for “new literacies” in “new times.”

1884 • IMMEDIACY BEHAVIOR IN THE ONLINE CLASSROOM: EFFECTS ON STUDENT PERFORMANCE AND ENGAGEMENT

Beth Dietz (Miami University): dietzb@miamioh.edu

Prior research [e.g., Wilson, 2006; Wilson & Taylor, 2001] suggests that immediacy behaviors of instructors are associated with increased grades and satisfaction with both the course and the instructor. The use of immediacy behaviors in the classroom increases student satisfaction and even student grades (Wilson, 2006; Wilson & Taylor, 2001). Although the effectiveness of immediacy behaviors in the classroom has been well documented, it is not clear how online instructors can make use of these in-class immediacy behaviors. Most immediacy behaviors, such as looking at the class when talking and moving around the classroom when teaching are not transferable to online settings. The question becomes, how can online instructors take advantage of the effectiveness of immediacy behaviors in online, asynchronous, distance learning classes. And, can immediacy behaviors impact student engagement (Schlechty, 1994)? The purpose of the current research is to examine the effectiveness of electronic feedback on student performance and engagement in online courses. Specifically, personalized emails were sent to students about their performance. The results showed that students who responded to the instructor’s emails, which might serve as a proxy for student engagement, had higher grades after the feedback than those who did not respond to the feedback.

1886 • TECHNOLOGICALLY ENHANCED LEARNING EXPERIENCES FOR WORKFORCE DEVELOPMENT

Marquita R. Walker (Indiana University): marquwalk@iu.edu

Local and global economies face serious economic and social costs in lost productivity as a result of the mismatch between workers’ skills, employers’ needs, and cost effective training programs for workforce development. Technologically Enhanced Learning Experiences (TELEs), online training modules providing initial and long-term support for workers wishing to upgrade their occupational and interpersonal or people skills to regain lost earnings, reenter the workforce, and increase the supply of skilled workers employers need to remain competitive in the current economy, are a training tool for workforce development which incorporates a cost-effective, flexible learning solution approach. TELEs, designed to teach behavioral skills through virtual electronic interactions between students and instructors or facilitators, are grounded in “design-based research which blend[s] empirical research with theory-based design of learning environments” (Swan, 2012). The framework for the development of TELEs is based on the principles of adult learning theory, training transfer and its assessment, the design of competencies that link specific skill performance with specific curricula content and job descriptions, and continued support once formal training ends. The impact of TELEs on learning relies on the assessment of learning outcomes through quantitative and qualitative metrics which assess the effectiveness of knowledge, skills, and abilities (KSAs) acquisition as evidenced by a pilot study I conducted in 2010 with fourteen displaced workers, thirteen of whom reintegrated back into the full-time workforce.

1909 • CREATING EDUCATIONAL VIDEOS TO ENGAGE IT AND PHYSICS STUDENTS

Cuilin Wang (Georgia Gwinnett College): cwang@ggc.edu
Qing Shao (Georgia Gwinnett College): qshao@ggc.edu

Students engage in science and technology content when they explain and communicate their knowledge to others. With rapidly increasing use of digital media technologies, students now have more opportunities to present science content with various digital media forms. In this session, we present a hands-on teaching module that engages IT and Physics students by developing educational videos for science explanation. The module is currently embedded into multiple sections of two General Education courses at GGC, Digital Media and Introductory Physics I. Students from the IT course are paired with students from the Physics course. They work together to create videos with blended digital media, such as images, animations, audio, and videos, to explain physics concepts and phenomena. The resulting videos not only explain the abstract concepts using text, equations, diagrams, and animations, but also show the experiments that demonstrate the real-world applications of the physics concepts. Strategies for successfully implementing such as a cross-disciplinary project will be discussed. Examples of educational videos developed by students will be presented. Preliminary results from the student survey will be shown to demonstrate the effectiveness of this project in student learning. This project can also be adopted between IT and other disciplines.

1923 • AN ANALYSIS OF PEER FEEDBACK IN AN ONLINE GRADUATE NURSING COURSE

Patricia A. Senk (The College of St. Scholastica): psenk@css.edu

This scholarship of teaching and learning study evaluated how peer feedback was used by graduate nursing students in an online, epidemiology and biostatistics, course. The course used smaller writing assignments, using peer feedback, to develop a larger writing assignment. Peer feedback provides an opportunity for students to understand content, and receive peer and faculty feedback on meeting paper criteria. In graduate education, one study examined the types of peer responses in discussion board postings (Molseed, 2013), and another study evaluated self-reported use of peer suggestions (Schlesberg, 2013). This is one of the few research projects that evaluated the effects of how peer feedback was used by students in an online course. For this study in progress, two research questions were answered: What kind of peer feedback was provided? How was peer feedback used by students? A content analysis was completed to analyze the data and identify peer feedback themes. Poster participants will be provided with a brief literature review on peer feedback, and how peer feedback was structured in the study course; sample assignments will be included. Results of this study identified the categories of peer feedback and further evaluated how students incorporated peer feedback in a final scholarly paper.


### 1931 • LESSONS FROM CHEMISTS ON IMPROVING LEARNING BEHAVIORS AND OUTCOMES

**Leyte Winfield (Spelman College): lwinfield@spelman.edu**  
**Lisa Hibbard (Spelman College): lhibbard@spelman.edu**

The hybrid General and Organic Chemistry courses have been designed to promote the development of students’ cognitive ability and confidence in utilizing chemical concepts. The approaches used could have utility in other courses focused on integrating skill development with critical thinking and reasoning. The course employs mediated learning strategies that extend beyond the classroom through question & answer blogs and online office hours. Data has been collected from more than 150 students over 3 years. Concept mastery has been evaluated using pre- and post-assessments. Results are compared to those of students in sections of the courses utilizing traditional methods for content delivery. Rubrics and grading checklists are used to evaluate students’ overall competencies and approaches to problem solving. Online blogs, quizzes, surveys, peer-observations, and exams are used to determine which activities broadly benefit all students and to correlate students’ perceived value of course activities to their mastery of content. Preliminary outcomes show increased self- and peer-advocacy and a sustained motivation for science. In addition, this cohort outperforms those in traditional courses on standardized post-assessments. This session will provide an overview of the approach, associated technology, learning outcomes and behaviors, and best practices for developing assessed activities.

### 1935 • UNIVERSITY STUDENT CHOICES RANKING TECHNOLOGIES VALUE TO THEIR LEARNING

**David B. Whittier (Independent Researcher): dbwhittier@gmail.com**

This poster presentation will report the results of data collected through a survey providing a list of 37 contemporary technologies and the processes of use they invoke in which respondents indicated “the extent to which it [a specific technology and process of use] has helped you to learn.” Students at three different locations were surveyed in the winter and spring of 2014 to reach an average n of 350. Respondents also were asked questions addressing their meta-awareness of how technologies affect their learning with findings indicating very high levels of meta-cognition of technologies value to learning, adding credence to the rankings. The technologies and processes were also categorized as learning with technology or learning from technology. This was designed to measure learning in a constructivist manner (learning with technology for creating or producing) as opposed to a didactic manner (learning from technology by reading or viewing prepared resources). Analysis will also include discussion of how technology facilitates students as independent learners as well as offer data to faculty on how they may craft assignments utilizing technologies that students report have higher value to their learning.

### 1961 • USING SURVEY MONKEY AS A DIRECT ASSESSMENT TOOL

**Jennifer Thomson Hall (Georgia State University): jenniferhall@gsu.edu**

Survey Monkey is an online survey construction site, typically used, as the name suggests, to conduct indirect assessment. In this presentation, I will discuss my use of survey monkey to create direct, embedded assessment of student learning. I will present rubrics I have designed for my classes and discuss how I have been able to pinpoint exact areas of student need and use that knowledge to inform my teaching. I will also discuss broadening the use of Survey Monkey to help with larger university assessment. During my time as chair of Georgia State University’s Undergraduate Assessment Committee, I used Survey Monkey to design rubrics for departmental assessment reports, and the data helped to improve the way our committee responded to departments while also giving departments a better understanding of what they could do to improve their assessments.

### 1963 • QUALITY ONLINE COURSE DESIGN BY THE DESIGNER-BY-ASSIGNMENT

**Karen Todd Pickles (Valdosta State University): ktpickles@valdosta.edu**  
**Vesta R. Whisler (Valdosta State University): wrwhisler@valdosta.edu**

Instructors and professors often design instruction. Merrill (2002) refers to this type of designer as the designer-by-assignment and is often someone with no formal instructional design training. Due to the number of non-traditional students needing classes during other times, schools often work in haste to meet the demands of the online learner by transforming traditional courses into hybrid and online learning formats as a way to provide additional learning opportunities for learners. In education, the designer-by-assignment is frequently asked to design and teach online courses. Ensuring quality course design by the designer-by-assignment should increase student retention and improve student satisfaction in online courses (Standards for Quality Online Courses, 2006). Yang and Cornelious (2005) state instructors need to know how to design course materials (p. 6) in addition to using a course management system and providing instruction. There is insufficient literature to show how the designer-by-assignment creates a quality online course without prior instructional design preparation (Hooie, 2012). A clear gap exists in the literature regarding how the designer-by-assignment designs effective and quality aligned online courses without following a specific instructional design process or having received any prior instructional design training. This poster session will provide examples for the designer-by-assignment.

### 1965 • SCHEDULED CHECK-INS INCREASE STUDENT COMPLETION OF ASSIGNMENTS IN AN ONLINE NON-MAJORS SCIENCE COURSE AT AN HBCU.

**Timothy D. Champion (Johnson C. Smith University): tchampion@jcsu.edu**

A continuing problem in online courses is student failure to attempt and complete assignments required in the course. In online classes, participation in assignments assumes an even larger importance than in a face-to-face class. This problem has been observed in online offerings of LS 135, Science, Technology and Ethics, a “non-majors” class meeting the general education science requirement at Johnson C. Smith University (JCSU). JCSU is a historically black university (HBCU) serving a primarily undergraduate population which is predominately African American. A strategy of requiring 4 scheduled check-in dates was implemented in the summer 2014 online offering in an attempt to increase student participation and success in the class. Check-ins could be done by online chat, phone, or e-mail, but were most commonly done via face-to-face meetings (most students were local and taking the online class only for the convenience of no class meetings; many were also taking face-to-face classes). The results obtained were a significant increase (p<.05) in percent of attempted assignments (78%) compared to this instructor’s previous summer online offering of the course (33%).

---

**THURSDAY, MARCH 26 • ROOMS 113 & 115 • 5 - 6 p.m.**

---

**ONLINE LEARNING AND TEACHING TRACK • POSTER SESSIONS**

---

---
1968 • DEBUNKING THE MYTH: SCIENCE COURSES WITH LABORATORIES CANNOT BE TAUGHT ONLINE. WHAT DO OUR STUDENTS THINK?
Rebecca J. Rowe (University of New England): rrow@une.edu

We have successfully taught online science prerequisite laboratory courses for the past twelve years. Our courses were designed for students that already possess a Liberal Arts degree, are currently undergoing a career change to one of the Health Professions, but lack the required science prerequisite courses. The aim of my study is to examine student perceptions of the helpfulness of online science laboratories in their understanding of the course subject matter. A 20-question survey was designed and met IRB approval. The multiple-choice questions used a Likert response scale. 386 students responded to the survey (13.4%). Our data shows the students felt the laboratory helped them to understand the course material and further indicated it helped them to do better in the course overall. 72.7% (n = 280) of the students felt the completion of the laboratory exercises helped them with their understanding of the lecture topics, while 81.7% (n = 313) of the students felt the lecture material helped them with their understanding of the purpose of the lab experiment. 83.3% (n = 321) felt the lab experiments reinforced topics from the lecture and the textbook. 61.3% (n = 236) felt completing the lab assignments helped them to perform better on lecture assessments.

1976 • GOOGLE DELIGHTS, GOOGLE DISASTERS AND OTHER ADVENTURES WITH OPEN SOURCE APPS IN ONLINE WRITING CLASSES
Laura Valeri (Georgia Southern University): lvaleri@georgiasouthern.edu

This presentation will document this teacher’s experiences using technologies to close the gap in student-teacher social interactions for two online courses, one of which has a face to face equivalent. The technologies were applied over the course of several semesters for an “Creativity and the Writer” class, and for an Introduction to Creative Writing course. The apps in question included Google Docs, Google Hangout, Google Hangout on Air, Screencasting, Pod/Vidcasting, YouTube and a variety of open source applications, all of which were used in conjunction with the Desire2Learn platform required by the University for all online courses. The presentation will discuss how these technologies were used as assignment tools; the challenges encountered blending these applications with other learning tools, the implementations of apps in lectures, student-conferencing, students’ individual assignments and student collaborative assignments. We will review samples of successes and failures, propose causes for these results and make recommendations for future use. The panel will invite responses and reflection from the audience. A Q&A will follow the presentation.

2007 • USING STOCK TRAK SIMULATION IN FINANCE COURSES
Thanh Nguyen (Limestone College): tnguyen@limestone.edu
Vipan K. Luthar (Limestone College): vluthar@limestone.edu

Stock Trak is a real-time trading simulation where students can apply textbook concepts to virtually trade any financial securities and derivatives including stocks, bonds, options, futures, and commodities. This trading simulation has become very popular in business schools and many studies have shown that using Stock Trak make classes more interactive and engaging. We did a survey on 300 students who took finance courses with the Stock Trak simulation and find that 65% of them believe Stock Trak not only helped them to actually learn how to invest but also create a habit of following news delivered by major financial medias such as Wall Street Journals, Bloomberg, CNN money and Yahoo Finance. We find this is very interesting result which has not been noticed as a direct impact of Stock Trak simulation.
1817 • AN ANALYSIS OF THE EFFECT OF COURSE CONTENT DELIVERY CHANGES ON STUDENT PERFORMANCE ON COURSE FINAL EXAMS

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

A comparison of student Final Exam scores from before and after specific course content was modified to make the theoretical content more congruent with the focus of the final exam (career application). Not "teaching to the test," the changes were specific, but subtle, changes in wording of the summary aspects of theoretical material. Differences in test scores from sections not receiving these changes to those that did will be compared. NOTE* - this is an on-going project - final data collection and analysis will be completed in December to determine any significant differences between the groups.

1826 • DEVELOPING AN ASSESSMENT CULTURE IN MULTI-SECTION GENERAL EDUCATION COURSES

Amy Gaffney (University of Kentucky): amy.gaffney@uky.edu

Multi-section courses introduce challenges for assurance that learning outcomes are being met. Often, large-scale assessments are disconnected from individual instructors’ efforts to understand their own classes, such as they might through the Scholarship of Teaching and Learning. As my university’s first-year composition and communication courses developed concurrent with the university’s general education program, we built faculty-driven internal processes that expanded the university’s limited information. Drawing on existing literature on composition and oral communication pedagogy as well as assessment research, we devised instructional approaches and assessment techniques that integrated and tested existing best practices. Our design uses data collection (e.g., questionnaires with direct and indirect measures, artifact collection, course evaluations) at multiple time points in an ongoing process. These data allow us to both aid instructors in answering specific questions about their classes and look at broader changes such as new assignments to better meet learning outcomes. The data also serve as a rich resource for presenting and publishing our successes and challenges as a form of scholarship. In providing details and examples of our approach, I will also challenge audience members to consider opportunities within their own programs or courses to create an ongoing SoTL mindset.

1848 • THE FORMATIVE EVALUATION IN THE TEACHING OF THE VARIANCE AND THE STANDARD DEVIATION

Jorge R. Flores (Universidad Laica “Vicente Rocafuerte” de Guayaquil): jfloresh@ulvr.edu.ec

The institutions of higher education to promote students’ learning in each subject of the study program, formulated the learning outcomes, which students will be able to achieve at the end of the instruction. The research in the field of educational psychology suggests that students have two orientations; that somehow affect their learning; some students are driven by learning and some others students are driven by evaluation. In accordance with THE American Statistical Association (ASA) guidelines the purpose of this work was to improve the learning of variance and standard deviation using the formative evaluation. The formative evaluation it is defined as all those activities undertaken by teachers and students to assess themselves, which provide information to give feedback that modify the teaching and learning activities in which they are involved. During the assessment process the teachers applied the five strategies that are shown below and that are independent of the content and level of study: (1) clarify and share the intentions of learning and success criteria; (2) implement effectively the discussion, questions, and classroom learning tasks; (3) provide feedback that move students toward learning; (4) promote the empowerment of students about what they are learning; (5) encourage students that are considered to be an instructional resource for peer. The research hypothesis H1 the difference between the average of the posttest and the average of the pretest is greater than zero. The null hypothesis H0: the difference between the average of the posttest and the average of the pretest is equal to zero. The subjects were 40 students of business administration in a statistics course, their ages were between 19 and 20 years. The subject was statistics and the unit under study was measures of variability and the issue considered was the variance and the standard deviation. The procedure to teach the variance and the standard deviation is as follow: (1) Review the scientific literature related to misconceptions that students have on the variance and standard deviation; (2) Administer a test to determine the students’ prior knowledge; (3) Prepare an self-instructional module to teach the variance and the standard deviation; (4) Administer the pretest; (5) Submit students a problem to solve it in pairs and apply the five key strategies for formative assessment. (6) Administer the posttest. This study proved that the use of the formative evaluation promotes the statistical literacy and statistical reasoning.

1918 • PHOTOVOICE: THE EFFECTS OF SERVICE LEARNING ON STUDENT OUTCOMES

Moya L. Alfonso (Georgia Southern University): malfonso@georgiasouthern.edu

Little is known about the use of service learning in public health education and appropriate methods for assessing whether it results in increased uptake of public health competencies. The purpose of this presentation is to present the results of a pilot study designed to determine whether Photovoice, a participatory action research method that utilizes photography, is a feasible and valid approach to assessing the effects of service learning on master’s level community health student’s perceived learning gains and self-efficacy. A concurrent mixed methods design using individual interviews and surveys were used to compare perceived outcomes. Results from the interviews and group discussion were combined into a summary which was compared to survey results for validity purposes. Similarities across methods provided evidence of the validity of Photovoice as a service learning assessment tool. The poster will engage attendees through the extensive use of tables, figures, and illustrative photographs. The following learning outcomes will be met: Attendees will be able to discuss an innovative approach to assessing service learning outcomes. Attendees will recognize the need to use feasible and valid approaches to the assessment of service learning outcomes. Attendees will be familiar with the steps in the Photovoice process.

1946 • INCORPORATING STUDENTS’ PERSPECTIVES INTO ASSESSMENT MEASURES

Bernie Murray (Ryerson University): b2murray@ryerson.ca

This study explored students’ perspectives about creativity and criteria for assessment in a design and communication program. The purpose was to obtain essential criteria for product evaluation in order to develop appropriate assessment rubrics for creative work. Personal interviews with nine participants provided rich data for this study. Participants described assignments as containing ambiguous guidelines limiting their inspiration and expression. They wanted criteria to guide them to be successful. Themes emerged about the criteria for rubrics in assessment including the preparation, process, and product. Participants requested criteria for inspiration; process of work; work effort and ethic; skill or quality; and application of techniques. Feedback was critical to advance them to higher grades. Therefore, teachers’ written comments were essential as well as assignments that allowed them to incorporate new ideas, interests, and creative expression. They wanted opportunities for exploration, risk-taking, and problem finding. This session will inform the audience about the participants who are creative individuals as well as their preferences about assessment and learning. New rubrics developed from this research study will be available for the presentation.
1974 • EXPLORING STUDENT RESPONSES TO LEARNING ORGANIC NOMENCLATURE TOPIC USING A VISUAL ANALOGY VERSUS TRADITIONAL LECTURE
Shainaz Ladge (Georgia Southern University): sladge@georgiasouthern.edu
Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu
Trent Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu
Shannon Rhodes (Georgia Southern University): sr01852@georgiasouthern.edu

The study deals with student’s understanding of the topic of nomenclature in two groups (Visual analogy versus non analogy). This project which was conducted for two semesters (Fall 2013 and Spring 2014) addresses the effect of the visual analogy on students learning and perceptions of the nomenclature topic in organic chemistry. For both semesters two sections of organic chemistry I was targeted in which one was selected as a lecture group and the other as the visual analogy group. Both classes were analyzed via pre/post-test, the first exam grade, and final exam score. The lecture group was a control group, in which normal instructions on the nomenclature topic were delivered. The analogy group was introduced to nomenclature rules and a story about mail man “Bob”, who is new in the area and is trying to deliver the mail in a timely and effective manner. He tries to remember the houses by following some rules and protocols. The following study addresses the results obtained via lecture versus analogy group from both semesters.

1982 • REIMAGINING THE STUDENT EVALUATION: USING DEMOCRATIC FRAMEWORKS & SWOT ANALYSES TO IMPROVE TEACHING AND LEARNING
Phillis George (University of Mississippi): plgeorge@olemiss.edu

Student evaluations are among the most common assessments for teaching. Yet, they rarely provide substantive feedback on ways to enhance teaching and learning. This conceptual study seeks to address the issue by focusing its lens on the student evaluation and reimagining it through a SWOT framework to improve teaching and learning. The goal is to re-envision the student evaluation as more fluid and consistent, mutually beneficial for students and instructors, and seamlessly integrated into the fabric of the course. A tailored SWOT Analysis will be provided to outline (a) strengths which aid learning, (b) weaknesses which inhibit learning and inquiry, (c) opportunities for instructional and/or course improvement, and (d) instructional and/or course design threats to learning. The analysis can serve dual roles as an instructional assessment tool as well as a reflective learning tool for students and instructors alike. Building on the work of service-learning researchers concerning the democratic classroom, the presenter will outline an instructional framework which promotes democratic assessment and engagement through the recognition of students and instructors in mutually beneficial exchanges of teaching and learning within any classroom setting (i.e., undergraduate, graduate, traditional, online, or hybrid). This presentation will benefit faculty seeking to develop their teaching skills while improving course delivery and student learning.

1986 • HOW MUCH CAN WE TELL ABOUT STUDENTS’ OVERALL PERFORMANCE AFTER THE FIRST EXAM?
Thanh Nguyen (Limestone College): tnguyen@limestone.edu
Vipan K. Luthar (Limestone College): vluthar@limestone.edu

As an instructor you witness some students did not do well in the first exam but performed very well at the end and get an A overall. Very often you saw the opposite; meaning some performed really well at first but ended up having a C or D in your class. It is interesting to see if there is any relationship between the first test and the overall performance of students. The findings of this paper will have an important application for instructors in deciding whether we want to give a harder exam at the beginning so that only serious students will stay and work harder and as a result higher overall performance or the opposite way, an easier exam which will allow students to have more time to get into the major concepts of the course and be ready for the tests at the end.

2010 • THE ROLE OF STUDENTS’ ASSIGNMENT PERCEPTIONS IN OVERALL COURSE SATISFACTION
Jacki Fitzpatrick (Texas Tech University): Jacki.Fitzpatrick@ttu.edu

A study was conducted to determine the association between (a) course satisfaction and (b) students’ perceptions of a course assignment. Instructors can facilitate learning when they create assignments that engage students in meaningful ways (Asay & Curry, 2003; Nilson, 2003). Instructors can make significant investments in finding/creating assignments (e.g., Greene, 2008; Hamon & Way, 2001), but students might not experience assignments/activities as instructors intended (Shdaimah, 2009). Thus, it can be helpful to assess students’ perceptions of the relevance/value of such assignments (Armstrong, 2003). Assessment followed students’ completion of an assignment in an undergraduate social science course. The assignment required students to link course concepts about interpersonal dynamics to media displays of ongoing relationships. Students anonymously completed the Course Assignment Perception Scale (Fitzpatrick & Kostina-Ritchey, 2012). This scale measured perceptions of (a) course satisfaction and (b) the assignment’s positively (informative, helpful) and negatively-valenced (overwhelming, irrelevant) characteristics. A regression indicated these characteristics accounted for approximately 20% of satisfaction variance. Given the demands to address issues of educational relevance (e.g., Smith, 2008), such assessments might be a resource in meeting the demands. This type of assessment can be used in multiple disciplines. This poster could foster colleagues’ discussion and conceptualization of assessment options.
### SESSION 13 • 9 - 9:45 a.m.

#### ROOM 1005

**1872NR • STUDIO-STEM: APPLICATION OF STUDIO TEACHING METHODS TO THE STEM CLASSROOM**

Jennifer Campbell (Roger Williams University): jcampbell@rwu.edu  
Davin Huston (Purdue University): dhuston@purdue.edu

The studio teaching environment has been demonstrated to be an effective venue for learners to develop content knowledge and domain skills in the arts and architecture fields. Learners in studio environments have also been shown to develop habits of mind that lead to life-long learning skills and what Dweck calls a “growth mindset.” Transferring the studio environment model to STEM classrooms may lead to increased knowledge retention, increased skill development, better application to real-world scenarios, and greater flexibility in creative problem solving and life-long acquisition of new knowledge. This session will examine some common teaching practices in the studio model of pedagogy in the visual and performing arts, and will engage participants in methods for applying those practices to a more traditional STEM curriculum, using specific examples from STEM-oriented classes for theatre technology and experiences in the newly-formed Purdue Polytechnic Institutes Design Lab studio class.

#### ROOM 2002

**1900R • IMPACTS OF EXPERIENTIAL LEARNING AND MUSIC MAKING IN MUSIC THEORY**

Michael R. Callahan (Michigan State University): mrc@msu.edu

This presentation describes an innovative redesign of music theory curricula, which traditionally rely on written exercises for assessment, to feature hands-on music making at the piano as a central component of the instructional design. Using technology, students learn experientially and aurally through activities that apply their theoretical understanding to creative tasks such as improvisation and composition. Quantitative and qualitative results from an impact study completed in fall 2013 are shared, which show not only a marked impact on how (and how well) students learned music theory, but also a dramatic expansion of what (i.e., which skills) they acquired in the course and a positive shift in their attitudes about the value and relevance of music theory. By hearing about this pedagogical intervention and its documented results, discussing them, and participating in a question-and-answer dialogue, audience members will be able to articulate the value of creative activities and applied, authentic assessment to the teaching and learning of highly technical and systematic concepts; to understand the effects of active and experiential learning more broadly. Though focused on disciplinary teaching within music theory, the presentation emphasizes findings that can be applied just as well in other pedagogical fields.

#### ROOM 2010

**1905R • PUTTING STUDENTS IN THE DRIVER’S SEAT: USING ESSENTIAL QUESTIONS TO FOSTER INTEGRATIVE LEARNING**

Christine Blais (Southern New Hampshire University): c.blais1@snhu.edu  
Beth J. Sheehan (Southern New Hampshire University): e.sheehan@snhu.edu

Helping students develop the ability to integrate learning and make connections across disciplines and contexts is “one of the most important goals and challenges of higher education today” (see ACC&U, 2004, A Statement on Integrative Learning). Commonly researched pedagogies that foster integrative learning include experiential (e.g. service-learning and internships) and high impact practices (e.g. learning communities, first year seminars, electronic portfolios and capstone courses). Additionally, Bain’s (2012) work draws attention to the role of essential questions. Bain noted that students who successfully transferred learning across contexts were able to do so because they were seeking in-depth answers to their own questions, challenges or problems (2012). The purpose of this presentation is to share the results from a case study that supports the positive impact of essential questions on students’ capacity to integrate learning across contexts. In doing so, we will also introduce the theoretical foundations of the essential question method. Participants will be asked to brainstorm strategies for implementation as well as possible challenges in adapting the method in their own programs. Participants will leave the session able to articulate the purpose and value of essential questions as well as strategies for implementation.

#### ROOM 2005

**1892R • FRAMING DIVERSITY FOR MULTIPLE STAKEHOLDERS**

Jennifer Campbell (Roger Williams University): jcampbell@rwu.edu  
Alejandro Leguizamo (Roger Williams University): aleleguizamo@rwu.edu

To broaden stakeholder buy-in and break through the diversity paradox (those who are sensitized to the issue come to training while those who are not, don’t), faculty development around diversity issues needs to be framed in multiple ways. We present a case study of a mid-size New England private comprehensive university that has a troubled history and still struggles to convey the importance of diversity issues to the entire faculty community. Framing the conversation financially, pedagogically, and ethnically helped the Faculty Diversity Committee secure from the Provost two hours of the single day of the year all faculty are required to gather; inviting a (white male) science faculty from a comparable university to discuss his quantitative data broadened the appeal to disciplines outside the humanities and social sciences; presenting current theories of diversity flashpoints along with current retention statistics showed the human and statistical costs to the institution; and, most importantly, working with vignettes from currently enrolled students gave all faculty members an awareness of the harm of even unintentional insensitivity in their own classrooms. Among the most significant findings in the vignette data was the impact of faculty insensitivity on student bystanders, indicating that flashpoints affect the entire classroom and therefore institutional dynamics. Over 200 positive faculty evaluations encouraged us to create an ongoing resource site through which we can measure new allies. Session Activity: Participants will work with a sample student vignette, looking at it from different stakeholder perspectives, including administrators, faculty, and students—both victims and witnesses. Session Outcome: Participants will be able to articulate appropriate framing mechanisms for multiple stakeholders in order to argue effectively for significant and broad-based dedication of resources.
**ROOM 1220A**

**1811R • A METHODOLOGY FOR ASSESSING SKILL BASED EDUCATIONAL OUTCOMES IN A COLLEGE COURSE**

Greg L. Alston (Wingate University): galston@wingate.edu  
Carrie Griffiths (Wingate University): cgriffiths@wingate.edu

Are you satisfied with the current assessment tools you have in place to measure teacher effectiveness? Many schools misuse student course evaluations as a benchmark for teacher quality. Faculty are denied promotion and tenure at least partially based on these results. Student course evaluations have repeatedly been shown to be reliable but that does not mean they are accurate. This methodology was developed to determine if students actually learned what they were supposed to learn. After all, shouldn’t the educational outcome be the primary goal of instruction and not whether students liked it? This session presents the results of a paper published in the American Journal of Pharmacy Education. Objectives: Accreditation standards stress outcomes-based educational strategies for pharmacy education. New approaches to assessment will be needed to adequately quality control these new outcomes-based standards. The strategy described uses both direct and indirect performance measures to assess skill development. Design: Course objectives were recast as skills to be demonstrated. Confidence in these skills was surveyed pre- and post-course. Student skills were demonstrated using 4 different work products and a multiple-choice test. Assessment: The change from the pre-course survey to the post-course survey was analyzed with a paired t-test. The quality of the student work product was assessed using rubrics. All students demonstrated skill mastery and 87/88 showed individual progress. Conclusions: This assessment strategy provides robust multi-modal evidence of student achievement in skill development that is more closely aligned with good assessment design principles than the typical student satisfaction survey.

**ROOM 1002**

**1846NR • TEACHING INNOVATION VIA FACULTY LEARNING COMMUNITIES ON STRATEGY AND LEADERSHIP**

David H. Kiel (University of North Carolina): kiel@unc.edu

Faculty are learners too! How to teach them to be leaders? For the past four years, UNC-CH has experimented with two formats of a learning community designed to help faculty in leadership roles acquire strategy, planning, and leadership skills and concepts. Scholars who become leaders of research, service, and teaching programs need to be innovative, think entrepreneurially, motivate colleagues, and persuade potential supporters and funders. Faculty leaders must have these skills if our institutions of higher learning are to adapt to current challenges while preserving core academic values. Fifty-three participants have been involved in the four ten-month programs. Learning activities to be showcased include: video case studies, peer mentoring, expert consultation, practice in persuasive communication, creating written strategies and visions, as well as carefully selected readings and targeted discussions. An analysis of lessons learned from observation, surveys, and interviews will be presented along with sample strategy presentations developed in the program. During the session, participants will discuss the strategic challenges facing their units, the skills needed to address those challenges, and how they might use these approaches in their organizations. This workshop will reference models and theories of faculty learning communities, communities of practice, and adult learning concepts.

**ROOM 1220B**

**1808NR • IDENTIFY, DIAGNOSE, ADJUST: IDA FOR IMPROVING ONLINE COURSES**

Romana J. Hughes (Texas Christian University): r.hughes@tcu.edu

IDA is the method Texas Christian University (TCU) uses to assess and improve fully online courses and programs. IDA was developed in 2008 and has proven to be a robust tool for identifying, diagnosing and adjusting online courses, as well as program trouble areas. TCU’s employment of IDA integrates the backwards design approach for developing courses, the antithetical data from our Learning Management System, a student’s perception of teaching, in addition to, the Online Self-Assessment Tool (OSAT) as our rubric for new and annual course evaluations. TCU designed IDA as an alternative to the Quality Matters Program to acquire more engagement from the faculty and departments.
1947R • REEXAMINING THE INTERRELATIONSHIP OF MENTORSHIP, UNDERGRADUATE RESEARCH AND IDENTITY DEVELOPMENT

Andrea N. Hunt (University of North Alabama): ahunt3@una.edu
Michael R. Neal (Florida State University): mrneal@fsu.edu
Ruth J. Palmer (College of New Jersey): palmerr@tcnj.edu
Claudia W. Scholz (Spelman College): cscholz@spelman.edu
Brad Wuetherick (Dalhousie University): brad.wuetherick@dal.ca

There is considerable literature on mentoring relationships in higher education, on undergraduate research (UGR) experiences and the identity development of university students. There is, however, little previous work that brings together these three diverse literatures together. This presentation sets out to examine how mentoring relationships in undergraduate research experiences influence student identity formation in personal and professional communities. This multi-institutional and multidisciplinary effort introduces work in progress developed at Elon University’s Center for Engaged Learning Seminar on Excellence in Mentoring Undergraduate Research. While this work aims to explore how students negotiate shifting identities across personal and professional communities, its preliminary exploration will be on the most important values of mentoring relationships in UGR, and on the mentoring practices that shape students’ identity development. We propose that students’ ability to understand themselves as researchers is largely shaped by the ways in which they navigate/negotiate between personal and professional identities. We would also suggest that mentors might not be aware of the challenges that some students—particularly from under-represented populations—face in negotiating personal and professional identities. Therefore, an outcome for our research is to develop resources for faculty preparing to work with undergraduate researchers.

1897R • LITERATURE REVIEWING AS PEDAGOGY: TEACHING AND LEARNING GRADUATE LITERACIES

Rosemary Green ( Shenandoah University): rgreen@su.edu

Constructing a literature review is common practice across all academic disciplines, integral to graduate studies in particular. Often construed merely as an academic exercise, the literature review is considered a writing task—optional for more meaningful projects—the means to more important ends. I argue, however, that literature reviewing is a valuable project in itself. In this session, I present findings from my investigation of learners’ experiences with literature reviewing, with the objective of helping participants to conceptualize the literature review process as a complex pedagogical tool. Interpretive analyses of narrative data show that, by engaging with disciplinary literatures and the literature review process, graduate learners become familiar with reading, writing, information, and research literacies. Literature reviewing is a form of pedagogy through which students learn to read and write as scholars in their disciplines; develop techniques for managing large bodies of information and knowledge; and practice the skills and craft of discipline-specific research. As students engage more deeply in literature reviewing, they recognize its relevance to becoming researcher-scholars in their fields. Session participants will be given the opportunity to critique instructional examples and a literature review rubric and to discuss possible applications to their own practices.

1925R • IMPROVING COLLEGE STUDENTS’ LEARNING WITH RETRIEVAL PRACTICE INVOLVING ANSWER-UNTIL-CORRECT (AUC) ASSESSMENT

Sherry L. Serdikoff (Savannah State University): serdikoffs@savannahstate.edu

This study was designed to replicate and extend previous studies evaluating the effects on college students’ learning of answer-until-correct (AUC) class assessments that provide immediate corrective test-item feedback. Students completed weekly multiple-choice quizzes that were scored using Scantron forms or Immediate Feedback Assessment Technique forms designed for AUC assessment. I used a comprehensive evaluation that included items from each weekly quiz to examined learning at the end of the semester as a function of the feedback conditions in place when the original quiz was administered. For items that had been answered incorrectly on the weekly quizzes, there was a statistically significant difference between conditions; the AUC condition yielded higher mean scores on the end-of-semester evaluation than did the Scantron condition. The current results, from students at a public state university in Georgia, replicate my previous findings from students at a selective private liberal arts college in the Pacific Northwest. Together these data provide strong support for the conclusion that, within an educational environment designed to promote retrieval practice, AUC assessment produces better learning than a typical testing arrangement that has become common in college classes. In closing, I’ll discuss the logistics and feasibility of adopting AUC assessment techniques.

1911R • CONSTRUCTING LEARNING ENVIRONMENTS USING THE SOLO TAXONOMY

Robert James Campbell (East Carolina University): campbellr@ecu.edu

As a theory of learning, constructivism posits that individual learners develop knowledge structures about a concept through experience: either in the classroom, the workplace, or in their daily activities. Critics of constructivism argue that if everyone creates their own idiosyncratic knowledge structures, how can educators guarantee that individuals learn what is necessary about a concept and subsequent body of knowledge. This SoTL research project looks at the use of the Structure of Observed Learning Outcomes (SOLO) Taxonomy to develop instruction that facilitates the learner’s ability to develop shared conceptual knowledge structures regarding a topic or body of knowledge. At the heart of the SOLO taxonomy is a set of learning intentions which guides users along a continuum of knowledge development from one idea, many ideas, and the relationships among ideas to the creation of extended abstractions, which link concepts to form solutions to problems within the subject domain. This session will present evaluation data from pre and post-tests and writing assignments which gauge the net effect the use of the SOLO taxonomy had on student learning. Attendees of this session will learn about the positive impact the SOLO Taxonomy had on student learning, and how the SOLO Taxonomy can be used to create classroom instruction. Summary: This presentation will introduce attendees to the SOLO Taxonomy and how it can be used to create a set of learning intentions for developing constructivist learning environments. At the end of the presentation, attendees will be able to use the SOLO Taxonomy to create a set of Learning Intentions to guide the development of a short instructional sequence. Attendees will be able to describe the foundational components of the SOLO taxonomy. Attendees will be able to describe how the SOLO Taxonomy can be used to create constructivist learning environments. Attendees will be able to create a set of Learning Intentions to guide an instructional sequence.
1980R • SELF-DETERMINATION THEORY AS A PREDICTOR OF STUDENTS’ MOTIVATION AND ACADEMIC PERFORMANCE

Diana Sturges (Georgia Southern University): dsturges@georgiasouthern.edu
Trent Maurer (Georgia Southern University): tmaurer@georgiasouthern.edu
Debbie Allen (Georgia Southern University): debbieallen@georgiasouthern.edu
Delena B. Gatch (Georgia Southern University): dbgatch@georgiasouthern.edu
Padmini Shankar (Georgia Southern University): pshankar@georgiasouthern.edu

Self-determination theory (SDT) is an empirically based theory of human motivation first proposed by Deci and Ryan (1985). Whereas many other theories have treated motivation primarily as a unitary concept, in SDT, motivation can be conceptualized on a continuum comprised of three major types of motivation: Intrinsic Motivation, Extrinsic Motivation, and Amotivation. Motivation along the continuum differs to the extent to which it is self-determined. Self-determined motivation has been found to be a predictor of course attendance, grades, and persistence in program of study. 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 summer 2014. The study used the adapted Academic Motivation Scale 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 SDT. It also examined the grade difference between students’ expected grades in class vs. actual grades for all students in the sample. Attendees can expect to learn about the SDT and the relationship between student motivation, academic behavior and performance.

1948R • THE CANADIAN TEACHING COMMONS: EXPLORING THE NATIONAL AND INSTITUTIONAL SOTL LANDSCAPE IN CANADIAN HIGHER EDUCATION

Brad Wuetherick (Dalhousie University): brad.wuetherick@dal.ca
Stan Yu (University of Saskatchewan): stan.yu@usask.ca

In Canada, like elsewhere, SoTL has continued to grow and mature as more faculty have participated in what has been called the teaching commons (Huber and Hutchings, 2005). While the growth of SoTL has been documented in the literature, Hutchings, Huber, & Ciccone (2011) advocate the need for SoTL to be supported and legitimized at the institutional level for it to have a larger impact. What has been less explored, however, is a systematic assessment of the extent to which SoTL is actively being conducted at the national and institutional level, its effect on individual scholars’ careers, and the continuing challenges and barriers of conducting SoTL within the academy. This presentation will report on two studies that aim to address this gap. First, the Society for Teaching and Learning in Higher Education in Canada approved a study to explore the current state of the SoTL in Canadian Higher Education. The purpose of the project was to examine how SoTL activity and support has been changing in recent years in Canada. The second study assessed the degree to which SoTL was being conducted amongst academic and administrative staff at a single medical doctoral university in Western Canada. This study sought to categorize the depth and intensity of SoTL activity using a model put forth by Trigwell (2012), examining whether demographic variables such as gender, academic rank and academic discipline impact one’s likelihood of SoTL engagement. The presenters will use our findings to illuminate the current state of SoTL in Canada.

1941R • UNDERGRADUATE AND GRADUATE RESEARCH: DEVELOPING YOUR OWN VOICE THROUGH AUTOBIOGRAPHICAL ACTION RESEARCH PROJECTS

Jeffery S. Kaplan (University of Central Florida): jeffrey.kaplan@ucf.edu
Elsie L. Olan (University of Central Florida): elsie.olan@ucf.edu

Often, undergraduates believe that ‘research is something done to someone else.’ They picture people in white lab coats conducting controlled, focused, highly specific scientific experiments that are pure in design and execution. Room for personal relevance, they believe, should be left at the laboratory door – as if the mere presence of a personal connection will taint their results. What we do with undergraduate students – and also, graduate students, – is to start where they live. We start by stating that research is the telling of a story — a personal narrative — of how the researcher seeks answers to their questions. More importantly, autobiographical research gives students’ permission to use the word “I.” Freeing them of the third person allows them to explore their own feelings and experiences without the filter of a disembodied voice. We want them to share not only their research, but how they came about to discover their findings – the choices they made, the impressions they felt, and the realizations they made. This presentation will describe the use of autobiographical research in my undergraduate and graduate secondary education classes, and how faculty of all disciplines can use autobiographical research to motivate and engage their own students to explore issues and concerns of interest to them.
**ROOM 1005**

**1881R • ADDRESSING AND REDUCING STUDENTS’ CULTURAL BIASES IN DOMESTIC AND INTERNATIONAL SERVICE-LEARNING**

Steven Jones (Georgia College and State University): steven.jones@gcsu.edu

Students in service-learning courses often encounter individuals and communities with a variety of racial, ethnic, cultural and religious identities different from the students’ identities. Even when students are committed to genuine service, their interactions with difference are guided by conscious and unconscious stereotypes and biases. To maximize students’ cultural competencies, we need to help them recognize their biases and provide them with opportunities to expand their cultural awareness and understanding. In this session, participants will be introduced to the HEADS-UP model developed by Andreotti (2012) and will develop pre-, in-, and post-service reflection prompts based on the model and designed to assist students better recognize and reduce their cultural biases.

---

**ROOM 2002**

**1894R • HELPING STUDENTS EMBODY MULTIPLE PERSPECTIVES THROUGH THEATRICAL PERFORMANCE**

Nancy Feldman (Touro College): nancy.feldman@touro.edu

Students often demonstrate difficulty managing the inherent tensions involved in holding multiple and often contradictory perspectives. It is imperative that social work students learn how to function within the dominant paradigm of mental health and mental illness—a psychiatric medical model point of view—and question that paradigm. Social work classes in psychopathology can become polarized between those who want to “hang a shingle” and those who want to change the world leaving students unable to fully master what they need to know. Theatrical performance in the form of games, scene work, and a way of viewing oneself in the learning process has proven very effective at minimizing polarization and maximizing learning of both the dominant paradigm and alternative ways of seeing and being. Ways in which performance enhanced the classroom dynamic and improved learning outcomes in three graduate level psychopathology classes will be presented. Participants will have the opportunity to discuss their own experiences with tensions that arise in the face of students’ grappling with multiple perspectives in their respective fields. After the presentation, participants will be able to 1) identify ways in which theatrical performance facilitates learning and 2) apply principles of theatrical performance in their own teaching.

---

**ROOM 2010**

**1933R • ENCOURAGING TEACHER CANDIDATES TO UTILIZE COGNITIVELY GUIDED INSTRUCTION: AN ACTION RESEARCH STUDY**

Jessica de la Cruz (Assumption College): jdelacruz@assumption.edu

This session will present an action research project completed in mathematics methods courses for prospective elementary and secondary school teachers. The goal was to determine if instructional practices were effective at preparing teachers to anticipate and to use students’ thinking to inform instructional decisions. The prospective teachers’ ability to predict students’ strategies and the teachers’ considerations during the planning process were investigated. More specifically, during the planning process, the teachers were asked to select a task, anticipate students’ strategies for completing the task, and explain their rationale. Qualitative analysis of the data from the first cycle of this study revealed that all of the prospective teachers effectively predicted students’ strategies; however, those student strategies were not a consideration during the planning process for the majority. As a result of the findings from the first cycle, instructional methods were modified for the second cycle of this action research study and the preliminary analysis of the new data will be shared. Goal of the presentation: Share effective instructional methods for encouraging prospective teachers to take student thinking into consideration when planning lessons.

---

**ROOM 2005**

**1942R • ASSESSMENT OF FACULTY TECHNOLOGY READINESS FOR EFFECTIVE TRANSITIONING TO ONLINE INSTRUCTION**

Joanne R. Zukowski (Montreat College): jzukowski@montreat.edu

Janice D. Terrell (Walden University): janiec.terrell@waldenu.edu

Online learning options continue to gain popularity among adult learners who demand the flexibility that online programs provide. Although new online instructional technology delivery tools continue to emerge, the attitudes and abilities of college faculty regarding use of those tools have not kept pace, particularly long-term classroom adjunct faculty members employed full-time outside of academe. Literature indicates a lack of continuous improvement in college faculty members’ attitudes about and proficiency online instructional skills often lead to faculty resistance to engaging in online instruction. A clearer understanding of faculty development needs may assist college leaders in aligning limited resources with improvement of faculty online teaching attitudes and skills. A mixed-method study was conducted at a private multi-campus North Carolina institution to assess adult studies faculty members’ perceptions of their own skill levels and attitudes related to online teaching and the relationships of demographic variables to specific developmental needs. The results of the study provided a basis for the development of a targeted, comprehensive program of professional development activities to further engage faculty members in online teaching. Results of the study and application of those results will be shared in an interactive session for conference participants to support their planning for online faculty professional development.
SESSIONS

ROOM 1220A

1780NR • VALUED COMMUNITY OF PRACTICE: SOTL AT SDSU

Kay Cutler (South Dakota State University): kay.cutler@sdstate.edu
Mary R. Moeller (South Dakota State University): mary.moeller@sdstate.edu
Mary Bowne (South Dakota State University): mary.bowne@sdstate.edu
Jeongmi Kim (South Dakota State University): Jeongmi.kim@sdstate.edu

This presentation will describe the journey of a departmental Scholarship of Teaching and Learning Community of Practice (SoTL CoP) group. This group, initially formed in 2005, met on a monthly basis, shared their perspectives, engaged in dialogue, and developed a culture of collaborative inquiry that served three purposes. First, it serves as a forum to dialogue, to re-energize, and to potentially generate collaboratively study of teaching and learning issues. Second, it is a place where faculty from initially two different departments who became one department formed a closer coherent identity. Finally, it supports faculty’s questions regarding teaching approaches, strategies, subjects, methodology, limitations, conclusions, and manuscript writing. This departmental SoTL CoP serves as a tool for ongoing professional development for other faculty members, without having to attend a conference or workshop as it spurred on a culture of collaborative inquiry. Others in the university have begun to see the value of this group, much like the Teaching Circles Approaches (Shaw D, Belcastro S, Thiessen D, 2002). The goals of this presentation will focus on (1) the history of the group formation, (2) the stages of journey of group development, (3) and faculty insights about ideas gained, as well as collaborative SoTL research embarked upon and how the SoTL CoP group supported that work. The presenters will end by proposing future directions and engage conference participants in a dialogue about potential, similar collaborations within their own environments.

ROOM 1002

1883NR • DEVELOPING A FACULTY COHORT FOR SCHOLARSHIP OF TEACHING AND LEARNING

Beverly Evans (Southeast Missouri State University): bevans@semo.edu

The Scholarship of Teaching and Learning (SoTL) Fellows Program at Southeast Missouri State University supports an annual cohort of 10 faculty Fellows to evaluate, through individual research projects, the effect of teaching on student learning of two or more of the university’s General Education objectives. Designed around practical action research and collaborative peer consulting, the SoTL Fellows Program creates a multidisciplinary community of peers. Subgroups address sequenced questions about research processes and then collaboratively consult with one another as they apply the research processes. The Fellowship year culminates in a presentation of project findings to the University community. Most of the projects emphasized a new teaching approach, new curriculum materials, integrated applications, and active learning. Sixty-five projects were presented at conferences and 20 were published in peer reviewed journals. Participation in the SoTL Fellows Program is viewed positively in promotion and tenure decisions, with Fellows reporting a variety of intrinsic rewards as well. This presentation will detail the development of the Fellowship program, the process of peer consulting, the types of teaching innovations, and the impact on student learning.

ROOM 1220B

1842R • CALCULUS PROBLEM SOLVING: CAN A FLIPPED CLASSROOM HELP?

Kirthi Premadasa (University of Wisconsin Colleges): kirthi.premadasa@uwec.edu

A three year study was conducted at a small liberal arts college on calculus I and calculus II students to answer the question: “Can calculus problem solving be enhanced through a flipped classroom?” The study was conducted to both calculus I and calculus II students. A typical calculus problem solving process involves several steps which carry out a plan originating from certain initial strategies. While the initial strategies and some of the steps are usually linked directly to calculus, certain other steps are heavily dependent on the students’ prior knowledge on algebra and trigonometry. Our study shows that while flipping the classroom may not have a significant impact on the overall problem solving performance of students, it does have a significant positive impact on the “calculus only” components of the problem solving process. The presentation will also demonstrate efficient ways of making flipped videos and good practices as well as provide a survey of the existing research on flipped classrooms.

CONFERENCE PROCEEDINGS

UPLOAD YOUR PRESENTATIONS!
digitalcommons.georgiasouthern.edu/sotlcommons/
Beginning March 25th you can access your Digital Commons SoTL account and upload your full presentation.
ABOUT IJ-SOTL

digitalcommons.georgiasouthern.edu/ij-sotl/

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

Abilene Christian University, TX
Imam Muhammad Ibn Saud Islamic University, SAUDI ARABIA
Appalachian State University, NC
Armstrong Atlantic State University, GA
Assumption College, MA
Atlanta Metropolitan State College, GA
Auburn University, AL
Ball State University, IN
Carthage College, WI
Coastal Carolina University, SC
College of New Jersey, NJ
Columbus State University, GA
Cuyahoga Community College, OH
Dalhousie University, CANADA
Delaware State University, DE
Drexel University, PA
East Carolina University, NC
Emory University, GA
Fairfield University, CT
Florida Atlantic University, FL
Florida Gulf Coast University, FL
Florida Institute of Technology, FL
Florida State University, FL
Fort Valley State University, GA
Full Tilt Ahead LLC, GA
George Mason University, VA
George Washington University, Washington, DC
Georgia College & State University, GA
Georgia Gwinnett College, GA
Georgia Institute of Technology, GA
Georgia Perimeter College, GA
Georgia Regents University, GA
Georgia Southern University, GA
Georgia State University, GA
Grambling State University, LA
Grand Canyon University, AZ
Indiana University, IN
Indiana University-Purdue University Columbus, IN
Indiana University-Purdue University Fort Wayne, IN
Johnson C. Smith University, NC
Juniata College, PA
Kaplan University
Kennesaw State University, GA
Kent State University, OH
Language Institution, CA
Limestone College, SC
Mangosuthu University of Technology, SOUTH AFRICA
Medaille College, NY
Mercer University, GA
Miami University, OH
Michigan State University, MI
Middlesex Community College – Bedford, MA
Montreat College, NC
Museum of the Bible, Washington, DC
North Carolina A & T State University, NC
North Central College, IL
Notre Dame of Maryland University, MD
 Pace University, NY
Peru State College
Pfeiffer University, NC
Purdue University, IN
Rider University, NJ
Rochester Institute of Technology, NY
Roger Williams University, RI
Ryerson University, CANADA
Saint Leo University, FL
Salem College, NC
Savannah State University, GA
Shenandoah University, VA
Shorter University, GA
South Dakota State University, SD
South Georgia College, GA
Southeast Missouri State University, MO
Southern Crescent Technical College, GA
Southern New Hampshire University, NH
Spelman College, GA
St. Andrews University, NC
Tennessee Technological University, TN
Texas Christian University, TX
Texas Tech University, TX
The College of St. Scholastica, MN
The Hong Kong Polytechnic University, HONG KONG
The University of Findlay, OH
Touro College, NY
Universidad Laica “Vicente Rocafuerte” de Guayaquil, ECUADOR
University of Arizona, AZ
University of Central Florida, FL
University of Florida, FL
University of Georgia, GA
University of Houston - Clear Lake, TX
University of Kentucky, KY
University of Michigan-Ann Arbor, University of Minnesota Duluth, MN
University of Mississippi, MS
University of New England, ME
University of North Alabama, AL
University of North Carolina, NC
University of North Georgia, GA
University of Saskatchewan, CANADA
University of South Carolina Beaufort, SC
University of St Thomas, MN
University of Toledo Medical Center, OH
University of West Georgia, GA
University of Wisconsin Colleges, WI
University of Wisconsin-Superior, WI
University of Wisconsin-Whitewater, WI
University of California Irvine, CA
Western Carolina University, NC
Valdosta State University, GA
Vanderbilt University, TN
Walden University, MN
West Georgia Technical College, GA
Western Oregon University, OR
Wingate University, NC
Acevedo, Matthew  Florida International University, Miami, FL
Adsit, Karen  University of Tennessee at Chattanooga, Chattanooga, TN
Arrington, Nancy  Georgia Southern University, Statesboro, GA
Babiuc-Hamilton, Maria  Marshall University, Huntington, WV
Beck, Judith  University of North Carolina Asheville, Asheville, NC
Biggio, Nancy  Samford University, Birmingham, AL
Bodur, Yasar  Georgia Southern University, Statesboro, GA
Bond, David  University of Technology, Sydney, Australia
Bowman, Donna  University of Central Arkansas, Conway, AR
Chee, Seng  National Institute of Education, Singapore
Chick, Nancy  Vanderbilt University, Nashville, TN
Ciccone, Anthony  University of Wisconsin – Milwaukee, Milwaukee, WI
Cirocco, Linda  University of Central Florida, Orlando, FL
Delgado, Patricia  Florida International University, Miami, FL
Divoll, Kent  University of Houston - Clear Lake. Houston, TX
Erwin, T. Dary  James Madison University, Harrisonburg, VA
Fayer Liz  Black Hills State University, Spearfish, SD
Ferris, Elizabeth  Florida International University, Miami, FL
Frost, Laura  Florida Gulf Coast University, Fort Myers, FL
Garino, Melissa  Georgia Southern University, Statesboro, GA
Gatch, Delena  Georgia Southern University, Statesboro, GA
Gayle, Barbara  Viterbo University, La Crosse, WI
Gilchrist, Sandra  New College of Florida, Sarasota, FL
Griebenow, Kai  University of Puerto Rico - Rio Piedras Campus, Puerto Rico
Hall, James  Rochester Institute of Technology, Rochester, NY
Harland, Tony  University of Otago, New Zealand
Hautala, Bob  Western Oregon University, Monmouth, OR
Jacobe, Monica  The College of New Jersey, Ewing, NJ
Kauffman, Kent  Indiana University - Purdue University Fort Wayne, IN
Kluge, Stacy  Georgia Southern University, Statesboro, GA
Knorr, Ronald  Mercer University, Macon, GA
Kokkala, Irene  University of North Georgia, Dahlonega, GA
Lane, Jill  Clayton State University, Morrow, GA
Larson, Bruce  University of North Carolina at Asheville, NC
Lo, Celia  Texas Woman University, Denton, TX
Love, Jane  Furman University, Greenville, SC
MacMillan, Margy  Mount Royal University, Calgary, Canada
Maurer, Trent  Georgia Southern University, Statesboro, GA
Mayes, Robert  Georgia Southern University, Statesboro, GA
Metzler, Mike  Georgia State University, Atlanta, GA
Modiano, Marko  Gavle University, Sweden
Moorman, Diann  University of Georgia at Athens, Athens, GA
Northup, Lesley  Florida International University, Miami, FL
O’Loughlin, Valerie  Indiana University, Bloomington, IN
Paul, Beth  Stetson University, De Land, FL
Pusateri, Tom  Kennesaw State University, GA
Regassa, Laura  Georgia Southern University, Statesboro, GA
Repsher, Marylin  Jacksonville University, Jacksonville, FL
Richardson, Deborah  Georgia Regents University, Augusta, GA
Rodriguez, Jessica  Florida International University, Miami, FL
Roque, Gus  Florida International University, Miami, FL
Serro, Linda  Florida Gulf Coast University, Fort Myers, FL
Stone, Sandra  Dalton State College, Dalton, GA
Sturgies, Diana  Georgia Southern University, Statesboro, GA
Thorstenson, Patricia  University of DC (retired)
Unal, Aslihan  Georgia Southern University, Statesboro, GA
Utschig, Tris  Georgia Institute of Technology - Main Campus, Atlanta, GA
van Duijn, Arie J.  Florida Gulf Coast University, Fort Myers, FL
Way, Raleigh  Georgia Southern University, Statesboro, GA
Welch, Casey  Flagler College - Saint Augustine, FL
Welch, Penny  University of Wolverhampton, Wolverhampton, UK
Wolfe, Mary  Middle Georgia State College, Macon, GA
THE ONLINE CONFERENCE ASSESSMENT SURVEY IS AVAILABLE ON THE WEBSITE.

ACCESS THE SURVEY AT ACADEMICS.GEORGIA SOUTHERN.EDU/CE/CONFERENCES/SOTLCOMMONS
2016 Keynote Speakers

Dr. Trent Mauer
Professor of Child & Family Development
Director of the School of Human Ecology
Undergraduate Research Program
Georgia Southern University

Dr. Sarah Leupen
Senior Lecturer
Department of Biological Sciences
and Honors College
University of Maryland Baltimore County (UMBC)

Dr. Lendol Calder
Professor of History
Augustana College

Stay in Touch
georgiasouthern.edu/sotl facebook.com/sotlcommons @sotlcommons