AURCO
Association for University Regional Campuses of Ohio

8:30-9:10 AM-Session 1

Room #	Title/Presenters

100   **"Your Book Contract and E-books: Opportunity or Minefield?"**
Linda Walvoord, UC Clermont, Workshop
Abstract: Faculty who have books published before five years ago or so are now sometimes being asked by publishers to amend contracts in order to release e-book distribution. This workshop will invite authors to review and discuss the contracts they are being asked to sign, or offering back in counter-negotiation with the publishers, in the following areas: scholarly books, general interest books, children's books, and adult nonfiction.As moderator and guide for this workshop, I will prepare a handout of substantial readings, written by agents, authors, and authors' organizations (such as the Authors' Guild) discussing the concerns with e-books, and advising authors on how to negotiate rights.
The outcomes will be a suggested from and range for e-books contracts for authors, options in negotiating them, and a network, resulting from the workshop, that can help academic authors to prepare and share information about this important area of career development and advancement of our publications that are going to be earning royalties in print or electronic markets.
The workshop is NOT aimed at people intent upon self publishing in e-book format only; we are focused on the transition or coordination of e-book and print forms of scholarship, general interest work, or creative work, for adults or children.

101   **"Beyond The Voice-Over PowerPoint – Engaging Nursing Students Where They Are", Nancy Bowers, UC Blue Ash College**
Abstract: Online and hybrid formats for teaching and learning brings challenges to engage the learner; to provide a means for interaction with the concepts and other course material; as well as self-assessment of learning. This presentation will provide various technical resources for faculty to provide an online learning environment beyond the voice over power point and the dreaded discussion board.

101   **"The Use of Digital Recording in Nursing Education- Promoting Active Learning and Improving Students Self Evaluation of Essential", Jennifer Ellis, UC Blue Ash College**
Abstract: Nursing education programs are continually challenged to graduate safe practicing nursing students following nursing standards. Students need to exhibit four core competencies at time of graduation: critical thinking, communication, assessment and technical skills (Winters, Hauck, Riggs, Clawson and Collins, 2007). The process of clinical teaching involves instruction in college lab and clinical experiences in a variety of settings. It is critical for students to be actively involved in the learning process. Clinical competencies are demonstrated when students provide care to clients and specific psychomotor and technical skills in which students have to show proficiency (Gaberson and Oermann, 2007). National Council of State Board of Nursing (NCSBN,

2005) recommends the use of innovative teaching strategies to complement students' clinical experiences.

All nursing students are required to demonstrate satisfactory patient assessment to progress in the nursing program. This demonstration has traditionally occurred face to face with the student receiving verbal and written feedback after the demonstration. Utilizing technology to enhance the learning environment has the potential to enhance the traditional nursing skills lab (Salyers, 20007). Literature supports the use of videotaping as a teaching strategy and for evaluation purposes of skill development. It allows for student self assessment, faculty evaluation through feedback, improving student's confidence level, and ultimately improve performance (NCSBN, 2005; Watts, Rush, & Wright, 2009; Winters et al. 2007).

This roundtable discussion will review a pilot program implemented and discuss student feedback based on pre and post survey as well as faculty suggestions for implementation and recommendation for future use within the curriculum. In addition, the speakers will summarize the findings to provide suggestions for use across disciplines.

102 **"Writing for a Lifetime: Continuing Education for Faculty and Students", Debra Johanyak, Akron Wayne**
Abstract: As a college writing instructor, I write in my personal life as well. I've published books, articles, and stories, and produced stage plays and a feature film. Expanding my knowledge and practice of writing has fostered an innovative discovery and growth process that I have been able to share with students through classroom activities, community forums, workshop presentations, and brown bag events as well as advising the student Writers Club. Helping students develop lifelong interest and skill in writing continues to be a meaningful aspect of my community college career.

102 **"Motivation in Introductory Psychology Courses and Its Relationship to Student Expectation and Performance", Sarah Cummins-Sebree, UC Blue Ash College**
Abstract: Educators want students to do well – much time and energy is devoted to developing innovative and engaging course material and assessments so that students will succeed. However, motivation to succeed may also affect performance in any given course (Garcia &Pintrich, 1992), and lack of motivation may reduce the influence of the educator's work on student performance. To investigate the relationship between motivation and performance, two groups of Introductory Psychology students were given a survey at the beginning and end of the course; the surveys asked students to indicate why they were taking the course, what their expectations were, and what their goals were for succeeding in the course. Responses on the surveys were compared across groups, along with their mid-term and final course grades. Mid-point and final course grades were equivalent for the two sections, indicating that differences in instructor and types of innovative activities did not affect performance. In general, students who were more likely to say they wanted to learn about psychology were more likely to enjoy class and do well on the final course grades; students who were more likely to indicate they simply wanted to pass the class were more likely to do poorly on the mid-point and final course grades. A review of the relationship between motivation and performance for these

Introductory Psychology courses will provide ideas on how to enhance motivation in future sections of Introductory Psychology.

105 **"Student Personality & Life Factors in Hybrid Learning Environments", Bill Wise, UC Clermont, Workshop**
Abstract: In Autumn 2011, the regional colleges of the University of Cincinnati began offering courses as part of a new four-year technical degree program in Applied Studies. Students are introduced to the program's technology-rich learning environment in the mid-collegiate touchstone course which is offered as a hybrid course. This presentation will discuss the results of various assessment instruments completed by Clermont College students in this hybrid course during the first year of the program.

202 **"Teaching Technology to Empower Students", Kim Keffer, OU Southern, Workshop**
Abstract: How does a commuter campus close the gap between students' perception, faculty expectation, and the reality of students' technology skills while teaching students to use technology to become better informed educational consumers? This session will provide an overview of how Ohio University Southern addressed these issues through a workshop designed for first year students. Presenter will provide information regarding course design, learning objectives, student outcomes, and student and faculty perceptions of learning and program impact.
Data suggests that the course positively affects students' technology skills. In a pre-test/post-test analysis of students' perceptions of individual technology skills, students indicated an overall improvement average for technology skills of 4.52 on a scale of 1-5. While highest pre-test averages were in the areas of basic computer skills, lower average scores were related to skills such as utilizing specific components of Blackboard. Post-test data further suggests that students' perceive the greatest improvement in areas most directly related to academic resources.
Data also suggests a correlation between course completion, academic performance and retention. Students completing the course in 2008-09 had a "next term" return rate of 92% compared with a "next term" return rate of 63.7% for all first year students. One year return rate for these students will be provided, as will academic performance factors for currently enrolled students.

207 **"Contribution of Self-efficacy on Integration of Innovative Technology in Instruction and Learning Process", Bilquis Ferdousi, UC Clermont**
Abstract: Integration of emerging information technology is now inevitable in everyday life including instruction and learning process in classroom. Emerging technologies like mobile technologies with their power to change the instruction and learning method are new instrument for teaching and learning in higher education. Many educational opportunities are made possible because of these technologies' unique characteristics and positive impacts on learning process. As a result, increasing numbers of higher education institutions are integrating these innovative technologies as instructional tools. However, empirical evidence suggests that psychological attribute like self-efficacy is crucial in integration of innovative technology in classroom. Computer self-efficacy

plays an important role in individual's acceptance and use of new information technology. Several research show that the acceptance of emerging technologies as a tool in instruction and learning is largely determined by instructors' and students' self-efficacy. Instructors' self-efficacy plays a pivotal role in their motivation and perception to use innovative technologies in classroom instruction. There is apparent significant relationship between instructors' comfort with technology and the degree to which they integrate it in their classroom. Similarly, improvement of students' self-efficacy can significantly enhance their use of technology in learning process.

In this context, this paper will discuss the contribution of self-efficacy on instructors' and students' use of technology in classroom. The paper will explore and understand the contribution of: 1) instructors' computer self-efficacy on their use of emerging technology in instruction, 2) students' computer self-efficacy on their use of emerging technology in learning process.

It is important to know how self-efficacy affects instructors' and students' use of emerging technology in their instruction and learning process. This understanding can help administrators and IT practitioners in higher education institutions to make better decisions when integrating technologies in their institutions.

207 **"Interactive Live Digital Imaging", Tarig Higazi, OU Zanesville**

Abstract: Histology is one of the main subjects in introductory college-level Human Anatomy and Physiology classes. Institutions are moving toward the replacement of traditional microscope- based histology learning with virtual microscopy learning amid concerns of losingthe valuable learning experience of traditional microscopy. This study used live digital imaging (LDI) of microscopic slides on a SMART board to enhance Histology laboratory teaching. The interactive LDI system consists of a digital camera-equipped microscope that projects live images on a wall-mounted SMART board via a computer. This set-up allows real-time illustration of microscopic slides with highlighted key structural components, as well as the ability to provide the students with relevant study and review material. The impact of interactive LDI on student learning of Histology was then measured based on performance in subsequent laboratory tests before and after its implementation. Student grades increased from a mean of 76% (70.3–82.0, 95% CI) before to 92% (88.8–95.3, 95% CI) after integration of LDI indicating highly significant ($P < 0.001$) enhancement in students' Histology laboratory performance. In addition, student ratings of the impact of the interactive LDI on their Histology learning were strongly positive, suggesting that a majority of students who valued this learning approach also improved learning and understanding of the material as a result. The interactive LDI technique is an innovative, highly efficient and affordable tool to enhance student Histology learning, which is likely to expand knowledge and student perception of the subject and in turn enrich future science careers. It will be demonstrated during this session.

9:20-10:00 AM-Session 2

Room #	Title/Presenters

100 **"Increasing Interactions in a Virtual World: Using Team-based Learning in an Online Environment", Chamina Smith, Miami Hamilton, Workshop**

Abstract: Do you struggle with students working collaboratively in groups in online environments? How do you teach social interactions in an online environment? This workshop is designed to provide suggestions for incorporating group work into online classes. While group work is challenging in face-to-face courses, it becomes even more problematic in an online setting. This workshop will provide an overview of the literature on group work in virtual environments as well as share a scaffolded and innovative approach to group work in an undergraduate business course that actively engages students using group dynamics. In the course, students form management teams to simulate real-world decision-making and apply practical business principles. Team members have to develop ways to interact effectively to accomplish the goals of the various assignments. The workshop will also include a discussion in which participants are invited to share their ideas and experiences with online group work.

101 **"Humor Us: An Entertaining Way to Enhance Classroom Learning", Patricia Friel, Wei Zha, UC Clermont Workshop**

Abstract: This presentation focuses on the role of humor in helping students reduce their anxieties about communicating in classroom settings, whether one-on-one, in small groups, or in public speaking contexts. A pilot instrument, referred to as the Multi-Modal Measurement of Response Domains (MMRD), was used as a pre- and post-test of students' anxieties following varied scenarios of students' and/or instructors' use of humorous jokes and stories in various classroom contexts at a small Midwestern college. In the first half, this session will present both a literature review and results from the aforementioned research. In the second half, this session will engage attendees in ways in which they can add humor in their own classrooms to reduce stressors and enhance teaching and learning.

Regarding humor in the teaching-learning process, Downs, Javidi, and Nussbaum (1988) note that award-winning college teachers actively engage in using a well balanced amount of humor, self-disclosure, and narratives in the classroom. Additionally, various studies show support for the positive effects of humor on improved attention, mood, and, creativity (Derks, 1996), or improved student-teacher rapport, student affect, and perception of a teacher as competent and appealing (Gorham &Christophel, 1990). Kelly and Gorham (1988) claim that teachers improve students' attention through humor's immediacy, or what Richmond and McCroskey (1998) define as "the degree of perceived physical or psychological closeness between two people" (p. 87). Verbal and nonverbal immediacy not only arouse and maintain greater attention from students, but also free students to enlist their cognitive capacities, to remember content better, and, as Frymier (1994) adds, to be more state motivated to learn.

Regarding communication anxieties, several studies indicate that 100% of the population

experiences at least some situation-specific anxiety about communicating in public and that 60% experiences above average levels of it (Glaser, 1981; Richmond &McCroskey, 1998). Further, Mager (1984) states that students' attitudes and teachers' affective communication have a major impact on learning. Martin, Kuiper, Olinger, and Dance (1993) claim that researchers need to better uncover the exact processes by which humor is used to cope with stress and to cultivate well being, given students must communicate in order to learn, for as McCroskey (January 1977) asserts, " Those who communicate less, learn less" (p. 30).

In the second half of this session, results will focus on the role that positive humor may play in classrooms by helping to build interpersonal relationships, establish group cohesiveness, level the playing field for constructive competition and conflict, and aid in critiques and feedback. Practical applications will involve activities designed to pinpoint stressors and students perceptions of them, first. In addition, exercises using humor as a means of stress reduction will be presented to help classmates to get to know each other, to regulate their moods and emotions, to release their cognitive and creative capacities, and to foster effective interpersonal, group, and public communication. How well these activities work to reduce classroom stress and anxieties will be projected based on results from the MMRD.

102   **"Laughing about Work through Music", Michael Nern, OU Zanesville**

Abstract: In a standard faculty presentation I would like to comment upon some of the changes and other phenomena I have observed in my 28 years as a faculty member. I have observed and talked to students, faculty, staff, administrators, and contacts outside the university as we have all dealt with "leaner, meaner, work places--downsizing, outsourcing, right sizing" and other forces that suggest we should work harder and longer for less compensation. I will abstract a few ideas from poems and essays I have written about work (deadly serious) and then present a few spoof songs I have written about work, such as "T.E.A.C.H. in the U.S.A.," "Hate My Cell Phone," and "Longabergerville" (melodies stolen from Mellencamp, Thorogood, and Buffet, respectively). I would prefer to play recordings of my songs, but would perform them in person if need be. This presentation is part of an ongoing project that includes the goal of recording an album of spoofs about the challenges of balancing work, family life, and the press of technology in the modern world. If we cannot laugh at least a little about forces beyond our control, then we are all in trouble.

102   **"Writing to Improve Conceptual Understanding in STEM Disciplines",**
    Sharon Burns and Darwin R. Church, UC Clermont

Abstract: English composition has long been established as a core component of the freshman year experience, and the need to expand composition from specific to general context continues to increase. At a time when a strong emphasis is being placed on science, technology, engineering, and math (STEM) education in the secondary and post-secondary environment, it is paramount that curricula is developed to strengthen and encourage the link between freshman writing and the these disciplines. Science education research provides evidence that collaboration between writing faculty and

those in science disciplines is paramount to student success as academic writers. It stands to reason that for students to write successfully in science, they must first have a conceptual understanding of the content. While many institutions incorporate a writing component in their science curriculums, few have a coordinated collaborative effort to fully integrate composition and science disciplines. To meet this need, we have created and are currently teaching an online meta-course (linked courses), which integrates an English research course and an energy-based physics course.

Successful students must make connections between writing and critical inquiry. As we began the process of integrating our curriculums in composition and physics, it became obvious that in order to maintain the integrity of both courses we would have to find ways to compliment the currently established learning outcomes. The result of this work is the strategies we will present for designing online curricula, implementing online teaching strategies, and focusing assignments that integrate writing as a part of the conceptual thinking process students undergo when learning science. Key to this process was to stimulate the discourse that links research to contemporary topics. This fully integrated meta-course provides fertile research for developing independent courses that share disciplinary approaches to teaching and learning.

105   **"A Story On Story Problems: How Improving Reading Comprehension Can Improve Performance on Mathematical Word/Story Problems", Dywayne Nicely, OU Chillicothe**

Abstract: As an Assistant Professor of Mathematics, I have heard many students declare that they are incapable of solving a word problem. There have been many studies, in recent years, which show a correlation between reading comprehension skills and performance on word problems in mathematics courses. During the 2012-2013 academic year, I will be conducted a research project that aims to help students increase their reading comprehension skills and consequently increase their performance on word problems. This project will be a collaboration between Ohio University-Chillicothe (OU-C) and Chillicothe High School (CHS). Along with me, the project contributors will be the principal of CHS, and one faculty member each from the English and Mathematics departments of CHS.   We will track the progress of approximately 150 students from four sections of Algebra II and two sections of Honors Pre-calculus. In this presentation, we will discuss our initial assessment plans and the subsequent procedures that will be conducted throughout the research project period that are designed to strengthen reading comprehension and performance on mathematical word problems. This presentation also welcomes any comments and suggestions concerning the research project.

105   **"Examining the Issue of Academic Plagiarism: What Do Faculty at AURCO Affiliated Institutions Know about Plagiarism?", Dave Hochstein, Wright State Lake**

Abstract: In 2007, a survey was given to Lake Campus students to assess their confidence and ability to identify plagiarism. This was done as part of an educational assessment. The results from this survey demonstrated a high degree of confidence in student ability to detect plagiarism. There was, however, a low degree of ability to actually detect

plagiarism.

The currently research will builds off of that initial pilot study. Specifically, we will examine the confidence and ability of faculty members to detect plagiarism using the same basic measures used for the students. High correspondence between confidence and ability is expected for faculty, and if found will help validate the use of our survey materials.

Low correspondence between confidence and ability for faculty would be surprising, but such an outcome would be a clear impetus for better skill training for faculty and/or re-writing of the survey materials. In either case, this project will also help to increase the visibility of the problem of detecting plagiarism within our academic community.

202   **"Applications of Second Life in Higher Education Round Table", Mary Hricko, KSU, Roundtable**
Abstract: Roundatable to explore applications of how to use Seond Life for teaching, learning, and reseach. Discussion will identify challenges in building a virtual world classroom; applications of SL for student assignments; overview of existing projects that educators could explore; exisitng resources for educators interested in creating a virtual reality classroom experience.

203   **"Connecting Killers and Catastrophes: Alternate Methods in Course Delivery in Criminal Justice and Homeland Security", Mary Myers and Stacy L. Willett,The University of Akron, Workshop**
Abstract: Connecting Killers and Catastrophes: Alternate Methods in Course Delivery in Criminal Justice and Homeland Security. Today's students often become bored in traditional classroom settings. The use of technology has become important to capture and keep students engaged. At the same time, the limitation of the use of technology by students in the classroom must be addressed. How do we find that balance between limitations and use of technologies?

This presentation will focus on methods of teaching using applied technologies in the fields of Criminal Justice and Homeland Security. We will demonstrate the digital learning platform used by The University of Akron which is based on the Desire2Learn program. We will include the incorporation of the use of WebCam messaging in coursework to personalize the delivery of material in distance learning settings. We will also discuss the use of applied technology as we developed our forensic laboratories including the use of virtual websites and hands-on forensic experiments.

171   **"Perceptions of Students in Usage of Social Networking in Academic Environment", Sheida Shirvani, OU Zanesville**

Individuals are flocking to social networking environments at a phenomenal rate. In online environments there is a vast presentation of social networking web sites. Social networking web sites allow individuals to publicize personal information in the form of profile pages and/or postings.

Social networks are tools that assist students in increasing and developing their identities and finding their fit within college environment. One of the significant benefit of social networks are helping students to contact and stay in contact with their friends, classmates, and faculty. Making these connection assist them to feel they are belong to someone and do not feel lonely and this feelings help to increase retention in college environment. All these capabilities make the social network sites very appealing to all college students. In 2008, *Science Daily reported that* 94 percent of the students use the Internet, 82 percent go online at home and 77 percent had a profile on a social networking site. When asked what they learn from using social networking sites, the students listed technology skills as the top lesson, followed by creativity, being open to new or diverse views and communication skills. What the researcher found was that students using social networking sites are actually practicing the kinds of 21st century skills we want them to develop to be successful today. The study added students are developing a positive attitude towards using technology systems, editing and customizing content and thinking about online design and layout. They're also sharing creative original work like poetry and film and practicing safe and responsible use of information and technology. Furthermore this study claim that the Web sites offer tremendous educational potential.

This study examines: (a) The relationship between the gender of profile pages and individual's viewers' perception of social networks in academic environment. (b) What is the perception of students using social network as a tool to connect and receive academic advising.

171 **"Environmental Media: Biology Theory, Journalism Practice, Community Engagement", Mitch McKenney, KSU Stark**
Abstract: This project includes cross-disciplinary study, innovative linkages with government and service organizations, using technology and service to the community -- all in a special topics course at a regional campus. Now in its second year, Environmental Media brings together Kent State University at Stark's biology and journalism faculty to focus on challenges facing Ohio's watersheds and inland waterways, including failing septic systems, runoff from parking lots and fertilized lawns, outflows from old underground mines and, most recently, potential breaches of fracking fluids.
The students are not required to have a biology or video background; the three-hour grant-supported course is open to all majors. But within a semester, students develop the knowledge and skills necessary to create a short documentary that explores solutions to a particular problem, with help from a community partner representing a local health department, soil and water district or environmental organization.
The semester starts with the study of watershed science and related public-policy issues, including discussions with experts on watersheds. Students analyze sources of watershed pollution and think critically about the strategies being taken to curtail it. Then they do research and story development as well as production, editing, feedback and re-editing before showing them to campus and community audiences at the end of the semester.

They also post their work online and write about the experience.
Some of last year's students called it the best class they have taken, and several continued their work after the semester ended. Some even formed a student group to oppose fracking in Ohio. The presentation would include a review of the learning outcomes, samples of last year's films and suggestions for those interested in trying this elsewhere.

10:10-10:50 AM-Session 3

Room #	Title/Presenters

100   **"Determining Students' Level of Understanding:The Role of the Interview Assessment in Mathematics", Victor Odafe, BGSU Firelands**

Abstract: Reform bodies and documents require that faculty use multiple assessment techniques to gather information for instructional decisions. Interview assessment is one of such techniques. This technique enables instructors to gain insight into students' conceptual knowledge and reasoning as they solve problems. This project describes how interview assessment was implemented in a college mathematics classroom. More than half of the class favored this technique to that of written tests. Guidelines for the implementation of this technique by any mathematics teacher is provided.

100   **"Solving quantum computing problems with trigonometry", ZijianDiao, OU Eastern**

Abstract: For every mathematics professor on regional campuses, teaching trigonometry is a regular assignment. From a distance, teaching this rudimentary subject seems light years away from conducting cutting-edge research in quantum computing, a revolutionary area of the scientific and technological development of the 21st century, where the principles of quantum mechanics are incorporated into the science of computation. In this talk, we will show how certain basic facts of trigonometry find their places in solving problems in quantum computing. It provides a vivid example of the power of mathematics accessible to undergraduate students.

101   **"Information Literacy Learning Commons: A Way to Collaborate, Create, and Carry-Out Innovative Research Methods", Patricia Antonelli, Jolene Buehrer, Stephanie Mora Walls, Michelle Ruth Haff Brodke & Elsy Thomas Kizhakethalackal, BGSU Firelands, Workshop**

Abstract: BGSU Firelands College hosted a learning community this AY 2011-2012 sponsored by the Center for Teaching and Learning and carried out by Ms Bonnie Fink, the coordinator of this Center. There are 9 Faculty members and one Library Faculty representative participating in this endeavor which explored the information seeking behavior of our students and created a final "product" which consists of a web site housed on the library's homepage.
This is a group collaboration that represents a coming together of all the disciplines taught at our college. It is a tool that any student, at any point in their academic career can use easily, find reliable and scholarly information, and hopefully become more aware of the great amount of academic material that is available. Our site breaks up into three major areas, engage – inquire – research. Each section is geared to be user friendly yet informative and educational. The last section contains Libguides which are guides on the World Wide Web containing links to research databases, book catalogs, and faculty chosen web sites. The librarian creates these guides with input from the faculty in each

area. At the bottom of this page we find individual class guides, again created in collaboration with the faculty member teaching the class and the librarian.

The faculty members participating in our learning community have created specific assignments that involve the guides and the website. Five members of our Information Literacy Learning Community will present our web product and each faculty member will introduce their assignment and explain the connection and feedback they received as they worked with their students this semester in the light of our new Information Literacy tool.

102 **"Redesigning and Reorganizing "Laboratory Experience in Biology", Focusing on Critical Thinking and Experimental Skills", Qunxing Ding and Haiyan Zhu, KSU East Liverpool**

Abstract: Laboratory Experience in Biology (BSCI 10003) is designed to enhance the understanding of experimental biology for non-major undergraduate students. This course will train the students on designing and conducting experiments as well as analyzing and interpreting experimental data. In addition, it will provide rich information about life sciences and personal health for every student in reality. It is expected that the students will be better prepared for healthier life style, and higher capability to resolve practical problems beyond the course contexts. Primary data indicate the redesigned experiments and course activities efficiently improved the learning interests and practical skills of the students.

102 **"Interactive Use of Video Analysis in Introductory Physics Laboratories", Gabriela Popa, OU Zanesville**

Abstract: Sometimes the examples used in physics textbooks are simplified versions of reality. Using short digital videos, often just 20 to 30 frames in length, can be extremely useful in physics teaching. Computer analysis of these "live photos" involves measuring the position of objects in successive video frames by pointing and clicking with a mouse. For example, we can track the motion of a basketball, and from there calculate the instantaneous velocity and acceleration, at every single point on its trajectory, including the two components of each. We can track the motion of an astronaut on the moon, motion of starts, and motion of objects around us, in the same manner. The relatively new video tool built into *Vernier Logger Pro* data collection and analysis software enables students and instructors to collect, graph and analyze data obtained from QuickTime movie Clips.

The live photo video activities give students experience with applications of Physics to real world phenomena, which cannot be obtained listening to lectures, reading texts or solving end-of-chapter problems. The activities require students to examine movie frames critically, make predictions, collect video data, correlate video and sensor data, reply movie as graphs, derive and verify equations, fit curves and do analytic mathematical modeling.

I will present one activity as an example that serves the bridge between hands-on laboratory experience and more formal theoretical constructs presented in lectures.

105 **"Using a Business Model to Implement Change in Higher Ed", Stephen Motika, Nancy L. Roadruck and Dee Dee Pitts, University of Akron**

Abstract: Soon after the reorganization of the campus was announced, the Dean of The University of Akron's Summit College and University College decided to use a manufacturing problem-solving process to merge the two large advising units. The Assistant Dean underwent training to become a LEAN master, part of the Six Sigma system. Even though the participants were dubious at first, the LEAN process has proven to be a quick and painless way to implement change using group decision-making. The key to success is the short time line and representation by those affected by the changes. The presenters believe that the LEAN process is an effective way to handle implementation. We will share our experience and discuss other uses for the LEAN process in advising.

105 **"Interdisciplinary Collaborative Projects – A continuation on the development of an interdisciplinary course", Allison White, Char Miller, OU Chillicothe**

AbstractYour new interdisciplinary course is ready for an interdisciplinary assignment. The sample course is geared primarily towards a multidiscipline audience including but not limited to health services administration, office administration, medical assisting, and nursing students and is ready for the instructors from two disciplines (Office Technology and Nursing) to develop a project assignment.

We will quickly review our backgrounds and disciplines, recap the interdisciplinary course development process, and lead the discussion into setting objectives and outcomes for an interdisciplinary, collaborative project that will further define roles in various medical settings. Emphasis has moved in this stage of the course to creating interdisciplinary assignments requiring collaboration of students from two or more disciplines. A capstone project is assigned to small groups requiring input from their respective programs of study in order to be successful. The assignment involves the use of technology and presentation skills while developing a document/tool for use in a medical setting such as a small office, hospital, emergency vehicle, lab, or other setting of their choosing (as approved by the instructors).

Emphasis for developing this project assignment comes from the disciplines of those enrolling. We have students who will be expected to participate in interdisciplinary committees and projects on the job. This type of assignment is a simulation of what they can expect in this type of environment. Discussion for this presentation will involve examination of students enrolled, group member assignment methods, rubric design, and instructor guidance. Allowing students to exercise creative license with guidance is the key skill the instructors must maintain!

202   **"Creating Inclusive Classrooms: Implications and Challenges in the Age of Social Media, Part A", Natalia Darling, Rachel Frankel, Karen Smith, Angel Anorga, Teresa Roig-Torres, Susanna Clason, Alan Lundstedt, MwangiChege, Bradford Mallory, and MJ Weintraub, UC Blue Ash College**
Roundtable

Abstract: This interdisciplinary Faculty Round Table will discuss the classroom management implication in an ever-changing diverse classroom. Understanding the diversity of twenty-first century students in our community is a crucial skill that must be developed by educators. Heightening awareness and developing a knowledge base regarding identity and stereotype threats, impact of socio-economic disparity, culturally diversity, gender stereotypes in higher education, and English language learners is a critical component of this faculty discussion session. Our goal is to refer to personal experiences and lessons gained through a yearlong faculty learning community.

Our research covers textbooks and publications that explore topics such as diversity, stereotypes, and developing cultural humility (Milner &Tenore, 2010; Steele, 2010; Tervalon& Murray-Garcia, 1998). Applying cultural competence at the university level also requires learning how to be cultural sensitive. As instructors we are organizers, leaders, mediators, negotiators, and an important ingredient in the mix of individuals in the classroom environment. Today's classroom is not limited to a particular room, but includes a worldwide network of cultures, backgrounds, and life styles. This interactive round table will explore issues experienced in the classroom and offer tips to address possible misunderstandings by embracing the complexities of our multicultural community.

171   **"Predicting Training Transfer of New Computer Software Skills: A research study comparing e-learning and in-class delivery", Brian Hoyt, OU Lancaster**

Abstract: E-learning is reported to provide trainees with flexible and individual learning opportunities as well as increased practice iterations that reduce time lag between new content and application attempts. This study was designed to study the impact e-learning has on training transfer, as future application of computer software skills. Training transfer, also called skill transfer, is determined by the degree to which trainees can effectively apply skills learned in a training session to the workplace. This study on e-learning emphasizes online training as a design factor that influences training transfer. The study examines the effectiveness of training transfer by comparing skill transfer from students enrolled in an online computer software class to students' skill transfer in a classroom/lab delivery. As explained by the Theory of Planned Behavior (TPB), attitudes, subjective norms, and perceived behavior control represent the direct antecedents and predictors of the intent to transfer training. The study has implications for understanding factors that contribute to training transfer and differences between e-learning and more traditional training deliveries. The findings report that e-learners are not statistically different from classroom learners in the intent to apply new software skills. However, learners with higher attitudes and higher perceived behavioral control were statistically stronger in the intent to apply new software skills. In addition, learners with higher goal setting structure had stronger intention to apply new software skills.

The findings have implications for further research as well as workplace training applications.

171 **"Keep Your Lecture in Online Classes with Narrated Slideshows", Chris Fluckinger, BGSU Firelands**

Abstract: When moving from a face-to-face setting to online delivery, instructors—particularly those teaching classes with heavy content demands and lecture components—face a difficult challenge: retaining the benefits of a well-crafted lecture in an asynchronous online format. Many students prefer at least some lecture in content-heavy courses, but often take online courses due to location-, family-, or illness-related concerns. Some options, such as podcasts, retain the lecture, but without the visual of a slideshow. Other options, such as video recordings of lectures, can prove difficult and time-consuming to create, particularly without the help of multiple people. Finally, options such as use of interactive software such as Articulate Presenter can prove expensive and time-consuming to master.

This presentation discusses an inexpensive and easy-to-learn strategy: creation of narrated slideshows in PowerPoint. With this technique, instructors can narrate slides used in face-to-face classes, use the laser pointer in PowerPoint to orient the viewer, and save the project as an easy-to-play movie (.mov) file. Pros to this technique involve compatibility (most computers and video players can play .mov files), asynchronous deployment (students can access the lecture at the time of their choosing), and ease and price of creation (with PowerPoint, a cheap microphone and a little practice, the lectures come out clearly and concisely). Cons to this technique involve large file sizes (often 2-5 minutes to download, depending on connection speeds) and lengthy rendering times (saving a half-hour narrated slideshow can take 2-5 hours to render into a movie file, depending on computer processing speeds).

Specific advantages and pitfalls to this strategy are discussed in relation to the use of narrated slideshow lectures in an online Introduction to Psychology class. Qualitative feedback provided is largely positive, both in terms of functionality and in self-reported understanding of content.

11:00-11:40 AM-Session 4

Room #	Title/Presenters

100   **"Teaching Nobel", Scott Minar and Matt Wanat, OU Lancaster**

Abstract: This roundtable focuses on reading and discussion of Nobel Prize winning poets Tomas Tranströmer, Czeslaw Milosz, and WislawaSzymborska. Scott Minar will read and discuss Tranströmer's poetry focusing on aesthetic elements and mystical qualities in the poet's work--particularly how to approach these challenges as part of a creative writing or literary teaching methodology. Matt Wanat will read poems by Milosz and Szymborska from the collection Postwar Polish Poetry, with attention to the Polish poets' meditations on representation. Wanat will discuss teaching mimesis in an age of mediated distraction, and speak to the merits of Milosz's and Szymborska's poetry for delivering the discussion of the consequences of words from the sometimes obfuscating abstraction of critical theory. After these presentations, the session will open to questions, comments, and discussion from and with attendees.

100   **"What's an English Professor Doing Writing about Politics?" Martin Kich,Wright State Lake**

Abstract: The most frequently republished article that I have written concerned a research topic for English 102. The Lima News, a conservative newspaper, kept running cartoons that featured Bill Clinton with an ever more exaggerated nose and chin. So the crux of the assignment was that students were to assume that it was 2030 and that they had to explain some of the cartoons to readers who were only broadly knowledgeable about the Clinton presidency. Before doing the course, I did a presentation and wrote a paper, which was quickly published, explaining the topic in detail, and everyone seemed very ready to congratulate me for being so ingenious. But, perhaps all too predictably, the topic was a disaster—and I eventually produced another presentation and article on its failure. That article is the one that has been republished. From this experience, I learned that failure resonates even more widely than genius does.

While doing that course, I took great pains, I thought, to be non-partisan. I wanted to allow Clinton-lovers and Clinton-haters complete freedom in approaching the topic. So, I was very surprised when just about every student in the course complained on the end-of-quarter evaluations that one of the major weaknesses of the course was my obvious political bias. Ironically, about 60% of the class was completely convinced that I was a Clinton apologist while the other 40% was completely convinced that I was a Clinton basher.

I often to try write publishable work in the forms that I teach—from literary analyses to poetry to technical reports and proposals. But, up until the last year and a half, I had never done much political writing. Much to the chagrin of my very Democratic wife, I had almost always registered as an Independent, I am now writing newspaper opinion pieces, newsletter articles, and monthly blogs with a clearly progressive bias.

Although I can attribute much of this shift toward political topics to my increased involvement in our university's AAUP chapter and the galvanizing effect of Senate Bill

5, I realized when thinking about this presentation topic that my transformation is really not as dramatic as it might seem. I have been writing about cultural, historical, and political topics throughout my career. I am, for example, currently working on the third of three chapters that I am contributing to the book Politics and the American West, and their slant is historical and non-partisan. I think that being a faculty member at a regional campus allows more opportunity for somewhat freewheeling scholarly interests. I will explain how I have been a productive writer and have built a respectable record of scholarship by following my interests and being open to new areas of interest.

101   "Cool Tools for Teaching, Learning, & Research", Mary Hricko, KSU Geauga, Workshop

Abstract: Tired of PowerPoint? Looking for a way to integrate new technologies into your instruction? Workshop will introduce attendees to free Web 2.0 tools and APPS they can use for teaching, learning, and research in their instructional practice. Session will offer discussion of the tool, application of it for both instruction and assignments. Workshop will include tools for improvinf productivity, assessment, and delivery of content. Handouts will be provided.

102   "Tutor Tracks - online tutoring experience at OU Lancaster", Giorgi Shonia, Debra Smith, OU Lancaster, Roundtable

Abstract: Round table will discuss the experience of Tutor Tracks project at Ohio University Lancaster campus. Tutor Tracks creates a student tutoring experience that is accessible, applicable, affordable, and replicable. The initiative captures real time classroom experiences, makes them accessible through the internet, and allows the student to access them repeatedly. Tutor Tracks augments current face to face tutoring with online 24/7 tutoring services provided by vetted tutoring vendors and student tutors who provide effective tutoring online, gather metrics and report use of the tutoring. The program shapes institutional culture as faculty, staff, student workers and outside vendors collaborate to create, deliver and maintain the program. Currently project is in "phase 2" offering 24/7 tutoring to all students at OUL for all disciplines and extending services at one other RHE campus. Accessible and effective tutoring will support students as they successfully complete their degrees in a timely manner.

105   "The Blackboard Journal: A Versatile Teaching/Learning Tool for the Sciences" Ann Witham, UC Blue Ash College

Abstract: Journaling has long been known to be an effective learning tool for the humanities. The value of reflection as a means of promoting metacognition is well established in the literature. The use of reflective writing has also increased in the sciences in recent years, but apparently to a lesser extent than in the humanities. The relatively new Blackboard Journal feature is an excellent tool that promotes a wide variety of student skills, provides feedback to the instructor, and encourages deeper learning. Most Learning Management Systems such as Angel, Bb, or Moodle have a private Journal feature. This presentation is a brief overview of the potential uses for science instructors of the Journal feature with examples from student journals. This

presentation will include a short interactive component to brainstorm and share new uses of this tool for teaching and learning specifically in the sciences.

105 **"Peer Review of Laboratory Notebooks", Melinda Lee Greer, UC Blue Ash College**

Abstract: In a laboratory setting, the work that is done must be properly documented to avoid ethical issues and make sure that it is reproducible. Teaching students how to properly record results and data is important but can also be overwhelming. How can the process of teaching this skill be made manageable for both instructor and students? A laboratory notebook is the most common method for recording, and it was decided that this requirement would be added to the organic laboratory course. Here are some issues that needed to be addressed to make this implementation successful:
1) Feedback would be necessary on a regular basis, weekly if possible.
2) Students should be exposed to multiple examples of notebooks, some good and some not so good.
3) The grading had to be manageable.
Peer review seemed to be a good solution to use in tackling these issues. This presentation will describe how peer review by the students was used in a first attempt at implementing a laboratory notebook requirement in an organic chemistry lab course.

202 **"Creating Inclusive Classrooms: Implications and Challenges in the Age of Social Media, Part B", Susanna Clason, Alan Lundstedt, MwangiChege, Bradford Mallory, MJ Weintraub, Natalia Darling, Rachel Frankel, Karen Smith, Angel Anorga, and Teresa Roig-Torres, UC Blue Ash College, Roundtable**

Abstract: This interdisciplinary Faculty Round Table will discuss the classroom management implication in an ever-changing diverse classroom. Understanding the diversity of twenty-first century students in our community is a crucial skill that must be developed by educators. Heightening awareness and developing a knowledge base regarding identity and stereotype threats, impact of socio-economic disparity, LGBTQ, gender stereotypes in higher education, and English language learners is a critical component of this faculty discussion session. Our goal is to refer to personal experiences and lessons gained through a yearlong faculty learning community.
Our research covers textbooks and publications that explore topics such as diversity, stereotypes, and developing cultural humility (Milner &Tenore, 2010; Steele, 2010; Tervalon& Murray-Garcia, 1998). Applying cultural competence at the university level also requires learning how to be cultural sensitive. As instructors we are organizers, leaders, mediators, negotiators, and an important ingredient in the mix of individuals in the classroom environment. Today's classroom is not limited to a particular room, but includes a worldwide network of cultures, backgrounds, and life styles. This interactive round table will explore issues experienced in the classroom and offer tips to address possible misunderstandings by embracing the complexities of our multicultural community.

203   **"Status Update: Teaching with the social media", Michelle Byrne - Akron Wayne and Sukanya Kemp - Akron Summit College, Workshop**

Abstract: We know in order to be effective educators, we have to "meet students where they are", but does this include their virtual selves? Facebook friend?Google+? Twitter followers? LinkedIn?SecondLife? Do we open communication and more deeply engage students if we include their online life? Given that 97% of students say they use Facebook, joining them online may be tempting. Then there is the generally accepted "chalk and talk' method. Education is most effective when students and instructors have an easy, reciprocal exchange of information. Is that exchange best created by innovating methods with which they are familiar or should we include media, which had previously been excluded from the classroom? How useful are these teaching methods in the modern world ruled by social media? This workshop will look at ways students and faculty use innovative methods of teaching, including the use of social media. In addition, we will explore possibilities and implications for connecting with students virtually.

171   **"Scientists communicating science to students and the public", Gordon J. Aubrecht II, OSU Marion**

Abstract: Unless something is done, millennium-length consequences of the greenhouse gases we have already released will cause harm to the planet. Humans emit over 30 Gt/yr of carbon dioxide as well as other greenhouse gases. Some people try to claim that this is less carbon dioxide than is emitted by volcanoes (actually about 130 Mt/yr). Others claim it is far less than emitted by plants dying in fall, which is correct (but neglects to mention that essentially equal numbers of plants grow, absorbing the released carbon dioxide, meaning an overall null effect). Groups of people supported by political forces and money such as Heartland Institute have decided that denial of scientific data is not only reasonable, but a moral force that opposes that of stewardship of the planet. While the media characterize these people as skeptics, I characterize them as "denialists," to distinguish them from true skeptics, we scientists who must be skeptical in order to do our work. Denialists have succored the people who just want whatever the problem might be to go away by sowing doubt about scientific integrity and distorting the meaning of scientific uncertainty, even holding large conferences of like-minded people. Unfortunately, some scientist denialists are physicists who have not read the climate literature thoroughly and substitute their judgment for that of more knowledgeable scientists Denialists distort ideas that are the basis of science to lend support to their views.. Because few students (or citizens) know much about the nature of science, aspects of the nature of science is an important aspect of what scientists share with their students-- aspects such as the meaning of theory in science, the tentativeness of scientific results, why results can be utilized when scientific knowledge is tentative, and so on. How scientists can change the framing of the issue and how individual scientists can influence the public through reasoning with fellow citizens and writing letters to their local papers countering misinformation is the focus of this talk.

11:50-12:30 AM-Session 5

Room #	Title/Presenters

100 **"Recasting Screencast for Peer Review", Amber Peplow- UC Blue Ash College, Workshop**

Abstract: The majority of the literature on screencasts focuses on using them as method for delivering content (Yee and Hargis, 2010). Although Online faculty have recognized the benefits and potential of screen capture software to deliver content, provide tutorials, and annotate diagrams, screen capture software offers the potential to create high quality active learning assignments in online courses. Activities using screencasts offer several advantages. First, the combination of sound and images have been found to heighten student learning compared to text formats (Sugar, Brown and Luterbach, 2010). Moreover, if the students' product is shared, the screencasts can provide models for their peers.

In particular, screencasts provide an excellent method for conducting peer review. Instead of having students share primarily text based documents for peer review, screencasts allow students to provide feedback on speeches, oral presentations, PowerPoint's, and other forms of mixed media. Screencasts can be used in a variety of ways in peer review. In the first option, students record their presentation with a screen cast and post it for their peers to provide feedback on. Another option is for students to post their paper, PowerPoint presentation, reading, web page, etc, and students record a screencast of their review of the work. Finally, peer review could also require that both the presenter and the reviewer use screencast. This workshop will provide an interactive format in which participants will design a peer review activity requiring students to create screencasts. In addition, this workshop will review the free screen capture software and suggest which ones are most student friendly. In addition, the workshop will show participants how to successfully teach students how to use screen capture software.

Sugar, W., Brown, A. and Luterbach, K. (2010).Examining the anatomy of a screencast. International Review of Research in Open and Distance Learning, 11: 1-20

Yee, K., and Hargis, J. (2010). Screencasts. Turkish Online Journal of Distance Learning, 11: 9-12

101   **"Green Esterification, an Alternative Synthesis Experiment for the Organic Chemistry Laboratory", Melissa Howard and Rachel Piening, UC Clermont, poster**

Abstract: The synthesis of esters is an important part of the undergraduate organic chemistry laboratory. This synthesis, like all other undergraduate experiments produce hazardous waste. Thus, a greener method has been proposed to synthesize isoamyl acetate. A recyclable catalyst, non-toxic chemicals, and microwave technology were used and the results were compared with a traditional esterification. The greener version of the esterification took less time and was eco-friendly.

102   **"The Use of Digital Recording in Nursing Education- Promoting Active Learning and ImprovingStudents Self Evaluation of Essential", Jennifer Ellis and Carla Henderson, UC Blue Ash College**

Abstract: Nursing education programs are continually challenged to graduate safe practicing nursing students following nursing standards. Students need to exhibit four core competencies at time of graduation: critical thinking, communication, assessment and technical skills (Winters, Hauck, Riggs, Clawson and Collins, 2007). The process of clinical teaching involves instruction in college lab and clinical experiences in a variety of settings. It is critical for students to be actively involved in the learning process. Clinical competencies are demonstrated when students provide care to clients and specific psychomotor and technical skills in which students have to show proficiency (Gaberson and Oermann, 2007). National Council of State Board of Nursing (NCSBN, 2005) recommends the use of innovative teaching strategies to complement students' clinical experiences.

All nursing students are required to demonstrate satisfactory patient assessment to progress in the nursing program. This demonstration has traditionally occurred face to face with the student receiving verbal and written feedback after the demonstration. Utilizing technology to enhance the learning environment has the potential to enhance the traditional nursing skills lab (Salyers, 20007). Literature supports the use of videotaping as a teaching strategy and for evaluation purposes of skill development. It allows for student self assessment, faculty evaluation through feedback, improving student's confidence level, and ultimately improve performance (NCSBN, 2005; Watts, Rush, & Wright, 2009; Winters et al. 2007).

This roundtable discussion will review a pilot program implemented and discuss student feedback based on pre and post survey as well as faculty suggestions for implementation and recommendation for future use within the curriculum. In addition, the speakers will summarize the findings to provide suggestions for use across disciplines.

102   **"Collaboration between disciplines: A multidisciplinary experiential-learning course project in the required hybrid speech course", Alice Crume, KSU Tuscarawas**

Abstract: "Not all those who wander are lost" (Tolkien, 1955) might best describe this exercise in sporadic chaos, unpredicted bedlam, and more unknowns than knowns.   This article is a description of an experiential course project that added the dimension of collaboration between three distinctly different disciplines with a concept map, shown in Appendix A as the stalwart guide. In the step-by-step process to reach the project goals, one of which is a public audience presentation, this article seeks to be a template for future management of multiple course sections and multiple discipline course classes with a common ending event. At the conclusion, a list of accomplishments from the project illustrates the enormous centrifugal impact it had on all 200+ students as well as the 150+ immediate audience members.

Key terms: hybrid basic speech course activity, experiential-learning, and collaboration

105 **"The Evolution of the Ohio Conference of AAUP (OCAAUP), Opportunities for Regional-Campus Faculty Involvement, and Current Issues", Martin Kich, Wright State Lake**

Abstract: When the Kasich administration took office in January 2011, with a Republican majority in both houses of the legislature, the focus of their legislative efforts quickly became Senate Bill 5. This legislation would have gutted the collective bargaining rights of public employees throughout Ohio, but it would have completely eliminated the right to unionize for faculty at all public colleges and universities in Ohio.

In response to this legislation, the We Are Ohio coalition was formed—first, to gather enough signatures to place Senate Bill 5 on the ballot as a referendum issue, and second, to work towards winning that referendum vote. A record 1.3 million signatures were gathered in just over two months, and this past November, the bill was repealed by a 61% to 39% margin.

The Ohio Conference of AAUP joined We Are Ohio as a member of the Advisory Committee to the group's Executive Committee. But due to the financial contributions and the on-the-ground efforts of AAUP chapters and members, OCAAUP was ultimately invited to join the We Are Ohio Executive Committee and then offered a seat at the Ohio Labor Table.

In less than a year, OCAAUP has been transformed from an organization with a somewhat ambiguously defined purpose to the major link between Ohio's AAUP chapters and other progressive organizations. It has greatly improved the communication among the chapters, and it has maintained its focus on issues related to labor and higher education.

In response to these rapid changes, and to changes which may be occurring on the national level, OCAAUP will shortly be considering ways to involve more faculty by expanding board membership and by reinvigorating its standing committees.

202 **"The Couch Potato Has Left the Couch": First-Year Writing Projects for Our 'Read-Write' Culture", John Heyda, Miami Middletown**

Abstract: In One Way Forward: The Outsider's Guide to Fixing the Republic, Lawrence Lessig claims that "the couch potato has left the couch," meaning that we have moved beyond a "read-only" culture "in which people passively consume culture created professionally elsewhere. (Passive consumption of culture is what the couch potato does.) Lessig wants to contrast read-only cultures with "read-write" cultures in which "amateurs create their own culture . . . and share that creativity with others. My proposal will review Lessig's argument and show how new directions in Miami University's ENG 111 and ENG 112 course plans ready students for this emerging "read-write" culture. For Lessig, in "read-write" cultures, "amateurs create their own culture, or versions of culture, and share that creativity with others. Think remix videos on YouTube, or photos on Flickr, or Wikipedia, or the links and RTs on Twitter." My presentation will show how a project assignment central to Miami's new ENG 111 syllabus and another key to the ENG 112 course redesign, can encourage students to get off the couch and engage "read-write" culture. The ENG 111 project asks students to "remediate a piece of writing they have done previously – by changing the medium using digital technologies and perhaps multiple modalities – to present their work to a new audience." The ENG 112

project invites students to "create their own inquiry question," and then engage their question "through creative work in multiple genres." I will explore the benefits and the challenges of assigning such projects to regional campus students in first-year writing courses.

202 **"Teaching Diversity in Higher Education", Purba Das, OUSouthern**

Abstract: As United States becomes more increasingly heterogeneous, the need for cohesive, systemic, multicultural programming and understanding in higher education has multiplied. Diversity in educational environment that includes the student bodies, faculties and staff is important for colleges and universities to fulfill their primary mission of providing a quality and inclusive education. Education within a diverse setting prepares students to effective communicators not only within the national borders but in a global platform; it fosters mutual respect and teamwork; and it helps build communities of good citizens who create an inclusive environment for others. This essay addresses the issues of what constitutes diversity, how do higher institutions fulfill their mission of diversity and create an inclusive and safe learning environment for all constituents.

In this paper, I will concentrate on four key areas educators could incorporate in their syllabus that help to foster diverse understanding of our social and cultural environment. Understanding cultural identity. to increase awareness of how various cultural markers contribute to one's identity and how the saliency of these cultural markers varies from person to person.

To increase awareness of positions of privilege and marginalization: to raise awareness of levels and positions of privilege and marginalization as they relate to various cultural and social groups such as race, class, gender, sexual orientation, religion, political affiliation, and educational level, as well as to stimulate reflexive discussions about individual responsibilities toward addressing privilege and marginalization.

Incorporate global perspectives in education: existing perceptions of global demographics related to gender, nationality, spirituality, health status, educational level, etc.

203 **"Online math problem banks at Ohio University Lancaster", Giorgi Shonia, OU Lancaster**

Abstract: Online math problem banks at Ohio University, Lancaster is a two platform project. We develop problem banks under Blackboard interface and explore WebWork alternative for courses which need visually rich graphing capabilities and can benefit for National problem banks. Blackboard is a choice of course management system at Ohio University and WebWork is a national leader in delivery of online math assignment in free open source alternatives. Project aims at accumulating experience, developing problem bank standards and fostering exchange of actual problems and best practices among OU math faculty. Serving as a free alternative to increasingly costly proprietary platforms (Webassign, MyMathLab) is also of consideration. Project is scheduled to develop over next two years. We are currently soliciting funds and looking for partners.

203 **"Applying Economic Concepts to Explain and Improve Online Teaching", Joe Cavanaugh, Wright State Lake**

Abstract: Economic theory and the economic approach to analysis can be applied to many situations. Specifically, economics can be used not only to explain, but also to identify solutions to problems that commonly occur when teaching online courses. When an instructor teaches in an online format they are presented with challenges due to the reliance on technology. This occurs both when they first develop their course, and ongoing while they are teaching the online course. Often in an online format it is also more difficult to motivate students to keep up with course work or to motivate faculty to teach a new course. In addition, although teaching online has grown rapidly over the past decade, from a business stand point online courses and programs have often not been as successful as many had anticipated. In this paper economics is used both to explain and provide suggestions for addressing these problems.

171 **"Fostering Engagement: Addressing the Constraints of Once-a-Week Courses", Angel Añorga, Teresa Roig-Torres, Angie Woods, UC Blue Ash College**

Abstract: This presentation addresses the teaching intricacies presented by courses that have extended periods of time between face-to-face classroom interactions. The presenters will discuss preliminary findings of a year-long pilot study conducted with first-year foreign language students in a two-year regional college. These finding suggest that there is a need for the implementation of pedagogical practices to assist students in dealing with the gap between classrooms. This session will discuss pedagogical strategies that may minimize the constraints that exist in once-a-week class formats. Additionally, the presenters will introduce a variety of examples of activities and web-based interaction to foster student engagement with course content outside of the classroom.

171 **"The State of Honors Programs at Regional Colleges", Chris Fluckinger, BGSU Firelands**

Abstract: The goals and requirements of honors programs in Ohio's public universities can vary widely between individual schools. Even more variable are the honors opportunities offered at regional colleges. This presentation will discuss some of the key differences between honors programs in general and honors opportunities at regional colleges. Where helpful, the presentation will focus on the case study of the recent extension of BGSU's Honors Program to BGSU's Firelands College.
Honors programs can focus primarily on student achievement, which typically involves a graduating GPA requirement and completion of a capstone project or experience. Honors programs can also focus on the student experience, which may involve heavy participation in extra- or co-curricular activities, specific Honors-only courses, and/or emphasis on—and periodic assessment of—core honors competencies such as critical thinking. Challenges are present in extending both achievement and participation components to regional colleges, although participation components can involve more planning and potentially more staffing (i.e., activity planning and course staffing). Philosophical and conceptual challenges exist as well, including whether a regional college's goal should involve providing a given university's honors experience, and—if so—whether those opportunities should be made available to students in two-year

programs of study.

This presentation will discuss considerations in terms of existing honors programs at regional colleges and in the creation of an honors program at BGSU Firelands. Discussion of regional college participation, goals, and best-practice regarding honors programs and honors experiences is encouraged. This presentation will also involve discussion regarding the future of honors experiences at regional campuses.

2:00-2:40 PM-Session 6

Room #	Title/Presenters

100 **"Effectiveness of Different Learning Modes as Perceived by Students", Mark Headings, OSU Agricultural Technical Institute**

Abstract: People differ in ways by which they receive and process information. Educators are more likely to measure student attributes such as behavior, aptitude and performance and then draw conclusions about their different learning modes. Another insightful approach would be to also ask students how they think they best acquire and process information. The objective of this investigation was to collect and analyze student input regarding their perceptions of the effectiveness of five different learning modes. Students were asked to respond to a survey form on which these five learning modes were applied to an example of learning floral parts. They were asked to evaluate and respond to each of these five modes by writing a number 1 to 5 by each mode (where 1 is least and 5 is most effective), indicating levels of learning effectiveness for them. Based upon responses from 127 students in four different science based courses, results show that the two most effective ways for these students to learn and retain information about floral parts is by "seeing pictures of the parts of a flower" and by "dissecting the parts of a real flower." The two least effective learning modes were "reading about the parts of a flower" and "hearing about parts of a flower." These results emphasize the importance of visualizing and experiencing what is being taught. The survey instrument used has broad application across disciplines by merely changing the example used.

100 **"Content Delivery Method and the Impact on Instructor Immediacy and Student Learning Outcomes", Amber Peplow, UC Blue Ash College**

Abstract: Despite the acceptance of online learning in many disciplines, the field of communication has debated the appropriateness of online and hybrid delivery methods for the basic public speaking course. Regardless of these pedagogical concerns, Over 50% of 2 year institutions and over 16% of 4 year institutions offer entirely online sections of public speaking (Morreale, Worley, &Hugenburg, 2010). This study examines the impact of face to face communication, hybrid delivery methods, and all online delivery methods on instructor immediacy and student learning outcomes. The participants included approximately 21 students enrolled in sections of "Effective Public Speaking" at Raymond Walters College in the 2011 summer quarter, and the participants were divided into three groups. Three one-week units had a face to face, hybrid and entirely online version. The three units involved were: 1) visual aids, 2) style, and 3) persuasion. For each unit, a third of the students were assigned to face to face version, while another third will be assigned to the hybrid version, and the final third will be assigned to the entirely online version. By the end of the quarter, each student participated in all three versions. The outcomes of each group were compared as was instructor immediacy. The results indicate that the delivery method did not have a significant impact on the outcomes, but a significant result was found on instructor immediacy. Contradicting past research which places hybrid delivery method as

preferred, students in this study indicated that the face to face and all online delivery method were preferred significantly over the hybrid delivery method (Turner, 2009).

101 **"Destroying the Myth of the Digital Native: What the ERIAL Project Tells Us about Students and Research", Tony Hopkins, OU Zanesville**
Abstract: Abstract: In 2008, five Illinois Universities initiated the Ethnographic Research in Illinois Academic Libraries (ERIAL) Project. This LSTA funded study monitored student research behavior for a period of two years. The goal of the project was to provide data to help create more user-centered Library services, but the findings actually provided a lot more insight into the various problems associated with students and the research process.

The ERIAL Project was unique in that it employed an ethnographic approach to observing students, faculty and the library staff. As a result we have much richer, qualitative information on students and how they navigate their way through various research related assignments. Looking at the results of this study, we learn that various beliefs that we have held about these students and how they exist in a digital environment are often false and how they often create additional barriers to learning.

Together, we will explore the results of this project and discuss how we can use this information to benefit the students of Ohio. This will include understanding the strengths and limitations of college students when it comes to locating and understanding information. We will also examine how faculty and librarians can work together to push create new methods to teach our students better methods to cope in an increasingly challenging digital environment.

101 **"Making the Connection to K-12: Members of Regional Campus Deliver a New Identity for Public School", Lisa Timman, UC Blue Ash College**
Abstract: My presentation outlines an effective case study linking scholarly activity and internship education to the K-12 education community; specifically, the Cincinnati Public Schools. The presentation details a rebranding project for Mt. Washington School, serving the K-8 population. The main objective of the project was to rebuild the identity of their school coinciding with the renovations of their facilities and their relocation back to their original neighborhood.
The scope of the project was to develop a website and promotional material consisting of flyers, brochures, business cards, stationery and envelopes. The overarching goals of these deliverables were: to build brand recognition, serve as informative literature, increase student retention, increase student enrollment, and develop community partners and volunteers.
I led a team of Communication Design students and internship students from UC Blue Ash to achieve these goals and objectives. The students involved in the project produced a variety promotional material. The involvement provided students with a real-world application of their skills and helped to make connections to classroom education. The experience provided students with professional design experience, valuable portfolio work, and a broader understanding of the design process.

The collaboration between Mt. Washington and the design community at UC Blue Ash has evolved into a pilot program. The success of this program has developed interest with other schools in the Cincinnati Public Schools system. The significance of this collaboration and outreach to the community will build stronger business partnerships for the college, strengthening the school's resources and benefiting the student body.

102   **"The top ten reasons supporting anthropogenic climate change", Gordon J. Aubrecht II, OSU Marion**

Abstract: Any course of action has costs and benefits. To obtain the benefit, we need to pay the cost. No power plant pollution means no power plants. No power plants means no electricity. No electricity means no modern surgical procedures, no medical diagnostics, no comfortably lighted and cooled homes, etc., all things most people want to have or at least have available to them. One consequence of human use of energy is emission of greenhouse gases. Many nonscientists (as well as a few real scientists) do not think that climate change could be caused by human actions. Reasons range from doubt that tiny humans could affect an entire planet to belief that human life on Earth will soon end. Science is about experimental data, reasoning from those data, and theoretical perspectives supported by the data. Svante Arrhenius provided (in 1896) the first theoretical (and compelling) reasons that carbon dioxide theoretical perspectives supported by the data. Svante Arrhenius provided (in 1896) the first theoretical (and compelling) reasons that carbon dioxide could influence Earth's energy budget. Multiple sources of modern data underlie the belief of virtually all climate scientists that humans are changing the climate. The evidence is based on temperature measurements, satellite observations, ice-core sampling, statistical analyses, sea level measurements, observations of plant and animal behavior, and other sorts of measurements. The nature of science is something that should be shared with students and fellow citizens, and an important feature of science is its reliance on evidence. We provide ten evidential reasons to accept that humans cause climate change.

105   **"Learning Doesn't Have to Be A Hard Cell: Embracing Smartphones In and Outside of Class", Thomas Stringfield, UC Blue Ash College**

Abstract: Although it used to be necessary to have a computer to access the internet, that certainly isn't the case in the 21st century. With the commonplace nature of cell phones and smartphones, it is now very likely that students in your class will have immediate access to a phone rather than a computer to access class materials posted on the internet. In this presentation, two approaches that have been recently used to integrate smartphone use into a nonmajors' chemistry course will be discussed. The first approach is the construction of game show based review sessions that utilize internet-based polling websites to ask and answer questions related to course content. One of the potential drawbacks of some formats of review games is that only two or three students act as the focus of the game while the rest of the students are merely observers. The incorporation of the internet polling element to game show review allows all students to participate, increasing student engagement in the review process.

The second approach involves the implementation of QR Codes in homework assignments. When students attempt homework and the instructor is not physically

present, QR codes can provide a convenient way for the instructor to provide feedback on homework problems through the student's cell phone. Some benefits of this approach and student survey data will be shared, revealing student perceptions of these activities.

105 **"Peer Assisted Study Sessions (PASS) to Support Student Learning"**
 Krista Wood, UC Blue Ash College
Abstract: Do you teach a "historically difficult" course? Are you looking for another way to provide assistance to your students beyond office hours? Could your students benefit from another source of support?

Peer Assisted Study Sessions (PASS) provide students with a place to work together to reinforce key concepts, develop effective study strategies, and possibly even reduce the anxiety associated with "historically difficult" courses. Many students avoid asking questions either in class or during office hours to keep from appearing ignorant. PASS sessions provide a less intimidating atmosphere where students are more comfortable asking peers for the assistance they need. PASS is all about students helping students. Students speak the same language and intimately understand the difficulties their peers face tackling challenging coursework.

This session will describe the newly implemented Peer Assisted Study Sessions for algebra-based physics at UC Blue Ash College. Exceptional physics students were identified in College Physics I and invited to act as PASS student leaders to help their peers with the course material during the Winter quarter. Beginning the 2nd week of Winter quarter, four PASS student leaders held weekly, 1-2 hour sessions in the library study rooms equipped with whiteboards. Additional PASS sessions were added before exams.

This session will describe:
• the process for selecting PASS student leaders,
• the conception of the Peer Assisted Study Sessions,
• and the results from one quarter of PASS sessions.

Come hear how PASS is helping students not only pass, but also achieve more learning in physics. Can PASS work for your students, too?

202 **"Social Media Convergence: How a Blog can be a Professional e-Portfolio", David McCoy, Ashland University**
Abstract: This paper presentation explores the role of weblogs as a valuable platform for personal professional e-Portfolios. Blogs are popular social media sites that allow for descriptive multimodal digital narratives complete with an archive of autobiographical writing, video, audio, still images, and hyperlinks. As flexible repositories of student work, they offer essential components for the creation of a successful professional e-Portfolio.

This paper will examine the key steps required for the design and production of a blog as an e-Portfolio. Examples drawn from two different collegiate courses will serve as both a foundation for the presentation and a bridge to further inquiry.

202 **"Teaching with NING (Social Networking APP)", Mary Hricko, KSU Geauga**

Abstract: Discussion will focus on how to use NING (a social learning application) to teach blended/online courses. Discussion will address the advantages and disadvantages of teaching and learning with NING; overview of resources educators can gain in using NING sites; and future objectives related to the use of NING in instructional practice.

203 **"Beyond Statistics: Teaching Computational Modeling to Regional Campus Students", Brian Castellani, KSU Ashtabula, Workshop**

Abstract: This seminar is for regional campus faculty in mathematics, the social sciences and the health sciences who teach methods courses.

In the last twenty years, an information revolution has taken place, due to colossal advances in the digitalization of data, internet, large database management, and the computational abilities of the computer. In response, researchers have created a burgeoning number of highly-visual, computationally-based complexity science methods—from neural nets and agent-based modeling to network analysis and discrete mathematical modeling—designed to more effectively model and examine these new data.

Unfortunately, regional campus students, particularly those in the social and health sciences, learn little about these methods, seldom getting anything beyond an introductory course in statistics. The methodological limitations of regional campus students make them less competitive in the information-based, globalized job market, which seeks professionals who can make sense of the "data cloud" in which we now live. This is unfortunate because many complexity-based computational methods, given their approach and visual orientation, can be rather easily grasped at the introductory level, making them an appropriate topic for an undergraduate audience.

The purpose of this workshop is to advance the teaching of computational modeling at the regional campus. It does so by presenting the sociology-based course-work we are currently using at Kent State University at Ashtabula to teach social science and health science students these methods. To demonstrate the effectiveness of our approach, after a brief review of the course content, the presentation will be run by students, with guidance from Dr. Castellani. Students will do the following: (1) demonstrate their knowledge of computational modeling by reviewing two of the more widely used techniques; (2) explain how they used these techniques to study, in novel ways, a few different databases; (3) reflect on the teaching strategies they found most and least effective; and, finally (4) review the advantages they believe learning these methods provides them.