



WELCOME TO THE
THE 16TH ANNUAL CONFERENCE OF THE
ASSOCIATION OF UNIVERSITY
REGIONAL CAMPUSES OF OHIO

RESHAPING HIGHER EDUCATION

HOSTED BY:

**KENT STATE**
UNIVERSITY
STARK

NORTH CANTON, OHIO

APRIL 9-10, 2010

INTERIM DEAN, DR. RUTH CAPASSO

CONFERENCE AGENDA

8 - 8:30 a.m.	Continental Breakfast
8:30 - 9:45 a.m.	Keynote Panel: <i>Reshaping Higher Education - Diverse Perspectives</i>
9:45 - 10:10 a.m.	Student Posters, Continental Breakfast
10:15 - 11:25 a.m.	Concurrent Sessions A-G
11:25 - 11:45 a.m.	Student Posters
11:50 a.m. - 1 p.m.	Concurrent Sessions H-N
1 - 2:05 p.m.	Lunch
2:05 - 3:15 p.m.	Concurrent Sessions O-U Afternoon Snack
3:20 - 4:20 p.m.	AURCO Board Meeting

WELCOME FROM THE DEAN

It is with great pleasure that I welcome you to Kent State University at Stark for the AURCO Conference. Nestled on 200 beautiful acres in Jackson Township, Kent State Stark offers major university resources in a comfortable, liberal arts college atmosphere. We are very proud that we are the number one college destination for all Stark County high school graduates and that companies, large and small, near and far, come to us for their executive development needs.

The largest of seven regional campuses in the Kent State University system, Kent State Stark serves more than 10,000 students each year – 5,000 in academic programs and 5,000 in professional and graduate programs. Students can complete 13 bachelor's degree programs in their entirety, including the much-in-demand bachelor's degree in nursing. In addition, individuals can receive master's of business administration and master's in curriculum and instruction degrees that are conveniently designed for students with busy schedules. New programs are continually being developed to meet the growing needs of the community. Our newest program, the bachelor's degree in music technology, is accredited by the National Association of Schools of Music and allows students to concentrate on courses in music production and audio recording, using state-of-the-art technology.



Kent State Stark's knowledgeable instructors teach more than 400 courses each semester, providing students with a first-rate education. Ninety percent of the campus's more than 200 professors, who are dedicated to their roles as educators, mentors and facilitators, hold the highest degree in their field. The student-faculty ratio is 18-to-1, providing students with personal attention to help them achieve success inside the classroom and beyond.

We are focused on student success in all areas of the university. Technology is important to the campus, and we are proud to be the first Kent State campus with indoor and outdoor, campus-wide wireless Internet. Each classroom is equipped with a computer and ceiling-mounted video projector and three new mathematics computer classrooms were recently added. Yet we also value our green space, with our pond utilized frequently as an outdoor learning center. The campus was recently recognized as a Tree Campus USA by the Arbor Day foundation.

Our students are top notch. They come from all walks of life and are dedicated to making a difference in our community. Through service learning, students apply what they've learned in the classroom to the community. Kent State Stark has been listed on The Presidential Higher Education Community Service Honor Roll for exemplary civic service for the four consecutive years.

Best wishes for an enlightening conference. During your visit, I encourage you to take a walk on our scenic grounds and enjoy the friendly campus community.

Ruth C. Capasso

Ruth C. Capasso, Ph. D, Interim Dean & Chief Administrative Officer

ACKNOWLEDGEMENTS

CONFERENCE CO-CHAIRS

Angela Guercio
J. Brad Shepherd

PROGRAM COMMITTEE

Kim Garchar, Chair
Mitch McKenney
Deirdre Warren
J. Zach Schiller

HOSPITALITY CHAIR

Parthasarathy Rajagopal

REGISTRATION

Leslie Heaphy
Sarah Clay
Phil Everett
Shannon Lee
Minnat Mawadat Manjouna

WEBSITE MANAGER

Angela Guercio

Website Design: Christopher Wolf
Program Design: Emily Miller
2010 Conference Logo Design: Kirsten Arndt

AURCO BOARD

(5/1/09 - 4/30/11)

President: Miki Crawford, Ohio University - Southern

Vice-President (President-Elect): Bob Cohen, Ohio State University at Marion

Secretary: Rachelle-Kristof-Hippler, Bowling Green State University - Firelands

Treasurer: Tracey Hawkins, University of Cincinnati - Clermont

Journal Editor: Jeff Bauer, University of Cincinnati - Clermont (Outgoing)

Stephen G. P. Nameth, Ohio State University Agricultural Technical Institute (Incoming)

Associate Journal Editor: Li Zhou, Ohio University - Zanesville

Webmaster: Rachelle Kristof-Hippler

ANNOUNCEMENTS

2011 AURCO Journal submission deadline 9/1/2010. See <http://www.aurco.net/journal.asp>

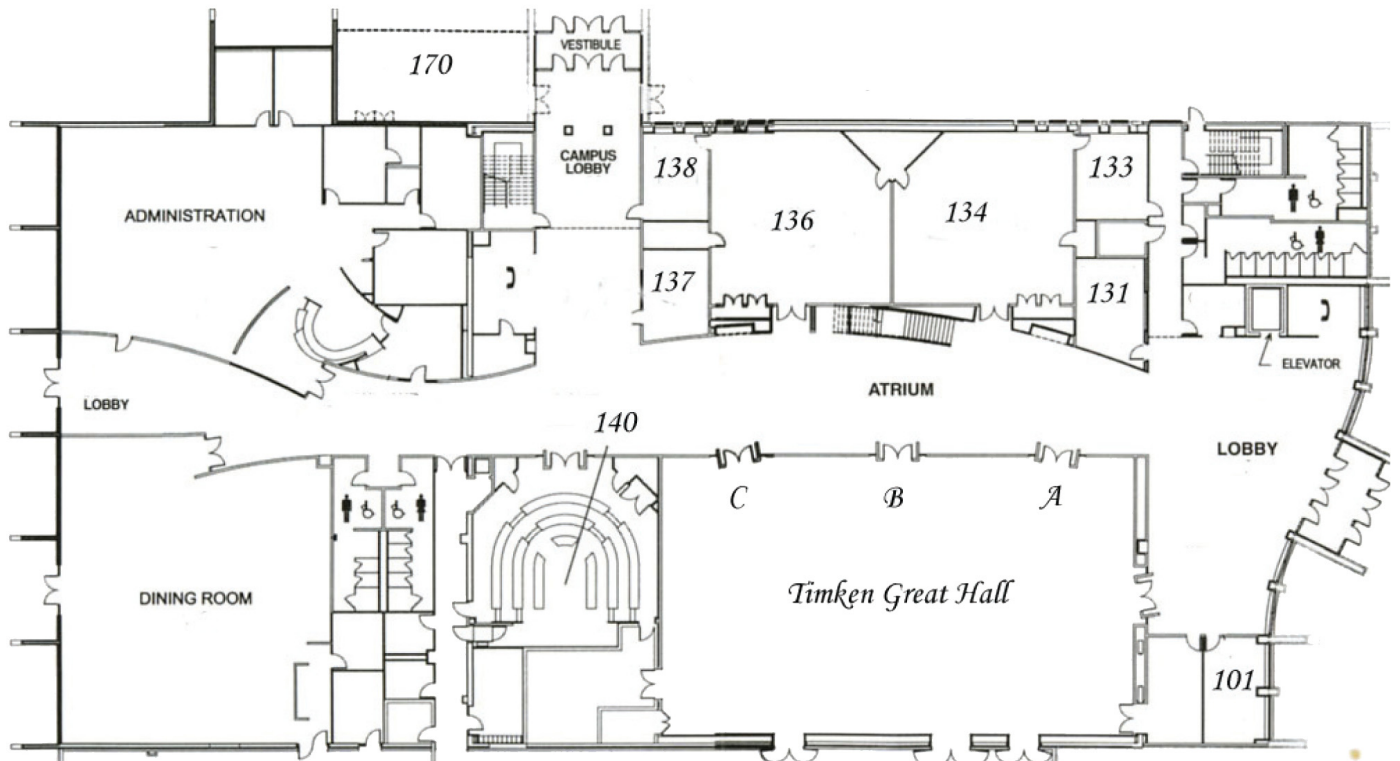
AURCO.net will be moving to AURCO.org in Fall, 2010

The AURCO Board and 2010 conference committee are indebted to Kent State University at Stark's generosity, and specifically Dean Capasso. Her willingness to support student and faculty scholarship is evident by covering all conference costs and supplying the conference program. These savings for AURCO can then be used to further support the AURCO Journal.

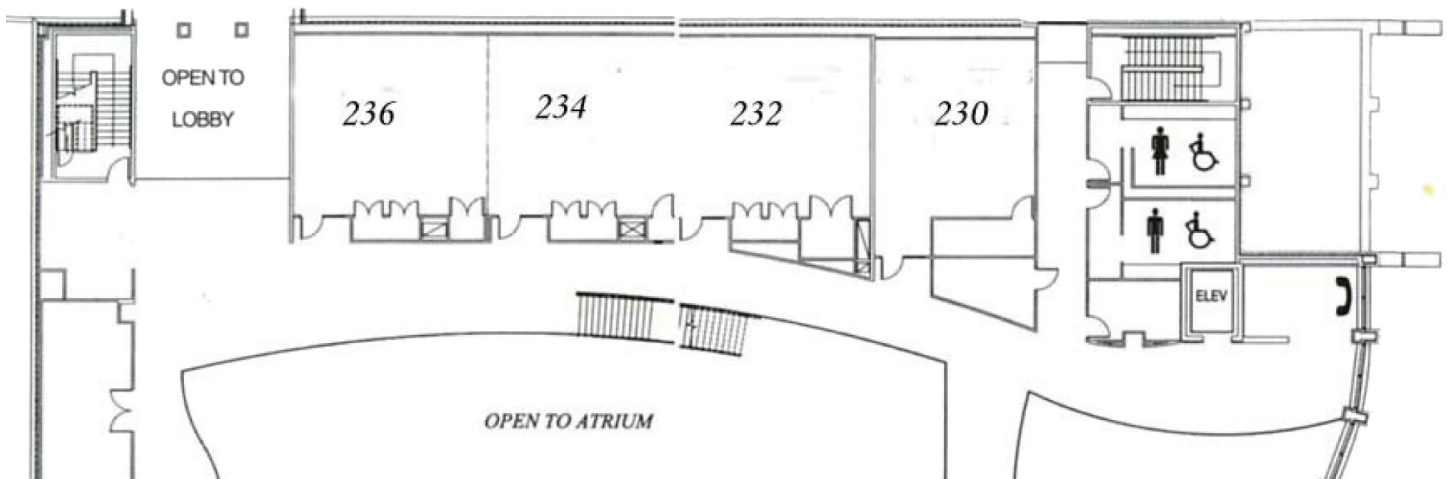
The 17th Annual AURCO conference will be held at Wright State University - Lake campus in Celina, Ohio on April 8-9, 2011. The theme, "Ohio's Regional Campuses: Transforming Education to Help Transform Ohio," will further our view on the changes and opportunities that lie ahead.

The University Center Floor Plan

First Floor



Second Floor



CONCURRENT SESSIONS A-G

10:15 - 11:25 A.M.

PAPER SESSION A: LEARNING COMMUNITIES

HOOVER SEMINAR ROOM

Quality Control in a Service Course	Suguna Chundur	University of Cincinnati - Clermont College
Learning Communities Benefit Everyone Involved	Lynn Walsh	Ohio University - Southern
A Comparison of Learning Community Models and Their Impact on Student Success	Lori Kraft & Janet Thompson	University of Akron

PAPER SESSION B: LEARNING COMMUNITIES

HOOVER FOUNDATION ROOM (136)

The Digital Natives Are Restless...and Apparently Ill Informed	Amy Shriver Dreussi	University of Akron - Summit College
Teaching History: The Case for a "Theory of Importance"	Ralph Menning	Kent State University at Stark
Reflecting on Teaching and Learning: Transforming What We Know into Evidence	Beth Dietz-Uhler & Cathy Bishop-Clark	Miami University - Middletown

ROUNDTABLE DISCUSSION C: STUDENT COMMUNICATION & INFORMATION TRANSMISSION

TIMKEN HALL

Millennial Maddness: Communicating with the Next Generation	Michelle Byrne, Katie Cerrone Arnold, Sukanya Kemp, & Kelly Webb	University of Akron
Weaning them from Wikipedia	Mitch McKenney	Kent State University at Stark
Addressing Civility in the Online Learning Environment	Renate W. Prescott, Mahli Xuan Mechenbier & Molly Sergi	Kent State University at Geauga

CONCURRENT SESSIONS A-G
10:15 - 11:25 A.M.

PAPER SESSION D: USE OF TECHNOLOGY
DEUBLE FOUNDATION ROOM (134)

Carrying a Double-edged Sword: Managing 21st Century Technolog	Dennis Cole	Kent State University at Stark
The Use of Technology in Teaching Chemistry	Urmila Pal Chaudhuri	Kent State University at Stark
The Lived Experience of Being an RN - BSN Student in Cyberspace	Kathleen F. Tennant	Ohio University

PAPER SESSION E: ACADEMIC DISHONESTY - CHEATING!
SMITH BOARD ROOM (170)

Cheating in the Classroom as a Function of the Ameri- can Culture and What to Do About It.	Jack Vazzana	Kent State University at East Liverpool
Exam Data Forensics: The Answer to Cheating on Com- puterized Exams?	Robert Scott Nicholas	Ohio University - Southern

PAPER SESSION F: STUDENT PAPER PRESENTATIONS
ROOM 234

See page 14

PAPER SESSION G: MATH PEDAGOGY
ROOM 236

Teaching Elementry Statistics with R	Parthasarathy Rajagopal	Kent State University at Stark
Equalizing the Learning Game Using Graphic Organizers for Math	Natalia P. Darling	University of Cincinnati - Raymond Walters College
Cases as a Tool for Math Teacher Education	Victor U. Odafe	Bowling Green State University - Firelands

CONCURRENT SESSIONS H-N

11:50 A.M. - 1 P.M

PAPER SESSION H: EXPANDING STUDENT EXPERIENCES HOOVER SEMINAR ROOM

Using Feminist Pedagogy in the Classroom: This Woman's Experiences With Teaching About Women's Experiences	Edith M. Fisher	University of Cincinnati - Raymond Walters College
Seeing Theory in Practice: An Analysis of Criminal Justice Students Participation in a Police Training Scenario	Dennis W. Bulen	Wright State University - Lake Campus
Bridging the gap between classroom and personal experiences: Later-life undergraduate students in sociology	Egerton Clarke	Kent State University at Salem

PAPER SESSION I: FACULTY DEVELOPMENT AND OPPORTUNITY HOOVER FOUNDATION ROOM (136)

About the Book: Collaboration and Publication	Miki Crawford	Ohio University Southern Campus
A Survival Guide for Ohio Regional Campus Faculty	Devereaux A. Poling, Frank M. LoSchiavo, & Mark A. Shatz	Ohio University - Zanesville
Collective Bargaining and the Regional Campus	Martin Kich	Wright State University - Lake Campus

ROUNDTABLE DISCUSSION J: REFORMING MIDDLE SCHOOL SCIENCE TEACHING & LEARNING TIMKEN HALL

Conversations about reforming middle school science teaching and learning	Gordon Aubrecht, Barbara Beach, Rick Fogle, Jon Ratliff, Leeann Teynor, & Bill Schmitt	Ohio State University at Marion; Grant Middle School, Marion, OH; Science Center of Inquiry, Fountain Hills, AZ
---	--	---

CONCURRENT SESSIONS H-N

11:50 A.M. - 1 P.M

PAPER SESSION K: EXAM PEDAGOGY & PREPERATION DEUBLE FOUNDATION ROOM (134)

The Use of In-test Mnemonic Aids in Higher Education To Improve Student Learning and Performance	Karen Larwin, & David Larwin	University of Akron - Wayne College & Kent State University at Salem
Lights, Camera, Action - Benefits of Game Show Review	Thomas Stringfield, Gene Kramer, & Pete Bender	University of Cincinnati - Raymond Walters College
Don't Remember, THINK!	Paul B. Weinstein	The University of Akron - Wayne College

PAPER SESSION L: PEDAGOGY FOR NURSING & BIOLOGY SMITH BOARD ROOM (170)

Determing the Degree to Which Students Meet the Learned Goal Objectives in Microbiology Through the Utilization of Pre and Post Testing Mechanisms	Mohannad AL-Saghir, & Liesta Walker	Ohio University - Zanesville
Redesigning and Improvement of the Basic Microbiology	Qunxing Ding	Kent State University at East Liverpool
Pedagogical diversity in Biology teaching	Tarig Higazi	Ohio University - Zanesville

CONCURRENT SESSIONS H-N

11:50 A.M. - 1 P.M.

PAPER SESSION M: STUDENT PREPARATION & ACCESS TO TECHNOLOGY FOR ONLINE COURSES ROOM 234

Are Your Students Ready for an Online Course?	Pam Rankey, & Ann Witham	University of Cincinnati - Raymond Walters College
Integrating technology into the curriculum at regional campuses: Strategies for easing student anxiety	Kristi A. Barnes	Ohio University - Southern Campus
Auto-summary of web pages for fast and effective access by visually impaired	Kathleen Stirbens, Angela Guercio, & Charles Haiber	Kent State University at Stark

PAPER SESSION N: STUDENT RESEARCH & WRITING ROOM 236

Window Rock: Fortress of Faith and Freedom	David M. Lucas	Ohio University --Southern
From Student Writers to Published Writers: Taking English Studies beyond the classroom	Hayley Mitchell Haugen, & Olivia Picklesimer	Ohio University - Southern Campus

CONCURRENT SESSIONS O-U

2:05 - 3:15 P.M.

PAPER SESSION O: EXPANDING DISCIPLINARY BOUNDARIES HOOVER SEMINAR ROOM

Chemistry in Art helps students learn chemistry	Susan Sonchik Marine	Miami University - Middletown
From the Traditional to the Conceptual: Strategies for Teaching Art Foundations to Non-majors	Kelly Frigard, & Kim Taylor	University of Cincinnati - Clermont College
Engaging the "Post-Classical" in the Introductory Film Studies Course	John Heyda	Miami University - Middletown

PAPER SESSION P: TECHNOLOGY IN ONLINE TEACHING
HOOVER FOUNDATION ROOM (136)

The role of Technology in teaching web-based and web-assisted courses	Nitya Vasudevan	Kent State University at Tuscarawas
From a slide to a lab: use animation and simulation to enhance student online learning	Da Zhang, & Li Zhou	Ohio University - Lancaster and Ohio University - Zanesville
Losing the LMS: Teaching Outside the Online Box	Mary Hricko	Kent State University at Geauga

ROUNDTABLE DISCUSSION Q: BUILDING COMMUNITIES IN AND OUT OF THE CLASSROOM
TIMKEN HALL

The "How Tos" of Building Successful Internship and Practicum Experiences	Lisa Waite	Kent State University at Stark
Social Learning: a strategy to enrich student learning, build community, and improve retention	Alyson Wilson, Timothy Jurkovic, Patricia Antonelli, Linda Hamaide, & Jolene Buehrer	Bowling Green State University - Firelands

PAPER SESSION R: FACULTY DEVELOPMENT
DEUBLE FOUNDATION ROOM (134)

Saving Time to Make Time	Robert Miltner	Kent State University at Stark
So you want to change how you teach? A how to (and how not to)	Joe Cavanaugh	Wright State University - Lake Campus
The Promising Syllabus to Improve Student Learning	Bozena Widanski	University of Cincinnati - Clermont College

CONCURRENT SESSIONS O-U

2:05 - 3:15 P.M.

PAPER SESSION S: MATH & SCIENCE PEDAGOGY SMITH BOARD ROOM (170)

Genetics Education in the Laboratory: Addressing Students' Misconceptions through Instruction and Activities	Mary E. DeHoff & Krista L. Clark	University of Cincinnati - Clermont College
Preliminary Evidence of Improved Student Success from Instant Learning - a New Pedagogy for Remedial Mathematics	E. Owen Carew	Kent State University at Salem
Service learning water quality project for first year general chemistry students at BGSU Firelands	Linda P. Cornell	Bowling Green State University - Firelands

PAPER SESSION T: STUDENT ENROLLMENT, RETENTION AND TRANSFERS ROOM 234

Building a Successful Online Course using the Community of Inquiry Model	Lynn A. Trinko	Ohio State University at Lima
Ohio Transfer Initiatives Update	Bruce M. Sliney	North Central State College
Connecting the Dots to Promote Retention of Freshman	Mary Ann Goetz, & Parinbam K. Thamburaj	Ohio University - Zanesville

CONCURRENT SESSIONS O-U
2:05 - 3:15 P.M.

PAPER SESSION U: INCREASING STUDENT ENGAGEMENT
ROOM 236

Benefits of Teaching Project
Management Skills to At-Risk
Undergraduate Students

Georgia A. Pinis

University of Cincinnati -
Clermont College

Integrated Course Design and its Effect
on the Students' Academic
Engagement and Civic Responsibility

Irina Chernikova

The University of Akron -
Summit College

Captivating Commentary: Innovative
Feedback Methods That Engage Stu-
dents

Heather Phillips, &
Sue Sipplel

University of Cincinnati -
Raymond Walters College

PANEL KEYNOTE:
**RESHAPING HIGHER EDUCATION -
DIVERSE PERSPECTIVES**

MARK BLACK

PRINCIPAL
GLEN OAK HIGH SCHOOL

Mark received his Bachelor of Science in Education from Mount Union College, his Master of Education from The University of Akron, and his Administrative Licensure from Ashland University.

While at Mount Union College, Mark was an All-American football player, co-captain, and played on two National Championship teams. He also maintained exemplary grades and was honored as one of the top African-American Males.

Mark is the principal of GlenOak High School in Canton, Ohio where he leads and encourages two thousand students to "Soar Beyond Excellence" daily. This is a motto that all stakeholders follow when setting sights on ensuring that all students succeed.

Mr. Black has been in education for twelve years; six as a teacher and, high school football coach, plus six as high school administrator. Under his leadership as administrator, he has raised student achievement and increased community involvement. He continues to prepare and counsel students for college as an instructional leader and mentor. He has developed and implemented several programs that place emphasis on the academic, social and character development of students. These programs are Building Leaders And Successful Teams (BLAST), Females Articulating Character Excellence and Success (FACES), College Information and Career Center (CICC), Dare To Be King, Community Outreach, Academic Letter, Intersession, an Drops in The Bucket.

He believes the road to success is marked with obstacles that require one to set goals in order to advance to fulfill ones dreams. This is what inspires him to follow the fruitful path of life.

LUANNE DECKER

MANAGING DIRECTOR, HUMAN RESOURCES
FEDEX CUSTOM CRITICAL, INC.

As managing director of Human Resources, LuAnne Decker is responsible for providing the vision, strategic planning and leadership of the human resource function in support of company strategy and objectives. She directs the HR team and company leaders to implement innovative people practices, which supports employee engagement, customer satisfaction and the achievement of positive business returns. She also ensures the company is in legal compliance on human resources related issues according to government regulations and corporate and company policies.

Decker also oversees the development of progressive and proactive compensation and benefits programs to attract, retain and motivate employees and to maximize performance. In addition, she directs the development of human resource planning models, including leadership development, succession planning, talent management, and education and development programs. A native of the Akron area, Decker began her career with FedEx in 1997 as HR manager. In 2002, she was promoted to the position of HR senior manager. She accepted the position of managing director of HR in 2007. Prior to joining FedEx, Decker held HR positions at Ohio Edison and Michelin Tire.

Decker holds a bachelor's degree in accounting from the University of Akron and certification in business leadership, financial management and executive leadership from Cornell University.

She is a member of the Society for Human Resource Management and the American Society for Training and Development. She also is a member of Leadership Akron, Class XXVI. Decker is a 2008 recipient of the YWCA Woman of Professional Excellence Award. She is a past board of trustee for Weaver Industries and is currently a member of Board Development Committee for Girl Scouts of Northeast Ohio.

Decker has two daughters and resides in Fairlawn, Ohio.

LISA HART

COORDINATOR OF ACADEMIC SERVICES
KENT STATE UNIVERSITY AT STARK

Lisa Hart earned her Bachelor of Science in Education from Bowling Green State University and her Master of Science in Education at the University of Akron. Lisa taught high school English, reading, and German for five years before becoming an adjunct faculty member at Kent State University at Stark in 1995. In the spring of 2009, she was the recipient of the Award of Distinction, an honor presented to part-time Kent State Stark faculty. In addition to teaching courses in reading and study strategies, Lisa served as a faculty advisor and tutor. In November 2009, Lisa was hired as the Coordinator of Academic Services and is enjoying continuing to serve students in this new administrative position.

DOUG OPLINGER

MANAGING EDITOR

AKRON BEACON JOURNAL

Doug Oplinger is a 39-year veteran of the Akron Beacon Journal who has served as a business, education, government and investigative reporter and in a variety of editing assignments. Currently, he is managing editor.

He was an editor on two of the newspaper's four Pulitzers. The first was for the newspaper's general news coverage of the attempted takeover of the Goodyear Tire & Rubber Co. in 1986 and the second was the Pulitzer gold medal for public service for the exploration of race issues in the community in 1993. He also contributed as a reporter to Knight-Ridder's Pulitzer-winning coverage of Hurricane Katrina.

He is a native of Akron, received his bachelor's degree in history from the University of Akron and master's in journalism from the Medill School of Journalism at Northwestern University, Evanston, Ill.

STUDENT POSTERS

"Time Pressure and Heart Rate Variability"

Abby Baverman

Raymond Walters College, University of Cincinnati

"Providing Design Solutions for a Variety of Client Needs"

Amy M. Boetticher & David Stroman

Bowling Green State University - Firelands

"The Effects of StressEraser on Locus Control"

Emily Bosse

University of Cincinnati - Raymond Walters College

"Physical Stress Reactions of Working Parents and Non-Parents"

Trevor Braukman

University of Cincinnati - Raymond Walters College,

"Smoking and Heart Rate Variability"

Nick Brehm & Michael Garrison

University of Cincinnati -- Raymond Walters College

"Gender Differences with Logic and Rational Thinking"

Charles Henderson, Ashley Dudinsky, & Amber Wolff

Kent State University at Geauga

"The Effect of Personality of Benefit Finding in an Experimental Situation"

Eric J. Hilty, & Jacquenette Sledge

Kent State University at Trumbull

"Expanding African History During the Month of February"

Ashley Knight

Bowling Green State University - Firelands

"Benefit Finding Following a Traumatic Event in an Experimental Situation"

Jacquenette Sledge, & Eric Hilty

Kent State University at Trumbull

STUDENT PAPERS

"Mindfulness-based Therapies for the Treatment of Depression"

Jon M. Cefus

Kent State University at Stark

"DNA study of Wild and Captive Bred Skunks"

O. Jean King

University of Cincinnati Clermont College

"Alice Walker's "Everyday Use": A Reader-Response Critique"

Karie-Lee Sutherland

University of Cincinnati Clermont College

"Diagnostic Sex Role Bias: The Effects of Counterstereotypic Sex Role Behavior or Sex Role Deviance and Clinical Perceptions of Maladjustment and Psychopathology"

Brandi Whitemyer

Kent State University at Stark

"Satisfaction of Needs and Well-Being: An Application of Maslow's Hierarchy of Needs to the Population of Kenya"

Evelyn S. Williams

Kent State University at Stark

CONCURRENT SESSIONS A-G (10:15 - 11:25 A.M.)

Paper Session A: Learning Communities

Hoover Seminar Room

“Quality Control in a Service Course: Pedagogical and Practical Issue”

Suguna Chundur

University of Cincinnati -- Clermont College

Maintaining quality and meeting student learning objectives in a service course taken by a majority of incoming freshmen in a campus is a challenging endeavor. There are many aspects of a service course that affect individual student experience and overall student assessment and evaluation. The introductory computer technology service course in our campus is offered with a minimum of 10 sections every quarter with an average of about 650 students completing this course every year. The nature of the constantly changing technology as well as the number of sections of this course taught by different instructors posed an additional challenge for this endeavor. The reshaping of this course involved a range of actions from customizing the course materials, standardizing assessment and evaluation procedures to the practical issues of staffing this class, maintaining communication between instructors, choosing the appropriate book and software and providing support services outside the classroom. This presentation covers the pedagogical and practical challenges of streamlining this course over a period of a year and presents the framework of continuous improvement that was developed as a result.

“Learning Communities Benefit Everyone Involved”

Lynn Walsh

Ohio University – Southern

This presentation is a discussion of the benefits observed after offering a learning community seminar to incoming Middle Childhood Education majors. The one hour credit class was offered through University College as part of the first year experience meeting immediately before the Introduction to Education course required of all Education majors. The book *Teach Like Your Hair's on Fire: The Methods and Madness Inside Room 56* by Rafe Esquith was the focal point of class discussion. Other topics included an introduction to disciplinary norms, academic expectations of the College of Education, and research and creative opportunities at Ohio University.

“A Comparison of Learning Community Models and Their Impact on Student Success”

Lori Kraft & Janet Thompson

University of Akron

In 2007, the Engineering and Science Technology Department at the University of Akron was awarded a \$270,000 STEM Scholarship grant to support students in Engineering Technology disciplines. The National Science Foundation has sponsored this grant to support students financially, academically, socially, and in all areas of their academic experience. The objective of the grant is to improve recruitment in STEM fields and assist students in all aspects of their education until they graduate with a STEM degree. The original proposal included the formation of course-based learning communities within each discipline. The faculty and students who became members of the learning community would work as a team to facilitate continuity among coursework. This requires that students take the same section of each course in the same semester. The purpose was to increase retention and promote student success. This course-based model of the learning community did not work effectively in Engineering Technology. The students were very diverse. They were interested in different disciplines, at different levels in their academic careers, and had varying work schedules. As a result, the first year of the program was unsuccessful. The model of the learning community was quickly modified. The new model was based on outcomes rather than coursework. The participants worked as a team to meet outcomes in the areas of Teamwork, Communication, Technical Knowledge, Careers, and Understanding Themselves and Others. Programs, workshops, and social events were offered to address these outcomes. The students had to participate in a minimum number of events to remain in the program. The program started with only 6 students and rapidly grew to 32 students with the change in the learning community model. Student success has greatly improved. With the new model, additional growth can be easily accommodated in future years.

**Paper Session B: On What Is Important - More Than Facts and Figures
Hoover Foundation Room (136)**

“The Digital Natives Are Restless...and Apparently Ill Informed”

Amy Shriver Dreussi

University of Akron -- Summit College

The conventional wisdom is that our students are tech-savvy. We refer to them as “digital natives” (Prensky 2001) and marvel at their capacity to multitask, simultaneously writing a paper while texting friends, checking their Facebook accounts and listening to music on their iPods. Sure, they can use the equipment, but just how “savvy” are they? Specifically, can they separate fact from fiction on the web? My presentation focuses on this question. Although they are sophisticated users of the hardware, I’ve found that my students have difficulty assessing veracity on the web. Only eight percent of my students were able to ascertain that the “Save the Tree Octopus” website was a hoax. When I asked my students to do on-line research into where President Barack Obama was born, about 30 percent, including some of my brightest students, concluded that he was born in Kenya. Research indicates that these “digital natives” get most of their information from on line sources. The 2008 election was illustrative. Voters 18-29 were the least decisive of all age groups about their candidate of choice (Pew Research Center 10/23/2008) and the majority reported that they got most of their national and international news on the internet (Pew Research Center 12/23/08). Persons who got their election news on line were exposed to more rumors than those who got their news from more traditional sources; 91 percent of respondents to one survey reported hearing that Barack Obama was a Muslim (Garrett and Danzinger 2009). So, is this a topic of concern for educators? In the words of Sarah Palin, who knows her way around a rumor mill, “You betcha!”

“Teaching History: The Case for a “Theory of Importance”

Ralph Menning

Kent State at Stark

In history textbooks it is often impossible to discern the forest for the trees -- themes and ideas disappear in a seemingly endless parade of facts and factoids. Often the importance of the facts themselves (and why they merit inclusion in the first place) must be guessed at. What are students to make of history as one-damned-thing-after-another? Students are already bewildered when confronted with the burden of sorting and interpreting data, of designing their own arguments, of extrapolating arguments from evidence, and of anchoring arguments in evidence. This paper will argue that students can meet these challenges by developing a theory of importance. The principal object should be to answer the question: “what is it that makes an event, an episode, an individual, a concept important, and, hence, worth remembering?” In developing such a theory, students must first engage in an ongoing “internal dialogue” with each discipline that they study. Students will need to ask themselves, “what is its purpose?” “what is its explanatory power?” “what can it not explain?” This internal dialogue should reflect the nature of the discipline and should prompt students to ask, “what matters?” In replying to this question, students have to develop a theory of importance. In history, the building blocks for such a theory might be:

- “Representativeness.” Was an event (an episode, an individual, a concept) representative? Or, conversely, was it singular?
- “Significance” and “relevance.” Was an event considered significant at the time? By whom? Was it regarded as significant by later generations? Did it help shape today’s consciousness, or today’s world?
- “Novelty.” At the time of its occurrence, was the event recognized as potentially constituting a turning-point? as precedent-setting?
- “Causation.” Was an event retrospectively recognized as constituting a turning-point? as creating a precedent? Does an event acquire importance by virtue of the consequences that it generates?

“Reflecting on Teaching and Learning: Transforming What We Know into Evidence”

Beth Dietz-Uhler, & Cathy Bishop-Clark

Miami University –Middletown

The purpose of this presentation is to explore ways in which our everyday reflection on our teaching and students' learning can be transformed into a project that provides evidence for the effectiveness of teaching. First, we will explore ways in which we consciously and unconsciously reflect on our teaching. We will address such questions as “Have you ever thought about why you are successful in the classroom?”; “Have you ever spent time thinking about why a particular class activity seemed to not work?”. We will discuss the benefits of reflecting on teaching and learning. Next, we will examine “how we know what we know”. As successful teachers, we seem to “just know” when our teaching is effective or ineffective. For example, we seem to “just know” when students learn from an activity that we designed or when we have written a poor exam question. We will address such questions as “How do we know that students learned from an activity?”; “What evidence do we have that the exam question was a poor one?” We will discuss the importance of providing evidence to support “what we know”. Finally, we will explore ways in which we can transform our reflections on teaching and learning into a simple research project that will provide evidence to support the effectiveness of particular teaching strategies, classroom activities, online discussions, etc. Participants will be encouraged to transform one reflection they have had about their teaching into an idea for a research project that will provide evidence for the effectiveness of their teaching.

Roundtable Session C: Student Communication and Information Transmission

Timken Hall

“Millennial Maddness: Communicating with the Next Generation”

Michelle Byrne, Katie Cerrone Arnold, Sukanya Kemp, & Kelly Webb

The University of Akron

In 2006 Dale Carnevale wrote an essay in the Chronicle of Higher Education titled “Email is for Old People” in which he described campuses' struggles with getting information to students who view email as difficult to use or, at least, inconvenient. Four years later, we struggle even more to stay in touch with our students, both in and out of the classroom. When we want to contact them about class changes or have questions about their work, emails seem useless, as they sit unopened in their inboxes for weeks. In the age of texts, IM's, tweets and status updates, how do we communicate with our students when more “traditional” ways such as email and voicemail fail? It's not just out of class that we must confront this problem. Students frequently ask for access to information through technology (“Will you post this PowerPoint online?” or “Can I get a copy of your lecture notes?”). How do we balance their expectations and comfort with our own expectations and availability? Additionally, universities compete for students with these very same modes of communication because students are looking for easy and quick access to information. At the same time professors must prepare students with skills for the workplace. The problem lies in the fact that, although technology in the workplace is quickly advancing, most employers rely on e-mailing as a primary mode of communication. E-mailing is a form of technical writing that requires many formalities. By texting, tweeting, and social networking, are we doing a disservice by possibly under-preparing them for the workplace? We will discuss the concerns of internal and external communications with students, our attempts to address these concerns, and research into what other campuses are doing to address this problem.

“Weaning them from Wikipedia”

Mitch McKenney

Kent State University at Stark

You can warn them not to use Wikipedia as an academic source. You can punish them with bad grades if they do. You can plead with them to start their searches somewhere other than with user-generated content. But getting university undergraduates to want to use other resources, those that are more authoritative, is easier said than done. I propose a round table called “Weaning them from Wikipedia,” where faculty swap their best ideas to get students not to bypass critical thinking and pollute their own impressions with someone else’s conclusions. In my own journalism classes, I stress that last part -- that you’re giving up control of your first impressions to whoever happened to make the most recent change to the entry. “Aren’t you offended?” I ask them. The existence of some original sources linked at the bottom “doesn’t take away the fact that you let someone else decide for you what you ought to think about the issue,” I explain. The Wikipedia writer chose what facts to emphasize, and in what order, in effect setting the agenda. I then categorize some more-credible online possibilities -- from government and non-profit sites, which are responsible to taxpayers or donors; contemporary news sources, where a grown-up editor takes responsibility for the accuracy; to scholarly works, where an academic’s reputation is at stake; to commercial sites, which have a profit motive to keep customers happy. Reorienting our students to think about the quality of information would pay long-term dividends, and not just for when they have to write a paper. Teaching them to “consider the source” even in answering casual questions will, I believe, make them better consumers of information.

“Addressing Civility in the Online Learning Environment”

Renate W. Prescott, Mahli Xuan Mechenbier & Molly Sergi

Kent State University at Geauga

The issue of civility in the classroom is a real one, and for experienced instructors the solution is immediate and firm if it is handled correctly. For online courses, however, the problem becomes more complex to address. The instructor must handle incivility being mindful of netiquette, but she must also resolve the problem quickly because it affects the learning environment in a critical way. Once a student has misbehaved in print, it naturally disrupts the positive tone of the course, it upsets the other students, and the learning environment can quickly shut down. To further complicate matters, the instructor must address a student she has never seen. Conversely, lack of face-to-face contact is also a problem for the student, who has never seen the instructor and the student may more easily develop misconceptions about or fails to understand the teacher/student relationship. Discussants will share experience in handling student incivility and offer solutions based on real experience in a round-table presentation. Dr. Renate W. Prescott Dr. Mahli Mechenbier Ms. Molly Sergi lead discussants

Paper Session D: Use of Technology Deuble Foundation Room (134)

“Carrying a Double-edged Sword: Managing 21st Century Technology”

Dennis Cole

Kent State University at Stark

To use terminology of Marc Prensky (2006), most university faculty members are digital immigrants (those born before the implementation of digital technology who have adapted to it yet retain an “accent”) while our students are almost exclusively digital natives (native speakers of technology, fluent in the digital language of computers, video games, mobile phones, MP3s, and the Internet). Today, we work on Wi-Fi campuses where students have computers and full internet access continuously at their fingertips, administrators expect (or even require) us to maintain course websites through WebCT/Blackboard, and our students expect (even demand) continuous and immediate responses to their online queries. While twenty-first century technology holds enormous potential for teaching in the university classroom, it also presents dramatic challenges to university teachers and students. Throughout, I examine the “double-edge sword” that is technology, discussing benefits and liabilities, along with the favorable and unfavorable outcomes.

“The Use of Technology in Teaching Chemistry”

Urmila Pal Chaudhuri

Kent State University at Stark

Chemistry is a central science and it is imperative on the part of the teacher to be able to relate the impact of chemistry in day-to-day life and be able to correlate its role into an understanding of the world. The use of technology has not only enhanced my teaching experience but has largely increased the learning experience for my students. I incorporate the use of PowerPoint, spreadsheets, video clips, molecular models, and clickers to maximize the learning experience. Since “seeing is believing”, I advocate the use of pictorial representations and video clips whenever needed. I use a combination of different tools and the chalk board to teach. Engaging students through seeing, hearing, experimenting and problem-solving maximizes their learning experience. Student participation is imperative and a good teacher should make it as interactive as possible. In this presentation, I will discuss the importance of technology in enhancing the learning experience. I will also talk about the use of clickers and how it can help to gauge student comprehension in a larger classroom setting.

“The Lived Experience of Being an RN-BSN Student in Cyberspace”

Kathleen F. Tennant

Ohio University

The increased sophistication of technology has led to greater use of distance learning, providing RN-BSN students with increased access to such programs while more easily maintaining employment. Little information however, is available regarding the ‘experience’ for those students enrolled in these programs. Feelings of isolation; anxiety & confusion; and frustration with technology may interfere with learning and contribute to higher dropout rates in online courses. A qualitative, phenomenological approach was used in order to examine the experience of students enrolled in an 11 week online RN-BSN completion program. Data were analyzed for themes from which three main ones emerged: feelings of autonomy; feelings of connectedness; and significant learning experiences. Recommendations are provided for future research regarding student needs in cyberspace and strategies for nurse educators to facilitate learning in a Web-based environment.

Paper Session E: Academic Dishonesty - Cheating!! **Smith Board Room (170)**

“Cheating in the Classroom as a Function of the American Culture and What to Do About It”

Jack Vazzana

Kent State at East Liverpool

Cheating is a curious social phenomena because most cheaters are fairly decent and usually upright citizens. It is, however, a form of deviance that tends to be “downed” through the suggestion that we are all living in a “cheating” culture. Even to the extent that academic cheating is often abetted by parents and friends. This will be discussed along with suggestions that the struggle for success in a capitalist society breeds a materialistic goal of “anything goes” or, more succinctly - cheating. Examples of contemporary in-class methods of cheating will be presented along with what to do about them.

“Exam Data Forensics: The Answer to Cheating on Computerized Exams?”

Robert Scott Nicholas

Ohio University — Southern

There is no doubt that cheating on exams is rampant in society today. The Josephson Institute’s 2008 Report Card on the Ethics of American Youth, a survey on the attitudes and conduct of 29,760 high school students, revealed that 64 percent of respondents had cheated on a test during the past year, up from 60 percent in 2006. Nowhere is this trend more evident than on computer-based examinations. Just as technology provides examiners with the ability to provide exam content to test-takers on demand, technology also provides test-takers with the ability to cheat on those exams. In this paper, the author examines the emerging field of exam data forensics, and how it can be used to detect and discourage cheating on computer-based examinations.

Paper Session F: Student Papers Presentations
Room 234

“Mindfulness-based Therapies for the Treatment of Depression”

Jon M. Cefus

Kent State University at Stark

The purpose of this paper is to explore the published research on the efficacy of mindfulness-based therapeutic interventions in the treatment of depression. Growing amounts of clinical trials support the hypothesis that mindfulness, which is described as paying attention in a particular way, on purpose, in the present moment, and non-judgmentally, is an effective treatment for psychological mood disorders, and their recurrence and relapse. These treatments promote the use of various meditative practices to increase present-moment awareness of conscious thoughts to manage negative experiences more effectively and offer an alternative to antidepressant medications within the context of such psychosocial interventions as cognitive-behavioral therapy. Analysis of the research exploring the efficacy of mindfulness-based interventions in the treatment of depression and depressive symptoms has shown it to be effective for adults, older populations (over the age of 65), adolescents, and children.

“DNA study of Wild and Captive Bred Skunks”

O. Jean King

University of Cincinnati Clermont College

This study consists of obtaining DNA via blood samples from wild skunks and pen raised skunks to determine if there is a genetic difference. With DNA obtained, we intend to use polymerase chain reaction and gel electrophoresis to sort the markers. DNA samples have been shown to prove there are differences between the hooded and striped skunks, hog-nose skunks, and spotted skunks. DNA has been used to determine linkage of dogs before acceptance to the American Kennel Club; and DNA from modern horses shows genetic variations from their ancestors. The samples of pen raised skunks will come from a breeder who has been in business for over 70 years. The samples from wild skunks will be obtained from skunks in the possession of rehab facilities where these animals are returned to the wild. The importance of this research is to determine if a genetic difference between skunks in the wild and skunks that have been raised in captivity exists. In the United States there are over 2 million people who own captive bred skunks; these people consider these animals' pets and companion animals. However, at the present, there is no approved vaccination for rabies that can be given to skunks. If a pet skunk bites, even in playing, someone it is a death sentence and the animal is confiscated. The head is detached and testing done on the brain to see if the skunk has rabies. There have been no known positive results from testing on a pet skunk. By proving there is a genetic difference it would be a valuable tool toward getting captive bred skunks recognized as “domestic” animals. This would open the way to getting skunks added to the list of animals on rabies vaccine labels.

“Alice Walker’s “Everyday Use”: A Reader-Response Critique”

Karie-Lee Sutherland

University of Cincinnati

Alice Walker is an African-American writer of poetry and fiction. *The Color Purple*, her best known work, earned the Pulitzer Prize in 1983, the first ever awarded to a black woman. Born in 1944, she was the youngest of eight children (“Alice Walker”). She was raised by her sharecropper parents in a small shack in Eatonton, Georgia, under conditions that resemble the setting for her short story “Everyday Use.” Many of the details of this story seem to mirror elements of Walker’s own life. Like the character Maggie in the story, Walker suffered a disfiguring accident when she was shot in the eye with a BB gun. Like the older sister Dee, Walker left her shabby home to work for a better life for herself and her race, especially black women

“Diagnostic Sex Role Bias: The Effects of Counterstereotypic Sex Role Behavior or Sex Role Deviance and Clinical Perceptions of Maladjustment and Psychopathology”

Brandi Whitemyer

Kent State University at Stark

Individuals who demonstrate behaviors, traits and characteristics atypical of their biologic sex role may be considered sex role deviant. Through their display of counterstereotypic sex role behavior, these individuals may be faced with the effects of biased perceptions of mental health clinicians. Both sex role deviant adults and children, and particularly homosexuals, are more likely to be perceived by others, including the professionals entrusted to be perhaps the most objective, as more highly maladjusted and in need of psychiatric help. This phenomenon may lead to multiple negative consequences for these individuals both socially and in their ability to seek and receive appropriate help when needed.

“Satisfaction of Needs and Well-Being: An Application of Maslow’s Hierarchy of Needs to the Population of Kenya”

Evelyn S. Williams

Kent State University at Stark

Maslow (1954) proposes that humans are motivated by needs that are arranged in a pyramidal hierarchy. Failure to achieve the highest need level results in flawed personal development and poor psychological well-being. However, much of the developing world struggles to obtain the basic needs of daily life. Therefore, the purpose of the present study is to apply Maslow’s Hierarchy of Needs to examine possible relationships between basic, safety, and belongingness need fulfillment and the physical and mental health ratings of the general population of Kenya, Africa. By conducting secondary data analysis on The Afrobarometer (Mittullah et al., 2005), we examined this hypothesis. Individuals who failed to satisfy basic needs reported greater physical health concerns. In regards to psychological well-being, the failure to satisfy any of the three need types (i.e., basic, safety, or belongingness needs) was associated with increased levels of fatigue and exhaustion related to worry and anxiety.

**Paper Session G: Math Pedagogy
Room 236**

Teaching Elementary Statistics with R

Parthasarathy Rajagopal

Kent State University at Stark

Many statistical programming languages have been developed in the past several years. R is one such language useful software for statistical computation. Professor Baclawski [1] writes “What is special about R is the convergence of the community around R as the base for building probabilistic and statistical applications. No previous language has engineered such a broad consensus.” Brevity of the program and simplicity of the syntax, students will be proficient in R even without programming experience. Teaching statistics with R is a natural fit. It is free software. Many schools are adopting R in the class room all over the world. We will discuss about some of its features in teaching statistics in the class. Reference: 1. Kenneth Backlawski *Introduction to Probability* with R Chapman & Hall 2008 pp xiv

“Equalizing the Learning Game Using Graphic Organizers for Math”

Natalia P. Darling

University of Cincinnati -- Raymond Walters College

As instructors, we need to help students with diverse skills, interests, and needs. We may face a potpourri of issues, such as learning disorders, varying language skills, and questions regarding critical foundational procedures. In the remedial math courses, students often struggle with concepts related to fractions and algebraic symbols. Journal articles indicate that success with fractions is linked with success in algebra and abstract concepts (Brown & Quinn, 2007). This heightens the concern regarding low student test scores associated with fractions! However, if great minds like Einstein struggled with rote facts and steps, but excelled with higher level concepts that were more graphic/visual in representation, then maybe graphic organizers can come to our aid. Research indicates that graphic organizers help English Language learners, as well as students with disabilities with reading comprehension (Ives & Hoy, 2003), and these organizers have been used in English and Foreign Language courses to assist students with difficulties in the subject. Applying graphic organizers specifically to math procedures like fractions and algebra would attempt to address the ongoing low performance with fractions and variables. In this workshop, some applications of graphic organizers for remedial algebra courses will be presented. Discussion will focus on determining teaching entry points to ensure all students have the appropriate background, guiding student organization skills, and applying graphical organization of key math procedures. Participants will be provided a variety of graphic organizers for future classroom usage.

“Cases as a Tool for Math Teacher Education”

Victor U. Odafe

Bowling Green State University – Firelands

Author would explain what cases are and how they can be used in mathematics teacher preparation programs.

Implementation guidelines will be provided. Finally, author would share personal experiences in using mathematics cases.

CONCURRENT SESSIONS H-N (11:50 A.M. - 1:00 P.M.)

Paper Session H: Expanding Student Experiences Hoover Seminar Room

“Using Feminist Pedagogy in the Classroom: This Woman’s Experiences with Teaching About Women’s Experiences”
Edith M. Fisher

University of Cincinnati - Raymond Walters College

In this paper I share my experiences using women’s experiences as a teaching tool in the classroom. I discuss class exercises designed to solicit women’s experiences and the overall course objectives and goals. I discuss the critical feminist teaching pedagogy used to design courses. Finally, I share a class exercise I use to teach violence against women to students in entry level sociology courses. This exercise involves students being given the opportunity to react to an autobiographical piece entitled, “A letter to my first love” that I had published in the book *When One Door Closes: Reflections From Women at Life’s Turning Points*, which was edited by Terri Sphar Nelson and published in 2010 by Sugati Publications: Oxford. The students react by discussing what they are thinking and feeling and what they can do as an individual to make a difference in the area of violence against women. They are then required to identify which theoretical perspective frames their thoughts, feelings, and desired actions.

“Seeing Theory in Practice: An Analysis of Criminal Justice Students Participation in a Police Training Scenario”
Dennis W. Bulen

Wright State University - Lake Campus

This project sought to explore the learning outcomes of four criminal justice students who participated in a police training scenario. The training scenario was a simulated campus shooting. The students participated in the scenario by role-playing victims and by role-playing the perpetrators. The learning outcomes studied were the student’s perceptions of the police officer personality in a high risk confrontation, the student’s perceptions of their own physical reaction to being involved in a shooting situation, and the student’s perceptions of the theory of police confrontation and the reality of police confrontation. Data were collected from the students using individual interviews, observations, and group discussion. The results suggest the students underestimated the level of intensity of the police personality when officers are involved in a shooting situation, the students underestimated their own physical reactions to being involved in a shooting situation, and the students indicated the involvement in the scenario greatly helped to bridge the gap between the theory learned in the classroom and the reality of being involved in a shooting situation.

“Bridging the gap between classroom and personal experiences: Later-life undergraduate students in sociology”
Egerton Clarke

Kent State University at Salem

Since about the 1970s, colleges and universities worldwide have been witnessing noticeable changes in the profile of incoming students. More specifically, students’ statuses of employment, marriage, number of children they have, and their average ages have witnessed considerable changes during the last 40 or so years. Programs that were traditionally male-dominated have attracted large numbers of females. In fact, females account for greater proportions of undergraduate enrollment in many programs, including some in the social sciences and the humanities. With respect to the natural and physical sciences, there is a narrowing of the gender gap that used to favor males. In an effort to keep pace with workplace demands for new skills, the academic community has launched a movement towards lifelong learning. Older individuals are urged to return to the classroom, to seek out the unknown, and to keep on learning during their later-life stage. The quest for higher education and the changing profiles of students have led to fundamental changes in the ways instructors teach nowadays. The classroom has moved beyond the “four walls” to include life experiences of the learners, their personal ambitions and cultural diversity. These changes and teachers’ response to them have created the impetus for this research. My main task in this paper is to discuss the development and implementation of pedagogical strategies that would help to meet the needs of all categories of students while at the same time promoting rigor. The paper discusses the challenges instructors face as they endeavor to keep learning goals realistic while they create different pathways to achieving these goals.

Paper Session I: Faculty Development and Opportunity Hoover Foundation Room (136)

“About the Book: Collaboration and Publication”

Miki Crawford

Ohio University Southern Campus

This session will provide information about how to publish a book based on this author's experiences with the publication from “Japanese War Brides in America: An Oral History.” This book was recently released by Praeger from Greenwood Publishing Group and is also available by ACB-CLIO as an e-book. The co-author will discuss collaborating with the other authors—what are the advantages and disadvantages of co-authoring; finding a publisher—ways to avoid wasting time at the wrong places and how to find the right publisher for your topic; and how to work effectively with editors and deadlines—negotiation, communication, and self discipline.

“A Survival Guide for Ohio Regional Campus Faculty”

Devereaux A. Poling, Frank M. LoSchiavo, & Mark A. Shatz

Ohio University – Zanesville

In the state of Ohio, faculty who teach on regional campuses provide vital outreach to more than 47,000 students at 24 locations (Ohio Board of Regents, 2007). Despite this strong presence, regional campus faculty are largely ignored in literature on professional development (Fonseca & Bird, 2007; Nickerson & Schaefer, 2001). Regional campus settings share some common attributes with small liberal arts colleges and with community colleges, yet they differ in important ways as well. For example, faculty on regional campuses must serve two, often disparate masters, and are forced to reconcile the physical, social, and ideological separation between their home and main campuses. Whereas this separation increases autonomy, it also creates a divide between regional and main campus colleagues, and it adds a layer of bureaucracy not encountered in other academic settings. In this paper, we argue that the distinct characteristics of regional campuses provide faculty with both unique challenges and rewards that warrant attention. Furthermore, we outline key strategies that Ohio faculty members can adopt to maximize success in regional campus environments. These strategies, developed over four decades of combined regional campus teaching, focus on all aspects of faculty life and responsibilities in regional campus settings. In addition, we address specific ways in which regional campus faculty are affected by current initiatives within Ohio's higher education system. References: Fonseca, J. W., & Bird, C. P. (2007, October). Under the radar: Branch campuses take off. *University Business* Retrieved November 12, 2007 from <http://www.universitybusiness.com/viewarticle.aspx?articleid=924&p=1#0> Nickerson, M., & Schaefer, S. (2001). Autonomy and anonymity: Characteristics of branch campus faculty. *Metropolitan Universities: An International Forum*, 12(2), 49-59. Ohio Board of Regents. (2007). The performance report for Ohio's colleges and universities, 2006 institutional outcomes measures. Available from: <http://regents.ohio.gov>

“Collective Bargaining and the Regional Campus”

Martin Kich

Wright State University--Lake Campus

For the past year, I have served as vice-president of Wright State University's bargaining unit, and I will be running unopposed for another two-year term this spring. Over this past year, the university has been preparing to transition from a quarter to a semester calendar in fall 2012, and this transition has involved rather contentious negotiations over teaching loads, negotiations that are ongoing. I will describe how I have become increasingly involved in our bargaining unit over the course of my career, the ways in which my involvement on the executive committee of our bargaining unit has been of benefit to our regional campus, and, more tentatively, how my involvement as a faculty member from our university's only regional campus seems to have been of benefit to the bargaining unit as a whole and more specifically to its leadership. In addition, I will address some of the disjunctions between the “cultures” or “mindsets” of the regional and main campuses that have become much more apparent to me in the process.

Roundtable Session J: Reforming Middle School Science Teaching and Learning Timken Hall

“Conversations about reforming middle school science teaching and learning”

Gordon Aubrecht, Barbara Beach, Rick Fogle, Jon Ratliff, Leeann Teynor, & Bill Schmitt

Ohio State University at Marion; Grant Middle School, Marion, OH; Science Center of Inquiry, Fountain Hills, AZ

Grant Middle School and Ohio State at Marion, with help from the Ohio Department of Education, have focused on bringing inquiry into middle school classrooms. Primary foci of the project involve moving students from believing success in school requires them to keep silent most of the time and parrot teachers' words back to them. Teachers must be inventive in order to generate real discussions and encourage students to cite evidence as conclusive. Some progress has been made at Grant. To promote inquiry based upon student interest and questions, teachers often do classroom discussions. Often however the ideas generated are just silence or made-up questions that really do not stem from authentic ideas the students may have. We will discuss several strategies that have been productive in getting kids involved in content in a way that their existing ideas are in fact exposed and confronted so that authentic debate and questions evolve. For example, in investigating solar energy, students made hypotheses about how to build a model solar house that would heat up using solar energy. Students put the houses in the sun and many were surprised with the results. Some teachers then had the students rethink and redesign their houses to increase temperature gain. This is essentially the way engineering works. Thus, students experienced the confluence of science and engineering. In another innovative project, students sampled the shadows of the sun over virtually an entire school year. Students generated ideas about the sun that were debated and refined over the course of the project.

Paper Session K: Exam Pedagogy and Preparation Deuble Foundaiton Room (134)

“The Use of In-test Mnemonic Aids in Higher Education To Improve Student Learning and Performance”

Karen Larwin, & David Larwin

University of Akron -- Wayne College, & Kent State University at Salem

Few things are dreaded more than college-level exams. The goal of the present evaluation is the first attempt to investigate the impact of In-test Mnemonic Aids (IMAs), or what some call 'cheat sheets,' on students' learning and performance. The present mixed-methods study explores several hypotheses that have been proposed by earlier research as possible explanations to the potential benefit of using IMAs during examinations (e.g., engagement-hypothesis, dependency-hypothesis, perception-of-control-hypothesis, and placebo-hypothesis). The findings presented here suggest that IMAs can improve student performance and learning. Specifically, the creation of IMAs in preparation for an exam, rather than simply their use during an exam, seemed to be responsible for the beneficial effects of IMAs on the dependent measure. Consistent with the student engagement hypothesis, the preparation of IMAs provided students with an additional opportunity to explore and master course materials. A follow-up survey of student participants suggests that the use of IMAs served to offer students a greater sense of comfort and sense of preparedness for their exam. Additionally, suggested guidelines for maximizing the impact of IMAs on student engagement and learning are discussed.

"Lights, Camera, Action - Benefits of Game Show Review"

Thomas Stringfield, Gene Kramer, & Pete Bender

University of Cincinnati - Raymond Walters College

How does the format of a review session affect student performance? As the perspective of higher education has shifted to universities being institutes for learning as opposed to instruction, active learning has become a well developed area of research. Games and simulations in particular provide a complex and diverse approach to the learning process and outcomes. They allow for peer feedback in collaborative learning, address effective learning issues and foster active learning (Ruben, 1999). The focus of this presentation will be how timing, structure, and use of game show review sessions can affect students' retention of knowledge and their perception of course material. In this presentation, we will compare students participating only in a traditional lecture-based review versus those participating in a game show review for a non-majors chemistry course. In courses that are designed for non-majors, developing interest in the subject matter can be a difficult hurdle for students to overcome. Interest in subject matter directly affects a students' motivation, a key factor for student success in a course. This study allows for work across disciplines. For example, the creation of the game atmosphere generated an opportunity for students in the Electronic Media Technology program to participate in the recording of the games and to create a video study guide for future students of General Chemistry. We will report our current findings regarding student final exam performance, study habits, and interest in course material.

"Don't Remember, THINK!"

Paul B. Weinstein

The University of Akron - Wayne College

For years higher education has been preaching the importance of encouraging creativity and developing critical thinking skills. Yet many if not most professors still base evaluations and final grades on tests that involve memorization and regurgitation, based on skills and modes of learning that have little applicability in the work environment lying beyond matriculation. I had been making changes in my own approach when I spent spring semester 2009 teaching at Henan University in Kaifeng, China. My experiences there convinced me that if we are to achieve for our students the global competitiveness that is commonly perceived as the mission of contemporary higher education, we must rethink and revise traditional practices and approaches. It is time to make dramatic updates in teaching and testing and to synchronize our teaching and evaluative techniques to higher taxonomic goals. This presentation discusses my experience with open note testing, analytical questions, and alternative assignments with a report on results and recommendations that are applicable in many disciplines and courses.

Paper Session L: Pedagogy for Nursing and Biology Smith Board Room (170)

"Determining the Degree to Which Students Meet the Learned Goal Objectives in Microbiology Through the Utilization of Pre and Post Testing Mechanisms"

Mohannad AL-Saghir, & Liesta Walker

Ohio University -- Zanesville

Due to the overwhelming numbers of pre nursing students that have demonstrated less than adequate academic accomplishment in Microbiology it became necessary to establish a benchmark to reestablish and modify teaching constructs to increase attrition rates. The following data addresses the evaluative methodology utilized to assist in creating a more effective teaching construct.

“Redesigning and Improvement of the Basic Microbiology”

Qunxing Ding

Kent State University at East Liverpool

Basic microbiology laboratory is designed to provide basic skills in culturing, handling and identifying common microbial organisms. Traditional laboratory manuals provide step-by-step protocols to indicate how to conduct experiments but in need of explaining why these steps can work out. This largely limited the potential for the students to fully understand the protocols, to apply these techniques in practice, and design their own methods to resolve practical microbial issues. Due to the time-consuming nature of experimental activities in class, it is not always easy for the instructor to explain the chemical and biological details underneath the experimental steps. With the redesigned experiments the students can compare the different results and understand the chemical and biological mechanisms. This will facilitate the instruction and enhance the student thinking and understanding.

“Pedagogical diversity in Biology teaching”

Tarig Higazi

Ohio University – Zanesville

Human Anatomy and Physiology (A & P) is one of the most challenging subjects for biology, nursing and pre-medical sciences undergraduate students. At Ohio University, Human A & P is taught exclusively at the regional campuses. A & P is a challenging subject that requires a serious commitment of time and effort by the students in order for them to achieve mastery of the topics and academic success. Students are frequently ill-prepared for these courses and as a result the drop-out or else failure rate is high. Various teaching approaches designed to appeal to students and enhance the subject understanding will be presented. These approaches include learning with image projection, digitized imaging, visual simulations, audio-visual multimedia, in-class feedback/assessment techniques, web-based resources and combined technological aids. A history of student satisfaction with these techniques as well as the overall impact on the class performance will be shared. The multi-disciplinary impact of these techniques is evident well beyond the biological classroom and those in attendance will take away tools to help enhance classroom and laboratory learning.

Paper Session M: Student Preparation and Access to Technology for Online Courses

Room 234

“Are Your Students Ready for an Online Course?”

Pam Rankey, & Ann Witham

University of Cincinnati -- Raymond Walters College

“Are Your Students Ready for an Online Course?” Students register for online or hybrid courses often unprepared for the computer skills needed. In addition, students may not have the time management skills and are not prepared for the independent work that will be required. Pam and Ann will share the success they have had at Raymond Walters College in the area of assessing and training student preparedness for online courses. In this practical session, they will describe a testing and training module created in Blackboard which outlines the expectation of the technical skills needed, allows the students to practice these skills, and permits the instructor to assess their proficiency. This module was developed for an online biology department offering, but was modified for application to office information technology. Finally, you will design your own training module based on your hybrid or online course’s specific needs.

“Integrating technology into the curriculum at regional campuses: Strategies for easing student anxiety”

Kristi A. Barnes

Ohio University - Southern Campus

College learning is being quickly redefined by technology. Instructors at regional campuses in rural areas, in contrast to their urban counterparts, are faced with the challenges of integrating technology into the curriculum in an environment where computer and internet accessibility aren't as widespread. These challenges are often compounded further by cohort differences between the traditional and non-traditional students in the class. Specifically, many of the non-traditional students haven't received any formal instruction on computer or internet skills prior to their college experience. Therefore, it is not surprising that many of these students demonstrate anxiety about coursework involving technology. In spite of considerable evidence of the effectiveness of technology-based instruction, it is important to recognize that students at regional campuses in rural areas need to be eased into using technology. Otherwise, the anxiety that these students may experience could interfere with their ability to complete the assignment and master key concepts. As such, this presentation will focus on how blogs have been integrated into the curriculum of an introductory psychology course. Students were expected to regularly post blogs that illustrated how concepts from the course related to situations outside of the classroom. In larger classes such as these 100-level survey courses, where it is less practical for all students to actively contribute to class discussions, blogs can offer an effective alternative to engage students by fostering independent thinking and applied learning. Further, the similar format between a blog and a journal entry creates a familiarity that may help to offset anxieties about using technology. Blog entries were graded for accuracy and critical thinking. The relation between blog scores and student outcomes will be addressed with a particular emphasis on strategies for effectively integrating these and similar technology in rural environments that serve adult learners.

“Auto-summary of web pages for fast and effective access by visually impaired”

Kathleen Stirbens, Angela Guercio, & Charles Haiber

Kent State University at Stark

The web has become an integral tool in education (see distance learning courses and other class-related activities that use the web). However, this technology still has great limitations for visually impaired students. Several issues present themselves, such as screen readers which do not interact well with the web pages, objects that are not labeled, or pages that make no sound. Frames and tables are not accessed well. The screen readers limitation of reading every word in sequence makes search results lengthy, boring to listen to, and difficult to traverse. All this diminishes the benefits the visually impaired students obtain from utilizing the Internet. This paper describes the state of art of the current technology for visually impaired persons using web pages and proposes a set of guidelines for the development of an application that focuses in making the website access user-friendly for these students while still interfacing with the existing screen readers. The application uses semantic annotation and metadata detection to provide auto-summary of pages by prioritizing links over buttons or pictures, by replacing visual cues with aural cues, and by identifying information that are most significant for visual impaired.

Paper Session N: Student Research and Writing Room 236

“Window Rock: Fortress of Faith and Freedom”

David M. Lucas

Ohio University --Southern

In a qualitative research project extending over two years in the communities of Blackfork and Poke Patch, Ohio, undergraduate researchers led by Dr. David M. Lucas from Ohio University Southern discovered a long lost geographic structure significant to the Underground Railroad and the cultural realities of Southern Ohio. The rock edifice, known as The Window Rock House by the locals, served as a safe haven for escaping refugees from the tyranny of slavery. Using folkography as the research method, researchers interviewed hundreds of previous and present residents of the region, documenting the activities and stories of the unique culture of the area. In this paper, Dr. Lucas reveals the striking features of the Window Rock and the remaining evidences that point to a poignant time period when oppressed people searched for hope, a future and freedom.

“From Student Writers to Published Writers: Taking English Studies beyond the classroom”

Hayley Mitchell Haugen, & Olivia Picklesimer

Ohio University –Southern

For ten years I have thought about my work as an English professor and my work as a freelance writer as separate entities. What I recently discovered, however, is how my ten years of experience as a freelance writer can not only inform my teaching, but also offer exciting opportunities for my students. In the fall 2008, I taught Research and Writing in English Studies. Generally, this course prepares English majors for the kinds of research and scholarly writing projects they can expect in their upper division literature courses: reception studies, bibliographic essays and annotated bibliographies, the critical essay, etc. While I, too, wanted to prepare my students for these kinds of writing projects, I saw an opportunity for my course to be something more – a bridge from the English classroom to the real world of writing opportunities beyond it. Calling upon my freelance writing connections at Cengage’s Greenhaven Press, I acquired a book editing project for my small class of five students. For the second half of our quarter, we collaboratively researched, compiled, edited, and authored a 150 page book on disaster relief. My students had to meticulously follow the press’s guidelines for compiling the book, and they became adept at researching through library databases. They also had to write and edit to the style of the publisher and work on a very tight deadline. Our group project made writing come alive for my students because they knew they were writing for something that would live beyond the life of our course. They each received a copy of the book when it was published in 2009 (with their efforts duly credited), and they each received a small honorarium for their work as well. This innovative teaching project made for a lively and motivated classroom atmosphere, but one of the most exciting things about this project, in addition to my students having an opportunity to collectively publish their work, is that it has led to an additional writing opportunity for one of my students. Olivia Picklesimer informed me during our class that she is interested in doing this kind of freelance writing as a career, to supplement her creative writing projects. After my course ended, I was able to secure Ms. Picklesimer her own book title to work on for Greenhaven Press. While I agreed to oversee this project as a mentor, Olivia completed all the research and writing for this book, and her name, alone, will appear on the cover. That project completed, Olivia

CONCURRENT SESSIONS O-U (2:05 - 3:15 P.M.)

Paper Session O: Expanding Disciplinary Boundaries Hoover Seminar Room

“Chemistry in Art helps students learn chemistry”

Susan Sonchik Marine

Miami University -- Middletown

CHM 111 is a one-semester basic chemistry course that meets the university requirements for a liberal education. The students enrolled in it are usually not majoring in a scientific field. For three years, a special topic version focusing on chemistry in art has alternated with the traditional version of the course. A comparison will be presented that shows the students are learning chemistry and are able to apply it to the world around them. They are learning to think critically, understand context, engage with other learners, reflect and act. The special topic of chemistry in art also offers more unique opportunities to practice these skills than the traditional course.

“From the Traditional to the Conceptual: Strategies for Teaching Art Foundations to Non-majors”

Kelly Frigard, & Kim Taylor

University of Cincinnati -- Clermont College

Two studio art professors team up to give a presentation on the challenges of teaching Art Foundations to non-art majors. This presentation will explore the process of trying to expand students' conceptions of art beyond traditional forms by asking some of the following questions: Does art have to be beautiful? What is the creative role in art practice? Does art have a function in society? Do artists need to be professionally trained? It is a challenging (and sometimes humorous) role that a teacher plays when trying to expand student understanding of art beyond the traditional and representational. The instructors embarked upon an experimental approach to teaching an Art Foundations course, including studio projects and reflective writing, aimed to strengthen students' conceptions of art.

“Engaging the “Post-Classical” in the Introductory Film Studies Course”

John Heyda

Miami University – Middletown

Textbooks for introductory film studies courses shy away from making the case for a post-classical cinema. In this they follow the lead of *Film Art: An Introduction* co-authors Kristin Thompson and David Bordwell. Thompson argues that “despite many changes in style and technique, the fundamental norms of classical storytelling have remained intact.” For Thompson, “classical cinema is with us still,” showing that it can “absorb new technologies and new influences from other media and bend them to its own uses.” In *The Way Hollywood Tells It* (2006), David Bordwell “examines some of the new norms of storytelling,” finding them “variants of the older classical system.” Invariably, textbooks fall in line with these views. Phillips's *Film: An Introduction* devotes nearly 20 pages to characteristics of classic Hollywood cinema, while the post-classical gets nary a mention. Giannetti's *Understanding Movies* devotes space to the “classical paradigm” without addressing claims that post-classical variants have challenged this paradigm. Prince's *Movies and Meaning* offers a number of pages on the classical Hollywood narrative, but declines to take up, in its section on alternatives to the classical narrative, the issue of whether or not a post-classical cinema has arisen to challenge the classical. Other texts such as Barsam's *Looking at Movies* and Boggs and Petrie's *The Art of Watching Films* have little if anything to say about the advent of a post-classical cinema period. My experience teaching Film Studies 201 at Miami Middletown has taught me that, contrary to what textbooks say, post-classical cinema is alive and well, especially in students' experience, stands out from classical cinema in ways easily delineated, and can serve as a pivot around which much of the content of the introductory course can turn. To show how all of this is so I'll draw upon use I make of Richard Maltby's useful term, the “story-ride,” to distinguish the classical (which relies on “story”) from the post-classical (which relies on “ride”). To illustrate how the “story-ride” term can help make the case for the post-classical, I'll offer *Titanic* as an example, providing as it does a great many continuities with classic Hollywood cinema in its first half (before the ship hits the iceberg) and dramatic departures from the classical in its post-classical second half (after the collision).

Paper Session P: Technology in Online Teaching
Hoover Foundation Room (136)

“The role of Technology in teaching web-based and web-assisted courses”

Nitya Vasudevan

Kent State University at Tuscarawas

There are numerous avenues to Pedagogy. Apart from class room teaching where the students and the teachers interact face to face, another effective avenue is on-line teaching wherein technology acts as a catalyst. With the support of technology, even courses conducted over the web have been successfully rendered. My presentation focuses on the different technological methods employed in teaching web-based/assisted courses, explained with a successfully rendered dual enrollment special initiative for high school students as an example. I use the Vista Blackboard system which is an interactive online tool to teach web-based courses, which most of us are familiar with. Apart from the built-in features in Vista, video capture tools like Camtasia can be used to create course training modules. An enhancement to this, a web tool called Adobe Connect has been used for interaction between the instructor and students. It is an audio-visual web conferencing application with webcam feature which almost gives a live lecture experience. In this context, I would like to share a teaching experience that exposes the significance of technology in education. I was very pleased to be a part of the first Dual Enrollment initiative by Kent State University, Tuscarawas which involved teaching a college level course to high school students for college credit from Claymont High school at Uhrichsville. In addition to having a direct interaction with the students in the classroom, technology was deployed effectively in teaching and lab demonstrations by means of Adobe Connect and graphic handwriting tools such as the Digital Tablet. In conclusion, technology has the potential to provide everyone with equal learning opportunities irrespective of where one is located though the hardware and the software pose occasional problems requiring technical assistance.

“From a slide to a lab: use animation and simulation to enhance student online learning”

Da Zhang, & Li Zho

Ohio University -- Lancaster and Ohio University -- Zanesville

Many online instructors have made great effort to enhance student learning. To achieve better student learning outcomes, the authors have integrated the animation and simulation into computer science online courses. Animation can visualize learning subjects for better understanding while simulation can provide hands-on labs for real world experience. This presentation introduces the methods to visualize a simple concept and a complex concept via a PowerPoint slide and a Flash player. This presentation also introduces the method to integrate simulated labs into online courses. Student perceptions and instructor observations on using the animation and simulation are provided for further study.

“Losing the LMS: Teaching Outside the Online Box”

Mary Hricko

Kent State University at Geauga

This presentation will examine ways that faculty can teach online instruction without the use of a courseware application. Discussion will include an overview of the challenges, but also the justification for developing course mash-ups using a variety of tech tools. Discussion will demonstrate how students merit from creating the course content and show how students actually adapt to this mode of instructional delivery.

Roundtable Session Q: Building Communities In and Out of the Classroom **Timken Hall**

“The “How Tos” of Building Successful Internship and Practicum Experiences”

Lisa Waite

Kent State University at Stark

Students who seek course credit for outside learning experiences stand to gain exceptional knowledge as a result. When administered correctly the opportunity offers students a preview of the workplace, exposes them to enriched learning beyond the classroom, and prepares them to apply course principles in realistic, diverse, and synergistic settings. However, building an internship or practicum experience is often a challenge for regional faculty who may not have an existing program or those who wish to expand and modify outdated curriculum. In the spirit of ‘reshaping higher education and Ohio’s citizenry, this round table submission seeks to provide regional faculty with the tools needed to establish a successful field experience agenda. Topics include: (1) establishing partnerships, (2) student & faculty responsibilities, (3) important administrative tools, and (4) proven tips for feedback, reflection and grading.

“Social Learning: a strategy to enrich student learning, build community, and improve retention”

Alyson Wilson, Timothy Jurkovic, Patricia Antonelli, Linda Hamaide, & Jolene Buehrer

Bowling Green State University – Firelands

Social Learning is a strategy to enrich student learning, build community, and improve retention. Implementation strategies can include casual group-work, structured collaborative activities, team-based projects, service-learning, and technology tools such as the use of a class Wiki, threaded discussions, and Second Life. While this pedagogical approach is applauded by many educators, others still struggle to successfully implement social learning strategies in the classroom. Following a short presentation by the BGSU Firelands Faculty Learning Community on Social Learning (with examples from the disciplines of computer science, literature, education, mathematics, library research, cultural anthropology, and management), roundtable participants will engage in discussion about their successes and challenges in implementing these strategies and encourage their colleagues in the practical implementation of social learning strategies.

Paper Session R: Faculty Development **Deuble Foundaiton Room (134)**

“Saving Time to Make Time”

Robert Miltner

Kent State University at Stark

Saving Time to Make Time Robert Miltner Associate Professor of English Kent State University Stark Regional campus faculty, whose typical 4/4 teaching loads can make it difficult to engage in scholarship or service, either at the campus, university or in the community, often feel pressed for time. If we can not change our workload, we can change our assessment from the standard graded paper or test. Numerous direct assessment tools are available which both offer students alternative methods of demonstrating their learning and offer faculty pedagogical strategies and opportunities to free up needed time for research, scholarship, or service. While the strategies to be discussed in this session apply primarily to humanities and arts faculty, there should be something in the box for all attendees. For writing assignments, alternatives include: modeling, mini-workshop, peer review and grading rubrics; journals; discussion boards; blogs. For class sessions, faculty can assign students as presenters, as co-discussants, or as supplemental material distributors. For assessments and evaluations, faculty can consider culminating events or capstone projects; public readings; artifact displays; class “conference”; portfolio assessments; student self-assessments; a class anthology of writing; or creation of websites, or CDs or DVDs. Some of the advantages of using alternatives for writing, classes and evaluation include making the classroom more student centered, accommodating students’ learning modes, creating an active, problem-posing pedagogical classroom, and building a classroom learning community. Such practice supports the assertion by Paulo Freire that education helps students “deal critically and creatively with reality and discover how to participate in the transformation of their world.” So do faculty, but it also can enable us to transform our time so as to be more productive citizens at our universities and more engaged scholars in our disciplines.

“So you want to change how you teach? A how to (and how not to)”

Joe Cavanaugh

Wright State University - Lake Campus

There is widespread agreement that the passive student absorbing knowledge from the professor at the white board is not the most effective method of instruction. Students often learn quicker and gain a more thorough understanding when they take a more active role in their learning. Because fundamental course changes are already required as many schools convert from quarter to semester systems this is an excellent opportunity to rethink how we teach and move towards a more active learning pedagogy. This paper will investigate how instructors can approach making changes to their teaching to minimize the costs involved in the change and improve how their students learn.

“The Promising Syllabus to Improve Student Learning”

Bozena Widanski

University of Cincinnati - Clermont College

Is your syllabus promising to improve students' learning? Bring your syllabus and you can find out the answer during my presentation. In fall 2009, I have started attending the Interdisciplinary Course Redesign Seminar Program offered by the University of Cincinnati main campus. This program was the first of an annual year-long teaching and learning series designed to bring together a diverse group of faculty across the university to share ideas and broaden perspectives on pedagogical methods and strategies. In my presentation I will share with the audience some of my experiences from the Course Redesign Seminar. The participants of my presentation will have an opportunity to compare their syllabi to “The Promising Syllabus.”

Paper Session S: Math and Science Pedagogy

Smith Board Room (170)

“Genetics Education in the Laboratory: Addressing Students' Misconceptions through Instruction and Activities”

Mary E. DeHoff & Krista L. Clark

University of Cincinnati - Clermont College

Students at multiple academic levels experience difficulties in understanding genetics concepts. The present research assessed misconceptions related to genetics among undergraduate non-science majors, as well as the efficacy of different genetics lab activities. Participants included students (n=42) enrolled in three sections of a General Biology II Laboratory. Students were surveyed at the beginning of the class to assess their incoming genetics literacy. Subsequent instruction focused on addressing misconceptions revealed by the survey. Following instruction, students participated in different lab activities designed to reinforce genetics concepts: coin tosses, virtual (online) fruit fly crosses, genetic jigsaw puzzles and baking cookies. Students' attitudes toward and perceived efficacy of the various lab exercises were evaluated using lab notebook reflections. The most prevalent and persistent misconceptions among students will be discussed, namely a compartmentalized and incomplete understanding of terminology; inaccurate size sequence of structures such as genes, DNA and chromosomes; and a misunderstanding of DNA's cellular function and the effects of mutations. In addition, the most effective lab activities will be presented, with advice on how faculty can incorporate them into lecture or lab with maximum impact. We hope to offer faculty tools for use in ascertaining their students' level of genetics literacy so that instruction and activities can be more targeted in addressing misconceptions. A more thorough discussion of these research findings can be found in the 2010 AURCO Journal.

“Preliminary Evidence of Improved Student Success from Instant Learning - a New Pedagogy for Remedial Mathematics”

E. Owen Carew

Kent State University at Salem

It is widely recognized by first-contact college remedial mathematics instructors that most students do not do the required minimum amount of work outside the classroom that is necessary for success in the classroom. This problem is particularly noticeable in the Columbiana campuses of Kent State University at Salem and East Liverpool. The reluctance or inability to do out-of-class work can be attributed to several understandable reasons: (a) a substantial number of working and non-traditional students with limited ‘free time’ outside of class, (b) a high school-college learning and knowledge gap that tends to induce a ‘give-up’ mentality much too easily, (c) impatient Millennials that are usually quick hands-on surface learners but reluctant deep learners, (d) “math anxiety” which usually begets procrastination, and (e) lack of basic study skills. In addition, students would frequently tell me that they understood the material when it was being presented in class but got frustrated when they tried to review the material at home or do homework. For all these reasons, it seems reasonable to assume that a pedagogy that de-emphasizes out-of-class work while emphasizing active in-class learning followed by immediate assessment will be attractive to a majority of students. Instant Learning (IL) has been proposed as a gap-bridging confidence-building pedagogy for remedial mathematics at the college level that directly addresses the above concerns. In a nutshell, it is about teaching, learning, and assessing, in small doses. IL combines instruction, collaborative learning with resource/technology (MyMathLab©, Clickers), and individual assessment, at every class session. This presentation will describe: (a) the motivation and justification for IL, (b) data from past developmental math students supporting the IL philosophy, (c) the first classroom implementation of IL, (d) preliminary evidence of improved success with IL compared to a traditional approach, and (e) students’ feedback on the new pedagogy.

“Service learning water quality project for first year general chemistry students at BGSU Firelands”

Linda P. Cornell

Bowling Green State University – Firelands

The Service Learning Water Quality Project provides local community service and environmental stewardship opportunities for second semester general chemistry students at BGSU Firelands. The project supports the Firelands Coastal Tributaries Volunteer Stream Monitoring Program in conjunction with Old Woman Creek National Estuarine Research Reserve (OWC NERR). It provides real-life chemistry experience for students to develop an understanding of chemistry and the scientific method, and also hone laboratory and analytical skills. The design of the service learning project is discussed. Through collaboration with OWC NERR, important research problems are defined suitable for first year general chemistry students. Community partner(s) and school responsibilities are agreed upon. In 2008, students measured ammonia (NH_3) and soluble reactive phosphorus (SRP) in Old Woman Creek at Hoffman Reserve ($\text{NH}_3 < 0.045 \text{ mg/L}$, $\text{SRP} < 0.020 \text{ mg/L}$). They also investigated the stability of NH_3 and SRP in water samples held over one week, and the impact of pre-filtering the water samples on the measured nutrient levels. In 2009, the students expanded the Volunteer Stream Monitoring program by incorporating Saw Mill Creek and three upstream ponds in McBride Arboretum (BGSU Firelands campus). Students and OWC NERR measured several chemical parameters (including temperature, pH, dissolved oxygen, turbidity, NH_3 and SRP). The students began developing baseline water quality data for Saw Mill Creek and McBride Arboretum ponds, investigated relationships between the ponds and stream, and determined the accuracy by comparison with OWC NERR lab results. Students evaluated the project and submitted formal project reports. The experimental results are summarized and submitted to OWC NERR and the Firelands Coastal Tributaries Watershed coordinator. The projects are evaluated to determine future improvements and changes to enhance student learning and community partner experiences.

Paper Session T: Student Enrollemt, Retention, and Transfers Room 234

“Building a Successful Online Course using the Community of Inquiry Model”

Lynn A. Trinko

Ohio State University at Lima

Teaching and learning in 21st century higher education no longer lies in the hands of the educator, but also with the learner. Understanding this is crucial to design and implementation of best practices in the online classroom. Utilizing the Community of Inquiry (COI) model (Garrison, Anderson, and Archer 2000) in online course design is just one way to accomplish the goals of the learners. The rise of online, Internet-based courses has increased dramatically over the past five years through degree programs both at traditional and online-only universities. There are a plethora of design approaches to online courses from highly interactive, high dialogue courses to design courses much like independent study correspondence education with little interaction. Institutions have followed different paths in establishing, continuing, promoting, and utilizing online educational programs whether they are at the course level, the program level, or the university level. This paper will review several perspectives in building success in online programs for adult learners. Some of the perspectives propose building success through course level interventions, including building effective discussions, utilizing audio tools in interaction, building social, cognitive and teaching presence effectively.

“Ohio Transfer Initiatives Update Ohio Transfer Initiatives Update”

Bruce M. Sliney

North Central State College

Ohio’s transfer initiative continues to develop momentum as additional Transfer Assurance Guides have been developed, the Career Technical Credit Transfer program expands, an Advanced Placement Exam policy has been enacted, the acceptance of “D” grades policy has been developed, and the Articulation and Transfer Clearinghouse, through which transcripts are being sent electronically among college/universities throughout Ohio, is being mandated by the state and used by more colleges/universities all the time. This presentation will explain each of these concepts and show the progress and current status of each of them, through a Powerpoint presentation and discussion between the presenter and audience. This is important information for faculty and staff at regional campuses to know as they see more transfer students coming into their classrooms each year.

“Connecting the Dots to Promote Retention of Freshman”

Mary Ann Goetz, & Parinbam K Thamburaj

Ohio University –Zanesville

This presentation will address the successful program that has been deveoped and implemented on the Ohio University-Zanesville campus to promote the retention of freshman students. This program was developed as the result of receiving funding through a grant for the purpose of promoting retention of the freshman student. The program consists of two, 1 credit hour courses. The first course is for new freshman. Students are informed of the availability of the course and voluntarily choose to take it. They are assigned to a faculty mentor. Each faculty mentor is assigned a small group (4-6), preferably in their discipline. The faculty member designs his/her syllabus based on the overall objectives of the program. Throughout the quarter, students meet weekly with the faculty mentor in a small group, on an individual basis with the faculty member or in a large group that includes all the students that are in the program. The large group meetings have guest speakers that address topics such as keys for success, clubs and organizations that are available on campus, etc. Throughout the quarter the students are given guidance and support to help them succeed in the college setting. The second course focuses on continuing the support and guidance that the student has received in the first quarter. Meetings are biweekly. Students are given the opportunity to mentor with a person in the student’s chosen discipline. The letter grade for each course is based on a rubric that is developed by each faculty member. In this presentation data and student feedback will be presented. Growing pains that have been experienced through the implementation of this program over the last one and one-half academic years will be discussed.

**Paper Session U: Increasing Student Engagement
Room 236**

“Benefits of Teaching Project Management Skills to At-Risk Undergraduate Students”

Georgia A. Pinis

University of Cincinnati -- Clermont College

This action research study investigates the benefits of teaching project management skills to at-risk undergraduates on their personal, academic, and professional lives. Although the scope of this project was too broad for the time allotted for this pilot study, there are indications that there are definite benefits to the personal lives of at-risk undergraduates of learning project management skills. Two at-risk undergraduate students planned personal events of their own choosing. The primary investigator acted as the project manager for these students' projects. This research was conducted as part of the action research sequence in my doctoral program. The lessons learned during this process were as valuable as the findings of the research.

“Integrated Course Design and its Effect on the Students' Academic Engagement and Civic Responsibility”

Irina Chernikova

University of Akron -- Summit College

The author is looking for internal resources for improving the Students' Academic Engagement. Statistics show that students feel that their courses are fragmented and isolated; they do not connect to each other; there is “this course” and “that course” but no coherent education. The result? Low engagement and poor learning effort by students. The author believes that the learning experience can be improved by “Developing a Coherent Curriculum” as a seamless, integrated, comprehensive, and open system instead of collections of fragmented, narrow courses. The presentation describes a process of reshaping the entire mathematics curriculum based on a spiral model. Also, the author describes changes in students' placement in mathematics courses at the University of Akron as a result of a new approach to relations between mathematics courses and its prerequisites. An updated mathematics course structure will be presented.

“Captivating Commentary: Innovative Feedback Methods That Engage Students”

Heather Phillips, & Sue Sipple

University of Cincinnati -- Raymond Walters College

Professors in all disciplines work tirelessly to give their students formative feedback on presentations and papers. Frequently, our scribbled margin notes fail to convey our true thoughts about the student's work, or our students become so used to our feedback that they no longer listen. Oral feedback can capture students' attention in ways that written feedback may not. In addition, while one-on-one conferences with students can be valuable, they are also time-consuming. This interdisciplinary session will provide participants with two methods for offering students in-depth verbal commentary. Students in many disciplines are called upon to give oral mock-presentations that represent what they will do in the workplace. Two of the vital soft skills that employers are looking for are the abilities to communicate both in writing and speech. While professors are certainly able to assess these skills and offer formative feedback, presenter one will argue that inviting real-world industry leaders into the classroom to provide commentary on student presentations offers a simulated work environment and allows students the opportunity to gain insight and constructive criticism for professional growth (Phillips 2008). This strategy engages students in ways that professor feedback alone cannot. The real-world nature of the commentary and the multiplicity of voices reinforces classroom learning and grabs students' attention. While real-world feedback enhances learning and makes students listen, so do other methods of innovative individualized instruction. Presenter two will argue that the use of instructor audio-recorded commentary allows for detailed, personalized feedback on student papers and presentations, nearly impossible in the conventional handwritten method. While existing research addresses audio commentary in college composition (Anson 1999; Sommers 2002, 2003, Sipple 2007), presenter two will provide original research regarding the benefits of the method for students and instructors. Participants will learn valuable instructional tips for implementing the strategy.

STUDENT POSTER ABSTRACTS

“Time Pressure and Heart Rate Variability”

Abby Baverman

Raymond Walters College, University of Cincinnati

Heart rate variability (HRV), the standard deviation of time between each heart beat, can be controlled by breathing and focus. Low HRV has been linked to anxiety, stress, and even psychological disorders. Females have a lower HRV than males, both at rest and during stressed conditions (Wang et al., 2009). Studies showed that decreases in HRV while doing a task may be a sign of anxiety (Shinba et al., 2008). The purpose of this classroom demonstration was to measure the effect that time pressure would have on HRV when participants were asked to complete an anagram puzzle. We hypothesized that if there were no time limit on an anagram task (low stress condition), participants would have higher HRVs—indicating more parasympathetic activity. If the participants were given a time limit (high-stress condition), they were expected to have a lower HRV. The study used a convenience sample of twelve males and twelve females. They were randomly assigned to either the timed, stress condition or the untimed condition, and they were tested individually. Their HRV was measured by a hand-held biofeedback device called the “stresseraser” that provides a graphic of pulse rate over time. It assigns points for high-HRV breath cycles. The points serve as the DV. The data were analyzed using an independent groups t- test. There was no difference between the experimental group ($M=25$, $SD = 24.35$), and the control group ($M=36$, $SD = 26.87$) $t(22)=0.86$, $p = 0.40$. Future studies about stress, biofeedback, and HRV will be discussed.

“Providing Design Solutions for a Variety of Client Needs”

Amy M. Boetticher & David Stroman

Bowling Green State University -- Firelands

The poster that we will be presenting will showcase a variety of visual design solutions that are often requested by clients. Our first solution is a set of icons designed for use with the online map of AURCO campuses. This icon set offers ease of recognition without the use of copyrighted school graphics. The icons were designed to minimize visual clutter by using gradients of school colors in web 2.0 ‘glass’ buttons. Originally made as vector graphics for ease of scalability, the icons are saved as portable network graphics for use on the web. Our second solution is a newly conceived logo for the Ohio Celebration of Women in Computing conference. The logo design was driven by the idea of creating an image that was feminine without being “girly” while also reflecting their involvement with technology. The logo design was used as the inspiration for the conference website as well. As a whole, this poster is representative of the variety of client solutions that are often requested of a single designer or design firm. The design work that we have presented showcases the importance of being able to meet any and all client needs.

“The Effects of StressEraser on Locus Control”

Emily Bosse

University of Cincinnati - Raymond Walters College

Studies have been conducted on various stress relief techniques such as breathing techniques as stress management. Ossebaard (2000), assessed relaxation after a series of sessions with a brain wave synthesizer. He found a significant decrease in state anxiety after every single session. The results of this study suggested that brainmachines may cause immediate relaxation effects. Biofeedback devices and breathing techniques have a significant effect on stress relief and the ability to achieve stress management. This classroom demonstration looks at the relationship between stress relief and Locus of Control. This is a person's belief about the ability to direct events in his or her life. Our hypothesis was that participants using the biofeedback device, the StressEraser, would have more of an internal on Locus of Control scale than control group, in which participants read magazines. An internal locus of control is the belief that the person can affect her life events, rather than others, fate, a higher power etc. Thirty- six participants between the ages of 30 and 55 were randomly assigned into an experimental or control groups. In the experiment group, participants were given the StressEraser and designated five minutes to learn the device and 10 minutes to earn points on the device. In the control group the researcher provided the participant various magazines. After the 15 minutes, each group was given the Locus of Control questionnaire to determine internal or external locus of control. The experiment group scored an average of 73.52 (14.11) and the control group scored an average of 70.58 (13.22). The experiment group using the StressEraser had significantly higher scores indicating more of an internal locus of control. This study shows how controlling stress not just makes a person feel better, but may also change his confidence and beliefs about his future.

“Physical Stress Reactions of Working Parents and Non-Parents”

Trevor Braukman

University of Cincinnati -- Raymond Walters College,

Most people would assume that parents would have more stress in their lives than non-parents. If an adult doesn't live with any children, it would presumably be less stressful because of less work. But a study showed that parents actually reported fewer psychological problems and stress than non-parents (23.com, 2007). Our group's classroom demonstration was an attempt to examine how parenthood affected the physical stress response, as exhibited by heart rate variability (HRV). We predicted that parents who live with their children would have more stress (lower scale on the StressEraser measuring HRV and higher stress scale scores) than participants without children. Our participants were nine working people with children and nine working people who did not have any children. A stress perception survey was given before and after to measure participants' thoughts on their own stress. A StressEraser biofeedback device was used to measure stress levels present in the participants. The StressEraser cued participants to slow breathing and coordinate inhales and exhales with the heart rate cycle (Western Cape Direct, 2009). Participants earned points over a 20-minute trial by demonstrating a slow, highly variable pulse rate. These results showed that our hypothesis was not supported. Parents' and non-parents' scores were no different. It is possible that the participants did not get enough time to get familiarized with the StressEraser, and therefore, it did not pick up small significant differences. To make the experiment more valid it would be useful to use more participants and also to possibly use other biofeedback devices and compare them with the validity of the StressEraser. Future studies could also look at other determining stress factors in life, because children might not be the only factors in life that cause stress.

“Smoking and Heart Rate Variability”

Nick Brehm & Michael Garrison

University of Cincinnati -- Raymond Walters College

Although it is scientifically accepted that smoking is bad for one's health, researchers show little effect in the control of breathing in smokers versus non-smokers. Many studies compare these groups on physical health, yet fewer compare stress levels. In this study, the student researchers looked at whether or not smokers showed different levels of heart rate variability (HRV), an indicator of stress, than nonsmokers. This study consisted of a convenience sample of students aged 18-26 years at the University of Cincinnati at the Raymond Walters campus. Participants were given instructions to follow and a two minute learning session to become acclimated with the StressEraser, a handheld biofeedback device that cues slow regular breathing and measures heart rate variability. Previous studies by Parrot (1999) found that smokers were not able to control their stress as well as non-smokers, and that nicotine, or the dependence on it, was a major cause of this. The StressEraser device has been shown to strongly correlate to reduced stress and anxiety levels among users by allowing them to see when they should breathe to achieve the best mix of oxygen in the blood (Heilman, Handelman, Lewis & Porges, 2008). The study did not show a significant difference in HRV between students who identified as smokers and nonsmokers. While the results were inconclusive, this study could spark further research into the daily lives of people and uncover the relationship between breathing techniques and smoking, and on the stress levels of smoking versus non-smoking individuals. It seems clear that a connection between smoking and stress exists; it is a field that requires further study and examination to create a clear understanding of the underpinnings of the psychology of smoking.

“Gender differences with logic and rational thinking”

Charles Henderson, Ashley Dudinsky, & Amber Wolff

Kent State University at Geauga

The game Mastermind is a pinnacle test of logic and rational thinking. A rectangular decoding board consists of a shield covering four answer holes and twelve trial rows of four holes proceeding. Six different color coded pegs are then used in the larger holes on the decoding board. Black and white keys pegs are placed in the small holes on the decoding board. To provide feedback to the participants on the four color sequence they chose. A black peg is used when the participant has the right color in the correct spot. A white peg is used when the participant uses the right color in an incorrect spot. The researcher will have twenty-four cards that will consist of one of the six colors. There are four of each of the six colors. The participants will randomly choose four cards out of the deck, these will be the code colors they need to break. Each participant is graded on number of trials to completion. The results will show that there will be gender differences in performance and the strategy used to complete the task.

“The Effect of Personality of Benefit Finding in an Experimental Situation”

Eric J. Hilty, & Jacquenette Sledge

Kent State University at Trumbull

This research is part of a larger study that focuses on benefit finding (i.e., personal growth) in a laboratory setting. The emphasis of the current research is on the contribution of personality factors to benefit finding. Previous research has examined the extent to which different personality traits are associated with benefit finding in traumatic situations, but virtually all of our information comes from studies of people who have already experienced a traumatic event, such as a diagnosis of cancer. This study is unique in examining the effects of personality on benefit finding in a controlled situation that manipulated illness cognition using an experimental paradigm (Croyle & Ditto, 1990). Participants were undergraduate General Psychology students who received \$10 or extra-credit points for participation (their choice). Participants completed a packet of questionnaires that assessed their personality traits and their current standing on benefit-finding domains. Personality was assessed using a shortened version of the Big Five Aspect Scales (DeYoung, Quilty, & Peterson, 2007) that included assessments of each aspect of the Big Five personality dimensions. Benefit finding was assessed using a modified version of the Post-Traumatic Growth Inventory (Tedeschi & Calhoun, 1996). Findings are expected to support the notion that several personality factors are related to benefit finding following a traumatic event, particularly high extroversion, high openness, and low neuroticism. Whether clinicians should encourage individuals to strengthen these personality traits to enhance their quality of life following a traumatic event is a question for future benefit-finding researchers to address.

“Expanding African History during the month of February”

Ashley Knight

Bowling Green State University -- Firelands

This dissertation will express the importance of expanding African History during the month of February. Traditionally, the month of February has been referred to as “Black History Month”. It is important to broaden one’s horizons and explore African History beyond a traditional viewpoint. I had been given the opportunity to coordinate a project that pertains to Afro-Latino ancestry. This project was designed to bring awareness about this culture to both the faculty and students of Bowling Green State University- Firelands. This project not only focused on historical and statistical information, but also encompassed the cultural aspects (i.e. food, music, art, and language) of this ethnicity. The class that was involved in the creation of this project was divided into groups, and each group conducted extensive research on their assigned topic. The students then created poster boards which showcased the information that they had learned. The poster boards were on display in the lounge area of Bowling Green State University- Firelands for the entire month of February.

“Benefit Finding Following a Traumatic Event in an Experimental Situation”

Jacquenette Sledge, & Eric Hilty

Kent State University at Trumbull

This research is part of a larger project that studies benefit finding (i.e., personal growth) in an experimental setting. Although objective health status cannot be manipulated experimentally, subjective health status can, making it possible to study benefit finding in healthy participants. This study did just that by manipulating illness cognition using a paradigm designed by Croyle & Ditto (1990). Participants were undergraduate General Psychology students who received \$10 or extra-credit points for their participation (their choice). Benefit finding was assessed using a modified version of the Post-Traumatic Growth Inventory (Tedeschi & Calhoun, 1996). Participants came to the psychology lab and completed some general medical tests (e.g., blood pressure, pulse) as part of the cover story. They also completed a (fictitious) medical test to assess thioamine acetylase (TAA), which was said to play a role in pancreatic functioning. Participants in the experimental condition were told they are TAA deficient; those in the control condition were told they are not TAA deficient. Participants then completed a set of questionnaires that contained the primary dependent measure (i.e., benefit finding). After the experimental session was completed, participants were thoroughly debriefed and thanked for their participation. Results are expected to indicate that participants in the experimental group engaged in more benefit finding than those in the control group. This study is expected to validate the notion that the experience of adversity can sometimes yield benefits. Overall, varying the perception of illness experimentally allows us to learn much about benefit finding of ill individuals.

STUDENT PAPER ABSTRACTS

“Mindfulness-based Therapies for the Treatment of Depression”

Jon M. Cefus, Kent State University at Stark

The purpose of this paper is to explore the published research on the efficacy of mindfulness-based therapeutic interventions in the treatment of depression. Growing amounts of clinical trials support the hypothesis that mindfulness, which is described as paying attention in a particular way, on purpose, in the present moment, and non-judgmentally, is an effective treatment for psychological mood disorders, and their recurrence and relapse. These treatments promote the use of various meditative practices to increase present-moment awareness of conscious thoughts to manage negative experiences more effectively and offer an alternative to antidepressant medications within the context of such psychosocial interventions as cognitive-behavioral therapy. Analysis of the research exploring the efficacy of mindfulness-based interventions in the treatment of depression and depressive symptoms has shown it to be effective for adults, older populations (over the age of 65), adolescents, and children.

“DNA study of Wild and Captive Bred Skunks”

O. Jean King, University of Cincinnati Clermont College

This study consists of obtaining DNA via blood samples from wild skunks and pen raised skunks to determine if there is a genetic difference. With DNA obtained, we intend to use polymerase chain reaction and gel electrophoresis to sort the markers. DNA samples have been shown to prove there are differences between the hooded and striped skunks, hog-nose skunks, and spotted skunks. DNA has been used to determine linkage of dogs before acceptance to the American Kennel Club; and DNA from modern horses shows genetic variations from their ancestors. The samples of pen raised skunks will come from a breeder who has been in business for over 70 years. The samples from wild skunks will be obtained from skunks in the possession of rehab facilities were these animals are return to the wild. The importance of this research is to determine if a genetic difference between skunks in the wild and skunks that have been raised in captivity exists. In the United States there are over 2 million people who own captive bred skunks; these people consider these animals' pets and companion animals. However, at the present, there is no approved vaccination for rabies that can be given to skunks. If a pet skunk bites, even in playing, someone it is a death sentence and the animal is confiscated. The head is detached and testing done on the brain to see if the skunk has rabies. There have been no known positive results from testing on a pet skunk. By proving there is a genetic difference it would be a valuable tool toward getting captive bred skunks recognized as “domestic” animals. This would open the way to getting skunks added to the list of animals on rabies vaccine labels.

Alice Walker's “Everyday Use”: A Reader-Response Critique

Karie-Lee Sutherland, University of Cincinnati Clermont College

Alice Walker is an African-American writer of poetry and fiction. *The Color Purple*, her best known work, earned the Pulitzer Prize in 1983, the first ever awarded to a black woman. Born in 1944, she was the youngest of eight children (“Alice Walker”). She was raised by her sharecropper parents in a small shack in Eatonton, Georgia, under conditions that resemble the setting for her short story “Everyday Use.” Many of the details of this story seem to mirror elements of Walker's own life. Like the character Maggie in the story, Walker suffered a disfiguring accident when she was shot in the eye with a BB gun. Like the older sister Dee, Walker left her shabby home to work for a better life for herself and her race, especially black women

“Diagnostic Sex Role Bias: The Effects of Counterstereotypic Sex Role Behavior or Sex Role Deviance and Clinical Perceptions of Maladjustment and Psychopathology”

Brandi Whitemyer, Kent State University at Stark

Individuals who demonstrate behaviors, traits and characteristics atypical of their biologic sex role may be considered sex role deviant. Through their display of counterstereotypic sex role behavior, these individuals may be faced with the effects of biased perceptions of mental health clinicians. Both sex role deviant adults and children, and particularly homosexuals, are more likely to be perceived by others, including the professionals entrusted to be perhaps the most objective, as more highly maladjusted and in need of psychiatric help. This phenomenon may lead to multiple negative consequences for these individuals both socially and in their ability to seek and receive appropriate help when needed.

“Satisfaction of Needs and Well-Being: An Application of Maslow’s Hierarchy of Needs to the Population of Kenya”

Evelyn S. Williams, Kent State University at Stark

Maslow (1954) proposes that humans are motivated by needs that are arranged in a pyramidal hierarchy. Failure to achieve the highest need level results in flawed personal development and poor psychological well-being. However, much of the developing world struggles to obtain the basic needs of daily life. Therefore, the purpose of the present study is to apply Maslow’s Hierarchy of Needs to examine possible relationships between basic, safety, and belongingness need fulfillment and the physical and mental health ratings of the general population of Kenya, Africa. By conducting secondary data analysis on The Afrobarometer (Mittullah et al., 2005), we examined this hypothesis. Individuals who failed to satisfy basic needs reported greater physical health concerns. In regards to psychological well-being, the failure to satisfy any of the three need types (i.e., basic, safety, or belongingness needs) was associated with increased levels of fatigue and exhaustion related to worry and anxiety.