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Welcome to the 20th Annual AURCO Conference!

I am honored to have had the privilege to host the 20th Annual AURCO Conference! I am relatively new to the AURCO family. I attended my first AURCO conference in 2010 with a colleague from UC, Clermont College Professor Tracey Hawkins. Tracey Hawkins served as AURCO’s Treasurer for over a decade and she passed the torch to me at that conference in 2010. I have served as AURCO’s Treasurer since.

As this is the 20th Annual Conference I thought it was appropriate to do something special to pay tribute to AURCO’s past and to highlight the potentialities in AURCO’s future. As I thought about how to incorporate this tribute into the conference, I thought about what I know about AURCO given my whopping four years on the Board. In 2013 AURCO was granted Federal 501(c)(3), non-profit organization status, which is, in layman’s terms, a very, big deal! During this process, I realized that AURCO was not just another organization dependent on a few key people for survival. Instead, over the last 20 years the founders of AURCO have nurtured it into an organization that stands in its own right. I can’t help but think of the founders as parents that raised this organization to thrive and support the next generation of Ohio regional campus faculty long after they are gone. So I began to view this moment as a milestone of sorts, a moment to celebrate the journey to the self-sustaining organization that AURCO has become. And for this reason, I thought that we should immortalize this moment, this day, with a 20th Anniversary Video interviewing some—unfortunately not all—of the key people in AURCO’s history. I really enjoyed making the video, especially spending time with the AURCO veterans during the interviews. Just by completing this undertaking, I feel even closer to the AURCO family. As you will see in the video, I learned that the real key to AURCO’s success is the people—and they are good people. I hope that this video becomes an old, dusty treasure in the AURCO archives. At the very least, I hope that the conference host of AURCO’s 40th Annual Conference will show the video so everyone can groan and snicker at the hair and clothes “back then”! Finally, I hope that you enjoy the video which will be shown after lunch.

I sincerely thank you for attending the 2014 AURCO Conference. I hope that you enjoy the concurrent sessions, panels, featured author, anniversary video presentation (of course), meals, hospitality, and camaraderie!

Sincerely,

Patty Goedl, CPA, PhD
Conference Director
2014 AURCO Conference Sponsors

We are grateful for the following sponsors:

Special thanks to:

Dr. Gregory Sojka, Dean Clermont College

Special thanks to:

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*Patty Goedl*, CPA, PhD, Assistant Professor, University of Cincinnati Clermont College

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*Mel Sweet*, Director of Core Services

Conference Moderation

*Wei Zha*, PhD, Assistant Professor, University of Cincinnati Clermont College

Conference Registration

*Lizzie Ngwenya-Scoburgh*, PhD, Assistant Professor, University of Cincinnati Blue Ash College

Friday Night Reception

*Darlene Foltz*, Assistant Professor - Educator, University of Cincinnati Blue Ash College

Student Judges

*Joseph Cavanaugh*, PhD, Professor, Wright State, Lake Campus
*Rachelle Kristof Hippler*, Instructor, Bowling Green State University, Firelands College
*Miki Crawford*, Professor, Ohio University, Southern Campus

Special Thanks:

*Marty Kich*, PhD, Professor, Wright State University, Lake Campus
*Rachelle Kristof Hippler*, Instructor, Bowling Green State University, Firelands College
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Internet Access:
We provided an unsecure wireless connection for our guest. While on campus an “AURCOGuest” connection will display as an available wireless network on your device. Just click to join. No password or username is necessary.
Conference welcome provided by:

Dr. Gregory S. Sojka

*Dean of University of Cincinnati Clermont College*
2014 AURCO Conference

Featured Author

Don’t miss the 11:10-11:55 session with author Dr. John McNay to hear him discuss his book (see conference schedule for more information).

Dr. John T. McNay, president of the Ohio Conference of the American Association of University Professors, has been teaching history at the University of Cincinnati at Blue Ash since 2000. He received his PhD from Temple University in Philadelphia where he was a student at the Center for the Study of Force and Diplomacy. Specializing in the History of American Foreign Relations, he has published two books focusing on the early Cold War, *Acheson and Empire: The British Accent in American Foreign Policy* (2000) and *The Memoirs of Henry F. Grady: From the Great War to the Cold War* (2009), both from the University of Missouri Press. Dr. McNay has served on the Teaching Task Force of the Society of Historians of American Foreign Relations and has been nominated for UC’s Cohen Award (for excellent teaching) and the Barbour Award (for fostering good student-faculty relations). In 2014, he has received the Outstanding Faculty Service Award from UC-Blue Ash. In the fall, he will become chair of his department at UC-Blue Ash. His latest book is *Collective Bargaining and the Battle of Ohio: The Defeat of Senate Bill 5 and the Struggle to Defend the Middle Class* (Palgrave Macmillan, 2013). Dr. McNay was president of the UC AAUP chapter in 2011 and had a ringside seat to the political struggle over the legislation that would have crippled public unions and particularly targeted faculty unions. Former Gov. Ted Strickland has said of the book: “I believe that everyone who wants our country to be a place where workers are respected and the middle class can thrive, should read this book and share it with others.” He is past president of the UC Chapter of the AAUP, the state’s oldest and largest chapter.
Collective Bargaining and The Battle of Ohio: The Defeat of Senate Bill 5 and the Struggle to Defend the Middle Class by Dr. John McNay

In 2011, Ohio Governor John Kasich passed the radical Senate Bill 5 designed to impede the labor movement, particularly targeting unionized professors. Collective Bargaining and the Battle of Ohio is the story of how professors worked alongside firefighters, police, and janitors to defend universities, the value of higher education, and their collective bargaining rights. Faculty across the state joined 'We Are Ohio,' a historic coalition of unions and progressive groups that spearheaded efforts to protect employees' rights to have a voice in the workplace. A massive political struggle ensued, pitting the labor movement against powerful corporate forces, and on election day, Ohioans defended the middle class by repealing SB 5 by a nearly 2-1 margin. Through his compelling narrative, McNay outlines the importance of this powerful case study not only for Ohio, but also for its political, historical, and sociological implications.

Reviews:

Professor McNay was on the front lines of the fight to defend the economic security of middle class families and to ensure that Ohioans could continue to have a fair say in the workplace. From its roots in the American experience to the defeat of SB 5 at the hands of Ohio voters, his story superbly captures the essence of our struggle.
- Sen. Nina Turner, Ohio Senate

Professor McNay effectively frames the battle of SB5 as another lesson in history where corporate backed interests and political ideologues sought to further consolidate their power and wealth by denying rights and freedoms of the American worker. He is correct to suggest that this was a classic struggle between the radical right and everyday workers, one where organized labor drew on its rich history as a movement for social and economic justice, sending SB5 to the legislative trash heap of failed political power grabs.
- Tim Burga, President, Ohio AFL-CIO

With clarity and insight, John McNay details the life cycle of SB 5, the attack on collective bargaining rights in Ohio. McNay begins with the flawed economic theories leading to the attacks, continues with the partisan politics that pushed through the legislation against the will of the people, and ends with the successful repeal of the law due to the labor unions and community members across the state coming together to protect their rights. Along the way, McNay highlights the specific attacks on higher education institutions that led to unprecedented political involvement by the AAUP which was instrumental in defeating SB 5. This book is a must read for understanding the fight for rights - both collective bargaining and voter rights - that began in Ohio after the last gubernatorial election.
- Melissa Cropper, President, Ohio Federation of Teachers
**Do students perceive the benefits of group projects & presentations?** — Bradley A. Sarchet

In first/second-year biology courses I often assign group presentations with the intention (assumption) that students not only gain content knowledge, but they also improve important skills. The skills I assume students are improving are often sited by employers as those they seek in new employees, specifically 1) interpersonal communication skills and the ability to work collaboratively, 2) public speaking skills, and 3) the technological ability to create resources for presentations (NACE 2011). In the past I have given informal surveys which indicate that my assumption is correct and many students do perceive improvement of these skills. However, I have not formally examined this assumption and I have found little supporting evidence in the literature. In fact, according to Girard et al. (2011), the assumption that students actually do improve such skills by participating in group assignments has not been adequately investigated and remains largely unsupported in the pedagogy literature. So I developed a formal study to examine this assumption. The study will gather data from my Introduction to Pharmacology courses for three semesters, beginning this spring and running through spring semester 2015. Both quantitative and qualitative data will be gathered using two surveys, one given before the project and one after. In this presentation I will discuss details of the group project and the current study. At the time of this abstract (late January), the first cohort of students is beginning the project and the pre-project survey has not been administered. At the time of the conference, however, both the pre- and post-project surveys will be completed and I hope to include an overview of my initial findings.

**Positive results after blending a biology course and using both online and in-class assignments** — Heather Wilkins

Blending a course by using both in-class and online components can provide a potential solution to counteract student disinterest and low performance. By providing online reading material and quizzes that are to be completed before a class meeting, there are more opportunities for in-class activities. Students were enrolled in an introductory biology class for allied health programs. Addition of online assignments and in-class collaborative group work reduced lecture time, but this design allowed more student practice applying biology concepts. After blending the class, survey results indicated that students found the online assignments a valuable tool. In addition, the in-class assignments held the students’ attention, and most students reported that these assignments were interesting. Data also indicated that student performance improved. These results are encouraging and indicate that blending the course had a positive impact on student success. Ultimately, improving student understanding of biology concepts and increasing mastery of learning outcomes increases their academic success and likelihood of completing a program.
### 9:20 – 10:05 AM – Concurrent Sessions

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**Pokemon meets Breaking Bad** — Monica M. Widdig and Michele D. Kegley

Creating teams for group work is part of the active learning method. Group work has been very beneficial to Accounting and Economic students. They often can explain concepts to each other in terms they understand. Having the students work in groups helps them build relationships, outside of the classroom, and often study groups (outside of class) have resulted from these groups! For every two chapters in Accounting, they have a group project. The students are divided up and put into different groups each time. Widdig has chosen different ways to create groups, and found the way a student is assigned to a group has an impact on the cohesion of the group. Once the group has an identity they tend to feel united and will work together better. Research has shown that team work assignments as opposed to all individual tasks increases class meaningfulness to students. Putting the students into groups by using Pokémon Cards or Baseball cards tends to keep things light and make it more fun. There is nothing better than hearing a student leaving class, after successfully working through 10 difficult accounting problems, sincerely say "That was fun!" Debates are effective active learning strategies in the classroom across academic subjects. In a debate students learn to test their ability to formulate an argument in a team environment. In this brains-on session we will set up debate teams, discuss how to choose the topics, and organize and structure the actual debates. Examples of instructions and score sheets will be shared. Participants will have the opportunity to experience the team process in a mini debate. Methods for judging will be discussed. After the mini exercise, participants will have the opportunity to brainstorm and discuss their experiences. Most of the time there are 4 teams in the economics classes, paired into twos, debating something such as this: “Would legalizing drugs decrease crime?” or “Should anti-pollution standards be strengthened?” The students are given several weeks to research the topic. We will mock it in 3 minutes. Join us for debate and cards!

**Twitter in the classroom: Multiple approaches and experiences** — Thomas A. Mays, Chamina Smith,

Organizations are increasingly in search of employees that have a growing repertoire of 21st century technology and communication skills. One way to expose students to the evolving communications landscape is through exploring the growing social media phenomenon, Twitter. As educators, the researchers’ interest in Twitter is less from the perspective of the specific platform, but more of instilling in students the importance of adopting new information and communication methods in the business environment. The researchers’ ongoing work involves measuring and understanding student attitudes towards social media as well as how social media can be effectively used in a course. Several variants of Twitter assignments have been implemented. Data from both face-to-face and online courses taught by the researchers will be included. Preliminary data analysis will involve student survey data as well as tweet content analysis from two courses. The researchers found that a combination of qualitative content analysis and quantitative data review of student Twitter activity can be helpful in measuring student’s use and understanding of the medium. The results of this analysis will be reported, as well as comparisons between online and face-to-face course section surveys. Descriptive statistics will include student methods of accessing social media, frequency of social media use, perceptions of social media use in academic and professional environments, and expectations of future use in the classroom.
9:20 – 10:05 AM – Concurrent Sessions

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125  Session Moderator: Adity Mutsuddi

**Strengthening the chain: Using symbiotic relationships to build better pathways to higher education**— Susan Emens and Jacob Roope

Declining enrollments, changing funding models, and increasingly underprepared populations are just a few of the challenges facing Ohio universities today. This has led universities to develop new strategies toward the recruitment and retention of students. Some strategies, such as the Ohio P-16 initiative, have explored the use of business concepts such as supply chain management to develop new ways to approach the educational process. This presentation will explore the grassroots efforts of how one regional campus is incorporating supply chain management concepts into the education process in a unique way. We will examine the effects this business model could have on P-16 educational efforts to better serve underprepared populations entering into the college realm. The effects on enrollment levels, persistence rates, and the overall long-term performance of students will also be discussed.

**Analysis of Cloud Computing and Threat to Information Security**— Bilquis Ferdousi

Cloud computing, which increasingly viewed as an alternative to traditional computing, has received much attention recently. It is a significant advancement in the Information Technology. Cloud computing has become a trend that draws attention from both academia and industry all over the world. Cloud computing has been developed to reduce expenses and to provide active services to individual users as well as organizations. The cloud computing is a new computing model which comes from virtualization technology. It has many advantage characters such as large scale computation and data storage, virtualization, high expansibility, high reliability and low cost service. Because of its performance, accessibility, low cost and many other benefits; cloud computing has become a forthcoming revolution in IT. However, cloud computing has raised many concerns about security, privacy, and integrity. Although cloud computing is an evolving paradigm with tremendous momentum in IT world, but some of its unique aspects weakening data security and increasing privacy challenges. The data security, privacy and service availability in cloud computing are the key security problems. The threat to data security in cloud computing is a very important issue that needs to be addressed properly and immediately. This presentation will focus on cloud computing concepts and characters; and analyze some security risks in cloud computing and strategies to address the security issues.
### 9:20 – 10:05 AM – Concurrent Sessions

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#### Implementing iPads in the Chemistry Classroom — Janet L. Marshall and Chris Mull

In March, 2013, Miami University Middletown received a federal grant, administered through The State Library of Ohio – Library Services and Technology Act (LSTA), to purchase iPads for use in the classroom. Accordingly, we’ve implemented their use in chemistry courses for both science majors and non-majors. In organic chemistry, we’ve developed several iPad exercises for teaching infrared (IR) spectroscopy and spectral interpretation using the Pages app and commercial IR spectral database images. We’ve also used the free Chem3D app to help students visualize stereochemical concepts via interactive, 3-dimensional structural representations of pharmacologically-active chiral molecules. In non-majors chemistry courses, hands-on exercises using the Chem3D app have been developed to help students better grasp introductory concepts of chemical bonding and molecular shape. In this talk, we’ll share the chemistry exercises we’ve designed and implemented in our courses and discuss the practical aspects of setting up the iPads for hands-on student use. We’ll also present ideas for further use of iPad technology in chemistry and science classrooms.

#### Rediscovering the Learning Cycle: How an Action Research Project Can Refine Classroom Instruction — Matthew P. DeMatteo

In the fall of 2012 an action research project was begun in an organic chemistry classroom with the intention of refining the Process Oriented Guided Inquiry Learning (POGIL) methodology in the course. Instead of merely refining the use of POGIL activities, an unexpected method of instruction was discovered through student feedback throughout the action research project. The original goal of the project was to identify the strengths students identified within the POGIL activities, determine areas of improvement of the POGIL activities, and to evaluate how student perceptions of POGIL changed throughout the course. Through the use of the action research design, a new method of instruction using POGIL activities, elements of a flipped classroom model, and use of whiteboards for discussion was discovered that radically transformed the classroom instruction to create a more learner-centered classroom based on the learning cycle model. The elements of this classroom will be discussed as well as how the action research project led to the new classroom model. Student feedback will be summarized to show how the project was used to modify classroom instruction. Student responses to the modifications as they were implemented will also be discussed. Implications of this model for instruction and how an action research project can be used to improve classroom instruction will be discussed.
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<td></td>
<td><strong>Using technology to assist uninterested students with their math projects outside of class</strong> — Poranee Khongkha Julian</td>
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The project-based learning is filled with active and engaged learning. It inspires students to obtain a deeper knowledge. Research also indicates that students are more likely to retain the knowledge gained through this approach far more readily than through traditional textbook-centered learning. Now how can we implement this approach in our math classes with students who do not have much interest in the subject? In this session we will discuss various projects we have used in our classes and tools that help students engage in the projects more effectively such as Blog, Wikis, and Facebook. The participants will leave this session with innovative project ideas and engaging tools.

**Integration of Student Active Learning into Calculus** — Weiqun Zhang  

The author will explore ideas to redesign and deliver the sequence of calculus courses at Wright State University - Lake Campus. As part of our effort, it is to incorporate new teaching approaches and pedagogies by emphasizing engaging students in an active learning environment. Students are expected to gain critical thinking skills in solving real world problems.
Partnerships and collaborations in Higher Education offer opportunities to solve shared issues and achieve mutual goals by combining the resources, skills, and knowledge of individual partners. Living a University Partnership examines the potential for success in shared programs as well as affords real life insight into issues that must be navigated to make success possible. The University Partnership at Lorain County Community College was created to bring degree options to the residents of Lorain County. Under this partnership, Bowling Green State University’s Firelands College offers programs for both Associate and Bachelor degrees in Respiratory Care. Lorain County Community College coordinates the delivery of the degree programs. Firelands College provides the faculty and curriculum. The partnership has allowed Lorain County to address a need for a health profession and expanded enrollments for Firelands College. In existence since 2006, the respiratory care partnership started with the associate degree option and currently runs at capacity. Students graduating from the program enjoy pass rates on credentialing exams which exceed national rates and job placement is good. The bachelor degree has since been added based upon national and local trends calling for the degree. Living a University Partnership confirms the success possible with partnership programs while reviewing accreditation, transfer, financial aid, staffing and other issues which must be addressed to make success possible.

Developing a Center for Teaching and Learning - Year One Reflections— Suzanne Klatt and Bekka Eaton Reardon

Miami University Hamilton was founded as a regional campus in 1968. The campus has grown to 4600 students. During the previous two years there have been significant changes to the regional campus structure. Miami Hamilton has gone from teaching students in their first two years to a primarily four-year degree seeking campus. In the past few years the campus created its own Academic Division and multiple new or emerging four-year degree programs. These changes provided both new energy and increasing stress to faculty and staff as they moved to new divisions and/or adjusted to a changing campus climate. Given all of these changes and Miami’s commitment to teaching, a Center for Teaching and Learning was encouraged and supported by the faculty director and other administrative staff. Thus, Suzanne Klatt and Bekka Reardon propose a 15-20 minute presentation during concurrent sessions where they will outline and reflect upon the first full academic year of this center’s development in the context of these changes. This Miami University Hamilton Center for Teaching and Learning (MUH CTL) session includes reflections on a) the initial dialogue and planning stages, b) development and dissemination of a campus teaching and learning survey, c) events and projects guided by faculty/staff input, and d) strengths and challenges to consider as we move to the center’s second full academic year.
9:20 – 10:05 AM – Concurrent Sessions

Room # | Title/Presenter(s)
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160 | Session Moderator: Bradford Mallory

**Computer Simulations: A concept learning tool in General Physics laboratory course**—Manori Jayasinghe

The laboratory section of General Physics courses gives students an opportunity to apply concepts and theory learned in lecture through real world experimental setups. Students are expected to experiment with concepts, master mechanical skills, and articulate their experimental results in writing. Lack of preparation, poor conceptual understanding, and poor documenting skills seem to be major causes of student difficulties performing these lab assignments. This problem is even more pronounced in inquiry-based labs that emphasize discovery rather than verification. One major cause for students’ poor preparation is that they do not get proper pre-lab content to study. We propose computer simulations as an effective pre-lab preparatory tool for less well-prepared 2-year college undergraduates as opposed to using computer simulations as a replacement for performing labs. Physics education studies involving well-prepared undergraduates in big research universities show that the conceptual understanding of students exposed to traditional labs is very similar to those students exposed to computer simulations. These researchers recommend computer simulations as lab replacement material. While this substitution may work well for a prepared student body, less well-prepared students might benefit for a different type of use of the simulations. A computer simulation of physics concepts is a helpful pedagogical tool that can be used as online pre-lab preparation. Computer simulations are highly interactive, engaging and open learning environments with animated visual feedback to students. These simulations help students construct conceptual models through a physically accurate, highly visual, dynamic representation of physics. I will demonstrate the Gas Law Lab computer simulation with guided exercises and provide handouts with all the free online computer simulation resources. Also, I will present students' work and comments on computer simulation exercises which assess the effectiveness of this strategy for this group of students.

**An approach to changing teaching in middle school**—Gordon J. Aubrecht

With support from the US Department of Education Math and Science Partnership through the Ohio Department of Education, we have discovered a tripartite method that worked at increasing scores on high-stakes tests in an at-risk school system. The three parts are a summer content program, grade-level lesson development by teachers working together during the school year, and—most novel—the use of common grade-level formative assessment analysis by teachers. Formative assessments can allow teachers to understand what is and is not working in their classrooms for the purpose of changing how they teach various content. We have helped middle and high school teachers approach formative assessment of open-ended questions. We ask that teachers identify written student ideas for the pretest and see how they might affect the way they present content, then for the posttest, we ask them to identify on the basis of changes in responses and the sorts of responses how they would change their teaching of the content the next time. This study presents a model, as well as its application, for the development of formative assessments in the classroom in a rural needs district in the state of Ohio. Results indicate changes in the way teachers view their pedagogical approaches. Details are discussed.
9:20 – 10:05 AM – Concurrent Sessions

Room #  Title/Presenter(s)

205  Session Moderator: Joseph Cavanaugh

SPECIAL SESSION: STUDENT PAPER PRESENTATIONS

STEMpowerment: Community Engagement— Austin M. Mabe and Raheem Washington

Participants of this session will learn about the structure of the STEMpowerment Learning Community (LC) with specific attention to the community connection and academic enhancement this LC provides an interdiscipli-nary group of students. The STEMpowerment LC is a youth movement for encouragement and empowerment of young leaders who are passionate about improving their surroundings through academic projects. By incorporating our strengths we strive to lead, grow, and inspire social change to create something bigger than ourselves. In our first semester of the LC, we visited area organizations (profit and non-profit) and created projects designed to be sustainable and substantive that were in line with community needs and connected to participating students’ strengths, fields of study, and passions. During second semester, we focus on the implementation of the projects through field groups. It is through this work that we are experiencing many aspects of college life that most students do not experience until graduate study. Specifically, we participate in grant writing, working with community leaders including non-profit organizations and chamber of commerce, presenting at conferences, collaborating in interdisciplinary groups, working with administration (academic, development, outreach) and research. This presentation will highlight the work of The Mansfield Community Growth Project field group. Currently, we are working on a co-authored grant proposal with our university outreach office in the hopes of building a stronger relationship with our wider community. This field group connects OSU-M students with local small businesses to create university-community engagement, integrate youth ideas into regional development, and provide an outlet for students to envision and design new and exciting business plans to help rebuild the Mansfield community. We currently have a working relationship with Braintree, a non-profit, business incubator organization.

The Struggle to Overcome Mathematical Deficiencies: A Closer Look Between Different Generations— Brooke N. Gadd

An abundance of research studies has provided evidence that populations across the world are on a mathematical deficiency rise. Numerous studies have focused only on children, young adults, and adults seeking a post-secondary education, but few have shifted the focus to the older generations and their own struggles with math deficiencies. Thirty-one college undergraduates and 59 students that participate in the Osher Lifelong Learning Institute (OLLI) program were given two modified versions of the D’Amore math test, a test that was created based off of a 1932 third grade math curriculum. One test consisted of all 10 problems being asked in word format, while the second test asked the problems in an algebraic format. All students were provided 10 minutes to complete each test and calculator usage was not permitted. Means, standard deviations, correlation values, and ANOVA values were calculated for the results. Results disclosed poor overall performances on both tests for both age groups. Results also indicated no significant differences in test scores between age groups, as well as no interaction between age groups and the type of test administered on test scores. Indication of a significant difference was found in test scores based on the type of test given. Continuous research in this area is important to aid in further improvement of educational teaching methods worldwide and to gain further understanding of how mathematical abilities, whether strong or weak, affect all generations.
Simulation and Online Experiment Resources for Economics and Business Instruction—Subbu Kumarappan

The development of instructional technology has created various software packages that can be used for economics and business instruction. My students have generally learned much better whenever it had an online interactive experiments. This session will present a list of resources available for economics instruction (Veconlab in Virginia Tech, Game Theory.net, Aplia.com experiments) and business simulations (Harvard Business School simulations). The material will be delivered through videos, hands-on experiments, slides and handouts. I will also share how I incorporated experiments and interactive activities with other content (book, free online videos). The AURCO participants would be benefited by getting a set of tools that can be readily incorporated into their class with minimal effort. There will be a subsequent discussion on the role of educators have to evolve in the context of online instruction.

Lean Startup – How to start and strategize businesses in the 21st Century—Subbu Kumarappan

There has been a tremendous change in how the business ideas are conceived, strategies are derived, and the plans are implemented. There has been a greater emphasis on ’Lean Startup’ model developed by Steve Blank et al. This model has been taken up by all types of businesses – big and small – and also supported by NSF grants to help train business entrepreneurs. This session will focus on the business model canvas (available in businessmodelgeneration.com/canvas) which is an integral part of lean startup. The session participants will develop their own idea for a business – in the process, they also will learn how it can be incorporated in their business, marketing, and entrepreneurship classes. The usefulness of the model will be discussed via videos and online MOOC courses that are built around the lean startup model.
250  

Session Moderator: Krista Sigler

Valuing, Engaging, and Building Instructional Skills to Support Girls and Young Women in Our Classrooms — Subbu Kumarappan

Workshop Presentation

Participants in this workshop will engage in interactive activities designed to expand an instructors’ skills in fully engaging female students in their classrooms. Workshop presenters bring to this session their experiences as collaborators in the fields of Education and Women & Gender Studies/Sociology. As Boyer’s (1991) scholarship of teaching work suggests, we frame these activities within both the scholarly literature regarding issues of sex and gender and the scholarly literature surrounding the development of curriculum and pedagogy. Regardless of one’s disciplinary focus, participants will discuss ways to utilize instructional strategies that are scalable to levels of instruction from middle childhood to college classrooms. We will facilitate activities and lead discussion designed to support instructors’ efforts to be more pro-active in planning and instruction, with the goal of engaging all students in taking active roles in their learning. Activities and discussion will address three instructional foci: 1) communication – building relationships and participation in the classroom community; 2) collaborative problem solving – open problem solving and inquiry to improve students’ abilities to make informed choices while valuing girls’ and young women’s voices and 3) asking questions (by both instructors and students) – as a strategy for moving students to the center of the learning process in classrooms.

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<td>Session Moderator: Monica Widdig</td>
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**Creating an Inclusive Learning Environment for Students Receiving Disability Services** — Bowling Green State University, Firelands Learning Community

Those in higher education seldom receive instruction on how to effectively teach students who are receiving disability services. Students with disabilities are not always taught to advocate for themselves or are unaware of how to find the services they need. Unfortunately, the combination of these two things can create challenges in the classroom and students who become dissatisfied and quit school. To better understand the problem, BGSU Firelands created a learning community to help explore some of these concerns and create a more inclusive campus environment. Through the learning community, it was discovered that faculty may not understand the disabilities or the impact that they may have on the classroom. This workshop is designed to help educators better understand some of the more common disabilities their students might have, to better understand how the disability may impact the classroom environment, and to examine ways in which students see things differently. In addition, the learning community will share the ideas it developed to create a handbook and webpage that create a more inclusive and user-friendly environment.

**Diversity in the classroom: A social change model** — Kortet Mensah

Considering the ever evolving nature of diversity among college students, especially in Ohio’s higher education institutions, ensuring that classrooms are inclusive of all students and that activities/assessments promote a sense of belonging among the students are critical components to promoting student success. Hence, this session will explore the psychological as well as academic importance of and strategies for promoting inclusion and diversity in college classrooms, which will ultimately aid in diverse students’ learning and retention on our campuses. Come with an open mind and eagerness to examine ways to be a diversity-focused faculty/instructor.
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**A Word on Word Problems: How Improving Reading Comprehension and Mathematics Vocabulary Can Improve Performance on Mathematical Word Problems** — Dywayne A. Nicely

Many students declare that they are incapable of solving word problems or show displeasure when word problems are encountered. In recent years, there have been studies that show a correlation between reading comprehension skills and performance on word problems in mathematics courses. These facts motivated us to conduct a research project during the 2012-2013 academic year that aimed to help students increase their reading comprehension skills, mathematical vocabulary and enhance their word problem solving strategies. Our hope was to increase the students’ performance on word problems in their mathematics courses but we also hoped to make each student more college-ready. This project was collaboration between Ohio University-Chillicothe (OUC) and Chillicothe High School (CHS). Including me, the project contributors consisted of one faculty member each from the English and Mathematics departments of CHS. We tracked the progress of 63 students from four sections of Algebra II and two sections of Honors Pre-calculus. At last year’s AURCO conference, we discussed an overview of the project’s design and presented data that has been collected thus far. In this presentation, we will give a final report from the data collected and share our positive results.

**Aleks and Developmental Mathematics** — Vic Perera

The experiences of the presenter in teaching and coordinating ALEKS based Developmental Mathematics courses at Kent State University - Trumbull campus is presented. Student engagement and learning issues are discussed including a discussion of how student success could be measured, evaluated and improved.
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**Mind the Gap: Practical Strategies to Address What Students Need to Know Before Studying Abroad** — Angie Woods, Sue Sipple, Eric Anderson, and Mark Otten

According to Ohio Board of Regents, while “nearly 10,000 Ohio students studied abroad” in 2010, that number will increase significantly in this decade. The OBR reports that “Through its aggressive international education strategy, Ohio is working to create even more opportunities with a goal of increasing enrollment by 10 percent a year – in Ohio students studying abroad.” While there is no doubt that education abroad provides an experience for Ohio college students that cannot be replicated on the home campus, those benefits will only be fully reaped if faculty study abroad leaders prepare students for all aspects of the study abroad experience prior to travel. As we increase the number of Ohio students in our programs, we must also work hard to prepare students to meet the challenges inherent in both short and long-term study abroad programs. This workshop, led by three long-time study abroad program leaders and researchers will provide faculty interested in study abroad with practical strategies for pre-trip activities and workshops designed to help their students make the most of their international experience. Session participants will consider the usefulness of a student-generated behavior policy workshop, learn ways to teach students navigation skills that breed healthy independence, and discuss the use of social media to build community and reinforce program ideals. In addition to sharing a variety of practical strategies and best practices related to study abroad, session leaders will also share the findings of their multi-year research on the ways these pre-trip activities prepare students long before they leave the United States.

**How to Plan a Successful Course with Travel Abroad** — Susan Sonchik Marine

International experiences for undergraduate students may open their eyes to diversity, developing an understanding and appreciation of differences while teaching the course’s technical content. In a well-designed course, the global perspective places an academic subject in historic and geographic context. My History of Modern Chemistry course was a six-week course including three weeks abroad in London and Paris (with day trips to Oxford, Cambridge, Stratford-on-Avon, and Versailles). In 2008 and in 2012, I taught Chemistry in Art on Miami University’s Luxembourg campus with a five-day study tour to Andennes, Brugge, and Antwerp in 2008 and to Amsterdam, Delft, Antwerp, and Brussels in 2012. The course syllabi and the role of travel abroad will be presented for each of these courses. The travel in each course will be compared and contrasted to highlight various goals and techniques. Detailed examples will be provided, including successful assignments and cultural activities.
Creating STAR Students: A Model to Promote Effective Study Habits—Charlotte Skinner

Research shows that the quantity of time students spend studying is not strongly correlated with academic performance, but *effective* study does have a positive relationship on test scores (Credé & Kuncel, 2008; Dickinson & O'Connell, 1990). Two-year college students often lack the awareness of how they learn best. By providing these students with some structure and guidance to experiment with study strategies that they otherwise might not try, they can identify the techniques they find most useful. This can help students take greater responsibility for their own learning and develop effective habits that they can use throughout their college education. A model that encourages students to take advantage of available academic resources (e.g. online educational systems, tutoring services, instructor office hours) will be presented. The consistent, positive relationship between students’ use of these strategies and their exam scores will be highlighted. Although the presenter will share her experiences using this model in developmental mathematics classes, the model can be easily adapted to fit individual instructors’ needs and resources in any discipline.

References:

Trouble with Student Organization and Focus? Guided Lecture Notes May Help!—Karen F. Smith

Many students lack good note-taking skills, especially in freshman-level and developmental courses. Some have difficulty identifying important concepts. Others have trouble taking notes and listening at the same time. While busy writing, they may incorrectly record or completely miss essential points. Using guided or interactive lecture notes in your classroom can help your students come away from class with a more accurate, complete, and organized set of notes to review outside of class. This effective classroom tool provides a framework of what will be discussed, leaving spaces for students to write and work examples during class. Having many important points already included in the guided notes allows students to write less and listen more, while being actively engaged in their learning. Advantages and disadvantages of using guided lecture notes will be discussed. Examples and tips for writing them effectively will be presented. This presentation will specifically address using guided notes in the mathematics classroom, however many of the advantages, disadvantages, and tips discussed extend across other disciplines.
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145 | Session Moderator: Sheida Shirvani

*ePortfolios in the Non-Traditional Classroom* — Melissa Green

Students are continually looking for a way to connect their course work to the real world. Electronic portfolios are a way for students to tie together new writings with revisions of their previous assignments. Users are given a unique URL through the rCampus site that they can use to share the portfolio and use it for future application. I will explain how students can utilize the free resources on the rCampus website to create an eportfolio to use as a class project or an ongoing project. This project is a way for students to see their progress as well as it can continually be expanded and updated. Students choose the way that this will best serve them and writes to this specific audience like a potential employer or graduate program. This assignment involves revising and presenting course work as well as explaining how the material relates to the position they are trying to achieve. Students also learn to present themselves in a positive manner, which is difficult for many, by showcasing their goals and achievements. I have used this assignment for several years and in different ways in my English composition courses and have had great success. It works well with non-traditional students who are looking for a way to see how the course can benefit their future as well as in my blended courses where students would like to combine their writing with technology.

*Classroom Point Counterpoint: Rhetorical Warm Up Helps Students Find Their Voice* — Susanna Shelton Clason

Entry-level college students can be timid when asked to talk about a specific topic in class. If you are working to create a lasting inclusive classroom that goes beyond student introductions, consider working with a warm up exercise that gets them talking and thinking in a rhetorical framework. Argumentation is an important aspect of daily life that students can easily identify with and think about in the classroom. Learning how to rhetorically parse through arguments by evaluating their support (ethos), reasoning and arrangement (logos), and how they connect to an audience’s values and beliefs is an important skill that all students should master. This practice will get students engaged in a conversation that promotes problem solving, creative thinking, active learning, and positive dialogue practice. The benefits and pitfalls of this type of pedagogical practice will be discussed; potential syllabus language setting out expectations and ground rules will be addressed. Although this presentation focuses on this practice in English courses, benefits and guidelines of incorporating a similar activity in other curriculums will be shared.
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<td><em>An easy “A”? Online vs. Face-to-Face Grades</em>—Joseph Cavanaugh and Stephen Jacquemin</td>
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The number of online courses, programs and enrollment has seen rapid growth as online courses are increasingly viewed by education leaders as being equal or even superior to instruction conducted face-to-face. Research investigating the performance of students taking online courses compared to face-to-face courses has, however, been mixed. These studies tend to focus on a few classes or few subjects and often do not control for differences in the differences in the students that self-select into courses using the two teaching methods. This study compares course grades students received taking online and face-to-face courses. The sample includes hundreds of courses taught by hundreds of faculty members over a period of ten academic terms. Efforts are made to control for many of the attributes influencing course type in which the students enroll.

*Putting Your Students in Jeopardy!*— Daniella Fisher and Thomas Stringfield

The game show format has been shown to be an effective way to employ active learning techniques to review course material and to promote interest in the subject matter. The use of Classroom Jeopardy! for the review and practice of concepts, as applied to majors and non-majors chemistry courses, will be described. Participants will briefly experience a generic game and explore ways to incorporate such methods in their courses. The potential of games to be used for presentation of course material for the flipped classroom pedagogy will also be discussed.
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160 | **Session Moderator: Miki Crawford**

**Using Collaborative Classrooms to Encourage Student Retention**— Lauren A. Matus

Classroom space is an issue on many regional campuses. We face the challenge of sharing classrooms across disciplinary boundaries and using our classrooms for multiple purposes—seminar courses, lectures, mediated learning, etc. Recently, our campus Technology and Learning Committee designed a collaborative learning classroom that used a small physical space to create a large learning environment. In a workplace communication course, this classroom was used to build teams and to foster a sense of student ownership over the coursework, resulting in a 100% retention rate. This presentation will share some of the tools and techniques that were used and some observations on facilitating a collaborative learning environment.

"**Everyone should see this film!**" **Using Film as a Primary Source to Teach the History of World War II**— Frederic Krome

The purpose of my presentation is to analyze how a set of assignments from a course I teach at UC Clermont, entitled Film and the History of World War II, enable me to utilize film as a primary source, and to meet the standardized Student Learning Outcomes for history at the University of Cincinnati. Film and the History of World War II is designed to introduce students to films made in Germany, Britain, and the U.S. during the war and how they provide a window onto government policy, and popular attitudes towards issues such as gender and ethnicity; indeed, to meet this goal only films made during the war are utilized in this class. The class requires students to become familiar with the major events of the war, to have an understanding of the different types of film (for example, the difference between Non-Fiction and Feature films), and understand the nature of propaganda.
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<td>Making Teams Work: Creative Strategies Across Disciplines — Lizzie Ngwenya-Scoburgh and Lisa Timman</td>
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Gone are the days when the traditional lecture method was the only form of delivering subject content. With our learning environment rapidly changing, differentiated instruction becomes increasingly important. Using creative methods for instruction and group structuring encourages student engagement, increases motivation, and enhances learning. It has been established that group collaboration can be a powerful tool for delivery and student discovery of course content across disciplines. However, collaborations are not always effective, and students and faculty may feel frustration from group-related activities. Students may struggle with direction, finding a balanced division of labor, and effective time management. Creative methods for structuring group activities are necessary to keep students engaged. Even in the workforce, according to Bliss (2010), high levels of engagement promote retention of talent, foster customer loyalty and improve organizational performance and stakeholder value. The goal of this presentation is to share strategies for varied instruction and effective collaboration methods that can be applied in different disciplines. Instructors will walk away from this presentation having learned creative ways to form groups and how to incorporate collaborative teaching techniques.

Can you do Service Learning Projects with an Undergraduate Basic Chemistry Class? — Janet E. Thompson

Yes, you can do service learning projects with an undergraduate Basic Chemistry class. This presentation will discuss several service learning projects (Akron Zoo, Akron Canton Regional Food Bank, and the Ohio and Erie Canalway) completed at The University of Akron - Summit College. Strategies, techniques and implications for student success will also be discussed.
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**Intergenerational Learning -a case study à la française!—** Jody L. Ballah and Debra L. Frame

In 2012, we launched the UCBA-OLLI Intergenerational (iGen) program to encourage interaction between UCBA college students and OLLI students on the UCBA campus. Come to this presentation to learn about iGen and its multi-faceted educational program where students are teachers, older adults are mentors, and more. We plan to share our goals, program design, and our initial successes and the challenges that were encountered during our first year with an intergenerational service learning program in French. UCBA students were the teachers of Beginner French to older adults on campus. As a result of working with different generations of learners, students of French were able to analyze their own learning styles and strategies through reflective assignments. By taking on a leadership role in teaching the French language, students were empowered in their own language learning and were able to see benefits of speaking a foreign language beyond a university classroom. OLLI students were able to switch roles between learner and mentor as the traditional lines of teacher and student were flexible in this diverse environment.

**A Generational Comparison of Student Perceptions of Academic Misconduct in Online and Face to Face Courses—** James R. McKean

This empirical study explored student beliefs or perceptions of academic misconduct by other students enrolled in face to face or online courses to determine differences by generation. Respondents age was assigned to a generation according to a theoretical construct identified in the literature. Descriptive statistics and t-tests were used to test for between group differences.
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**i>Clickers are Awesome!**— Rosemary Hagen, Marissa Oehlhof, Maia Toteva, and Jeanie Wolf

**Workshop Presentation**

Our goal is to provide an experience of using i>clickers for those who attend to understand what it is like to be a student using i>clickers in a variety of courses. Each of the disciplines represented use i>clickers in a different way and for a different purpose. In Mathematics, they are used to reinforce concepts, check understanding, encourage learning, and provide a way that the students can anonymously discover whether or not they actually understand and have mastered a particular skill. i>clickers help keep students attentive and actively participating during class. In Nursing, they are used to encourage self-reflection and move students toward a more inclusive, discriminating, and integrative experience as they uncover their own biases. i>clickers are used to promote and initiate student discussion about topics like compassion for patients. They are also used in preparation for the licensure exam. In Art History, i>clickers are utilized in various ways to address the multiple aspects of a discipline that combines facts, concepts, and abstract reasoning. Multiple-choice questions within and after the lecture to facilitate the understanding and memorization of factual material, to elicit feedback on concepts that need further explanation, and to distinguish concepts that might appear identical. In Psychology, i>clickers are used to broach difficult topics such as rape and sexual assault in courses on gender and sexuality as well as normalize and promote acceptance of a range of human behavior. Additionally, they are used to encourage out of class reading and class participation through competition.
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<td>SPECIAL SESSION: FEATURED AUTHOR DR. JOHN McNAY DISCUSSES THE FEATURED BOOK.</td>
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Collective Bargaining and The Battle of Ohio: The Defeat of Senate Bill 5 and the Struggle to Defend the Middle Class by Dr. John McNay

In 2011, Ohio Governor John Kasich passed the radical Senate Bill 5 designed to impede the labor movement, particularly targeting unionized professors. Collective Bargaining and the Battle of Ohio is the story of how professors worked alongside firefighters, police, and janitors to defend universities, the value of higher education, and their collective bargaining rights. Faculty across the state joined 'We Are Ohio,' a historic coalition of unions and progressive groups that spearheaded efforts to protect employees' rights to have a voice in the workplace. A massive political struggle ensued, pitting the labor movement against powerful corporate forces, and on election day, Ohioans defended the middle class by repealing SB 5 by a nearly 2-1 margin. Through his compelling narrative, McNay outlines the importance of this powerful case study not only for Ohio, but also for its political, historical, and sociological implications.
### Concurrent Sessions

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110 | *Session Moderator: Suzanne Klatt*

**Increasing Language Interaction and Building Student Community through Internal Service Learning**— Teresa Roig-Torres, Angie Woods, and Sheri Barksdale

“It is not only the input that enhances comprehension; it is the interaction between speakers.” (Long). Language students do not have sufficient language interactions outside the classroom. Peer tutoring not only increases language interaction and practice outside class but has the added value of building relationships among students. “Peer teaching assistants provide fellow students with additional opportunities to communicate in the L2, and are not very far removed from the novice students in knowledge, age and status.”(Rodriquez-Sabater). In this session, we will give specific examples of how we integrated a service-learning component into our upper-level Spanish and ASL courses to help fulfill the tutoring needs of our lower-level students. Presenters will discuss the impact this project had on faculty and students, review the project implementation, and offer strategies to help foster success. At the end of the session, we will invite participants to discuss how they have included or could include internal service-learning projects in their courses. Participants will receive guidelines to help design their own internal service learning projects.

**Multidisciplinary Service Learning Partnership**— Debra Howard and Jane Goecke

Students experience learning in a multidisciplinary project. Explore the possibilities of including learning opportunities for your students with colleagues from other disciplines. Allow students to experience the needs within their college and provide time for them to fulfill those responsibilities by using skills they acquired in their education. Students will partner with faculty, staff, and students from other disciplines to apply their skills to complete the tasks of the college activity. Students develop a multidisciplinary partnership and reflect on the service learning opportunities they encounter. As faculty, let us share our perspectives and experiences with you!
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115 | Session Moderator: Anne Haas

**Case studies of Social capital on regional campuses at an Ohio institution**—Thomas Mays

Commuter-attended regional campuses can pose to be challenging environments for creating community among students. To investigate the development and impacts of campus community, the researcher is using a social capital framework based on the work of Grootaert, Narayan, Jones, and Woolcock (2004). This session will include a report on the researcher’s findings to date. Social capital involves network associations and the resulting accessibility of tangible and intangible resources. The researcher has adapted the Social Capital Integrated Questionnaire (SCIQ) developed by Grootaert et al. (2004), which measures six dimensions of social capital. These dimensions include groups and networks; trust and solidarity; collective action and cooperation; information and communication; social cohesion and inclusion; and empowerment and political action. The researcher notes a similarity between the dimensions of social capital and research in the retention and student development literature, specifically on the development of support structures and community on campus. This research combines the adapted SCIQ instrument with student interviews, campus observations, and document analysis in an effort to create multiple cases of campus social capital. Focusing on the regional campuses of a single university in Ohio, the cases will include not just an overview of social capital on campus, but also social capital portraits of student participants. The results of this case analysis can inform policy and programs in an effort to enhance social capital development on campus, and the methodology may prove helpful for use on analyzing social capital on other regional campuses.

**Recent Four-Year Degree Program Development on Ohio’s Regional Campuses: Trends and Prospects**—John Heyda

In “Four-Year Degree Programs on Ohio’s Regional Campuses: What’s New and What’s Not,” a paper I presented at AURCO 2013, I took up the issue of Ohio’s subpar production of students with four-year degrees and addressed Ohio Board of Regents (OBOR) efforts to address this issue by encouraging more Ohioans to pursue four-year degrees at the state’s regional campuses. A key to this OBOR initiative involved the board’s tasking regional campuses with developing new four-year degrees that would appeal to students who might not otherwise consider the option of a bachelor’s degree. In data I shared last year I showed that the state’s 24 regional campuses have responded to the OBOR’s call by adding just over 40 new degree programs to the 140 on the books five years ago. This nearly 30% increase in four-year degrees speaks well for regional-campus commitment to the OBOR’s ten-year plan to boost production of degrees statewide, but it raises a host of questions as well. In this paper, I will take a close look at the array of degrees available today and compare it to the degrees offered just five years ago, in order to note trends in new-degree development and to raise questions about directions such development is taking and might yet take. I will propose that one way to raise such questions is to examine the categories of degrees now available across the state’s regional-campus systems. I count ten such categories, ranging from Arts & Science and Education, to Criminology-related and Social Work. Have four-year degrees recently established for these systems filled gaps in regional-campus offerings, so that the main types of four-year degrees that should be offered are now covered? Or do gaps remain? What about degree types that have been left out of the recent flurry of new four-year program development? What are their prospects for development? By presenting my categories and the data I have to share, I hope to spur some discussion of where new program development is taking us and where it still needs to go.
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125  | Session Moderator: Vic Perera

**The Effectiveness of MyMathLab (MML) Learning System on Developmental Math Instruction**—Adam Chekour

Research on mathematics problem solving has largely evolved throughout history from experience-based techniques for problem solving, learning and discovery to linking these techniques to the development of mathematical content. Only recently, math problem solving has known an infusion of a variety of technology tools and procedures aimed at enhancing students’ meaningful understanding of different math concepts. This integration emphasizes the necessity of implementing new and powerful technologies to enable students’ conceptualization, communication, and computation while solving math problems. These skills certainly provide students with a new perspective on how to approach math problem solving and build a foundation for them to be a successful critical thinker and problem solver within and beyond school. However, most of the research studies on technology-infused math education emphasize only the technical aspect of learning mathematics, which involves mathematical activities and procedures that lead to numerical computations, solving equations, using diagrams, and collecting and sorting data. Conversely, few research studies address the instrumental use of technology to enhance students’ conceptualization of math activities involving how students understand, communicate, and use mathematical connections, structures, and relationships. In addition, few methods were implemented to study the various concepts of problem solving, such as simulation, computer modeling and experimentation. This research evaluates the success of MyMathLab instrumental implementation to the learning process while solving math problems. The efficacy of such technology in computer-assisted instruction will be compared to traditional, face-to-face instruction of mathematics in developmental classes.

**Even a housecat can do it: Integrating R into a distance based applied statistics class**—Keith E. Gilland

Distance-based courses present a unique set of challenges for course typically taught in a hands-on or lab-style fashion. Often, it is difficult to connect in the hands-on manner that would be preferable in classes centered on learning a set of ‘how to’ skills. In order to facilitate a more productive class experience; I have been integrating the R software programming language and software environment for statistical computing and graphics into a 300-level applied statistics course taught via Interactive Video Distance Learning (IVDL). As an alternative to traditional calculator and paper based statistical analyses, R works well in distance-based courses by allowing easier completion and submission of student assignments over the web. As a free and open-source analysis tool, it provides students with a powerful, valuable, and portable real-life tool moving forward onto the job market. Beginning with written materials describing R techniques, segueing into screenshot-based tutorials I have now integrated a series of short youtube-hosted screencasts into the course materials. These materials provide students with easily accessible resources for understanding the R syntax, importing and exporting data, and using R to analyze both textbook and real-world data. Student response to integrating R into the class has been more positive than expected. Many students have reported using the skills they learned in the class in analyzing data related to their own work in other classes and in senior design projects. Moving forward, I would like to begin the transition from the current IVDL course into a full online course by developing a set of modules involving background lectures, relevant R code and worked examples for students.
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**Engaging Students with Strategic Mentoring Interventions**—Allison White, Barbara Mahaffey, and Barbara Trube

**Workshop Presentation**

This workshop provides information about the engagement of new traditional college students in mentoring programs. This has been initiated at our campus as students need to gain knowledge and skills for career and college success. Mentors can be inspiring and vital to retention and new student persistence. They also benefit from the newly formed relationship. The mentees were adults who returned to college to obtain new career skills for one of many helping professions.

Mentoring is defined and roles that mentors play are explained. Characteristics of effective mentors are discussed including emotions and feelings, networking, communicating (successes and failures) and spending the appropriate amount of time. Benefits of mentoring students are explained including added productivity, confidence, feeling less isolated, and higher career and job satisfaction. There are many types of mentors e.g. career, research, project, co-mentors, and lead mentors. Mentors can be inspiring and vital to retention and new student persistence.

The presenters will provide handouts listing student activities, surveys, and sample application forms. The barriers, benefits, and parameters of a peer mentoring program will be reviewed. Mentors in one Ohio University-Chillicothe program were trained in Solution Focused Brief Theory (SFBT, deShazer, Berg, Lipchik, Nunnally, Molnar, Gingerich, & Weiner-Davis, 1986) to aid them in advanced problem solving and decision making discussions, skills needed for retention and success. The mentors and mentees reported benefits from newly formed relationships. Attendees will be given a sample formal application and a listing of conversation/reflection topics given to students to facilitate the mentoring relationship. Methods for incorporating these mentoring strategies into your advising, curriculum (traditional and web-based with peer to peer and instructor to peer options), and daily interactions will be discussed.
Using the US Presidential Elections in a Developmental Writing Class: A Reflection—
Mwangi Alex Chege

One of my research interests is basic writing and one of the questions I have been grappling with is: What is basic about basic writers? Is it their writing or is it their intellectual capacity to think critically? My pursuit for answers to these questions prompted me to design a developmental writing course I taught in fall 2012 around the theme of the 2012 US presidential elections. A thematic approach has become commonplace in the teaching of writing; however, the rationale for choosing the theme was to provide the class the opportunity to apply concrete material from the political discourse going on at the time for class discussions and in their writing assignments. Furthermore, I envisioned that that theme would provoke debate in class. My two major takeaways from that project are: first, some of the so-called basic writers may struggle with writing, but that does not mean that they are not capable of critical thinking. Second, and closely related to the first one, is that the depth of these students’ ideas may be lost if teachers only focus on grammatical accuracy.

Restructuring the Term Paper into a Term Project in the Online Environment—Lydia Rose

Restructuring the Term Paper into a Term project in the Online Environment provides an opportunity for students to consider adopting the writing and critical thinking strategies that are typically taught in many writing and major specific problem solving and/or critical thinking courses. However, the workload for such structure can be profound. This presentation will recommend a strategy in transforming a term paper into a term project as well as offer strategies in managing the workload that have been utilized successfully in both the face to face classroom as well as the 100% online environment.
### Concurrent Sessions

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**Some myths about climate change**—Gordon J. Aubrecht

Many scientists understand that climate change has a sociopolitical aspect, but as scientists are unwilling to address the issue lest they be perceived as political themselves. Nevertheless, when we scientists find climate myths, I think it our duty as scientists to be willing to debunk them. This talk evinces some myths and contrasts them with the science.

**Key Factors in Improving Campus Hand Hygiene Awareness and Behavior**—Chris Fluckinger

In a post-antibiotic era, in which antibiotics have lost much of their effectiveness in treating common illnesses, proper hand hygiene knowledge and behavior will be a critical public health initiative. Although many strategies exist to address this issue in medical settings, relatively little is known about how to improve hand hygiene in contexts such as college campuses. This paper will introduce some dimensions to frame the issue (i.e., situation strength, social norms, personality factors) and present data from a college student sample measuring these factors and relating them to hand hygiene behavior. Implications and recommendations for future research and policy will be addressed.
11:10 – 11:55 AM – Concurrent Sessions

Room #   Title/Presenter(s)

160 Session Moderator: Karen Brown

The Nine Commandments of College Field Trips: Suggestions From The Literature—Mark Otten

Field trips are increasingly being used in higher education to facilitate student transition from fact-based concrete knowledge to the more abstract knowledge necessary for effective critical thinking. Whether held at an indoor destination or an outdoor location, an informal, off-campus “excursion” can be a powerful and memorable event for college students. A growing body of literature not only reinforces the pedagogical value of field trips, but also reveals an array of suggestions and guidelines for maximizing their effectiveness. In this presentation I will offer “Nine Commandments” gleaned from the literature, for making the most of the unique learning experiences available at off-campus locations. I will show that clearly stated objectives, careful faculty planning, thorough student preparation, guided and unguided on-site discovery, and relevant follow-up activities are all critical, interacting components of an effective college field trip. A visit to the Natural History Museum in London during a 2011 study abroad Biology course will serve as an example of application of the Nine Commandments. Participants will develop and share ideas on faculty preparation, pre-trip activities, destination exploration, and post-trip syntheses appropriate for field trips in their respective disciplines.

Teaching Students How to Read Effectively: Using SQ5R to Improve Student Success—Alan Snow

Student success in the classroom depends upon a multitude of variables; however, the development of particular skills can greatly increase a student’s potential for success. One such skill is the ability to process and make meaningful, the information presented in textbooks. Development of this skill can lead to greater retention of content, stronger problem-solving ability, and ultimately improved student success. Unfortunately, many students struggle with textbooks and disregard them as a valuable resource. To improve the successful use of textbooks in class, I have implemented a teaching methodology known as SQ5R-(survey, question, read, recite, review, wRite, reflect). Students are instructed to read the text utilizing this specific step-wise approach. In brief, students begin with a quick survey of the information presented, usually a simple examination of figures, tables, and illustrations. Next, they formulate questions regarding the content surveyed. Then they read the text, create a summary, and prepare a narrative to present to class or others in a work group. Finally, they reflect on the topics discussed. This simple yet effective approach has greatly improved student success of both incoming and upper-level biology students. The session will look at each step of this methodology, provide a hands-on demonstration, and provide attendees a chance to discuss its merits across the disciplines.
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<td>Lecture Presentation Engaging or Dull: Turning Ppt slides to Prezi to make presentation enticing — Wei Zha</td>
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In order to make instructional approach more effective, college instructors can make use of innovative online tools and resources to make their presentation more engaging. This presentation will explore an online tool Prezi by focusing on techniques and tips with which instructors can design their presentation slides in three-dimension format. With the help of such a 3-D demonstrational format, explaining complicated theories and principles becomes easier for instructors and students are more likely to understand the inner relationship between or among different theories. The presentation will also try to explore how to convert Ppt lectures to Prezi-format presentation.

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<td>205</td>
<td>Using Auto-Ethnography to Teach Structure and Agency in the Social Sciences — Todd M. Callais</td>
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One of the more challenging concepts to teach in the social sciences is the distinction between structure and agency in the evaluation of human action. In my presentation I explore the use of auto-ethnography as a way to teach students how to conceive of their own social positioning as a result of structural forces in society. When completing an auto-ethnography, the student is asked to link his or her personal biography to wider cultural, political, and social theory. I will present data from over 500 completed auto-ethnographies written by students in over 20 courses. In addition, I will share the most effective ways to present the assignment, varying prompts that are appropriate for different courses, companion readings that work effectively with auto-ethnography, and reflection assignments that allow the student to use their own biographies to help them understand concepts throughout the remainder of the course. Additionally, I consider the use of auto-ethnography as a way for students to distinguish between structure and agency.
### 11:10 – 11:55 AM – Concurrent Sessions

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#### What Warrants Good Reasons: Expanding Walter Fisher’s Treatment of Toulmin’s Model of Argument—Heather A. Howley

Teaching logical argumentation continues to be one of the most difficult tasks faced by basic course English and Communication teachers. Most English and Public Speaking texts teach persuasion using Stephen Toulmin’s model of argument as the structurally sound way of constructing a logical claim and alternatively by introducing a number of fallacies to avoid. While students are often able to identify fallacies on exams and can identify the parts of an argument, their reasoning in papers and speeches remains flawed. Perhaps even more importantly, students often experience academic discourse on logic as formal, removed, and not applicable to most life situations. In this paper, I will present an alternative method for teaching logic using Walter Fisher’s rhetorical expansion of Toulmin’s model. While Fisher’s (1987) focus is on outlining the major tenants of his narrative rhetorical paradigm and arguing that transcendent values rise to the surface, I will argue that everyday reasoning includes not only values but also experiential knowledge rooted in culture, class, education, etc. Rather than focus on transcendent values, I will discuss how the socially constructed values of one’s environment shape what constitutes “good” reasoning. Specifically, I will present a series of assignments and activities that begin with the student’s own everyday reasoning practices and end with dissection of the warrant as the location for either reasonable or fallacious arguments. My goal is to demonstrate to students that everyday reasoning and academic reasoning are not fundamentally distinctive, but differ only in the evidence that is required. In conclusion, I seek to expand Fisher’s discussion of reasoning to include (rather than differentiate from) the student’s lifeworld.

#### Moving Beyond “I Agree”: Using Socratic Feedback to Improve Online Student Discussions—Amber Peplow

This presentation will introduce participants to the Socratic questioning process in online discussions. In addition, participants will brainstorm how they can use Socratic questioning in their online or blended courses. Finally, participants will have the opportunity to practice giving Socratic feedback to online discussions.

References:
Learning the Best Learning Strategies—Sharon Tkacz

Cognitive psychologists and educators have recently evaluated a number of easy-to-use learning techniques. I will present a review of this literature, describe the three techniques that have shown to be the most effective, and explain the cognitive mechanisms that underlie their effectiveness. These include practice testing, distributed-practice, and interleaved practice. Practice testing may be considered the most useful technique, because it enhances retention through elaborative retrieval processes. For example, attempting to retrieve information involves a search of long-term memory that activates related information. This helps to form a more elaborate pathway that will make it easier to access the information later. In a number of studies, performance was greater following a practice test session than following restudy sessions of the same length. Distributed-practice refers to spreading learning over time (across sessions) rather than within a single study session. Cramming may be better than not studying at all, it is only useful in the short term. Distributed-practice improves long-term retention more than does massed practice, or study sessions in very close succession. When learning requires mastery of many different areas within a single topic, or solutions to problems of many different kinds, it usually involves blocked practice: all content from one subtopic is studied before the next subtopic is begun. Interleaved practice involves alternating subtopics. It has been shown to be particularly effective for learning mathematical skills. For example, instead of mastering area or circumference problems before beginning to study volume, problems of different types are combined. Understanding of these study strategies should be available to both students and teachers alike.

The Effectiveness of Clickers—Michael E. Lantz and Lynette Gwilt

Individual response devices or “clickers” are being used in many classes as an active-learning component of courses. Clickers may work based on the generation effect in which all students can test their knowledge with review questions. But many educators still question whether clickers are effective. Research has only tested them in classes in which many extraneous factors could be the cause of class differences in test scores. This study tested the effect of clickers on memory for lecture material over two days in a more controlled situation than live classes. Participants watched a video lecture and were either given clicker questions about the video or no clicker questions. A ‘test’ occurred two days later. The effects of immediate feedback and timing of questions (either throughout the video or all at the end) were also assessed. It was found that clicker questions improved memory for material two days later compared to no-clicker controls, provided that immediate feedback was given for each question. Scores two days later actually improved compared to scores on the day of the video, especially if feedback was given about the correct answers. The timing of clicker questions had only a minor effect on scores. Results are consistent with studies done in more ecologically valid but less controlled live classes. The results may guide educators in the effective use of clickers. Mechanisms through which clickers could achieve better retention of material will be discussed.
Comparing Coconut Palm Sugar to Dark Brown Sugar—Shannon Rose Sansone-Oehler, Danielle Shomler-Marsh, and Emily Holbrook

There have been advertisements stating that coconut palm sugar is a healthy sugar with benefits such as low glycemic index, higher content of vitamins, minerals and amino acids. However, there is no real data to support those claims. Therefore, some of the characteristics of coconut sugar were tested to compare them to brown sugar and regular table sugar. The peptide bond as an indicator of amino acid or protein content of the three sugars was measured to see if the coconut sugar actually had the higher content. This was accomplished by using biuret protein assay. The preliminary study showed that coconut sugar had a positive color change in the biuret protein assay, which would explain the media’s claim of better health benefits due to the higher content of amino acids.

Enhancement of Mathematical Achievement with Calculator Usage—Philip Trotta

Mathematical equations and formulas create a difficult barrier for students to overcome and understand. The purpose of the current study was to see how three different sections of psychology research methods and statistics students from a branch college performed on basic math skills test, with and without the use of a calculator. Students were given a test with 15 10th grade level math questions and allowed ten minutes to complete the test. Students were given the test once with the use of a calculator and once without the use of a calculator. From the data gathered, it provided support that college students performed better on the test in using the calculator than without. The conclusion we came to is the proper usage of calculators allowed students to complete more problems in an efficient manner and reduced basic adding, subtracting, multiplication, and division errors, ultimately creating more correct answers and improving performance. However, very few students had perfect performance when using the calculator, even though the most difficult questions were simple algebraic equations. In this poster presentation, I will discuss this project and how its results can impact college expectations of math performance in its students.

Comparing Pigments of Different Lipstick Brands—Cassidy C. Funk and Cassandra Meyers

Revlon, Maybelline, and Cover Girl are the most commonly used cosmetic brands by college students. Three shades of red lipsticks from each popular brand were tested. Is the similar red color the result of the different concentrations of the same pigment, or the mixture of different pigments? Thin Layer Chromatography (TLC) has been used to analyze the pigments that make up three shades of red.
Strategies for Helping Students Succeed—Amanda Lynn Lanning

In an undergraduate program students that do well and do not do well exist. Schools recognize accomplished students through various means: award ceremonies, honor and dean lists, recommendation letters, etc. It is apparent these students are well known; what is not so obvious is why they do so well. Several reasons may contribute into why certain students excel. The purpose of this research is to help one understand what makes a good student, and show teachers how to help students be successful. To improve students’ learning experience, it is imperative someone finds techniques they can use. These techniques can teach students how to improve their learning experience and do well. From this research, students can gain an understanding of appropriate and inappropriate behaviors. They will learn how to engage with their fellow classmates and build relationships with their professors. In addition, these techniques can help our professors encourage students to use them. When teachers know what can help students learn better, they can create an atmosphere where this positive communication is expected. One can also find if the reasons students do well are in their control, or if factors beyond their control contribute. Students may feel they are not doing well, because they are not trying hard enough. This research will allow them to evaluate their situation to see if why they are not doing well is in their power.

Improve Wellness through Critical Thinking about Exercise—Hannah Jesberger

Inspired by a BGSU Firelands public screening of the documentary Fat, Sick and Nearly Dead, this poster addressed a key aspect of wellness raised in the film: exercise. Although public knowledge about the value of exercise is arguably high, more work is needed to translate this knowledge into beneficial mindsets and behavior relating to exercise. This poster addresses motivational issues, time allocation strategies, and small space techniques to boost exercise behavior specifically for students in higher education.
Models of Emotion and Music—Michelle Rose Johnson, Lynette Gwilt, Adrienne Reed, and Michael Lantz

Theories of emotion (e.g., Barrett & Russell, 1999) suggest that all emotions depend on the level of at least 2 dimensions: activation and pleasantness. The result is a circle of emotions with similar emotions close on the circle and dissimilar emotions far around the circle. Our previous study verified the two dimensions and did not support addition of other dimensions. Study 1 also led to predictions of what emotion is conveyed by 60 clips of real contemporary music based on the rated level of activation and pleasantness in each clip. In Study 2, participants listened to the 60 clips of music of Study 1, and rated each clip on the level of 16 separate emotions (pleasant, happy, lethargic, elated, etc) on a scale of 1 (not at all) to 9 (completely). Correlations between emotion ratings for each clip and a vector representing the predicted emotions from Study 1 (predicted emotion = 9; decreasing numbers for successively distant emotions on the emotion circle; most distant emotion = 1) are expected to be positive and significant. Music appears to convey emotion by matching levels of activation and pleasantness in the nervous system which has implications for music therapy. Recognition of the 2 dimensions in music may be due to a correspondence between elements of the music and within the nervous system: activation in the sympathetic/parasympathetic nervous system and pleasantness in the limbic system. Clips and rating scales will be available at the poster presentation.

Synthesis of Glucuronide Cancer Pro-Drug 2,4 Dintrophenyl beta-D-Glucuronic Acid—Trevor S. Reed, Bryce Hina, Shadi Abu-Baker, and Phil Garber

Many cancers have elevated active beta glucuronidase activity relative to non-neoplastic tissues. Over the past 4 decades different groups have prepared beta glucuronide conjugates of conventional cancer chemotherapeutic agents. 2,4 Dintrophenyl beta D glucuronide is a glucuronide prodrug that relies on the release of the mitochondrial uncoupling agent 2,4 Dinitrophenol. Unlike previous glucuronide prodrugs the liberated aglycone may have special advantages in that it directly inhibits ATP production and is quite lipophilic and can transverse cell membranes without the need for a transport system. We have exploited a synthetic method used to produce 2,4 Dinitrophenyl glucoside that couples the unprotected glucuronic acid directly with Sanger’s Reagent (2,4 dinitro fluorobenezene) and is then purified by flash chromatography.
2:00 – 3:30 PM – Discussion Panels

Room #

125  Panel Moderator: Matthew Wanat

Making and Breaking Conventions: The Politics and Poetics of Television Narrative.

Presenters:

Becky Brooks, Ohio University Lancaster
*Once Upon a Time*: Searching for Equality in a Land Not so Far Away

Sherman Sutherland, Ohio University Lancaster
The Value of Conformity: Narrative Structure in *Breaking Bad* and *Once Upon a Time*

Matt Wanat, Ohio University Lancaster
The Caper’s “Dead Freight”: *Breaking Bad*, the Heist Genre, and Generic Revision

Panel Abstract:

The “poetics” of television narrative—its variations on style and convention, its use and transformation of existed cinematic genres—intersect with the values of the medium. As we currently live through a renaissance of story-driven TV, with a number of shows gaining attention from both fans and the critical community alike, the time is right to extend the body of scholarship on TV narrative. This panel attempts to do so.

Through the lens of critical disability theory, Becky Brooks’s presentation examines the characters on television’s *Once Upon a Time* (2011-present) in relation to their historical counterparts and discusses issues of power and oppression in connection with disability studies, ableist ideology, and otherness. Sherman Sutherland’s presentation demonstrates how the series *Once Upon a Time* and *Breaking Bad* (2008-2013) conform to conventions of narrative structure outlined by Aristotle. Lastly, Matt Wanat’s paper uses classic heist films *The Asphalt Jungle* (1950) and *The Killing* (1956) as a framework for understanding “Dead Freight,” an episode of *Breaking Bad* that reconsiders the conventions of the heist.
2:00 – 3:30 PM – Discussion Panels

Room #

135  Panel Moderator: Marty Kich

AURCO and AAUP: Regional Campus Faculty in the Forefront of Issues Related to Higher-Ed Policy, Institutional Governance, and Campus Equity.

Presenters:

Dr. John McNay, President, Ohio Conference of the American Association of University Professors; Professor, University of Cincinnati at Blue Ash

Dr. Marty Kich, Vice-President, Ohio Conference of the American Association of University Professors; President, Wright State chapter of AAUP; Executive Committee, AAUP-Collective Bargaining Congress; Professor of English, Wright State University--Lake Campus

Sara Kilpatrick, Executive Director, Ohio Conference of the American Association of University Professors

Panel Abstract:

This panel will present: (1) an update about what's going on in the state, focusing on the November election and the probability of "tight to work" legislation; (2) an update on OCAAUP, focusing on our new tax status, the new composition of the board, and the efforts to revitalize the committee structure; (3) the benefits of joining AAUP whether you are a faculty member at a unionized or a non-unionized institution; and (4) how AAUP chapters and conferences, especially in Ohio, are responding to broader issues in higher ed--access and affordability--especially escalating student debt, administrative bloat, contingent appointments, technology issues, academic freedom, and intellectual property issues.
2:00 – 3:30 PM – Discussion Panels

Room #

145  Panel Organizer: Om Ahuja
      Panel Moderators: Om Ahuja and Renate W. Prescott

Student Engagement in Teaching Web-Based and Blended Courses

Presenters:

*Om Ahuja*, Mathematics
Immediacy Behaviors Associated with Enhancing Student Engagement in Fully Web-Based Classes
Kent State University at Geauga oahuja@kent.edu

*Molly Mokros*, English
The Digital Contract for Online Courses
Kent State University at Geauga Mmokros1@kent.edu

*Michele D. Kegley*, Business and Economics
Evolution of Engagement, Expectations, and Experience
University of Cincinnati, Blue Ash College kegleymd@uc.edu

*Chris D. Fluckinger*, Psychology
Delivery Options for Personalized Streaming Video
BGSU Firelands cdfluck@bgsu.edu

*Ann R. Witham*, Biology
How to Assess and Train Student Readiness for Online Classes
University of Cincinnati Blue Ash College ann.witham@uc.edu

*Adam Chekour*, Mathematics
The Effectiveness of MyMathLab (MML) Learning System on Developmental Math Instruction
University of Cincinnati, Blue Ash chekourusa@yahoo.com

*Da Zhang*, Computer Science Technology,
Enhanced Online Student Engagement with Case Study Assignment
Ohio University Lancaster zhangd1@ohio.edu
2:00 – 3:30 PM – Discussion Panels

Room #

145 Panel Organizer: Om Ahuja
Panel Moderators: Om Ahuja and Renate W. Prescott

Student Engagement in Teaching Web-Based and Blended Courses, continued…

Presenters Continued:

Lauren A. Matus, English
Facilitating Collaborative Projects Online: Using Freedcamp
Miami University Middletown matusla@miamioh.edu

Min He, Mathematics
Engaging Online-Students in Understanding Math
Kent State University at Trumbull mhe@kent.edu

Renate W. Prescott, English
The Persistence of Low Student Retention in Distance Learning
Kent State University at Geauga rprescot@kent.edu

Panel Abstract:

Panel presenters will share their experience of distance learning teaching, including employing emerging technologies, sharing best practices for teaching strategies, measuring student engagement in web-based and blended courses, and addressing the persistent problem of high withdrawals.
2:00 – 3:30 PM – Discussion Panels

Room #

150  Panel Moderator: Debra Bice

From Mother's Gate to Maxgate: Revisiting the Brits

Presenters:

Heidi Wilson
Thanatos and Hypnos: Their ‘Mother’s Gate’

Alaina Haidon
Virtue Withinne Vice

Gabriella Irwin
Thomas Hardy: ‘Mother’ Character and Context

Panel Abstract:

Shakespeare writes “What is past is prologue;” and so it is when preceptive content, characters, and conventions re-emerge within ‘new’ texts. This panel will explore Geoffrey Chaucer and Thomas Hardy’s art of stylized representation and revisit the Medieval and the ‘Modern.’
2:00 – 3:30 PM – Discussion Panels

Room #

160   Panel Moderator: Carol Mayo

Net Generation to Older Adults: Nursing Students on a Real World Road trip. A Creative Panel Discussion on What Works; Highlighting Gaming, Simulation and Service.

Presenters:

Dr. Carla Henderson, DNP, MSN, RN, CNE and Deborah Trotta, MSN, MEd, RN-BC-
From Classroom to Simulation: Taking Undergraduate Nursing Students on a "Road trip"

Beth Delaney RN, MSN and Michael Donley
Engaging NET Generation Students in College Nursing

Camille Leadingham MSN, CNE, ANP, BC and Kellie Adams MSN, RN
Using Multiple Human Patient Simulators to Teach Real World Nursing Practice.

Karen Brown, Andrea (Annie) Allen, and Heather Honaker
Student Empowerment through Service-learning.

Caryl A. Mayo MS RN FNGNA
Creative strategies for caring for the older adult: Nursing students and faculty unite to cultivate gerontological nursing in the clinical setting.

Panel Abstract:

This dynamic panel will discuss the current pedagogical practices from four Ohio Nursing Programs. Discussions related to the “NET Generation” student to feelings associated with the Care of the Older Adult will be presented with activities linked to the use of gaming and service learning as a mode of engagement, to a robust review and presentation connected to the use of Simulation. Recently, undergraduate programs have implemented accelerated and online degree programs, yet the newest generation of students need engagement through a variety of interactive methods. Gaming, Simulation and Service Learning are a few of the methods that are finding highly satisfactory outcomes to student engagement. It is imperative for educators to prepare today’s undergraduate nursing student for a fast paced, ever changing health care environment. This requires nursing students to be active learners, critically think, and ultimately provide safe patient care (NLN, 2011; Halstead, 2014). The use of Human patient simulators (HPS) promotes three levels of learning within the student nurse: analysis, synthesis and evaluation. Simulators promote the novice practitioners use of analytic thinking within a safe and controlled environment. This new “Road Trip” will involve taking students out of the traditional classroom and into clinical skills labs and non-traditional facilities to achieve outcomes that promote student engagement and confident nursing graduates.
2:00 – 3:30 PM – Discussion Panels

Room #

205  Panel Moderator: Jo Ann Thompson

Building STEM Competencies through Cross-Disciplinary Collaboration: Creating Digital Partnerships

Presenters:

Amy Abafo, Clermont College Learning Center

Sharon Burns, English

Darwin Church, Physics

Katie Foran-Mulcahy, Clermont College Library

Jo Ann Thompson, English

Bozena Widanski, Chemistry

Panel Abstract:

Instructors of a first-year online introductory physics course and an online first-year composition course will report the findings of their project investigating the relationship between research writing in English composition and conceptual understanding in the online physics course. Faculty and staff from the Chemistry, English, Library, and Learning Center departments of the same college will discuss their efforts to transform current writing and presentation practices in organic chemistry laboratory courses. They will present their project to reinvent organic chemistry writing assignments by teaching students scientific and technical writing strategies and helping them become more technology savvy through a digital poster competition. The panel will encourage the members of the audience to share their ideas and experiences with collaboration and writing practices in the STEM disciplines.
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