

AURCO 2011 Detailed Schedule with Abstracts

8:30-9:10 AM – Session 1

Room #	Topic
186:	<p>“Rural Youth Retention” Greg Homan, Jason Hedrick, Jeff Dick, and Mark Light, Wright State University—Lake Campus</p> <p>Career development and occupational choice are important decisions for youth. Not only do occupations provide a means to support individuals and families, but they also provide meaning and purpose in life for many. The context of the school and community culture has a significant impact on youth occupational choice (Ferry, 2003).</p> <p>Many policymakers and economic development leaders worry about the net outflow of talent from their area, especially in rural or economically depressed areas (Moutray, 2009). Rural adolescents, more frequently than their urban or suburban counterparts, are more likely to experience the conflict of choice between the desire to live close to family and the necessity of moving away to achieve success. Corbet, (2009) suggests formal education has been and continues to be what Anthony Giddens (1990) calls a key institution of disembedding, loosening ties to particular locales and promoting out-migration from rural places.</p> <p>This study analyzes the trends and issues related to youth retention in rural Northwest Ohio, sampling over 875 graduating high school seniors and over 300 young adults (25-34). Results highlight future career and educational goals of these young people, impressions of their home communities as a place to live and work, and the impacts on their post-high school choices. Northwest Ohio is not seen as a viable option for the highest achieving high school students. Youth whose parents are originally from this rural area and young people who earn higher wages in part-time employment are more likely to believe that they will remain in rural Northwest Ohio.</p> <p>Central to the issue of retaining youth is employment opportunity for the next generation and the preparation for this group to match the future job needs of the area. The researchers suggest an analysis of the advising and preparation of students as they make choices in their future educational and career goals.</p>
184:	<p>“A Student-Centered Approach to Learning by Utilizing Electronic Quiz Games” Mark E. Headings, Ohio State University—Agricultural Technical Institute</p>

Abstract: Student-centered learning is an exciting option for teachers seeking an alternative to the more traditional pedagogy of teaching. The objectives of implementing this Instructional Model were to (1) acquire necessary technical hardware and develop procedures, (2) expand student responsibilities and interaction and (3) facilitate the learning process through enhanced incentive, review and enjoyment. The significant aspect of this method is the use of multiple quiz games as a teaching tool in regular college-level courses. Students are divided into teams. Each team decides upon a team name, a captain and a co-captain. Teams are asked to choose four players for each game while assuring that all members of a team have opportunity to play during the course. Students also operate the timer, keep scores for each game and sometime ask the quiz questions. It is recommended that teams also serve as out-of-class study and tutoring groups. The equipment used consists of a custom built electronic Lock-out Buzzer System (with timer) to which each player is connected. Special recognition and achievement awards are given near the end of a given course. Data collected from student responses thus far, indicate a large majority of students concur that multiple quiz games are an effective way to learn course material, are enjoyable and should be used in future courses. In summary, the Quiz Game Instructional Model functions remarkably well in terms of both procedures and equipment reliability. Student cooperation, competitive excitement and satisfaction have been excellent.

“Applying Economic Concepts to Improve Teaching”

Joseph Cavanaugh, Wright State University—Lake Campus

Abstract: Economists commonly fall back on a number of fundamental concepts to explain the behavior of individuals and firms, and to help describe and understand the economy in general. Many of these concepts are very applicable to the teaching of undergraduates and they can be used to explain and improve the quality of education. This paper will investigate how instructors can apply a wide range of economic concepts to better understand student behavior, enrich student learning, more effectively spend time preparing for class, and improve teaching online and in-class.

177: “Education Department Faculty Collaboration: Alignment of Projects, Rubrics, and Assignment Schedules”

Denise J. Uitto and Betty Rogge, University of Akron—Wayne College

Abstract: Pre-service education students take 4 to 5 courses together with a total of 15 written reports. In Spring 2010, students commented that some reports/projects could be completed earlier in the semester to spread them more evenly and to allow more time to learn from each one. Based upon this feedback, the instructors in these courses collectively reviewed the criteria for all assignments to determine what could be improved. Our initial collaboration gave us an opportunity to increase our understanding of each other’s course contents and requirements. Based upon our teamwork, we created a more conducive schedule for assignments, spacing reports across the semester beginning within the first two weeks. A review of content covered in individual courses showed

that some content was being repeated, therefore not leaving sufficient time to cover new material in depth. We clarified the course responsible for specific content and content per course was modified to be more focused and only have overlap for review or integration of concepts. Written assignments were integrated to promote the learning of software in one course while focusing on the content for an assignment from another course. Rubrics were reviewed for consistency, clarity, and specificity. Modifications were made to more closely match the rubric wording to assignment directions since students had stated this was a source of some confusion.

Our focus was not only to reduce student anxiety but to model collaborative behavior as they pursue their preschool through grade 12 teaching careers. Student feedback to this point has been positive but anecdotal. The next step is to conduct structured surveys. The first set is projected to be administered Spring 2011 seeking students' perspectives of the effectiveness of this collaborative effort.

152: “Self-Regulated Learning and Motivation for Critical Thinking in Introductory Psychology Courses”

Sarah E. Cummins-Seebree, University of Cincinnati—Raymond Walters College

Abstract: A primary goal of educators is to promote critical thinking skills in our students so that they can successfully complete their college courses; providing activities that may enhance self-regulated learning may impact critical thinking performance. Self-regulated learning (Pintrich, 2003; Zimmerman, 2002) involves asking students to reflect on their previous performance and question them as to what they can do to improve in the future; this occurs by providing explicit and detailed feedback on performance and structured guidance on how to improve performance. However, motivation to succeed in a course may also impact improvement in that course (Garcia & Pintrich, 1992), and lack of motivation may reduce the impact of self-regulated learning activities. To investigate self-regulated learning and motivation on critical thinking, two groups of Introductory Psychology students were given self-regulated learning activities in conjunction with their critical thinking activities, and a control group did not receive the self-regulated learning activities. Grades on activities and exams and responses to motivation questions on a survey were compared across groups. Grades were equivalent across groups, except for the last critical thinking activity in which the two self-regulated learning groups differed from each other. The majority of significant results involving grades were due to various measures of motivation. A review of the relationship between self-regulated learning, motivation, and grades for these Introductory Psychology courses will provide ideas as to how enhancing self-regulated learning and motivation may impact student success in future courses.

“Neruru, Interactive Doll: Innovations in Technology to Foster Well Being among Older Adults?”

Kristi A. Barnes and Miki Crawford, Ohio University—Southern Campus

Abstract: Census data (2011) indicate that life expectancy is increasing, family sizes are becoming smaller, and the visibility of individuals choosing to remain single is growing. These statistics may pose serious challenges to maintaining a sense of “social connectedness” for individuals as they age. Given research linking “social connectedness” to positive outcomes (e.g., Bisconti & Bergeman, 1999), this is of particular concern. Technology has redefined relationships and social interactions. Tomy’s invention of Neruru, a “healing partner” has the potential to broaden the meaning of “social connectedness” for older adults. This interactive doll may be particularly significant to older adults with functional limitations that impede their social activities. Neruru, presently sold only in Japan, has a vocabulary of 1400 words that can be combined to create a variety of phrases and questions. Her comments initiate dialogue, express affection, and ask health-related questions such as, “Did you exercise today?” The doll is programmed using touch-activated sensors. Adults can alert the doll to their presence or absence by touching the sensor located on her hands for two seconds. Reactivating the doll upon returning home can prompt her to ask questions about the outing. Moreover, the doll sings playful songs, giggles, and even discusses her dreams. The present study is an interdisciplinary investigation examining the speech content and potential for improved psychological well-being and increased perceptions of “social connectedness”. Data based on a case-study methodology will be used to provide useful insight regarding the viability of interactive dolls to improve well being among older adults.

154: “Nursing and the Administrative Professional: Blending Discipline Perspectives for Ultimate Student Experience”

Allison White, Ohio University--Chillicothe

This 15-minute presentation will cover the development, execution, repetition, delivery methods, and reflection of an interdisciplinary course called Medical Office Clinical Techniques (renamed for semesters as Health and Safety in the Medical Office). This course was created by the need for a medical perspective in the Office Technology program’s Medical Administrative Professional Certification. Delivered by OTEC’s program coordinator and Associate Professor of Nursing Char Miller, the experience of teaching from both perspectives was exciting and enlightening for both instructors and students. As OTEC’s highly technical curriculum continues to offer its skills to multiple careers and degree programs, this professor will continue to elicit interdisciplinary course offerings for students.

“Trends in Allied Health Graduates at The University of Akron-Summit College”

Janet E. Thompson and Steve Motika, University of Akron—Summit College

Abstract: This study examined the five year trends in the Allied Health Graduates from the University of Akron - Summit College. The demographic, academic, and pre-admissions information obtained from this study will be presented, along with

a discussion on how to utilize this information to improve advising, faculty effectiveness and student success.

227: “Identity in the Margins”

Laura S, Keller, University of Toledo

Robert Brooke’s 1988 article, “Underlife and Writing Instruction,” examines a struggle for social identity within the classroom that may transcend academia in that it privileges the experience of Otherness to the extent that this Otherness becomes prized. I propose an investigation and analysis of epistemological privilege as correlative to one’s level of marginalization: The further one is from the Center, the more profound and instructive his/her experience is as Other, and the greater his/her potential for a broadened critical world-view and enriched self-reflection. This is especially true in the freshman college composition classroom, where the struggle for identity and voice is immediate and ongoing. The social dynamic in the classroom seems to shift over time from reliance on the Center, the mainstream, as a barometer of normalcy, to the diverse concentric sites of marginalization. I suggest these sites become a dynamic and instructive force in the composition classroom largely because of the often progressive course content. For many marginalized individuals, the composition classroom becomes an important (primary) site for voicing the self.

A multiple cultural consciousness fosters a diverse epistemological framework because of the very multiplicity that relegates it to the margins. There seems to exist, as suggested by feminist and cultural scholar bell hooks, a heightened opportunity for meaning-making at the intersections of these multiple self-identifying experiences. Perhaps a deeper knowledge can be achieved through a self-recognition of Otherness as, rather than a hindrance or burden, indeed a privilege. The self must extract itself from the dulling geometry of the mainstream, and construct a meaning-making framework that resists mitigation by the center: Within the freshman college composition classroom, disruption of the norm may prove a most instructive critical strategy.

I propose to incorporate an examination of Popular Culture – specifically American Documentary film, dating from 1970 to the present – into my scholarship and presentation.

229: Emotional Development of Women and Masochistic Traits

Annika Vorhes, Wright State University—Lake Campus

Abstract: This paper analyzes the poem “Bitch” by Carolyn Kizer and the implications of societal demands of women. The title of the poem emphasizes the stereotypical, duplicitous nature of women. The internal thoughts and external conversations between the woman and her former lover display the dissonance within women. While the word bitch can refer to an angry, irrational woman, many women claim it to describe their independent personality traits. These contradictory definitions emphasize the duplicitous rhetoric that assaults women. The language used in the poem to describe the social interactions between the

female and male characters highlight the phallogocentric use of language in society and female-male dynamics. Societal views pervade American society and women learn to identify with the ideals rather than with the self, creating dissonance within the minds of women. These ideals allow degrading treatment of women. The development of masochistic traits is a learned behavior in women. Women absorb the ideals that society puts forth about female behavior and their roles in intimate relationships. Self-blame becomes a conditioned response when this ideal is unattainable. Female beauty is ever-changing and the epitome of female beauty in American society is increasingly difficult to attain. Women psychologically and physically harm themselves in the attempt to reach this nearly impossible ideal. These expectations create psychological bondage in women that is inescapable. The poem reflects the internal struggle that women face in not only social interactions and relationship roles, but their place in society as well.

“The Effect of a Stressful Video on Heart Rate Variability”

Karen Cittadino, University of Cincinnati—Raymond Walters College

Abstract: Biofeedback is a non-invasive treatment that gives information to the participant during the exact time the action is occurring within the functions of the body or the brain. Twelve women were asked to participate in our research experiment studying a biofeedback device known as a StressEraser. The StressEraser is a portable device that measures HRV from the fingertip pulse and displays that data as a wave on its screen. The participant, when viewing the data displayed on the screen, is taught by the StressEraser how to activate the body's natural relaxation response. The participants were shown either a calming video clip first or a stressful video clip first that lasted approximately two minutes, and were then instructed to use the StressEraser. The participants were tested again after watching the opposite video clip. The participants used the StressEraser after each video clip, until they had achieved thirty points. The points are measured by the StressEraser on how rapidly the user can activate the body's natural relaxation response. The participants were unaware that they were being timed by the researchers. The videos did not produce a significant difference in calming ability. This paper will discuss limitations of this study and future considerations for biofeedback research.

9:20-10:00 AM – Session 2

Room #	Topic
186:	<p>“Lake Campus Staff Advisory Council: How a Council Can Successfully Support Staff Members at a Regional Campus” Liane Muhlenkamp, Gretchen Rentz, Janice Eckstein, Katie Dabbelt, and Mary Hart, Wright State University—Lake Campus Abstract: Our Staff Advisory Council was created a few years ago to support our staff members here at Lake Campus. Come to hear about our history, bylaws, election process, etc. As a council, we wear many hats and face many challenges, as all regional campuses do. Come to our session to hear how we over come those challenges and how council has changed how Lake Campus operates.</p> <p>“Student Clubs” Mohannad G. Al-Saghir, Ohio University—Zanesville Campus Abstract: Student clubs can empower students to make their own decisions and help them gain vital experiences and skills to lead them on the path to their future. In this presentation, we will discuss student club activities and how they impact a student’s life. Green Bobcats (an environmental club at Zanesville) is an example to illustrate the importance.</p>
184:	<p>“Awarding Points for Homework without Over Burdening Yourself with Grading” Alan P. Lundstedt University of Cincinnati—Raymond Walters College Abstract: Despite the benefits to learning, many students – particularly in introductory college courses – do not do their homework. How can today’s college students be motivated to do their homework? Does doing homework really help students do better on tests? The use of point incentives to motivate students and the relationship between homework completion and test performance were investigated using an alternating treatment design described by Ryan and Hemmes (2005). Approximately 110 students in six sections of an undergraduate first-year chemistry course participated. Points really do matter! The percentage of homework completed was always higher when points were awarded, and average test scores were significantly greater for students that completed homework. Come join a discussion about how to use online homework to engage students in the learning process and award points for homework without over burdening yourself with grading.</p> <p>“Play With Your Students: A Technique to Build Understanding” Daniella J. Fisher, University of Cincinnati—Raymond Walters College</p>

Abstract: Teaching introductory courses to students with little to no subject background often requires techniques that remove apprehension and use familiar tools. The use of LEGO™ blocks in a traditional lecture provides a familiar, and fun, avenue to relate a concept, promote interaction among students and engage the kinesthetic, visual, and auditory aspects of learning. The technique, initially developed for and applied to teaching introductory chemistry, is presented as a hands-on, interactive session. Participants will be lead through a typical class lecture. Examples of concepts that have been taught include classification of matter, introduction to the periodic table, and chemical formulas. Advanced applications include electron configurations and balancing chemical reaction equations. Using the blocks as alternative assessment tools will be described. Application to other subjects will be discussed.

177: “Campus Community Gardening: An Environmental Service Learning Project”

Matt Wanat, Sandra Doty, and Joe Faber, Ohio University—Lancaster Campus

Abstract: During the 2009-2010 academic year, Ohio University Lancaster Campus inaugurated a community vegetable garden, the produce from which was donated to a local food pantry. Beginning with a single standard 20 X 30 plot, the garden was used as part of Lancaster's contribution to Ohio University's Kanawha Project for Sustainability. We have gone on to quadruple the garden size for the coming year, and the project has been expanded to include private faculty and staff sections and a possible beekeeping project. In this panel, the professors will discuss the theory behind the garden, the challenges and advantages involved with this type of service learning, and potential community and interdisciplinary applications of the project within a regional campus setting.

152: “Being Agile in Computer Science Classrooms”

**Angela, Guercio, Kent State University---Stark Campus
Bonita Sharif, Ohio University**

Abstract: Agile processes promote sustainable development. Achieving technical excellence and good architectural design of the students' deliverables should be one of the goals of a CS teacher. We believe that when agile techniques are used in a teaching environment the quality of the result receives great benefits. Moreover involving students in an agile process prepares them for the real world where agile processes are used in software development. Both pair programming and refactoring are core principles of eXtreme Programming, an agile software development technique. Pair programming is a process where two programmers, a driver and a tactician, synergistically work towards the solution. Refactoring is the process of improving the design of code without changing the functionality. A study was conducted at Kent State University at Stark and Ohio University to determine the usefulness of pair programming in the context of refactoring. Ten pairs of students, both CS undergraduates and graduate, participated in the study. The study was split into two parts: pair programming and individual programming. The goal of the individual programming section was to determine each student's level of expertise with programming and design. A post questionnaire gathered feedback from the students. In this paper we describe our experience in conducting such a study and the benefits/drawbacks of an agile technique in the classroom.

“A Cross-Curricular Approach: Using Course Projects for Developing Process Improvement Abilities in Students”

Greg E. Blundell and Christopher Cline, Kent State University—Stark Campus

Abstract: With the rapid developments in the world of global business, today’s business programs are being challenged to provide learning opportunities to both develop student acuity while improving their abilities to critically analyze and then permanently solve problems and improve processes. Often this occurs through internships or other experiential opportunities beyond the classroom; utilizing an in-class project provides another tangible framework for achieving these ends. This presentation details using a TQM course project to design elements of an online learning system that have improved students ability to reconnect with the prerequisites for the course and dramatically improving their perceptions of and performance in an upper-division information systems applications course.

154: “Learning Outcomes and Student-Perceived Value of Clay Modeling and Cat Dissection in Undergraduate Human Anatomy & Physiology”
Krista L. Clark and Mary Ellen DeHoff, University of Cincinnati—Clermont College

Abstract: Alternatives and/or supplements to animal dissection are being explored by educators of human anatomy at different academic levels. Clay modeling is one such alternative that provides a kinesthetic, 3-dimensional, constructive and sensory approach to learning human anatomy. The present study compared two laboratory techniques – clay modeling of human anatomy and dissection of preserved cat specimens – in the instruction of muscles, peripheral nerves, and blood vessels. Specifically, we examined the effect of each technique on student performance on low-order and high-order questions related to each body system, as well as student-perceived value of each technique. Students who modeled anatomical structures in clay scored significantly higher on low-order questions related to peripheral nerves; scores were comparable between groups for high-order questions on peripheral nerves and for questions on muscles and blood vessels. Likert scale surveys were used to measure student responses to statements about each laboratory technique. A significantly greater percentage of students in the clay modeling group “agreed” or “strongly agreed” with positive statements about their respective technique. Results indicate that clay modeling and cat dissection are equally effective in achieving student learning outcomes for certain systems in undergraduate human anatomy. Furthermore, clay modeling appears to be the preferred technique based on students’ subjective perception of value to their learning experience.

“Sources, Sinks, and Transport of Nutrients in the Mohican River Watershed (North-Central Ohio)”

Ozeas S. Costa, Ohio State university—Mansfield Campus

Abstract: Understanding the cumulative impact of a suite of simultaneously occurring environmental stresses on stream water quality is essential for developing effective management and restoration strategies at the watershed scale. The conversion of naturally vegetated watersheds to urban or agricultural uses often results in degradation of stream water quality and such negative influences have been well documented. Nevertheless, the mechanisms through which land use and other physical factors (e.g., climate, topography, geology, hydrology) affect nutrient concentrations in streams ecosystems are still poorly understood. Here we present the results of an ongoing investigation of the effects of multiple stressors on the nutrient dynamics of 65 streams draining a small, mixed-use watershed. We used a combination of hydrological, geomorphic and geochemical metrics to characterize the behavior of stream water quality over a complete annual cycle. Averaged DIN concentrations on streams draining pastureland were highest in the summer, while those on developed catchments had the highest concentrations in spring and fall. Lowest DIN values were observed at forested catchments in spring and fall, while summer lowest concentrations were observed in developed catchments. DIN values for forested catchments were about 2% higher for each 10% reduction in forest cover and 5% higher for each 10% increase in impervious surfaces on developed catchments. Rainfall events triggered a 12% increase in DIN in developed catchments but only a 2% increase in forested catchments. The most significant increases in DIN were observed in the spring for catchments dominated by cropland (15%) and developed land (17%). For pasture-dominated catchments, the season with the highest increase in DIN concentrations was the summer (16%). Winter concentrations were the lowest for cropland, pasture and forested catchments, while summer concentrations were the lowest for streams in developed catchments.

227: “Recognition: Ethics and Cultural Work in Harper Lee’s *To Kill a Mockingbird*”

Ellen Sorg, Owens Technical College

Abstract: At just over fifty years in publication, Harper Lee’s *To Kill a Mockingbird* has grown into one of the most widely read examples of modern American Literature. Annually, high school and college educators work with this text; most often, it is taught to provide students with an example of tolerance toward people different than themselves. While this is a valuable reading, we are at a moment at which this book deserves to be critically reexamined. By using Erving Goffman’s *Stigma: Notes on the Management of Spoiled Identity* as well as Emmanuel Levinas’ theory of ethics, scholars can begin to look at this book differently. Goffman provides a model of how social “other”ing works; Levinas provides a way by which this can be overcome. Understanding this novel based on a theory of ethics can be done through a critical examination of Tom Robinson, a main character in the novel. Based on both his blackness and his

physical disability, Robinson serves as a model by which readers can not only understand how one becomes “other,” but also how one has the potential to defeat that label. At a time when our culture seems to be on the verge of ethical bankruptcy, finding new ways to teach about ethics is vital. Thus, I will argue that Harper Lee’s *To Kill a Mockingbird* has the potential to contribute more to literary study than simply a lesson of tolerance; instead, it can be interpreted as having new implications for the study of ethics and recognition.

“Burning Gardens: W.H. Hudson in Ernest Hemingway’s *The Garden of Eden*”

Michael Roos, University of Cincinnati—Raymond Walters College

Abstract: While Hemingway scholars have obsessed over the significance of gender-bending and sexual taboos in his posthumous novel *The Garden of Eden*, they have virtually ignored a striking allusion in the novel to the work of W.H. Hudson, a writer whose reputation, among Hemingway readers at least, has perhaps never recovered from another, more famous, allusion, that which occurs in *The Sun Also Rises*, where Jake Barnes speaks disparagingly of Hudson’s *The Purple Land*. Consequently, most scholars wrongly concluded that Hemingway adjudged Hudson to be a bad writer, suitable at best for immature readers. In *The Garden of Eden*, however, David Bourne, the Hemingway-esque husband and writer, feels “truly rich” for having received as a gift from his wife, Catherine, a 24-volume set of Hudson’s collected works. At different points in the novel, David gets great pleasure in reading Hudson’s *Far Away and Long Ago* and *Nature in Downland*. The allusion should therefore not only serve to rehabilitate Hudson in the minds of Hemingway readers, but also help us understand the significance of the African narrative (the story within the story), which David writes and Catherine feeds to the flames. For the account of the elephant hunt, ostensibly taken from David’s childhood experiences, bears the mark of Hudson’s best known work, *Green Mansions*, in which Abel, the main character, is, like David, wracked with guilt over his responsibility for the tragic destruction of a beautiful creature of nature. Both *The Garden of Eden* and *Green Mansions* powerfully explore the dire consequences of defying natural law.

229: “Notes from the Underground: A Response”

Jeff Hole, Wright State University—Lake Campus

Notes from the Underground by Fyodor Dostoevsky is one of the few books today that I felt such a connection with that made me want to read it again and again. Dostoevsky’s creation of the underground man may be an elite character in literature that anyone can deeply relate to in some way; a timeless character. Many of the most important cultural developments of the late 19th and 20th centuries such as Nietzscheanism, Freudianism, Expressionism, Realism, and Existentialism have used the underground man as a symbol of their ideas; sometimes as a warning. The book’s difficulty lies in finding a coherent meaning that ties everything together. Joseph Frank’s essay entitled “Notes from Underground” offered so much insight into the historical significance of the novel

in relation to Russian literature during the mid-1800's. He explains many of the themes in their contexts, which, after one has read *Notes*, is no easy task. This brings me to my next observation that it, using Mortimer Adler's definition of a "great book", is indefinitely re-readable because we can always learn more from it. This is so true of this book, and the paradox lies in the book's static plot; nothing happens. People like to view a book in terms of what the main character learns, how he or she changes over the course of the story, or a defining moment where everything the main character goes through culminates into a climax of revelation. None of this happens to the underground man. At the end of the book, the underground man undergoes no such revelatory change or anything like it. He is hopeful at the end of part one that writing his *Memoirs* may make him become "good and honest". Upon finishing the novel, a reflection on this hope shows that he underwent no such metamorphosis; he is the same man the entire time, the same "sick, spiteful, and unattractive" man. His philosophy of revenge, his "masochism" which arises solely from his spite and how it gives rise to his acceptance of "the laws of nature and mathematics" and his subsequent hate that they remove all "human personality" from existence. The book challenged my view of life and made me think about science, mathematics, and reason. These things have been with us for a long time now in all sorts of schools of thought, and *Notes* challenges the ideas that come with reason and scientific determinism. Dostoevsky points to the irrationality of the human psyche as a clear objection to rational egoism. A theme Dostoevsky uses is the underground man's "masochism" as a means to achieve meaning through his pain.

**"The Reintegration of Girl Soldiers Demands Community Awareness"
Laura Roediger, Wright State University—Lake Campus**

"The Reintegration of Girl Soldiers Demands Community Awareness" was researched and written because the existence of female child soldiers who participated in Sierra Leone's civil war has been largely ignored. This research has exposed how young girls were kidnapped and forced to serve in the Revolutionary United Front (RUF). Many of these girls were sexually abused and tortured, so fear was their constant companion. They were forced to use drugs. They were required to kill. The RUF also required the girls to steal supplies and capture other children for the rebel forces. When the war in Sierra Leone ended, many girls were overlooked during the disarmament and demobilization of RUF soldiers. Although adult rebel soldiers and young boy soldiers obtained monetary benefits when they surrendered their weapons, girl soldiers received nothing.

Many child soldiers suffered from symptoms of post traumatic stress disorder (PTSD). The process of rehabilitation and reintegration helped many former boy soldiers receive intense counseling, medical support, and education. Family and community awareness was provided in order to assist the boys through their difficult road to recovery. Many girl soldiers suffered from "Rape Trauma Syndrome;" therefore, the rehabilitation of former girl soldiers has required even more expertise than the rehabilitation of former boy soldiers. Since many former girl soldiers suffered the rejection of their communities, the United Nations

Children's Fund (UNICEF) joined forces with the International Rescue Committee (IRC). They started the Girls Left Behind operation and demonstrated the possibilities of the successful reintegration of former girl soldiers.

**228: "Scientists Need to Write Letters to the Editor of Their Local Papers"
Gordon Aubrecht, Ohio State University—Marion Campus**

Abstract: Scientists as teachers have an obligation to help the public appreciate how science works as part of our contribution. How many citizens know that science cannot ever prove anything, only disprove? How many people appreciate that, as a result, all understanding in all science is subject to change should disproof occur? How many people, for example, know gravitation is still tentative? We need to help our fellow citizens in their struggle to understand science and matters such as climate change or evolution.

"Letters of Gratitude: Further Evidence for Author Benefits" [Poster Presentation]

Steven Toepfer, Kent State University—Salem Campus

This study examined the effects of writing letters of gratitude on three primary qualities of well-being; happiness (positive affect), life-satisfaction (cognitive evaluation), and depression (negative affect). Gratitude was also assessed. Participants included 219 men and women who wrote three letters of gratitude over a three week period. Depressive symptoms were analyzed as a moderating variable and considered a factor that could change the outcome of the writing intervention. A two-way mixed method ANOVA with a between factor (writers vs. non-writers) and within subject factor (time of testing) analysis was conducted. Results indicated that writing letters of gratitude increased participants' happiness and life satisfaction, while decreasing depressive symptoms.

10:10-10:50 AM – Session 3

Room #	Topic
186:	<p>“Dismantling the Controversy over Service Learning: Bridging the Gap between the Ivory Tower and the Community” Caryn E. Neumann, Louise Davis, Corinne L. Miller, and Sharon Zechowski, Miami University—Middletown Campus</p> <p>Abstract: Service learning is not part of a traditional academic program. The perception is that students are just getting college credit for volunteer work and that an integrative studies program is not academically rigorous. Service learning at Miami University’s regional campuses helps students connect their education to the needs of the communities around them while continuing to demand rigorous academic preparation. It opens students to a level of understanding and commitment unavailable in their previous undergraduate careers. Service learning is transforming Ohio, the way we teach, and the way that students learn. When students connect ideas and experiences, they will more likely sustain their commitment to community service. Our presentation will introduce the misconceptions surrounding service learning and our success in challenging these misconceptions. We will then focus on specific projects that our students have completed including drug and alcohol intervention programs for youths, writing programs for women, a hazard tree survey for a park, a domestic violence awareness program aimed at hair stylists, and creation of an outdoor learning series for parents and their toddlers at a local arboretum. Our presentation will cover what went right as well as what went wrong as well as follow-up data. We come from four disciplines and we understand the unique challenges of teaching service learning as part of an interdisciplinary class. We will provide ideas for service learning projects that attendees can take back to their campuses.</p>
	<p>“Developing a Cross-Disciplinary First-Year Experience Course” Mollie L. Wahman, Brenda Refaei, and Pam Rankey, University of Cincinnati—Raymond Walters College</p> <p>Abstract: In this session, faculty from Office Information Technology, Library Services, and English will review the process used to develop a First-Year Experience (FYE) pilot course that targeted non-matriculated students. The purpose of the course was to assist students in their transition to college. Undergraduate students who have not chosen a major need more guidance in selecting an appropriate program and course of study. Typically, students who do not have a major also do not see an academic advisor for guidance; therefore, many students quit coming to school. FYE courses are designed to help orient students towards the academic demands expected of them and often include content ranging from learning about college/university services to navigating course platform software such as Blackboard to exploring an academic library (Upcraft, Gardner, and Barefoot, 2005). Faculty collaboratively designed an FYE</p>

course (Student Success Seminar) to familiarize these students with technology, student services, academic plans, learning styles, and an academic library.

184: “Are Young People Graduating High School with the Necessary Workforce Skills to Succeed?”

Greg Homan, Jason Hedrick, Jeff Dick, and Mark Light

There are dramatic forces of change effecting the type of employment, employment-related skills, and necessary training needed for successful employment (Levy & Murnane, 2006; Partnership for 21st Century Skills, 2003; Secretary’s Commission on Achieving Necessary Skills [SCANS], 1991). As we in the United States have transitioned from an agricultural and industrial economy to a knowledge economy and now the emerging digital economy, employers are expecting higher level skills from youth (National Collaborative on Workforce and Disability for Youth, 2002, Pearson, 2001). This study analyzes workforce competencies at the conclusion of high school graduation. Researchers sampled over 875 graduating seniors from 16 high schools within six counties throughout Northwestern Ohio. Results highlight future career and educational goals of these young people and a self-report of skills based on the SCANS competencies and basic foundation skills. When evaluating Foundation Skills of Personal Qualities, Basic Skills, and Thinking Skills, they indicated highest ratings in Personal Qualities and overall lowest ratings in Basic Skills. A series of five Workforce Competencies were also evaluated, including Using Resources, Using Information, Using Technology, Interpersonal Skills, and Working in Systems. Highest ratings for Competencies were reported in Interpersonal Skills and lowest in Using Resources. The lack of a youthful skilled workforce is an emerging issue that calls for partnerships between key service providers (colleges, high schools, local employers, and local government officials) to develop strategies to address these changing workforce needs and identify ways to narrow the gap between the skill sets our students have when they enter the workforce or post secondary institutions and what employers actually need from them. To accomplish this, these findings can be used as a conduit to lead an analysis of how educational systems are preparing young people for the world of work.

“An Inquiry-Based Approach to the Periodic Table of the Elements for Junior High Students”

Tammy J. Siciliano, Laura Grimm, Keely Davidson-Bennett, Ohio State University—Mansfield Campus

Abstract: Junior high students at a local intermediate school engaged in an inquiry-based learning approach to the periodic table of the elements. Students were given information on the tabular arrangement of the elements. The density of silicon, tin and lead were calculated from volume measurements taken by water displacement and predetermined mass samples of each metal. Graphs were constructed and the density of the “missing” group IVA metal, germanium, was determined and compared to the literature value.

**177: “Closet Feminists: Women at University Branch Campuses”
Christine Wilson and Hope Jennings, Wright State University—Lake
Campus**

Female faculty members at university branch campuses face unique challenges when it comes to leadership opportunities and the ability to lead successfully in the realm of higher education. Branch campuses, sometimes called regional campuses, are locations of a university that is geographically apart from the main campus and, at least theoretically, operate somewhat independently of the main campus. Numerous four-year universities have branch campuses; in Ohio, for example, there are 24 regional campuses that are affiliated with 8 four-year universities (Ohio Board of Regents, 2008). In the past two years, admissions to and enrollment at branch campuses has been increasing at a surprising rate, as many non-traditional students find themselves back at college due to changed economic circumstances.

Though branch campuses are associated with main campuses, the working environment remains quite different from that of a typical four-year university. To begin with, they are generally much smaller than their parent-institutions. Secondly, they are often located in rural, conservative communities in which traditional gender roles predominate. These two factors alone present female faculty members with a number of challenges: There are proportionately less female faculty members at regional campuses, which means that new female scholars find themselves without the possibility of female mentorship and feel obligated to take on leadership roles even at the beginning of their careers. In addition, regional campuses often do not offer the resources that larger campuses offer such as women’s centers, mentoring programs, or faculty writing groups.

Our paper emerges from our personal experiences at an Ohio branch campus as the lone tenure-track female faculty member and as a non-tenure track female faculty member. Since beginning our time here, we’ve made a number of efforts to increase the awareness of gender and gender issues, such as beginning a women’s mentoring program and partnering with our main campus Women’s Center to try to bring programming to our campus. These efforts have met with varying degrees of success, and our paper will address what has and has not worked on our campus and the challenge of being feminists on a campus where even addressing any issues of gender is viewed by fellow faculty and staff members, as well as students and community members, as unnecessary, threatening, and subversive. We ask questions about how we can best reach feminist goals for ourselves and for our students in an unfamiliar, and sometimes unwelcoming, environment.

152: “What Can a Tablet Do for your Students (and You)? Using a Tablet to Support Student Learning”

Krista E. Wood, Larry Waldrop, and Natalia Darling, University of Cincinnati— Raymond Walters College

Abstract: Do you ever feel there is not enough of you to go around? Many students need support, often with the same concept, problem or task. How can you support students better without losing your mind? In this workshop, we will show you how to use a tablet for teaching and to create screencasts (videos) for a variety of purposes. We use a tablet to create screencasts aimed at students’ questions: the work and thought process involved in solving problems; manual procedures (like Gaussian Elimination) so students can view repeatedly; “how to” work with software (like Excel). We use screencasts to record lectures and problem-solving sessions for students to review later. Additionally, we require students to view screencasts of content prior to class to set a foundation for class discussion. This session will also include a discussion of how you envision the use of a tablet in your class.

154: “Giving Chemistry Students Real Life Experience; From Projects to Posters to Campus Students’ Poster Competitions”

Bozena B. Widanski and Clifford Larrabee, University of Cincinnati— Clermont College

Abstract: As science instructors, we spend most of our time teaching facts, concepts and techniques and are lucky if we get an opportunity to offer our students the chance to engage in creative research projects. Thus we have incorporated small-scale, student-focused research projects in our General and Organic Chemistry Labs for several years and required lab reports, posters, or oral, in-class presentations of the results. In exceptional cases students were encouraged to make presentations at professional meetings or to publish. But this left a gap: most of our students didn’t get the chance to display their work outside class or have it constructively criticized or praised by anyone but their instructor and classmates. Therefore, at UC Clermont College, the General and Organic Chemistry Labs now hold poster sessions/competitions at the end of every academic year. Basically these are small, low-key, college-level science fairs giving our students a chance to show off and defend their work outside the teaching lab. Presentation to judges other than their teacher/classmates for a prize seems to motivate most of our students to prepare thoughtful and effective posters and to experience the complete cycle of a scientific project from personal inception to public exhibition.

“Study of the Relationship between Students Scores and Time of Completion of Exam”

Shahrokh Ghaffari, Ohio University—Zanesville Campus

Abstract: Students enrolled in Principal of General Chemistry course are required to take two sectional exams and a comprehensive final exam each quarter. To study the relationship between time to complete the exam and scores, students' exams were timed by recording the returned- time on each exam. The results of three exams do not indicate a significant correlation between time spent on the exam and scores. Two exams have negative coefficient of correlation and one has positive coefficient of correlation.

227: “Martin Amis’s ‘The Last Days of Muhammad Atta’ Vis-à-vis Dan Brown’s *The Da Vinci Code*: Conspiracy Theory as Postmodern Narrative
Gary Walton, University of Northern Kentucky

For some of us, the “conspiracy theory narrative,” sometimes simply demonized as “conspiracy theory,” has been enjoyed as a literary guilty pleasure, pursued in the narrow margins of more accepted literary pursuits for many years now. Moreover, as the popularity of works such as the pot boiler *The Da Vinci Code* (2003) and its subsequent film (2006), much less the long line of movies such as *3 Days of the Condor* (1975), *All the Presidents Men* (1976), *JFK* (1991), *Wag the Dog* (1997), *Conspiracy Theory* (1997), *The Manchurian Candidate* (1962, with Frank Sinatra and 2004, with Denzel Washington), *The X Files* (1998) et al. shows, the phenomenon of “conspiracy theory” has continued to be a perennial favorite among the contemporary reading and movie viewing public. Indeed, since September 11, 2001, the very concept of “conspiracy theory” has become a nexus for much public discussion about the destructive events of that day. Two recent films *United 93* (2006) by Universal Pictures and *The World Trade Center* (2006) by Paramount Pictures are two concrete examples of films based on narratives that the public has generally accepted as explanations for the events of 9/11, narratives which are themselves a valorization of a world-wide “terrorist” conspiracy theory¹. Yet, there is much controversy over this accepted “conspiracy theory”—so much so, that one might say that there is a conspiracy theory (or conspiracy theories) about the valorized conspiracy narrative of 9/11². Indeed, the very proliferation of narratives that are based on various “conspiracy theories” begs for an examination of the narratives themselves as narrative structures.

"Poem After the Seven Last Words": Mark Strand's Converted Poetics and an Epilogue Regarding Paul Celan"

Scott Minar, Ohio University Lancaster

By examining Pulitzer Prize winner Mark Strand's writings on the American painter Edward Hopper, one discovers a relationship between Strand's observations regarding Hopper's art and the poet's own work. In this presentation/essay, Strand's hypotheses regarding Hopper's art are applied to his own work as a poet in his last collection, *Man and Camel*. Converting the techniques and theoretical approaches of painting to the application of writing poems, Strand imagines a virtual, poetic space where "emotion predominates," even though representational reality is distorted. Finally, this essay/presentation will observe a few notable points of comparison between Strand and Holocaust poet Paul Celan, stimulated by a brief e-mail exchange between the presenter and Strand in 2007-2008.

229: "A Proposal for a Technical Website for Online Guitar Lessons"

Richard Marley, Wright State University—Lake Campus

This proposal offers a framework to build a technical web site for a company that provides online guitar lessons. Together with the mock-up it draws a picture of what the web site will look like and how it will function. The purpose of the web site is to provide an exchange of information between the company and its users. This will be accomplished by way of the different pages found on the site. Users are introduced to the site through the *Home Page*. This page will orient the user to the web site and company, and direct them to other areas with more detailed information. The *About Us*, *Blog*, *FAQ'S* and *Teachers Bio's* pages will furnish or exchange information. The *Start Lessons* and *Scheduling* pages will be used to give the company the functionality it needs. These independent sections will allow users to enroll in lessons, pose questions, gather information, contact the company, post blogs and pay for lessons. Another important goal for this web site is to maintain usability throughout each page. This is accomplished by giving users an easy to navigate and simple layout along with a smart and intuitive design.

"DNA Study of Wild and Captive Bred Pen Raised Skunks"

Ora Jean King and E. Michelle King, University of Cincinnati—Raymond Walters College

Abstract: A study of wild and captive bred pen raised skunks began to look for possible differences in their genetics using blood. The amount of blood needed was excessive for this small animal; it was decided to use hair follicle samples. Successfully getting DNA from the hair follicles, when ran through the gel electrophoresis process there was no significant variation in DNA. Dr. Preston suggested using a sequencing gel electrophoresis instrument that uses polyacrylamide gel separation to single out a heme protein called Cytochrome P450 used in tracing evolutionary paths. This cytochrome is the most plentiful and complex in a family of proteins, each having variation in substrate specificity. These enzymes are important in transcription of genes critical in homeostasis, growth, differentiation, and neuroendocrine functions. Naming is based on a clustering of genes into families (>40% amino acid identity) and subfamilies

(>55% amino acid identity). Using liver samples from deceased wild and pen raised skunks; we will look for genetic variations. Currently, if a skunk bites someone, it is confiscated and euthanized for rabies testing because they have no approved vaccine. Finding a difference would save the lives of many people's pets; over 2 million now in the United States. The purpose of this project is to show pen raised skunks are different and should be classified as "domestic." We will then be able to obtain an approved vaccination and quarantine period for our pen raised skunks.

11:00-11:40 AM – Session 4

Room #	Topic
186:	<p>“Transfer Progress in the State of Ohio” Bruce Sliney, North Central State College and The Ohio Transfer Council Abstract: Transfer between state colleges/universities has changed drastically in the last ten years. The development of Transfer Assurance Guides (TAGs) and Career Transfer Assurance Guides (CTAGs), the "Acceptance of D" statewide policy, the new policies on acceptance of Advanced Placement Exams, and now the Electronic Transcript Clearinghouse has changed the face of transfer in Ohio in ways that will be far-reaching in effect and will change the playing field for all who are either transferring or accepting transfer. This presentation will provide an update on new initiatives that have been put into place or are planned for the near future that will have a profound effect on all involved in the state higher education system in Ohio.</p> <p>“Effect of the Advent of Semesters on Ohio State's Regional Campuses” Gordon Aubrecht, Ohio State University—Marion Campus Abstract: The change to semesters was passed by the Ohio State University Senate with the proviso that faculty workload would not be adversely affected. The provost had proposed that 2-2-2 as a “normal” load be replaced by 3-3, which generated a response from Regional Campus faculty that led to the workload piece in the Senate vote. After apparently acquiescing, the administration is again pushing a 3-3 “typical” load. Details of the pushback will be detailed.</p>

**184: “Increasing Retention Across The Disciplines: A Collaborative Workshop To Develop Strategies for Improving Student Success”
 Ann Witham, Amy Gultice, and Robert Kallmeyer, University of Cincinnati—
 Raymond Walters College**

Abstract: Are you frustrated by high student failure rates in your introductory courses? Have you ever wondered how to identify the specific, evidence-based factors that contribute to high student failure rates in particular courses at your institution? Would you like to engage in a collaborative session to discuss how to evaluate and mitigate the causes of poor retention at your regional campus? Come participate in a discussion of best practices related to student retention across the disciplines! Join Amy Gultice, Ann Witham and Rob Kallmeyer for an interactive session in which they will present the online student survey tool they are using to develop a predictive model for student success in introductory biology courses at Raymond Walters College/University of Cincinnati. They will share results that have identified factors that place students at risk for failure in their courses and will ask you to share your experiences with this important issue. This session will also provide an opportunity for participants to collaborate on ideas for intervention initiatives. Are there prerequisites for entry into the courses with high failure rates? How are prerequisites enforced? How are you currently helping students in your classes who need remedial support? Does your campus have a successful system to help underprepared students succeed? What institutional or administrative changes could support and assist retention initiatives? The goal is for us to discover which retention efforts are actually working at our regional campuses. Whether you are dealing with this issue as an educator or as an administrator, you can help by sharing your successes, failures, and frustrations in identifying and helping at-risk students. Join us as we work together to develop creative, new ideas and build networks of communication across campuses that are dedicated to student success statewide.

**177: “From Here to Eternity? Mandatory Retention versus Archival Value”
 Susan Scott, Ohio State University—Newark Campus
 Rena Hunter, Ohio State University—Lima Campus**

When Is It a Record? When Is It a Candidate for the Archives? The Ohio State University, as a public institution, must comply with laws governing public records. Effective compliance can only be achieved in an environment of proper records retention and management. To address the need for the retention of scholarly documents and those deemed of “archival value,” the University Archives serves as the official memory of the University. To address the regional archival needs of both faculty and students, the regional campuses embrace this responsibility - of scholarly retention and preservation - at the local level. A panel of Ohio State University Regional librarians will present a discussion on their university’s workshops and ongoing collaborations to assist in the planning, retention, management and disposition of records and documents. They will discuss which documents qualify for records management and retention according to University criteria; and then discuss, in greater detail, those which qualify for regional archival consideration. Members will summarize archiving efforts in progress at various regional campuses.

152: “Criminal Justice Assessment: Accurate Performance or a Shot in the Dark?”

James R. McKean, Ohio University—Chillicothe Campus

Abstract: The purpose of this quantitative study was to explore the components of a successful criminal justice assessment program. A significant body of literature exists supporting assessment measures as a tool to instill accountability at all levels within a higher education institution. The contentious issue remains to identify appropriate metrics at the program and university level. The author concludes the study with a discussion of the limitations and implications of the findings on future quantitative research in this area.

“An Evaluation of Community Connections made by the Grand Lake Law Enforcement Academy”

James Steinberg and Kip Wright, Wright State University—Lake Campus

One of the unexpected and pleasant developments in the training of prospective and experienced law enforcement officers is the exposure of officers to a spectrum of community and regional government offices and their functions. The Grand Lake Law Enforcement Academy (GLLEA) is housed at Wright State University Lake Campus and launched the training of police cadets in 2004. This training of cadets emphasized the community-policing practices and familiarity with public-safety related agencies. In addition, the demand for specialized training and continuing education for law enforcement professionals has mushroomed. Beginning in 2006, the GLLEA has provided considerable training to area professionals. One significant development is the addition of a second academy, The Grand Lake Correctional academy to provide certification for correctional professionals. In this paper we initially explain the community-based characteristics of Ohio’s law enforcement curriculum. Also we outline the many training programs that have been provided to the community and detail the state’s policies that show a need for expansion of specialized training that will serve the surrounding communities and region in the future.

154: “Writing Application Problems for TBL and PBL in Psychology”

Robin Lightner, University of Cincinnati—Raymond Walters College

Abstract: Pedagogical approaches that require higher level critical thinking skills are important so that our Psychology students see the field beyond a list of disjointed concepts. We want them to transfer what they learn to what they are learning in future courses, other disciplines, and their own lives. Research tells us that transfer of learning is difficult (Alexander & Murphy, 1999; Ambrose et al., 2010) and that unless we purposefully build opportunities to practice the transfer we want (Halpern & Hakel, 2003), it won’t happen. Team-based learning and problem-based learning approaches include application exercises/case studies for students which can be difficult for instructors to write. In this roundtable, teachers of psychology will share examples of application problems that have been successful in their classes. Participants may want to join the presenter in creating a compendium of application problems that will be published and available online to AURCO institutions.

227: “The Legacy of Anthony Hecht: Can the Formal Poem Still Be Written?”

Michelle Y. Burke, University of Cincinnati

Abstract: One of the joys of reading formal poetry is relishing the expectation that the form creates. Once expectation is created, the poem then satisfies, frustrates, or suspends that expectation. We fall into the lull of an iambic pentameter line only to have a sudden metrical variation jolt us awake. There's surprise and delight in finding "barrette" rhymed with "alphabet" or "bouffant" with "debutante." The interplay between form and register, between expectation and satisfaction is a sensitive and symbiotic one.

The formal poetry of Anthony Hecht often juxtaposes high rhetoric with colloquial language. His diction at times veers toward the lofty as when he describes a bunch of grapes as "little bags of glassiness./Those clustered planets, leaned their eastern cheeks into the sunlight." Just when it seems a poem might break under the weight of such romantic language, Hecht undercuts his own rhetoric with a line like: "Who does that crazy bastard think he is?/I'll fix his wagon."

A new wave of young formalists—Carrie Jerrell, Ashley McHugh, Erika Dawson—use juxtaposition, wit, and irony as a means of bringing various registers into their work. Their use of profanity, dialect, slang, and references to pop culture work against the charge that formal poetry is "stuffy," "outdated," "elitist," or "conservative." At the same time, they're writing within a poetic tradition that makes optimal use of diction, syntax, meter, and rhyme. These young women could represent the next incarnation of formal poetry. If they do, this is a younger, more liberal, and more transgressive group than we've seen before.

"Unscripted History: The Poetry of Elizabeth Bishop and Wislawa Szymborska"

Gosia Gabrys, Ohio State University—Lima Campus

Abstract: This paper examines various affinities between the poetry of Elizabeth Bishop and Wislawa Szymborska, her Polish contemporary. Juxtaposing several poems, I argue that one of the most conspicuous features connecting Bishop's and Szymborska's work is their preoccupation with incompleteness of historical records. In her poems, Szymborska often investigates the nature of exclusions in documents, paintings, and historical narratives exposing their fragmentary character. At the same time, her attention to what has been left out has a sense of moral urgency since in communist Poland historical documents were often purposefully distorted and inconvenient pages would suddenly turn blank. Although for Bishop, historical and political issues are not as urgent, she still questions the reliability of historical records and examines the "unscripted" traces of the past.

Both poets challenge the traditional concept of history as an ordered narrative in a way not unlike the challenges of poststructuralist scholarship. Like postmodern critics, they query the concept of historical fact, undermine the traditional hierarchy of what is historically significant, and challenge the causality and linearity of historical narratives. While Szymborska admits, "I'm no longer sure/ that what's important/ is more important than what's not," Bishop, like Walter Benjamin, endeavors "to capture the portrait of history in the most insignificant

representations of reality, its scraps, as it were.” The two poets often attend to the marginal, the excluded and both favor tentative, unstable positionings.

229: “A Proposal for a Technical Website for Enviro-Grow Resources, a Chemical Company”

Laura Roediger, Wright State University—Lake Campus

The entire environment will benefit from the proposed Enviro-Grow Resources’ (EGR’s) website. Visitors, which include farmers, gardeners, and agriculturalists, will use information from EGR’s proposed website to learn about the safe use of agricultural chemicals. Visitors will discover the steps to follow in a chemical spill cleanup. The proposed website will also teach visitors about the proper handling of agricultural chemicals as well as personal protective equipment (PPE) needed for chemical safety, Material Safety Data Sheets (MSDS), risk management, and safe chemical transportation. The proposed EGR website is an informative website which educates the public about the safe use of agricultural chemicals. It also contains a company intranet link which transports EGR employees to the company intranet page through the use of usernames and passwords. This company intranet page informs EGR’s employees of the steps to follow in the case of a company chemical spill.

“Encouraging Gender Interaction at the Cincinnati Children’s Museum”

Samantha P. de Nijs, University of Cincinnati—Raymond Walters College

Abstract: Gender segregation typically begins at age 3 and increases over time. Although the reasons why are yet to be pinpointed, most psychologist acknowledge that the dynamic of gender is so vast that all theories most likely play a role in segregation. The Cincinnati Children’s Museum can reduce gender segregation by applying each of these theories to its exhibits. By minimizing the roles of sex, including physical activity, encouraging teamwork, promoting discussion and adding more instructors, the museum will be able to foster gender interaction.

11:50-12:30 PM – Session 5

Room #	Topic
186:	<p>“The Nine Commandments of College Field Trips: Lessons from the Literature” Mark R. M. Otten, University of Cincinnati—Raymond Walters College Abstract: 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 destination, 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 recent study abroad Biology course will serve as an example of successful 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.</p> <p>“Emerging Technologies and Tips for the Classroom--Websites to Explore” Roger Fulk, Wright State University—Lake Campus Abstract: Are you excited to learn of new websites for technology? If so, this session is for you--we will explore various websites containing activities and programs you can utilize to integrate technology into your classroom. Instant poll taking, making flash cards, adding pizzazz to PowerPoint, are just a few of those covered.</p>
184:	<p>“Town and Gown: An Academic Library and a Public Library Collaborating to Serve Distance Learning Students” Krista McDonald and Carol Bowling, Miami University--Hamilton Campus Abstract: Partnerships and collaborations have become increasingly important for all types of organizations during the recent economic downturn. This is especially true in both public and academic libraries throughout the state of Ohio. Although we have different missions and serve a different clientele, this public library and academic library have found ways to work in tandem to provide more seamless library support for distance learning and online students in our community. In this session, we’ll discuss the services provided at each institution, explain the influx of distance learners seeking academic level research assistance and materials at</p>

the public library, and describe our joint efforts to meet the needs of this user group

177: “Student Retention Initiatives at BGSU-Firelands”

Jolene Buehrer, Sue Ellen McComas, Penny Nemitz, Sharon Britton and Debbie Carden, Bowling Green State University—Firelands Campus

Abstract: Student retention is a concern and goal of most colleges and universities, but nowhere more so than at regional campuses, which often have very different cultures, environments and student needs than their main campuses. At BGSU-Firelands, a committee of diverse members of the College community, the Retention Initiatives Implementation Team (RIIT), have worked collaboratively and intensely together, and with various departmental and programmatic constituents on campus, to define student success, and ascertain the barriers to that success, perceived root causes of the barriers, and proposed short and long term tactics to address the issue. Come meet with a roundtable of members of the RIIT to discuss their work, and share ideas from your own campuses.

152: “Take Two! Collaboration of Electronic Media and Faculty Research”

Don Moore and Miki Crawford, Ohio University—Southern Campus

Abstract: How can faculty research be taken to the next level of dissemination? Try the use of technology to appeal to a larger or different audience. The Electronic Media program at Ohio University Southern Campus expanded a faculty research project on Japanese war brides in America to include a documentary. The stories of nineteen Japanese war brides was published as a book in 2010 and is currently available in over 400 academic libraries in ten countries. However, a documentary has the potential to reach a far greater audience and to give actual voice to war brides and those who share their story. The presenters will share how they outlined the project, obtained a grant, and traveled with Japanese War Brides from Seattle to Japan to gain the experiences of some Japanese war brides. Through interviews with war brides, their husbands, and researchers, a broader story unfolds in a digital format that records this perspective in history for the first time. A trailer of this documentary will be previewed.

“Integration of Graphic Design Classes into Digital Media Projects”

Cindy Laman, Wright State University—Lake Campus

Abstract: Students in the Graphic Design and Visual Media class are assigned projects that use and integrate skills from multiple courses. These projects demonstrate that courses with technical skills can be planned in a linear fashion so that students are aware that they have a purpose in mastering each skill. Thus student’s knowledge is not used once and then forgotten. Student projects are shown to emphasize the integration of Photography class and Color Theory class with Digital Media class using the video editing program Premiere Pro CS4. Premiere Pro is a nonlinear editor (NLE) which means that you can edit (place, replace, trim and move) clips anywhere you want in your final edited video. This integration may be used in programs with sequential courses or in related courses to reinforce the concept of the importance of learning the micro skills, so a larger macro project is successful

154: “Teaching the Creative Writing Process”

Rhonda Pettit, University of Cincinnati—Raymond Walters College

Bea Opengart, University of Cincinnati

Gary Walton, University of Northern Kentucky

Abstract: In recent years, creative writing pedagogy has begun to focus on the writing process as an element of the poetry or fiction writing workshop. Student awareness of their own process elements, and how those might differ from those related to academic prose writing, is necessary if students are to reflect substantively on their work for the course. In this round table, a poet, poet/novelist, and poet/playwright will discuss their own creative processes, and discuss how what they know about themselves as writers can be applied to the teaching of process in the creative writing workshop.

227: “Teaching Alexie’s *Lone Ranger and Tonto Fistfight in Heaven* through O’Brien’s *The Things They Carried*”

Michael E Kaufmann, Indiana University and Purdue University at Fort Wayne

Abstract: Essay covers how teachers can build on O’Brien’s *Things* to explain Alexie’s strategy in *Lone Ranger and Tonto*. Sherman Alexie asserts that even though he altered many of the details, names, and events in his various stories, they are still true. In fact, they are “truer” because “they’re in a book” (LRT xx). Despite the insistence on the truth of the stories, Alexie admits that the stories “are the vision of one individual looking at the lives of his family and his entire tribe, so these stories are necessarily biased, incomplete, exaggerated, deluded, and often just plain wrong. But in trying to make them true and real, I am writing what might be called reservation realism.” He continues, asking “What is the definition of reservation realism? Well, I’ll let you read the book and figure that out for yourself” (TLR xxi).

Alexie’s statement presents a contradictory definition that is reminiscent of Tim O’Brien’s similarly contradictory attempt to define how to tell a true war story in the *Things They Carried*. O’Brien’s definition similarly asserts that “a thing may happen and be a total lie, another thing may not happen and be truer than the truth” (TTC 89). The difference, the narrator notes later, lies in the fact that “story-truth is sometimes truer than happening truth” (TTC 203). I contend that O’Brien’s “story-truth” helped Alexie define his concept of “reservation realism,” a realism built of his autobiographical experience but expanded and revised into a “higher” realism.

“From ‘Jilting[s]’ to ‘Jonquil[s]’ and Gender: Sustainable Community and in the Work of Katherine Anne Porter and Wendell Berry”

Matt Wanat, Ohio University—Lancaster Campus

Katherine Anne Porter’s “The Jilting of Granny Weatherall” (1929) ends with its protagonist Ellen, who was once jilted at alter, now jilted on her deathbed—with no arrival of the bridegroom (i.e., Christ), grief-stricken by loss and regret, still awaiting reunion with the mystery character Hapsy. Readers and critics have pondered the mysteries of Porter’s story for years, but rarely has anyone asked, as we might if Ellen were our friend, What does Ellen Weatherall need, and how might those needs be met to the betterment of all? Wendell Berry’s “A Jonquil for Mary Penn” (1992), wherein the titular heroine, like Ellen, reflects from her sick bed, begins to answer these questions.

Though Berry’s Port William stories deal mostly with the decline of rural community after World War II, “A Jonquil for Mary Penn” addresses contemporary questions of sustainable culture and offers Berry’s concept of “membership” as an alternative to the alienated modernism or “Jilting.”

Nevertheless, questions regarding gender remain in both stories. My essay reads “Jilting” and a handful of other Porter stories alongside “Jonquil” and Berry’s ideas about interconnected communities, or “membership,” in order to uncover a series of literary questions about sustaining connections and in order to suggest, in conversation with these two writers and their works, that this literature might help us learn how to live with one another and the places in which we live.

229: “False Freedom in Haywood’s *Fantomina*”

Annika Vorhes, Wright State University—Lake Campus

Abstract: This paper examines the story of *Fantomina* and the reflected views of women. I argue that the sexual freedom that Eliza Haywood’s female character displays is only perceived freedom. Female desire is expressed through the actions of *Fantomina*. She uses this desire to attain Beaulaisir to the exclusion of everything else. Though she is using her sexual desire as a way to convey her freedom, she is in fact submitting to the patriarchal system. *Fantomina* allows the removal of her identity to please and gain the affections of one man. The removal of her identity serves to debase her and makes her submissive to this man. The female masochistic tendencies displayed in *Fantomina* reiterate ideals of the roles of women that are reflected in society. She is convincing herself that the pain, or loss of a real connection, is worth the pleasure of enjoying the man that she loves for short periods of time. *Fantomina* is ultimately punished because of her actions. She behaved outside of the societally determined norms for women and because of this; she is the only one to suffer consequences. Haywood emphasizes the importance of the role of women when her main character is the only participating individual to receive penance for her actions. The male figure, Beaulaisir, remains unscathed. Although he was a participating partner in the sexual endeavors, he remains unpunished, presenting the view of male-female dynamics. *Fantomina* enhances beliefs that women’s worth lies in the approval and acceptance of men.

“An Analysis of Free-Falling Objects”

Kristi Wilson, Ohio University—Zanesville Campus

We shot several videos using a high-speed camera. This camera is an Cannon Exilim. They were filmed at 30 frames per second. Using the program LoggerPro 3.8.3, we graphed the distance versus time in order to obtain the velocities. The movie is less than a second. without this camera we could not have done this analysis. From there, we made tables that show the calculations of kinetic energy, potential energy, impulse, momentum, and force. Also, we compared the final and initial components of the velocities, heights, kinetic energy and potential energies, and momenta.

228: “A Roundtable on Regional-Campus Curricular Consortia”

2:00-3:00 PM – Discussions, Panels, Workshops & Posters

Room #	Topic
186:	<p>“Portfolios in Math: Possible Pitfalls and Potential Plusses” Natalia P. Darling and Eugene Kramer, University of Cincinnati—Raymond Walters College</p> <p>Abstract: An important aspect of teaching math is setting objectives and assessing students’ progress and success in meeting these goals. Exams and homework can provide a snapshot of a student’s individual achievements, but in and of themselves, they don’t necessarily assist students in becoming organized and self-reflective. The use of portfolios in math is an effective teaching tool that provides students opportunities to be active participants in their self-assessment and develop reasoning and organizational tools. Math portfolios are considered pedagogically sound and allow for alternative assessments that consider students as diverse learners with varying strengths and skills (Birgin & Baki, 2007). Deciding to use portfolios and actually implementing them is a different matter. Researchers have shared the process, that evolves with time, of incorporating portfolios (Burks, 2010), and regardless of course level and specific course objectives, critical points need to be addressed in the preparation, use, and assessment of portfolios to enhance students mathematical, organizational and reasoning skills.</p> <p>This discussion will focus on sample math portfolio objectives, rubrics, and showcase results. Assessment may be daunting and the preparation and grading time required are key components that will be covered. Participants will be provided opportunities to review different approaches to portfolios and share personal experiences with this assessment tool.</p>

184: “Creation of a Collaboratory for STEM Instruction”

Michael LaFreniere and Patty Griffith, Ohio University--Chillicothe

Abstract: Students should be at the center of the learning experience. Let us consider turning our classrooms into a student-centered, collaborative environment with the aid of tablet PCs and collaborative software. This workshop will demonstrate how to create a collaboratory where each student in the class "comes to the board" and participates. The content focus of this collaboratory will concentrate on science, technology, engineering, and mathematics (STEM) material, yet techniques discussed can certainly be expanded and applied to many other disciplines.

Within this collaboratory, all the standard technological tools are available - polling, whiteboards, chat, student status, online distribution of content, and audio/video capabilities. We will demonstrate how to take this further so that students can participate, contribute, receive summative and formative assessment, watch lectures as homework, and put the problem-solving and critical thinking development into the core of traditional class time . . . all of this done in a traditional, hybrid, and online mode of learning for the student. Our workshop will include use of tablet PCs and collaborative software so as to demonstrate how this collaboratory is set up and used. A wireless internet connection is required for all tablet PCs we bring (we can bring up to 20 tablet PCs). The collaborator software highlighted in this workshop ranges from that which freely available to low-cost proprietary tools used by other universities and K-12 schools in the United States.

177: “Roundtable on Collective Bargaining at the Regional Campuses”

Lee Fox, Kent State University—Stark Campus

Marty Kich, Wright State University—Lake Campus

The discussion will include creating an organization that will allow the regional campuses to play a major role in the referendum to repeal Senate Bill 5. But it will extend to how we might collectively help to address issues particular to the regional campuses and to the ways in which regional campuses can play a bigger role in their individual chapters and in supporting the unionization efforts at universities that do not yet have bargaining units.

152: “Making Your Program Technology Rich: Instructor and Student Perspectives”

Allison White and Leanna Hostetler, Ohio University—Chillicothe Campus

The Associate Applied Business degree in Office Technology at Ohio University-Chillicothe is in a continual mode of version upgrades of application software. Recently, courses in the program that could benefit from the addition of technology have been revamped. Special topics courses that will enhance student’s fundamental knowledge of computers, applications, and Web 2.0 features for insertion in the new semester program have been utilized. OTEC’s core semester program will contain 13 courses ranging from Keyboarding to Business Communications, along with courses to build skills in Word Processing, Spreadsheets, Databases, and Presentation software.

This presentation will discuss the program and what has been done to update various course software embedded in the curriculum, improve student computer skills, and increase use of electronic devices in courses traditionally delivered without the use of technology. The procedure and methodology for online course development (alternative delivery) for a program at Ohio University will be explained. The presentation will shed light into developing faculty and working with IT to make a program Technology Rich!

Portions of this topic will be presented from the student's perspective, and an opportunity will be given to ask questions. Special emphasis will be given to two courses that serve as an introduction and a capstone of the program as these courses could prove to be vital to students of any major in this information age of technology.

154: "Technology Skills and First-Year Students"

Kim T. Keffer, Ohio University—Southern Campus

Abstract: Closing the gap between students' perception, faculty expectation, and the reality of students' technology skills can be challenging. Today's first year students are sometimes referred to as "digital natives," and many of these students consider themselves quite "tech savvy." The question academicians face, however, is do they know how to use technology in the classroom?

Research suggests that there is a gap between students' perceived and actual technology skills; research further suggests that students' technology skills may fall below faculty expectations. This session will focus on how Ohio University Southern sought to close this technology gap through a special course for first year students. UC 106, Academic Computing, is a course designed to assist students in utilizing computer technology in an academic setting. Through class activities, students gain experience in utilizing various on-line resources, including Blackboard, the on-line catalog, and the university e-mail system, as well as instruction regarding evaluating on-line sources and basic netiquette. In addition to course design, learning objectives and specific course activities, the presenter will share the results of a survey designed to assess student perception of the impact of program components on students' technology skills. Data from students' course evaluation forms and retention data will be provided, as will suggestions for implementing a similar course.

227: "Things I Learned as a Student That I Didn't Know as a Teacher: How Experiential Learning Can Dispel Teaching Myths"

**Bradford Mallory, Angel Anorga, and Heather Moore
University of Cincinnati—Raymond Walters College**

Abstract: This panel will discuss the relevance of experiential learning and its beneficial applications in supporting both student learning and classroom pedagogy. The practice of experiential learning is depicted as a method of inquiry to observation and experimentation in the scholarship of teaching and learning. Experiential learning, from a qualitative perspective, is an essential practice that facilitates a way to gain insight into teaching and learning. This insight is thoroughly discussed and evaluated as a reflective practice that seeks to support

the enhancement of teaching practices in the classroom. It is clear that novices and experts have different strategies for negotiating problems, thus, it is insightful to become a novice and re-visit novice strategies that an expert may have forgotten in an attempt to best address the needs of student learning. In this interactive session the panelists will address pedagogical myths encountered during their dual roles played as novice-students and as expert faculty members in an ongoing experiential learning activity.

229: “No Respect! Strategies for Building Students' Capacity to Act like Adult Professionals”

Robin Lightner, University of Cincinnati—Raymond Walters College

Abstract: In this workshop, participants will explore some of the causes why students seem and possibly are more disrespectful in the past. We will work through a number of exercises that show how instructors can train students to behave more professionally. The activities will address classroom policies including electronic gadgets, email standards, and the common whining complaints that frustrated students express. Faculty will leave with a set of action items for the syllabus, activities for the first day of class, and an approach for difficult conversations. This approach leaves the instructor less frustrated and offended by student behavior, and more importantly shows students the expectations for civility that we have in our college classrooms.

228: Student Workshop: “StressEraser and Personality Type A and B”

John Khoa Tran, University of Cincinnati—Raymond Walters College

Abstract: The StressEraser is used by people as a biofeedback device to relieve stress. Prior research determined that the StressEraser was an effective tool to reduce stress. Type A personalities are more likely to become overwhelmed with stress than Type Bs. Type A and Type B personalities were compared in their abilities to calm themselves, as measured by increased heart rate variability shown by a StressEraser biofeedback device. No difference was found between the groups. Limitations and suggestions for future studies about biofeedback will be discussed.