AURCO

ANNUAL CONFERENCE

APRIL 16, 2016

KENT STATE UNIVERSITY

TRUMBULL

OFFICIAL PROGRAM

Conference Coordinators: Pam Lieske (plieske@kent.edu) & Vic Perera (vperera@kent.edu)

www.aurco.org/conference

Kent State University at Trumbull | 4314 Mahoning Avenue, NW | Warren, OH 44483| 330-847-0571

April 16, 2016	2016 AURCO – Kent State University – TRUMBULL - Conference At A Glance							
7:30-10:00am	**Registration & Continental Breakfast** (Lower Commons & Student Union of Classroom & Administration Building) Welcome from **Dr. Lance Grahn** (at 8:00am – Lecture Hall A/Rm. 102) -Dean (KSU Trumbull)							
Room	**111**	**Lower Commons**	**113**	**117**		**119**	**149**	**152**
Moderator	**N. Licuanan**	**Student Posters**	**A. Wetzl**	**V. Cubon-Bell**		**G. Aubrecht**	**R. Logan**	**G. Ciuba**
Session 1 8:30-9:30am (3X20min sessions)	Teaching on Purpose **Monica Widdig** Teaching the Digital Generation **Vicky Parker & Charlotte McManus** Integrating technology into the classroom: Embracing the Smartphone! **Kellie Adams**	**STUDENT POSTER DISPLAY** **9am – 1pm** **(Judging from 11-12pm)** Does Trauma Exposure Lead to More In-depth Processing of Daily Information? **Anna DiBlasio*, Abigail Harrah*, Curtis Coulter*, & Erin Pavlic*** A test of the relationship between disturbance and plant growth forms in remnant patches **Toni Boling*** Algebraic Coding Theory: Cyclic and Constacyclic Codes **Jillian Gaietto*** How Antibiotics Affect Probiotics **Heidi Rowles*, Francis Ahenkan*, & Amanda Janzen*** Giving Brainstorming a Boost: The Effect of Environmental Manipulation on Divergent Creativity **David Adkins*, Steven Baker*, Emily Berndt*, Cassidy Bilsky*, Austin Cope*, Jessica Knittle*, & Amber Price*** Intellectuals and Survival in 21st-Century Apocalyptic and Post-Apocalyptic Narratives **Bryce Jones*** **[Judges: Cavanagh, Goedl, Taylor]**	Online Course Design Methodology for the Humanities **Ryan Muckerheide** Teaching Richard Wright's Eight Men in the Developmental Writing Course **Michael Billock** "'Is It O.K. to Be a Luddite,' But Only Part of the Time?" **Matt Wanat**	Modified team based learning in the introductory biology classroom: challenges, rewards, effectiveness and how it can work for you and your students **Amy Beumer** Results of incorporating recorded video lectures into organic chemistry I and II **Christopher Gulgas** Sibling Sex Composition and Noncognitive Skill Formation **Iryna Hayduk**		Flipping Precalculus through Guided Notes **Dywayne Nicely** A Natural Experiment Comparing Hybrid and Conventional Presentations in Developmental Math **Dennis Clason, Monica Hennessy, & Jack Spille** Using physical models to teach statistical concepts **Dennis Clason**	Drag & Drop to Connect the Dots **Scot Tribuzi** Teaching Medieval Literature Online: Intensifications and Percolations **Carol Robinson** Increasing Instructor Presence in Online Courses through the use of Asynchronous Video **Brian Betz & Kathleen Baer**	Punishment to Salvation: The Allegorical Exodus of Dante Alighieri and the Marquis de Sade **Bryce Jones*** "Charlotte Perkins Gilman's ¨The Yellow Wallpaper" Shattering Stereotypes of the 19th Century **Hannah Sisler*** How Antibiotics Affect Probiotics **Heidi Rowles*, Francis Ahenkan*, & Amanda Janzen***
Moderator	**A. Chekour**		**M. Russell**	**N. Muckridge**		**M. He**	**M. Widdig**	**G. Ciuba**
Session 2 9:45-10:45am (2X30min sessions 0r 3X20min sessions)	15 Ways to Leave Your Lectern – Practical Engagement Techniques for Active Learning **Kay Gowsell⁺** Evaluating the use of technology in the classroom: We have implemented, now how do we measure? (Roundtable Discussion) **Kellie Adams⁺**		How can we improve our students' study habits? **Rachael Blasiman** Working Both Sides of the Brain: The New Pedagogy of Text and Image **Maia Toteva & Susanna Clason** Active Learning: High-Tech, and No-Tech **Joseph Cavanaugh & Diane Huelskamp**	Common climate myths appearing in a small-town newspaper **Gordon Aubrecht** Quantitative measures of middle school students' reasoning abilities **Gordon Aubrecht, Jennifer L. Esswein, Jessica G. Creamer, & Bill Schmitt** Students Taking Advantage of Resources (STAR): A Model to Promote Effective Study Habits and autonomous learning **Manori Jayasinghe**		Undergraduate research in Coding Theory **Hai Dinh⁺** Breaking the Internet: Integrating Online Resources and Real-Life Context to Engage and Foster Critical Thinking Skills in the Classroom **Maria Ortiz**	Exploring advanced applications of personal lecture capture technology outside the classroom **Patty Goedl** Building a Student-Centered Tutoring System In and Outside the Classroom **Suguna Chundur & Pam Mavi** Autism Spectrum Disorder and Higher Education **Darcy McBride**	Overcoming Challenges in Online Peer Tutoring **Stephanie Gotti*, Matthew York*, & Audra Dull*** Comfort and Productivity: Exploring the Relationship between Comfort Levels and Successful Outcomes in Writing Tutorials/Beyond **Kyle Barron*** --- **[Judges: Ciuba, Costa, Tomich]**
Moderator	**G. Aubrecht**		**M. Crawford**	**K. Dwinnells**	**S. Toepfer**	**S. Blaih**	**K. Smith**	**H. Packard**
Session 3 11:00am-12:00pm (2X30min sessions or 1X60min sessions)	Attacks on Academic Freedom and Freedom of Expression **Marty Kich⁺** FERPA in the Classroom **James Ritter⁺**		The Technical Process of Grant Preparation **Elsy Thomas⁺, Brigitte Green-Churchwell⁺, & Tammy Ramirez⁺**	**(In Room 117)** Improving Accessibility In Instructional Practices **Mary Hricko⁺**	**(In Room 127)** Using ePortfolios To Assess Students' Learning: A Comparison of Four ePortfolio Platforms **Adam Chekour⁺** **(In Room 127)** Euler's Number in Undergraduate Mathematics **Weiqun Zhang**	Effective Practices in Delivering Developmental Mathematics Courses (Roundtable Discussion) **Nicole Muckridge⁺, Min He⁺, & Vic Perera⁺**	Grit to Teach-Harden Soft Skills of Students **Debra Dunning, Paul Young⁺, & Terri Green⁺**	Paraprofessional Education Candidates and a Dynamic Research Based Experience **Shawn Watters⁺** Testing Technology: Effects of Lecture Capture on Student Performance **Alan Snow⁺**
12:15-12:45pm	**KEYNOTE SPEAKER: Dr. David Dees – Understanding Student Actions through some Research and Theory** (Lecture Hall A / Room 102)							
12:45-2:15pm	**Lunch** (Student Lounge/Room 107) with Entertainment featuring the Stopper Quartet, followed by AURCO Presentations & Awards							
2:30-4:00pm	**AURCO Board Meeting in Room 233** (Officers, Representatives, and New Members Welcome!)							

* Student Paper/Poster & Presentation; ⁺ Workshop/Roundtable; All talks are in Classroom/Administration Building; See Building Map on inside back cover.

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Welcome to the 22nd Annual AURCO Conference!

It is our pleasure to welcome you to Kent State University at Trumbull and the 2016 AURCO Conference. This year witnesses a new addition to the conference: 5-minute Faculty Ignite Talks to be held at 7 pm on Friday night, April 15th, at the Marriott Residence Inn, in Niles, Ohio. Following the three scheduled talks—see p. 7 of the program—there will a reception from 8 – 11 pm with food and drinks. Entertainment on Friday night is provided by the **Melanie Tabak duo**.

Our conference kicks off bright and early the next morning, Saturday, April 16th when we move locations to the Kent State Trumbull campus in Warren, OH. We begin our day with a continental breakfast and opening remarks by **Dean Lance Grahn** followed by the conference. As the one page *Program at a Glance* that accompanies this longer conference program shows, sessions range from general to discipline-specific topics on pedagogy, student learning, and the use of technology to talks on grant writing, teaching medieval literature online, attacks on academic freedom and more. Some sessions are traditional presentations; others are roundtable discussions, and one is a hands-on presentation using computers. We also have two time slots devoted to student papers and six individual or group student posters. These student posters will be displayed in the Lower Commons area starting at 9 am.

We are excited to have **Dr. David Dees**, the Director of the Center for Teaching and Learning, provide our keynote address: "Understanding Students Actions through some Research and Theory." His remarks will serve as a capstone to all of the insightful discussions in the morning.

We hope you stay for lunch with entertainment to be provided by the Stopper Quartet. During lunch we will hear updates and comments from select AURO members. At the conclusion of these remarks, awards for the best student paper and best student poster will be announced, and two deserving students, or two groups of students, will each walk away with bragging rights and a substantive cash award of $500.

Again, we welcome you to the Mahoning Valley and to Kent State University at Trumbull. We hope you enjoy the conference and your time with us.

Sincerely,

Pam Lieske, PHD
plieske@kent.edu
Conference Co-chair

Vic Perera, PHD
vperera@kent.edu
Conference Co-chair

Conference Volunteers

We thank you all for presenting, attending, and supporting AURCO 2016!

Registration & Welcome Table
Pam Lieske, Vic Perera, Monica Widdig

Session Chairs/Moderators
Gordon Aubrecht, Salah Blaih, Adam Chekour, Gary Ciuba, Miki Crawford, Valerie Cubon-Bell, Kathleen Dwinnells, Min He, Niza Licuanan, Robert Logan, Nicole Muckridge, Harry Packard, Mary Russell, Karen Smith, Steven Toepfer, Ana Wetzl, Monica Widdig

Student Poster & Paper Presentation Judges
Joe Cavanagh, Gary Ciuba, Ozeas Costa, Patricia Goedl, Eric Taylor, Pat Tomich

Kent - Trumbull Campus Faculty Volunteers
Gary Ciuba, Valerie Cubon-Bell, Kathleen Dwinnells, Min He, Niza Licuanan, Nicole Muckridge, Josna Neuman, Harry Packard, Mary Russell, Pat Tomich, Ana Wetzl

Kent - Trumbull Campus Student Volunteers
Nicole Gula, Jordan Hensley, Taylor Hughes, Tia Jones, Melissa Kuneli, Eric Wilson

Special Thank You
Ozeas Costa, Patricia Goedl, Rachelle Kristof Hippler, Teddi Humberger, Robert Logan, Dan Palmer, Steven Toepfer, Marion Woofter, KSU-Trumbull Faculty & Staff

AURCO Conference Welcome

Dr. Lance Grahn
Dean and Chief Administrative Office
Kent State University Trumbull

Dear AURCO participants:

On behalf of Kent State University at Trumbull and the communities of the Mahoning Valley, welcome to the 2016 annual conference of the Association for University Regional Campuses of Ohio. Our campuses serve a vital role in providing Ohioans—many of them first-generation students and many of them place-bound with family and job responsibilities, but all of them with aspirations, talent, and potential—with a high quality, affordable university education. Our faculties and staffs thus represent the democratic ideals of American public higher education, making a college degree accessible to students with drive and dreams who otherwise might not get that wonderful opportunity. And so Kent State Trumbull is proud to host you for this annual gathering of university educators and students from Ohio's regional campuses.

I wish you all the best as you renew friendships, encourage each other in our shared work, and enjoy the camaraderie of this academic conference. This is an interesting time for post-secondary education in Ohio. Our professional landscape is changing with a new set of university presidents across the state, all of whom have brought new energy and vision to our campuses. We are clarifying our respective campus

missions and place within the larger university setting. We are responding to the expansion of concurrent/dual enrollment, adjusting to greater public emphasis on affordability and efficiencies, striving to balance modes of educational delivery, and seeking ways to strengthen experiential learning opportunities for our students. But, at the same time, we stay true to our core mission of teaching and learning rooted in our academic disciplines. All of this makes a conference like this one an important venue for professional replenishment, for comparing notes with colleagues, and for academic dissemination.

Again, welcome to Kent State Trumbull, and enjoy the 2016 AURCO conference!

Lance Grahn, Ph.D.
Dean and Chief Administrative Officer
Kent State University at Trumbull

Biography & Background

Lance Grahn, Ph.D., the dean and chief administrative officer for Kent State University at Trumbull assumed his duties on July 1, 2015.

Grahn comes to Kent State Trumbull from the University of Central Arkansas where he served for six years, holding posts as a professor of history, as well as provost and dean of faculty/vice president for academic affairs during his tenure. Grahn also has worked at the University of Wisconsin-Stevens Point where he was dean of the College of Letters and Science, Marquette University, where he chaired the Department of History, the University of Alabama at Birmingham, Calvin College and Radford University. In 1988, he was a visiting lecturer at Universidade Federal Fluminense in Niterói, Brazil. He also has held a variety of other professional leadership roles during his more than 30 years in higher education.

Grahn has been awarded several professional teaching and faculty excellence awards, and he has received grants from the National Endowment for the Humanities. An accomplished author, Grahn has written or co-authored numerous books, journal articles and book chapters. Grahn received his bachelor's degree in history and Spanish from Abilene Christian University, his master's in Latin American history from Texas Tech University and his doctorate in Latin American history from Duke University.

He and his wife, Dianne, reside in the Warren area.

Keynote Speaker

Dr. David Dees – Understanding Student Actions through some Research and Theory

At 12:15pm Dr. Dees will deliver his keynote address in the auditorium. See the conference schedule for more information.

Why? Why? Why?: Understanding Student Actions through some Research and Theory

Why do students do the things they do? In this interactive session we will apply the recent findings in human learning to explore fundamental questions that have troubled faculty for years. Questions such as "Why can't students see the important material in my class?", “Why do students cheat?” and “Why won’t they do the readings?” are just a sample of the issues to be addressed. Evidenced-based practices will be utilized to create solutions to these critical faculty questions.

Biography & Background

David M. Dees, Ph.D. is an Associate Professor of Cultural Foundations and the Director for the Center for Teaching and Learning at Kent State University. After earning a doctorate in Cultural Foundations of Education from Kent State University, he has spent the last 15 years specifically focused on the aesthetic dimensions of teaching and learning, how the human brain works, and the impact that rural/Appalachian cultural has on learning in higher education. Most recently, David has focused his energy on helping faculty colleagues design and implement scholarship of teaching and learning projects which has led to several grants, presentations, and publications. Additionally, he is the co-founder of the Rural Scholars Program at the Kent State Columbiana County Campuses which is a college access program for Appalachian at-risk youth. As a self-proclaimed “hillbilly” from Kentucky, he is proud to have been recognized for his teaching through two student-nominated teaching awards (Outstanding Teaching Award, Kent State University and Teacher of the Year, Gannon University).

New! 5-minute Faculty IGNITE Talks on Friday night:

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Location	Title/Presenter/Abstract
At Residence Inn Niles, OH	**Why the nature of science is important: the differences among ideas, hypotheses, laws, and theories** *Dr. Gordon Aubrecht* *OSU Marion-Physics* *aubrecht.1@osu.edu* Many nonscientists are unaware that science is a process and that scientists approach the study of nature by positing tentative predictions and testing them. This talk will explicate the differences that often confuse citizens (and even professional educators) about the nature of science and scientific study.
At Residence Inn Niles, OH	**The Pedagogical Implications of the Displacement of Cultural Memory by Digital Memory** *Dr. Marty Kich* *Wright State Lake-English* *martinkich@gmail.com* Our digital devices can hold things in "memory" for us, but they cannot make us feel the import of memories, whether they are personal or historical, and an intellect without cultural memory is a symptom of a culture increasingly bereft of any fundamental cohesion. This talk addresses this issue.
At Residence Inn Niles, OH	**Make it Stick** *Dr. Joseph Cavanaugh* *Wright State Lake-Economics* *joseph.cavanaugh@wright.edu* "Make it stick – The Science of Successful Learning" takes an empirically driven approach to what students can do to improve their learning. The secrets provided in this book are revealed in this incite presentation.

Conference Schedule Overview

All activities will be in the Classroom/ Administration Building.
Parking is FREE on any student parking lot.
To Park in the Faculty Lot, a Kent State University faculty parking decal is needed.

Time	Activity	Location
7:30-10:00AM	**Registration** & Breakfast	Lower Commons & Student Union (Room 107)
8:00-8:15AM	Dean's Welcome	Lecture Hall A (Room 102)
8:30-9:30AM	Session 1	See Program
9:45-10:45AM	Session 2	See Program
11:00AM-12:00PM	Session 3	See Program
12:15-12:45PM	Keynote Address	Lecture Hall A (Room 102)
12:45-1:45PM	Lunch	Student Union (Room 107)
1:45-2:15PM	Comments from **Jerry Obiekwe** - **AURCO President** , Update from **Steven Toepfer** - **AURCO Journal Editor**, Salary Report - **Gordon Aubrecht**, and Presentation of Student Awards	Student Union (Room 107)
2:30-4:00PM	AURCO Board Meeting	Room 233

All sessions are in the Classroom/Administration Building

Detailed Conference Program

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8:30 - 9:30 AM (Session 1) – Concurrent Sessions

Paper Presentations

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111 **Teaching on Purpose**

Ms. Monica Widdig
UC Blue Ash-Accounting and Business
widdigm@ucmail.uc.edu

As educators, we are so focused on learning objectives and mechanisms to achieve them we often lose sight of the fact that our students don't comprehend why we are doing what we do. Students get lost in the minutiae of the details. Creating purpose is about appealing to the "why" of course learning objectives and associated activities, thereby, fostering student interest and engagement before the mechanics are taught.

This session will explain how to incorporate a purpose driven framework to incentivize student enthusiasm for learning. Learning Goals of the Presentation: 1. Clearly explain why establishing purpose in the classroom is necessary for deeper student learning. 2. Discuss why establishing purpose in the classroom promotes student responsibility and motivation for their learning.
3. Explain how to formulate purpose statements, themes and real-world application.
4. Demonstrate how to modify your teaching and redirect from a task-based approach to using a "purpose driven" approach, starting with the end in mind.

111 **Teaching the Digital Generation**

Vicky Parker, RN, PhD, Associate Professor
OU Chillicothe-Health Services Administration
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Charlotte McManus, RN, MSN,
Assistant Professor School of Nursing
OU Chillicothe
mcmanusc@ohio.edu

This presentation presents a discussion of teaching the Digital Generations, known as Millennials and Generation X. As teachers it is known that successful teaching involves understanding students' needs, learning styles, backgrounds and interests. This presentation will describe the background of

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each generation and how it influences their learning styles as well as how the teacher's own generation (majority are Baby Boomers) influences the teaching and learning of these students. A review of current literature and the presenters' experiences in the classroom has inspired them to further research and evaluate how they teach these students. Tips for teaching the digital generation will be discussed and the presenters' experiences shared. In sum, understanding of the current generations will enhance the learning experience and optimize interaction with Millennial and Generation X learners.

111 **Integrating Technology into the Classroom: Embracing the Smartphone!**

Kellie Adams
OU Chillicothe-Nursing
adamsk@ohio.edu

As a traditional "Sage on the Stage," educators now have a new audience: students with smartphones. Smartphone applications (apps) have become the most prominent technological device used among college students; approximately 64% are using smartphone apps. In fact, recent research suggests that undergraduate students prefer viewing information using apps rather than web pages. With today's student fully embracing technology, rapid evaluation of knowledge can now be done electronically. Removed from the traditionally "teacher-centered" learning model, today's net generation of students is comfortable in image-rich environments and likes to construct their learning. They expect to be actively engaged, thrive on immediate gratification, and have a low threshold for boredom. In short, the proliferation of smartphone technology has provided educators the opportunity to development new teaching and evaluation methodologies that subvert the traditional instructional concept.

This presentation will give an overview of integrating technology into the traditional lecture format. Educators will be provided with a step-by-step guide to integrating technology into a traditional lecture model.

113 **Online Course Design Methodology for the Humanities**

Dr. Ryan Muckerheide
BGSU Firelands-English
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Faculty have developed many different ways to teach online classes—some more successful than others. This presentation discusses the pedagogical foundations behind the design of my online literature course and the method for fostering student discussions in the Canvas LMS, and some of the things I tried over the years and abandoned. The goal is not to simply show yet another way in which a course could be set up, but rather to present a methodology for course creation that is simple to do, effective, efficient, and easily adaptable.

Discussion will focus on two specific elements: audio response to student discussion, which creates a greater sense of community and allows for individual feedback, and narrated Power Point presentation in video lectures to emphasize information from the textbook and give additional information and resources. I will show the layout of the Canvas site, play short clips from the audio responses and the video lectures, show how to create them, and share student feedback on the course.

113 **Teaching Richard Wright's *Eight Men* in the Developmental Writing Course**

Mr. Michael Billock
KSU Trumbull-English
mbillock@kent.edu

Many students in the developmental writing courses at Kent State University at Trumbull have never read a book. I eventually realized that it was not my pedagogical approach to the classroom, but rather my choice of literature for the class that was at fault. That is when I began to focus on finding literature that my students would want to read. One summer I came across *Eight Men* by Richard Wright. Posthumously published in 1961, this book describes the fictional lives of eight young African American men who are not truly seen by the world around them. Topics explored in the book include guilt, dread, fate, the impact of Jim Crow laws, and racism.

My students literally devour this book and the assignments that accompany the readings. They relate to the characters and empathize with the struggles of the characters, and as such they have the opportunity to understand their own experiences in new and impactful ways. My presentation discusses the importance of finding literature that students will read, assigning readings that are manageable, and creating writing assignments that students will complete. Examples of writing prompts and classroom materials I use when I teach *Eight Men* will also be provided.

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113 **"'Is It O.K. to Be a Luddite,' But Only Part of the Time?"**

Dr. Matt Wanat
OU Lancaster-English
wanat@ohio.edu

Defining the history of Luddism in his article "Is It O.K. to Be a Luddite?," Thomas Pynchon recalls early 19th century "bands of men, organized, masked, anonymous, whose object was to destroy machinery used mostly in the textile industry," adding that "They swore allegiance not to any British king, but to their own King Ludd." Pynchon's essay has served me in my scholarship and in my teaching as a spirited defense not only of one's limiting technologies, but also of one's actively resisting them. From the six years of campus gardening I did with my students at Ohio University Lancaster, where we resisted unnecessary technologies and once saw the dire environmental and economic consequences of not resisting, to anecdotes gleaned from stories from my father, an engineer decrying the decline of common sense and hands-on knowledge in the era of automation, I have plenty of reasons to join the masked and anonymous minions of Ludd. However, a recent experience working collaboratively on the proofs for a collection of essays I'm co-editing has me reconsidering Pynchon's original question, and wondering if, though the merits of Luddism are clear enough, it is okay to only be a Luddite part of the time.

My talk is a cross-disciplinary reconsideration of Luddism through the concept, borrowed from Wendell Berry, of "appropriate technologies," rethinking and challenging both hardline technophilia and Luddism through an attention to context and, therefore, more deliberate considerations of appropriateness.

117 **Modified team based learning in the introductory biology classroom: challenges, rewards, effectiveness and how it can work for you and your students**

Dr. Amy Beumer
UC Blue Ash-Biology
beumeray@ucmail.uc.edu

Team based learning (TBL) is a type of collaborating learning that utilizes permanent teams, a consistent structure, a flipped classroom and elements of just-in-time teaching. It can be effective not just in selective institutions of higher education but also in open access, two-year colleges. Although there are challenges to this format, including finding or creating materials and dealing with team construction and evaluations, one of the greatest advantages is the time it frees up in the

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classroom for applying concepts and other critical thinking exercises, something that is important in all disciplines.

In the fall of 2013 I instituted a modified TBL structure in my allied health biology courses and general microbiology course, and while there have been challenges and changes made, I have found this to be a successful format for teaching and learning. Implementation of the modified TBL format in my introductory biology course led to an increase in retention and average final grade, as well as a small but statistically significant increase in overall exam scores. While this presentation focuses on TBL in my courses, a modified TBL platform can help transform your classroom into a challenging and enjoyable experience for you and your students.

117 **Results of incorporating recorded video lectures into organic chemistry I and II**

Dr. Christopher Gulgas
UC Blue Ash-Chemistry
gulgascg@ucmail.uc.edu

The large and growing content of the year-long sequence of organic chemistry discourages instructor efforts to reserve class time for problem-solving activities. However, students' mechanistic reasoning and multistep synthesis skills can be augmented through engaging learning experiences in the classroom. In an effort to expand the class time available for working through problems, weekly lectures varying from 10 to 30 minutes are recorded and posted online for students to view and use as part of their regular study. This presentation focuses on student survey data, standardized exam performance, and lessons learned in the preparation and impact of the recorded lectures in my year-long organic chemistry course taught at UC Blue Ash.

117 **Sibling Sex Composition and Noncognitive Skill Formation**

Dr. Iryna Hayduk
KSU Trumbull-Economics
ihayduk@kent.edu

Using a data set with economically relevant measures of noncognitive skills---the National Survey of Midlife Development in the U.S. (MIDUS)---this paper discusses how the sex composition of one's siblings affects noncognitive skills. In particular, I will show how childhood exposure to same-sex siblings, relative to growing up only with opposite-sex ones, has a beneficial impact on persistence, planning, mastery, and agreeableness. Additionally, this paper discusses how for women the absence

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of a sister is harmful for the development of skills, but for men, skill formation is almost unaffected by the sex composition of their siblings. The paper further posits that being a member of a mixed-sex sibship (having both brothers and sisters) or having only same-sex siblings is equally beneficial for noncognitive outcomes. The evidence collected in this paper offers an empirical endorsement for the idea that parental practices are only one of the mechanisms through which sibling sex composition can affect formation of noncognitive skills, suggesting that sibling peer influences also may play a role.

119 **Flipping Precalculus through Guided Notes**

Dr. Dywayne Nicely
OU Chillicothe-Mathematics
nicely@ohio.edu

Other instructors have had success in implementing the flipped classroom model in their mathematics courses. Therefore we decided to analyze the effects of the flipped classroom model in our precalculus sections. This intervention is a collaborative effort between the University of North Texas (UNT) and Ohio University-Chillicothe (OUC). UNT represents a large university setting with annual enrollments of greater than 30,000 and OUC represents a small regional campus setting with annual enrollments of around 2,500. Part of the motivation of this intervention is to determine if the effects of implementing a flipped classroom model are different when conducted with students at a large university setting versus a small university setting.

In this preliminary report, we offer final grade data from the control groups which were populated from students from the past fall semester. Along with the data from the control groups, we will detail the methods and procedures that have been conducted up to this point during the spring term and give an up-to-date grade analysis of the control groups versus the experimental groups (students from the current spring term).

119 **A Natural Experiment Comparing Hybrid and Conventional Presentations in Developmental Math**

Dr. Dennis Clason	Monica Hennessy	Jack Spille
UC Blue Ash-Mathematics	UC Blue Ash	UC Blue Ash
dennis.clason@uc.edu	hennesma@uc.edu	john.spille@uc.edu

Developmental mathematics students are frequently challenged by length of program and breadth of deficiency. Addressing this challenge has been the object of much study (but little direct comparison).

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This presentation highlights results of a "natural experiment" conducted at UCBA in fall 2015 that compared conventional face-to-face presentation with hybrid course using computer-assisted instruction. Topics to be discussed include test results (pre and post), specific ways to structure hybrid course sessions, individualized student learning objectives, course content, methods of assessment of progress and knowledge, and tips and tricks to keep students motivated and on-track.

119 **Using physical models to teach statistical concepts**

Dr. Dennis Clason
UC Blue Ash-Statistics
dennis.clason@uc.edu

Physical models are developed to illustrate basic statistical measures. These models demonstrate the mean, median, quartiles, variance and standard deviation using the physical concepts of length, mass, center of mass and rotational inertia. The models can be constructed from readily available materials using common woodworking tools. This paper discusses how physical models can easily be constructed and used in statistics classes.

149 **Drag & Drop to Connect the Dots**

Dr. Scot Tribuzi
KSU Ashtabula- Business, Hospitality Management,
Nutrition and Instructional Technology
stribuzi@kent.edu

Instructors expend a great deal of time and effort to help students learn. Studies have demonstrated that students learn best through active learning when new information is assimilated into their current knowledge. Drag and drop exercises fulfill these requirements while also providing engagement and challenge. Technology can be used to design and deploy drag and drop exercises. The key advantages of drag and drop activities are: simplicity of instruction, the ability to focus students' attention which allows for trial and error in a low risk environment, and the opportunity to provide immediate feedback. Concept maps are graphical displays of relational information and can be used as a template for drag and drop exercises. A partially competed concept map is a skeleton map which acts as a template to scaffold higher order thinking. Therefore, having students drag and drop concepts and/or propositions onto skeleton maps with immediate feedback improves their knowledge building. This presentation focuses on drag and drop exercises I use in the classroom.

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149 **Teaching Medieval Literature Online: Intensifications and Percolations**

Dr. Carol Robinson
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The study of medieval literature and languages online has been one of the more advanced scholarships of teaching in the history of online education. For example, medievalists--like mathematicians--were among the first to take advantage of computers to generate fonts unique to each field. For another example, Chaucer MetaPage and Beowulf on Steorarume [Beowulf in Cyberspace] are among the oldest sites devoted to the teaching of the Middle English works of Geoffrey Chaucer and to the teaching of the Old English epic *Beowulf*. For the past twenty years (since 1996), I have developed, taught, and re-developed online course supplements and 100% online courses that have either included a large section of medieval literature or have been entirely devoted to medieval literature. This presentation will give a brief overview of how online technology has both enhanced and hampered teaching medieval literature online.

149 **Increasing Instructor Presence in Online Courses through the use of Asynchronous Video**

Dr. Brian Betz
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Perceived instructor presence is a key element in student satisfaction with online courses (Lin, Lin, and Laffey, 2008). The use of asynchronous video is a common pedagogical tool employed in an attempt to increase instructor presence. In fact, Borup, West, and Graham, (2011) noted that the use of video can result in heightening students' perceptions of the instructor as being "real, present, and familiar" and more similar to face-to-face interaction that occurs in a traditional classroom. Nevertheless, instructors should be advised that the nature of video content can have a profound impact on student perceptions and learning outcomes. For example, Kizilcec, Bailenson, and Gomez (2015) found that viewing an instructor's face during an online lecture may result in students rating the lecture as being a "better experience," while other students feel that seeing the instructor's face is a distraction. We will discuss the research on the use of asynchronous video in online instruction. In addition, we will explore specific pedagogical techniques that may increase student satisfaction and enhance learning in online courses.

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152 **Punishment to Salvation: The Allegorical Exodus of Dante Alighieri and the Marquis de Sade**

*Mr. Bryce Jones**
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Existing scholarship that compares Dante Alighieri's epic poem the *Divine Comedy* to the Marquis de Sade's novel *The Misfortunes of Virtue* focuses primarily on the punishment and pain in each. However, beyond abundant punishment, a case can be made that both works show a movement from captivity to freedom. In the *Divine Comedy*, Dante places himself in a journey through Hell, Purgatory, and Heaven, showing the results of earthly choices for those who occupy each of those areas. Similarly, Sade's *The Misfortunes of Virtue* focuses on Justine, who spends a majority of the novel in captivity, with her freedom imminent in the novel's final pages when she dies and goes to Heaven. This paper connects these two works' captivity to freedom themes by using Dante's allegorical interpretation of the Biblical Exodus, noting that, as seen in their personal letters, both works were written by the authors during a period of punishment. In sum, this paper argues that salvation was an idea both men fantasied about.

152 **Charlotte Perkins Gilman's The Yellow Wallpaper: Shattering Stereotypes of the 19th Century**

*Hannah Sisler**
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This essay argues how and why Charlotte Perkins Gilman was a trendsetter for women in the 19th century. Topics to be discussed include what it is like to live as a woman in the 1800s and how difficult it could be to escape from the unnatural medical remedies imposed repeatedly on women by practitioners such as Dr. S. Weir Mitchell. Both Mitchell and his "rest cure" are discussed and the origin and aim of the rest cure are analyzed. The essay also looks at Gilman's rejection of Dr. S. Weir Mitchell's rest cure in real life and in her short story "The Yellow Wallpaper." The essay draws similarities between Gilman, her main character, Jane, and all of the nameless, faceless women of the 19th century who also suffered from overbearing male figures, both in and outside of the medical field.

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152 **How Antibiotics Affect Probiotics**

*Heidi Rowles**
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*Francis Ahenkan**
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*Amanda Janzen**
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Probiotics are commercial products that contain healthy bacteria normally found in the gut flora. Each person has billions of bacteria living in his or her gut. Antibiotics are medications commonly prescribed for infections caused by pathogenic bacteria. Each antibiotic functions in a unique way to rid the body of a specific type of bacteria; however, gut bacteria are inadvertently destroyed by antibiotics. The initial step of this project, described in this presentation, is to test a number of probiotic products to confirm their ability to grow in a medium which will verify that these products do indeed deliver viable gut bacteria to the person ingesting them. Probiotic products are available that contain single strains of bacteria as well as up to thirty different strains in one product. This allows for testing of a cross-section of the gut bacteria which are represented by the bacteria in the probiotics. The second focus of our project, also discussed here, is how we treated gut bacteria grown on a medium with different antibiotics to test whether any or all of the gut bacteria are in fact destroyed by antibiotics. The human body is host to a vast array of healthy bacteria in the gut. Using an assortment of antibiotics on each probiotic plate offers us the opportunity to compare the devastation caused by each antibiotic on the various gut bacteria made available by the probiotics.

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111 **15 Ways to Leave Your Lectern – Practical Engagement Techniques for Active Learning**

Kay Gowsell, MBA, CPA, CGMA
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Research tells us that it is actually more difficult to learn as a passive listener rather than as an active participant. The more ways students engage with what they are learning the stronger the connections in the brain become leading to better memory. This presentation includes discussion of many active learning techniques which can be applied to different disciplines to capture and maintain students' attention. Attendees will participate in a variety of learning activities during the presentation, such as People Props, Puffer Ball, Sink or Swim, Puzzle Bags, and Lemonade for Dummies. Participants will be provided with a packet which details at least fifteen ways to teach or review without lecturing, as well as a list of resources to tap for more ideas.

111 **Evaluating the use of technology in the classroom: We have implemented, now how do we measure?**

Kellie Adams
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The purpose of the roundtable discussion is to open dialogue on the importance of evaluating the integration of technology into teaching practices in the classroom. Educators identify student learning goals, align goals with course learning objectives, and integrate innovative teaching strategies into the curriculum. A natural next step is to gather evidence of student learning, interpret the evidence, and then use the evidence to improve teaching strategies and student learning. Assessing learning, reporting findings, and improving outcomes is a responsibility of faculty and integral for course development, course outcomes and student success. Not only do educators want to improve outcomes, but these findings also contribute to the program's success and ultimately the university's success. This roundtable discussion will allow professionals to share their experiences, thoughts and eventually develop collaborative relationships related to the topic of evaluating the use of technology into the classroom.

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113 **How can we improve our students' study habits?**

Dr. Rachael Blasiman
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This presentation discusses research on the effectiveness of various study strategies and habits and also presents data on current rates of use for these study habits in college students. There is a wide divide between how students study and how students ought to study; this paper highlights empirical data on the gulf between what study techniques work best and how students actually study and intend to study. The paper concludes with possible solutions to the problem of how best to implement strategies to help students effectively study.

113 **Working Both Sides of the Brain: The New Pedagogy of Text and Image**

Dr. Maia Toteva
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Susanna Clason
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It is widely acknowledged that our society is image-oriented as we increasingly comprehend the world with our eyes and experience reality through imaged representations. The centrality of visuality has also impacted the theory and practice of scholarly teaching. Schools around the country have adopted the Visual Thinking Strategies (VTS)--a method that involves teacher-facilitated discussions of art images. Colleges and universities experiment with shared electronic environments, such as Second Life, in which "residents" explore opportunities for social engagement, entertainment, and instruction. In composition pedagogy, discussions acknowledge the importance of "multiliteracies" (The New London Group). Students must be taught how to read, analyze, and prepare a multitude of textual forms in personal and professional discourse.

Responding to such trends, we propose a methodological framework that seeks collaboration between visual and literary analysis. We explore the possibility of teaching rhetorical principles interdisciplinarily—across the fields of English, art, and other disciplines. In this presentation we examine how key rhetorical notions, such as author, message, audience, and composition, shape students' understanding, improve critical thinking, and frame analysis of both text and image. Participants will gain insights into the research, application, and success of visual rhetoric in writing projects and explore the interrelations of textual and image-based representations. Finally, attendees

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will brainstorm ideas for designing a visual rhetoric and writing assignment in one of their own courses and discuss them at the end of the presentation.

113 **Active Learning: High-Tech, and No-Tech**

Dr. Joseph Cavanaugh
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Diane Huelskamp
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There has been a growing focus on active learning in higher education over the past few years. Active learning emphasizes student participation in class activities that engage the students to work through problems and participate in group projects and activities. Carefully planned assignments not only enforce learning and allow for greater comprehension, but they also allow the instructor to spend more time covering difficult topics. Activities can focus on concepts that require higher order understanding like problem solving, analysis, and application. To support this teaching approach, classrooms across the country are being built and modified to have "student-focused" flexible configurations that are often coupled with "technology rich" computers, smartboards, and projectors.

The ability to take full advantage of the internet, share work, and use technology to better apply and analyze is compelling. Alternatively, use of technology is not necessary for active learning. Many active learning strategies can be employed with little more than pen and paper and can be used for any subject matter. The advantages and disadvantages of the High-Tech and No-Tech methods of active learning will be provided as well as specific activities that can be used in your classroom.

117 **Common climate myths appearing in a small-town newspaper**

Dr. Gordon Aubrecht
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Many American citizens deny the reality of climate change. Readers of my small-town newspaper have written letters expressing (or repeating) climate change myths. This talk will delineate some of the myths and the explanations I have written in response.

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117 **Quantitative measures of middle school students' reasoning abilities**

Dr. Gordon Aubrecht
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Bill Schmitt
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Aubrecht is the Principal Investigator in a professional development program, IMPACT III, funded through the Ohio Department of Education through the federal Mathematics and Science Partnership (MSP) program. Aubrecht, Creamer, and Schmitt recruited teachers in the same district's middle school as controls. Middle school teachers in the program gave students pre- and post-common formative assessments (CFAs) in the form of open-ended questions that teachers then analyzed. Creamer also analyzed a sample of CFAs using a rubric created to assess student communication, correctness, use of evidence, and reasoning on the CFAs. This presentation presents final results of Creamer and Esswein's analyses of samples of CFAs of students of control and treatment teachers, which show no significant difference among pre-CFA results but some significant differences between students of treatment and control teachers on most post-CFAs.

117 **Students Taking Advantage of Resources (STAR): A Model to Promote Effective Study Habits and autonomous learning**

Dr. Manori Jayasinghe
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Research shows that self-regulated learning creates life-long learners and has a strong correlation with academic achievement in college and beyond (McCombs, B. L, 2001). Unfortunately, two-year college students often lack autonomy and effective study strategies and are unaware of how they learn best. It has been shown that providing these students with learner choices that contain study strategies with some structure and guidance to experiment with stimulates their natural curiosity and motivation to learn (Credé & Kuncel, 2008; Cornelius-White, 2007). As a result, students take greater responsibility for their own learning and develop effective habits they can use throughout their college education.

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This presentation outlines a model that encourages students to take advantage of available academic resources (e.g. online educational systems, text book resources, tutoring services, peer assisted study sessions, instructor office hours). The need for a 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 General Physics classes, the model can be easily adapted to fit instructors' needs and resources in any discipline.

119 **Undergraduate research in Coding Theory**

Dr. Hai Dinh
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The existence of noise in communication channels is an unavoidable fact of life. The common feature of communication channels is that the original information is sent across a noisy channel to a receiver at the other end. The channel is "noisy" in the sense that the received message is not always the same as what was sent. The fundamental problem is to detect if there is an error, and if so, to determine what message was sent based on the approximation that was received. A response to this problem has been the creation of error-correcting codes. Coding Theory is the study of the properties of codes and their properties for a specific application. The study of codes has grown into an important subject that intersects scientific disciplines such as information theory, electrical engineering, mathematics, and computer science, for the purpose of designing efficient and reliable data transmission methods. This typically involves the removal of redundancy and the detection and correction of errors in the transmitted data. Codes are used for data compression, cryptography, error-correction, and more recently for network coding. This presentation will outline the historical background of Algebraic Coding Theory and discuss how undergraduate students can start doing research in Coding Theory.

119 **Breaking the Internet: Integrating Online Resources and Real-Life Context to Engage and Foster Critical Thinking Skills in the Classroom**

Dr. Maria Ortiz
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It is a known fact that you cannot believe everything you see, especially if it comes from the Internet. The reality is that our current generation of students communicates, works, learns and virtually lives through the World Wide Web. Consequently, featuring information from the Internet in the

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classroom will seem a natural fit and a resourceful tool as "learning is essentially a matter of creating meaning from the real activities of daily living" (Stein, 1998). However, as educators we have to consider how the use of the Internet impacts our students. Do they necessarily comprehend what they are looking at? Can they sort out what is true or not just because it is on the Internet? How do they evaluate what they see and how do they react to what is being presented to them, especially with their short attention spans? From our point of view, how do we take advantage of this tool to engage them in the classroom and improve their critical thinking skills?

This session will share practical examples of how to incorporate Internet resources with real-life context to encourage Foreign Language students to think, react and express their thoughts and judgements on what is being presented to them by being vocal and exercising their Second Language (L2) skills. In addition, how these activities can be modified and scoped for other teaching areas will also be discussed.

149 **Exploring advanced applications of personal lecture capture technology outside the classroom**

Dr. Patty Goedl
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This presentation demonstrates how to use personal capture software and a webcam to create a document camera outside the classroom. Many times, personal lecture capture tools are geared toward narrated PowerPoint presentations or computer screen capture. This does not work well for lectures where the instructor needs to write out long problems or write on custom templates. Therefore, this setup facilitates personal lecture capture in situations that would traditionally require writing on a whiteboard or a document camera to convey the material.

149 **Building a Student-Centered Tutoring System In and Outside the Classroom**

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Student engagement and retention in the Information Technology discipline are ongoing challenges in many regional campuses. The Learning Center at the University of Cincinnati Clermont College is committed to providing support opportunities for students outside the classroom through tutoring in a variety of disciplines and courses. This presentation highlights a unique partnership between the

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faculty in the Information Technology discipline and the Learning Center to provide tutoring support and strategic scaffolding for students in and outside the classroom. Designing a tutoring system that best supports student needs must be a multi-step process that includes identifying the IT areas and courses needing support, studying patterns of student access of tutoring services, piloting an embedded tutor program in the classrooms where students experience the most difficulty, providing tutoring support outside the classroom, and maintaining a feedback loop for continuous, yearly improvement.

This paper illustrates that the design and implementation of a contextual, student-centered tutoring system that acknowledges the specific needs of IT students can be a model for other programs and campuses.

149 **Autism Spectrum Disorder and Higher Education**

Ms. Darcy McBride
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Colleges and universities, specifically community colleges and regional campuses, are seeing a rise in enrollment of students with Autism Spectrum Disorder (ASD). Because the majority of college students on the spectrum prefer to attend community colleges, it is important for these institutions to be cognizant and receptive to this population's needs. In addition to addressing characteristics of students with ASD, this presentation will review current best practices for supporting ASD students in higher education. Included in the discussion will be specific programs and accommodations that have been found to be most effective to support ASD students. Specific behaviors of professors and registration of ASD students with the Office of Accessibility will also be discussed.

152 **Overcoming Challenges in Online Peer Tutoring**

*Stephanie Gotti**
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*Matthew York**
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*Audra Dull**
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Technology is everywhere, including university writing centers that use Online Writing Labs (OWLs). This paper examines types of tutor comments on student papers submitted to OWL and why tutors provide these types of comments. Data for this paper stems from OWL submissions collected during the Fall 2015 semester by two experienced peer tutors who analyzed ten submissions to create an

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instrument then used to examine a data set consisting of twenty OWL submissions. What was found was that the majority of tutor comments focus on grammatical errors and fail to provide comments regarding content. This paper postulates that the lack of content-related comments is due to the fact that providing such feedback via email does not enable the type of direct and instantaneous communication that occurs during face-to-face tutoring. In sum, this paper not only highlights a deficiency in email-facilitated tutor feedback, but it also suggests a possible solution to this issue: the use of collaborative, real-time software which would provide tutors an opportunity to communicate instantly and directly with students.

152 **Comfort and Productivity: Exploring the Relationship between Comfort Levels and Successful Outcomes in Writing Tutorials/Beyond**

Kyle Barron *
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This presentation will explore the ways in which comfort levels can affect writing instruction outcomes, while concurrently demonstrating the profound impact that improved writing skills can have on academic and professional success. A review of the literature shows there are tiers of interdependent, interrelated, and mutually correlated psychological and educational theories that react upon each other to affect students' comfort level in writing. The general outline of this presentation, from the macro to the micro level, is as follows: Writing skill is an important factor in achieving academic and professional success; writing skill is heavily and directly influenced by levels of metacognitive thought; metacognitive acuity is directly related to levels of self-efficacy and anxiety; self-efficacy and anxiety have a correlation, and are directly influenced by comfort levels; and, comfort levels can be adjusted (in many ways) at the instructional or tutorial level. As will be shown, the concepts within this presentation can be applied to tutoring or general writing instruction.

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111 **Attacks on Academic Freedom and Freedom of Expression**

Dr. Marty Kich
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This presentation will provide a succinct survey of the major academic-freedom issues in the U.S. in 2015. Although some of the issues have involved formal research and scholarship, these sorts of issues have increasingly involved what used to be regarded as personal or extramural expression. In the current, highly charged and partisan political environment, the pervasiveness of social media has transformed what might have been local or institutional issues (if they were issues at all) into broader controversies. More extended attention will be given to the issues involving Steven Salaita, since his was the most high-profile case of the year.

111 **FERPA in the Classroom**

Dr. James Ritter
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The purpose of this session is to inform faculty of the numerous items that can and cannot be discussed under FERPA (Family Educational Rights and Privacy Act). Many faculty, as well as staff, are unsure of the student information they are permitted to discuss, especially to parents of students which is becoming more commonplace.

113 **The Technical Process of Grant Preparation**

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Brigitte Green-Churchwell
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Tammy Ramirez
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Student enrollment has decreased at Ohio regional campuses with some schools losing as much as 30 percent of their student population since 2009. Waning enrollment has forced officials to limit course offerings and curtail faculty hires. Next year, the state will cut funding to the regional campuses by 15 percent which roughly amounts to $2 million. To make matters worse, Ohio's College Credit Plus program allows more of the first two years of college credits to be offered at local high schools rather than at regional campuses. Given these situation, how can expand our funding opportunities? A

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possible way of adding funding, until the student population increases or new programs are implemented, is through research and operational grants. These grants can come from foundations, state or federal programs.

The focus of our presentation is how regional campuses can work with their home campuses to prepare grants as well as the steps to write a winning grant. Our presentation will cover three critical areas of grant preparation: Finding a grant that matches your skills; preparing the technical, management and cost sections of a proposal; and avoiding the pitfalls of grant preparation.

117 **Improving Accessibility In Instructional Practices**

Dr. Mary Hricko
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This workshop will show attendees how to improve the accessibility of instructional materials for student use in traditional and online courses. Discussion will include a brief overview of the law and outline some of the more recent cases involving course material rulings. The purpose of this workshop is to inform and show attendees how to address the needs of diverse learners using various tools and methods. The workshop will review best practices for improving usability of instructional materials and include recommendations for providing alternatives to non-text content. The workshop will include demonstration of tools and resources to assist with accessibility and usability. Discussion of various standards for accessible course design will also be provided.

119 **Effective Practices in Delivering Developmental Mathematics Courses**

Nicole Muckridge
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Dr. Min He
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Dr. Vic Perera
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The National Center for Education Statistics (NCES) reports that nearly 30% of incoming freshman students entering a postsecondary institution need developmental coursework. The majority of this developmental coursework is in the area of mathematics. Additionally, developmental mathematics courses usually have the highest failure and incompletion rates among all developmental subjects. The purpose of this faculty roundtable is to explore methods of delivering developmental mathematics courses. Discussion will focus on the issues and shortcomings associated with delivering

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these courses, including students' successes and failures. Participants are invited to share their experiences and brainstorm solutions for the issues and shortcomings associated with delivering developmental mathematics courses.

127 **Using ePortfolios To Assess Students' Learning: A Comparison of Four ePortfolio Platforms**

Adam Chekour
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Students are often too busy to reflect on their learning, let alone on their learning process. One way to encourage meta-cognition and reflection is through the development of an ePortfolio. An ePortfolio is a purposeful virtual collection of student artifacts and evidence of efforts, progress, and expertise gained throughout a course. These artifacts consist of research papers and projects, videos, photos, PowerPoint presentations and any form of digital media. The use of ePortfolios involves critical thinking and building connections among learned concepts, which combined with strategic self-reflection, make them a powerful pedagogical tool for assessment.

This presentation will highlight and contrast four platforms commonly used for ePortfolios: Google Sites, Weebly, WordPress and Wix. Recommendations will be offered in terms of standardization, customization, assessment and learning outcomes. In addition, guidance will be provided on the choice of platform, including the rhetorical implications of using a commercial platform, an open source platform, or a "free" tool like WordPress or Google Sites. Considerations for technical concerns around scalability, security, and privacy will also be discussed.

127 ***Euler's Number in Undergraduate Mathematics***

Weiqun Zhang
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Euler's Number, named after the Swiss mathematician Leonard Euler, was discovered in the calculation of compound interest. In this presentation, I will present several facts of the Euler's Number in undergraduate mathematics. Euler's Number is not a rational number. Euler's Number is a limit. Euler's Number is a sum of a convergent series. I will also explore ideas of using Euler's Number to stimulate interest in learning mathematics.

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149 **Grit to Teach-Harden Soft Skills of Students**

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Soft skills are important to acquire in college along with academic content as they prepare our students at the professional level to meet the expectations of future employers. This seminar will focus on a recent survey of the Ohio Association of Elementary School Administrators (OAESA) that collected both qualitative and quantitative data in response to career-readiness of students who were transitioning into teaching positions. This workshop will discuss beyond the transcript and resume to how to prepare our students for the real world.

152 **Paraprofessional Education Candidates and a Dynamic Research Based Experience**

Dr. Shawn Watters
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Recent demands on professionalism and scholarship in teacher preparation require institutions to prepare active practitioner scholars prepared to teach. This is supported through the research of Levin & Rock (2003), Price & Valli (2005) and Mertler (2009). This presentation focuses on paraprofessional education (associate degree level) candidates who conducted qualitative research during program coursework. They did this as a way to understand, inform, and then reflect on current research-based educational practices related to current topics in education. The students were required to complete the following three projects: a critical research portfolio, an interactive notebook, and a paraprofessional teaching guide.

The research process and results/reflections will be shared and related to professional development and inquiry. Objectives for this workshop are for audience members to recognize and value the importance of practical research in undergraduate education, and to replicate similar research experiences in their home institutions.

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152	**Testing Technology: Effects of Lecture Capture on Student Performance**

Dr. Alan Snow
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Technology is a given in the contemporary classroom; however, its effectiveness demands our scrutiny. The variety of teaching technologies and methodologies now available to instructors is greater than ever, but effective implementation is an ongoing struggle. Recent advancements in lecture capture (LC) software allow more instructors to implement technology in the classroom. LC is a digital recording of audio and video feeds taken directly from class. Stored content files can then be made available to students for review and/or preview at any time. To determine the effectiveness of LC, the grade means, as well as mean percentage of A and B grades from courses with and without LC available, were analyzed. As a complement, surveys were collected to gauge student perception of LC. The use of advanced teaching technologies is not guaranteed to improve student success; however, my research indicates implementation of LC promotes the learning cycle and provides students the opportunity to improve their performance. The session will introduce LC, summarize its effectiveness and student perceptions, demonstrate the flipped model, and provide attendees a chance to discuss its merits across the disciplines.

Student Poster Presentations

Posters will be displayed in the Lower Commons of the Classroom/Administration Building and judged from 11:00am – 12:00pm. Results will be announced at the end of lunch.

KENT STATE UNIVERSITY TRUMBULL

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Lower Commons of Classroom/Administration Building

Does Trauma Exposure Lead to More In-depth Processing of Daily Information?

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Most people experience some traumatic event in their lifetime, such as sudden loss of a loved-one or violent crime. This study assesses relations between trauma exposure, the tendency to process information in-depth on a daily basis, reports of posttraumatic growth, and physical and mental health (n = 82; mean age = 23.75). Correlations indicate that the experience of more traumatic events is associated with more in-depth processing; in-depth processing is associated with more personal growth, and more personal growth is associated with better mental health (all r's > .22; all p's < .05). These findings highlight avenues for future research centered on treatment of individuals having a difficult time adjusting to traumatic events, with an emphasis on encouraging in-depth reflection about their experiences.

How Antibiotics Affect Probiotics

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Probiotics are commercial products that contain healthy bacteria normally found in the gut flora. Individuals have billions of bacteria living in their gut. Antibiotics are medications commonly prescribed for infections caused by pathogenic bacteria. Each antibiotic functions in a unique way to rid the body of a specific type of bacteria, yet gut bacteria are inadvertently destroyed by antibiotics. The initial step of this project is to test a number of probiotic products to confirm their ability to grow in a medium which will verify that these products do indeed deliver viable gut bacteria to the person ingesting them. Probiotic products are available that contain single strains of bacteria as well as up to thirty different strains in one product. This allows for testing of a cross-section of the gut bacteria

which are represented by the bacteria in the probiotics. The second step of this project is to treat the gut bacteria grown on the medium with different antibiotics to test whether any or all of the gut bacteria are in fact destroyed by these antibiotics. The human body is host to a vast array of healthy bacteria in the gut. Using an assortment of antibiotics on each probiotic plate offers the opportunity to compare the devastation caused by each antibiotic on the various gut bacteria made available by the probiotics.

Giving Brainstorming a Boost: The Effect of Environmental Manipulation on Divergent Creativity

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Past research in the field of creativity has demonstrated the effect of environmental stimuli on creative output. This study was designed to build on prior work to examine and compare the effects of three experimental manipulations: seating location, physical activity, and selective stimulation of the right hemisphere. Participants in this study were randomly assigned to one of these three conditions, in addition to a control condition, and were asked to complete a multiple use test of divergent creativity. For this task, researchers provided participants with a common, everyday object and participants were told to brainstorm as many possible alternate uses for that object within sixty seconds. Participants were also asked a series of demographic questions, including questions relating to personality variables, such as extroversion/introversion.

As this research is ongoing, results are not available at this time. However, we have several hypotheses that will be tested. First, we hypothesize that all experimental groups will display greater levels of creativity (both in fluency and quality) than the control condition, and that seating location and physical activity will be most effective. Second, we hypothesize that, across groups, extroverts will show greater divergent creativity than introverts. We also expect that divergent creativity will decrease with age. We anticipate no differences in creativity between genders, except in the case of left-handed males. Finally, we will compare levels of creativity across majors and self-rated creativity. In addition to hypothesis testing, this research endeavor will improve our understanding of best practices for improving creative ideation.

Algebraic Coding Theory: Cyclic and Constacyclic Codes

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When communicating across a channel, it is inevitable that pathways of communication be “noisy.” The absence of noise is virtually impossible to attain; thus, there is always interference across the communication channel. This results in messages not always being received as they were originally sent. In order to solve these problems, coding theory developed. It is used both to detect and correct errors in a variety of codes. Coding theory has grown into a

discipline affecting areas including, but not limited to, computer science, mathematics, and engineering. The codes can be used for data compression (or source coding), error correction (or channel coding), cryptography and even network coding. A sub-discipline of coding theory is algebraic coding which includes a variety of codes, among them cyclic and constacyclic codes. This poster presentation presents the history of coding theory, cyclic and constacyclic codes, as well as applications and current problems being resolved using algebraic coding theory.

Intellectuals and Survival in 21st-Century Apocalyptic and Post-Apocalyptic Narratives

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Fictional works that center around the apocalypse, whether narratives where the familiar human figure is all but wiped out or where the reanimated corpses of humans walk the earth, have continued to play an important part in western culture and continue to spread to seemingly new forms of media while maintaining a presence in traditional literary forms. These narratives often show the audience a great upheaval in societies as outbreaks occur, yet almost inevitably the survivors band together and prevail. The ideas of Italian theorist Antonio Gramsci lends an insightful look into what it would take for humanity to survive. Gramsci explains an organic intellectual as a class representative that can unite his or her specific social group while also promoting that group's purpose. Gramsci uses the organic intellectual in opposition to a traditional intellectual, a person who promotes the control of the dominant group. This paper will add to previous scholarship on post-apocalyptic narratives by connecting the survival of humanity in these types of fictions to the presence of a Gramscian organic intellectual to show that traditional intellectuals, when given the chance, will lead survivors down a dark path where humanity becomes unrecognizable.

A test of the relationship between disturbance and plant growth forms in remnant patches

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Forests often have sections removed to make way for construction. The construction disturbance often creates small, remnant forested patches with vegetation cover starkly contrasting the new surrounding matrix (Lomolino et al 2010). I am interning with Dr. Robert Hamilton to test the hypothesis that differences between shading and vegetation growth at forest edge regions can be used to assess relative time since disturbance. We predicted that more recently disturbed forest patches will have more gramminoid, shrub, and herbaceous cover, but less tree cover at the outer edges than the interior, and shading will increase rapidly from edge to interior. Our hypothesis and predictions were not supported by the results. We are researching potential sites for phase 2 that will be one or more parks in the area that have relatively undisturbed forest patches but still show some signs of disturbance with trails and residential property surrounding them. We will also be looking for forested patches that are not parks that have areas with minimal human impact. This will be the last phase and our least disturbed site for comparison. This poster presentation highlights our work on this project.

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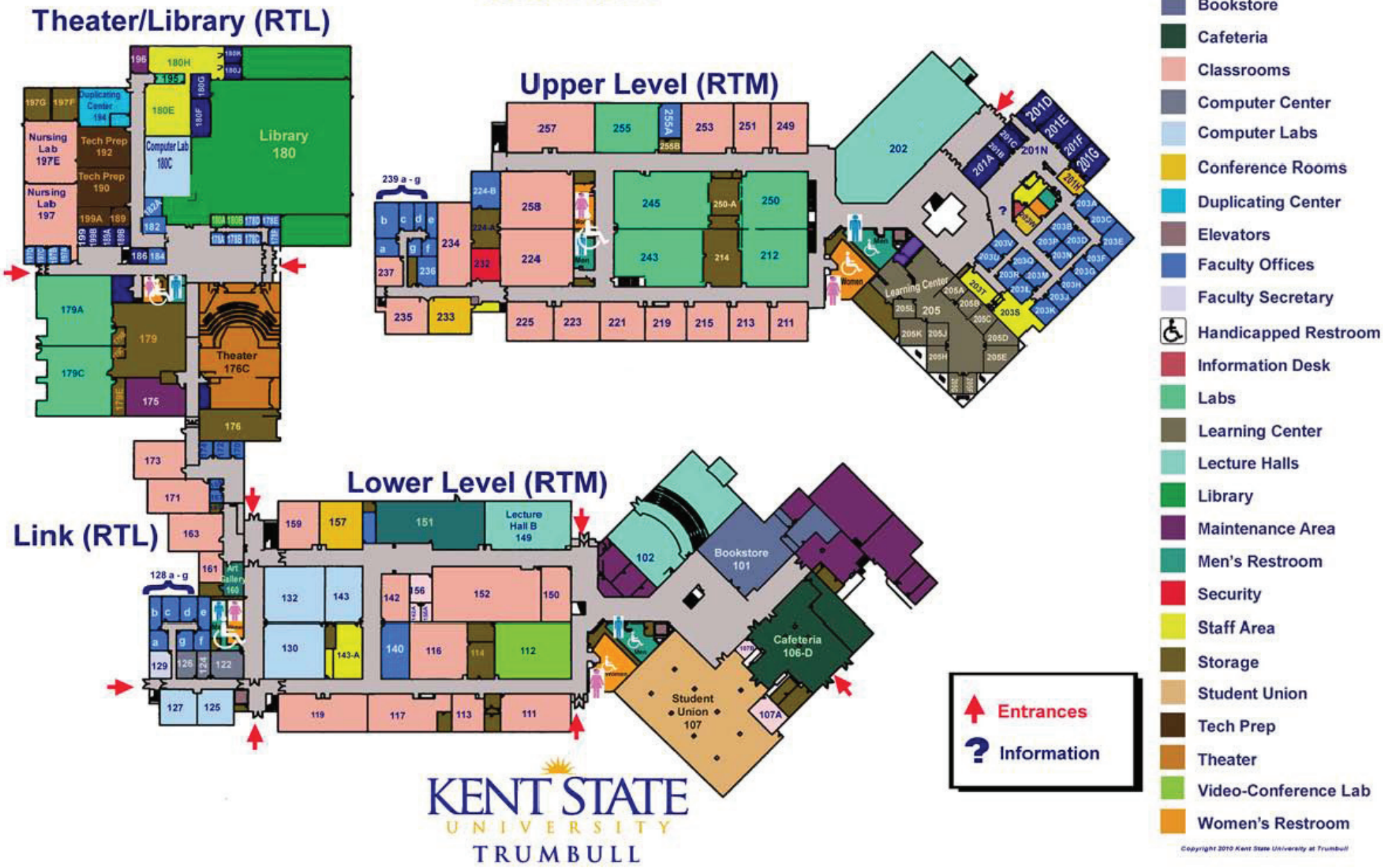

KENT STATE UNIVERSITY TRUMBULL

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