AURCO

23RD ANNUAL CONFERENCE | BGSU FIRELANDS | APRIL 8, 2017

www.aurco.org/conference

BGSU FIRELANDS | ONE UNIVERSITY DRIVE | HURON, OH 44839 | (419) 433-5560

April 8, 2017	2017 AURCO – Bowling Green State University Firelands – Schedule-at-a-Glance							Atrium
7:30 - 8:30	Breakfast & Welcome in Auditorium 1001							
8:30 - 9:00	Keynote Address by **Dr. Pooja K. Agarwal** in Auditorium 1001							
	Auditorium 1001	1009	1011	2004	2007	1003AB	1004AB	**Student Poster Display** 9am – 1pm (Judging from 11:30 am – 1 pm) Investigation of the Antimicrobial Activity Curcumin and Polymerized Green Tea Extracts **Will Sberna** Physiological Effects of Exercise and Stress **Cindy Hampton** Ready, Set, Pokémon Go! **Mark Schworm** Instructing the Instructor: ~~Student~~ Instructor-Centered Approaches **Debra Streng** Analysis of Sports Drinks **Savannah Montgomery** Romantic Red with a Twist **Kenadee Pezzano O'Neil** Odor Hedonics in Association with Personality **Alexis Sarty-Riley** The Role of Wetlands in Controlling Algal Blooms by Reducing Nutrient Loading to Lake Erie **Jade Bolinger** Nitrate and Ammonium Levels in local fresh water lake **Christopher Russell**
9:15 - 10:15 Session I	**Workshop I:** Key Discoveries from Cognitive Science That Challenge Our Perceptions of Learning **Dr. Pooja K. Agarwal**	Mathematics Talks – π in Undergraduate Mathematics **Will Zhang** Election 2016 – History (Class) in the Making **Rob Schorman**	Building Student Learning Responsibility **Joe Cavanaugh** Point incentives for homework – The impact on homework completion and test performance with majors and non-majors **Alan Lundstedt**	Promoting Tech-Enhanced Teaching: A Collaborative Model **Jacqueline Justice** Integrating Metacognitive strategies and experiential learning online **Alan Snow**	Teaching medical writing at the undergraduate level: pilot project reflections **Ana Madani** Machine Boys in the Extraction Zone: Gleaning the Waste Land in Mountaintop Removal Literature and The Road Warrior **Matt Wanat**	Implementing Visible Thinking Strategies in the College Classroom **Shawn Watters**	Working With Under-Resourced Students: Strategizing for Motivation and Success **Kay Gowsell**	
10:30 - 11:30 Session II	**Workshop II:** Unleash the Science of Learning: Powerful Teaching Strategies for the Classroom **Dr. Pooja K. Agarwal**	Assessing Group Work in Mathematics: Some Advice and Examples **Victor Odafe** Using the binomial approximation to teach the Central Limit Theorem **Dennis Clason**		Strategies for Increasing Utilization of the Learning Center **Ana Wetzl** Exploring the effect of faculty intervention on student persistence **Patty Goedl**	Teaching organic chemistry without a required textbook **Christopher Gulgas**		Guiding Students into Publishing for Children – Blind Alleys and Roadblocks **Linda de Velder**	
11:45 - 12:45 Session III		Flipping Precalculus Through Guided Notes **Dywayne Nicely** Ideas to Excel at Creating Game-Based Review Activities **Thomas Stringfield**	Integrating Innovative and Interactive Technology in the Classroom **Annette Redmon** Addressing Student "Will" Versus "Skill" to Prevent "Junk" Study Minutes in Math-Based College Classes **Natalia Darling**	The Critical Importance of a Teaching and Learning Center to the Performance of a University Regional Campus **Brent Fox** The balancing of eText with Moore's law **Abdul-Aziz Bahha**	Experiential Learning Through Mystery Shopping **Scot Tribuzi** Use of Polling Software as a Review Game in Live & Asynchronous Classes **Michelle Theiss**	Recognizing Abusive Behaviors: How We Can Learn to React Effectively to Model Appropriate Behavior for Our Students **Mary Jane Preece**	The Hunger Games" How to Engage Today's Learners using the Innovative Top Hat Application so Everyone Wins **Marlo Kibler**	
1:00 - 2:15	Lunch & Awards in Auditorium 1001							
2:30 - 4:00	AURCO Business Meeting in 2002							

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BGSU Firelands

WELCOME TO THE 23RD ANNUAL AURCO CONFERENCE!

Welcome to the 23rd Annual Conference for the Association of University Regional Campuses in Ohio. It was our pleasure to plan and host this conference for you. We hope you enjoy "The Science of Learning" and take the opportunity to connect with other dedicated faculty, staff and administrators that are preparing pathways for students through the Ohio branch colleges. Kick back, relax and enjoy the Firelands area. Welcome to our campus.

Sincerely,
Rachelle Kristof Hippler, General Chair
rkristo@bgsu.edu

CONFERENCE VOLUNTEERS

BGSU Firelands

We thank you all for presenting, attending, and supporting AURCO 2017!

General Chair – Rachelle Hippler

Program

Elsy Thomas, Chair
Philip Weinsier
Victor Odafe
Ram Veerapaneni
Sue Ellen McComas
Dilum De Silva
Subhalakshmi Nagarajan
Julie Didelot

Student Paper and Poster Competitions

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Subhalakshmi Nagarajan
Ray Schuck
Ram Veerapaneni

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Tasha Ford

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Karen Black, Chair
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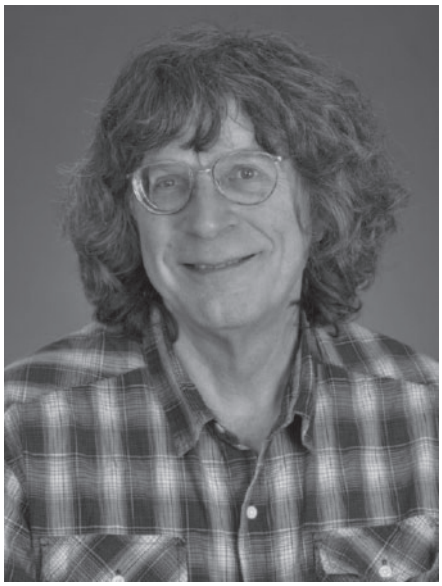
IN MEMORIAM: GORDON AUBRECHT



by Marty Kich

Gordon Aubrecht passed away at age 72 on Monday, November 21. Gordon was the long-time President of the advocacy chapter at Ohio State University. For almost a decade, I had had contact with him through the Ohio Conference of AAUP. But our acquaintance went much farther back than that.

Gordon and I were founding members of the Association for the University Regional Campuses of Ohio (AURCO), which is approaching the 25th anniversary of its founding. About five or six years ago at AURCO's annual meeting, we happened to eat lunch together, and as we were looking around the room, we turned to each other and said simultaneously, "My God, we're the last two left!" To be honest, my exclamation was more vulgar than Gordon's, and to be more precise, we were the last two founding members of the association who had still remained active in it.

I am not sure how much I realized it until I learned of the terrible medical diagnosis that he had received, but Gordon was more than just a recurring presence in my professional life. Knowing him for a quarter of a century has very much contributed to how I have come to view our profession and the issues that we face.

Over those years, I saw firsthand Gordon's commitment to developing and sustaining AURCO, which was been demonstrated in many large and small ways. It never seemed to matter to him whether the contribution that he was making was something that was likely to get noticed. More recently, of course, I also become more pointedly aware of his career-long commitment to promoting and defending AAUP's core principles. And I also know that he had been equally active in several discipline-related associations.

But beyond those very significant professional contributions, it is very clear to anyone who knew him, even as casually as I got to know him, that Gordon had sustained a truly extraordinary commitment to and enthusiasm for teaching. It is said that good teachers change people's lives, and Gordon very clearly changed more lives over the last 40-plus years of teaching at OSU's Marion Campus than he or anyone else could possibly count. Most of us find considerable satisfaction in what we do, but only a few of us, like Gordon, seem to find a vocation, in the truest sense, in being a teacher.

KEYNOTE SPEAKER

Dr. Pooja K. Agarwal ~ The Science of Learning
Cognitive Scientist, Teacher, and Education Consultant

Keynote: Make it Stick: Harnessing the Science of Learning and Transforming Teaching
8:30-9:30 Auditorium 1001

There is a lot to learn in the world. Students can't learn everything, and educators can't teach everything. Especially not over, and over, and over again each time students forget. What can we do to improve learning and reduce forgetting? How can we use our limited amount of classroom time and make learning stick? Based on a wealth of research, cognitive scientists have established robust techniques that dramatically improve student learning. In particular, when classroom activities are challenging for students, long-term learning substantially increases. Through the application of powerful evidence-based strategies, we can harness the science of learning, transform teaching, and advance learning in our classrooms.

Workshop I 9:15 - 10:15 Auditorium 1001
Key Discoveries from Cognitive Science That Challenge Our Perceptions of Learning
Go behind the scenes and learn about key discoveries from cognitive science research. Based on more than 100 years of investigation, cognitive scientists have established powerful strategies that substantially improve learning for diverse age groups, subject areas, and education rigor. Attendees will have the opportunity to learn about landmark studies in the science of learning, as well as research findings that challenge our perceptions of student learning.

Workshop II 10:30 - 11:30 Auditorium 1001
Unleash the Science of Learning: Powerful Teaching Strategies for the Classroom
How can we apply the science of learning in our teaching? Evidence-based classroom activities that improve student learning, including retrieval practice, distributed practice, and metacognition, are powerful and easy to implement. Attendees will have the opportunity to examine their current teaching approaches and incorporate these evidence-based recommendations in short-term and long-term course planning.

AURCO LEADERSHIP

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5-MINUTE FACULTY IGNITE TALKS (FRIDAY NIGHT)

BGSU Firelands

Location	Title/Presenter/Abstract
Sawmill Creek Lodge & Resort Huron, OH	**Happiness is Not Enough** Dr. Steven Toepfer KSU Salem - Human Development & Family Studies steven.toepfer@gmail.com When asked what people want from life they often report, "I want to be happy." Forget it. Happiness is not enough. Find out what you need to live well and be healthy.
Sawmill Creek Lodge & Resort Huron, OH	**Reworking Assignment Reflection Activities to Account for Effective Instructor Teaching Methods** Dr. Kristen A. Hungerford Miami Hamilton - Communication Studies hungerk@miamioh.edu For this short talk, I would like to discuss some insightful ways to measure effective teaching when having students complete their own critical reflection assignments. This idea came from one of my class assignments for a public speaking course. In this assignment students complete online self-evaluations of their recorded oral presentations. Initially, the evaluation questions strictly centered on asking students to analyze their own presentation materials and processes of preparation. These student-centered questions are quite typical for public speaking self-evaluation assessment assignments that I have reviewed in the past. However, in one self-evaluation from last year a student wrote beyond evaluating her own speech composing/giving experience to convey her frustration because she did not thoroughly understand the requirements for the speech due to class sessions covering that type of speech being more rushed than usual. I found this student's comment to be extremely valuable in helping me to make some adjustments toward more effective teaching methods for the rest of the semester, as opposed to hearing this comment made in a student course evaluation at the conclusion of the term. In this short talk, I would like to advocate for some ways in which critical reflection activities are most beneficial when the questions reflect both student learning and instructor teaching methods. In doing so, I would like to share with the audience some quick ideas for critical reflection assignments to incorporate questions that also involve gauging students' reflections on the instructor's teaching.

5-MINUTE FACULTY IGNITE TALKS (FRIDAY NIGHT)

BGSU Firelands

Location	Title/Presenter/Abstract
Sawmill Creek Lodge & Resort Huron, OH	**To Share or Not to Share: Combatting the Spread of False Information on Social Media** Dr. Amber L. Ferris University of Akron Wayne College - Communication aferris@uakron.edu According to the Pew Research Center (2016), 60% of U.S. adults get their news from social media websites such as Facebook and Twitter. However, only 40% of adults feel "very confident" that they can distinguish factual news from fake news. Additionally, nearly a quarter of Americans have admitted to sharing political or other news stories that were later found to be false on their newsfeeds (Pew Research Center, 2016). Memes, clickbait, and advertisements flood social media and make it difficult for users to distinguish fact from fiction. Other factors such as likes, retweets, and viral stories can confuse information consumers into believing that if it is popular, it must be true. Emphasizing critical thinking skills and information literacy is the key to combatting the spread of false information on social media. This talk will focus on encouraging social media users to pause before sharing, to critically assess the key aspects of social media content (source, content, currency), and to utilize unbiased fact-checking websites to make good sharing decisions.

CONFERENCE SCHEDULE OVERVIEW

Time	Activity	Location
7:30-8:30AM	Breakfast & Welcome	Auditorium 1001
8:30-9:00	Keynote Address	Auditorium 1001
9:15-10:15	Session 1	See Program
10:30-11:30	Session 2	See Program
11:45-12:45	Session 3	See Program
1:00-2:15	Lunch & Awards	Auditorium 1001
2:30-4:00	AURCO Business Meeting	2002

All sessions will be in the Cedar Point Center.

DETAILED CONFERENCE PROGRAM

BGSU Firelands

9:15-10:15AM (Session 1) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
1009	**Mathematics Talks – π in Undergraduate Mathematics** Will W. Zhang Wright State Lake weiqun.zhang@wright.edu This is the second talk I prepared for my series of Mathematics Talks. I will present a brief of history of π and its calculation using undergraduate mathematics.
1009	**Election 2016 – History (Class) in the Making** Rob Schorman Miami Middletown - History schormr@miamioh.edu During the Fall Semester of 2016, a special topics class entitled "Election 2016 – History in the Making" offered a unique opportunity for just-in-time-teaching, critical appraisal of digital information sources, and application of classroom knowledge to current events. The course was taught in the History Department at the Miami University Middletown campus. Students followed the election and compared the current candidates to candidates of the past, the current campaign to campaigns of the past, and the currently salient campaign issues to the way those issues had factored into elections of the past. This presentation outlines the development and implementation of the course and some of the lessons learned by the students (and the instructor) about history, politics, and pedagogy.
1011	**Building Student Learning Responsibility** Dr. Joe Cavanaugh Wright State Lake - Economics joseph.cavanaugh@wright.edu Diane Huelskamp Wright State Lake diane.huelskamp@wright.edu At all levels of education it is widely accepted that superior learning outcomes are achieved when students take an active role in their studies. Unfortunately, there is often little effort made by instructors to help students become more responsible for their own learning. This presentation outlines approaches that instructors can use to inform students of the importance of being responsible for their learning, activities that will encourage this behavior, and ways to develop courses that will facilitate students to take a more active role in their education.

9:15-10:15AM (Session 1) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
1011	**Point Incentives for Homework – The Impact on Homework Completion and Test Performance with Majors and Non-majors** Dr. Alan P. Lundstedt UC Blue Ash Chemistry alan.lundstedt@uc.edu The use of point incentives to motivate students to complete online homework and the relationship between homework completion and test performance was investigated. Points really do matter! In a three-year study with introductory chemistry students, homework completion was substantially greater and test performance was consistently better when points were awarded. This presentation will also summarize results from two additional questions. First, after students have had the opportunity to experience the positive impact of homework on their learning, how was their study behavior affected when point incentives are removed? Second, in a shorter study with pre-allied health students, what differences in behavior were observed between these non-science majors and the science majors?
2004	**Promoting Tech-Enhanced Teaching: A Collaborative Model** Dr. Jacqueline Justice BGSU Firelands jjustic@bgsu.edu Julie Hamann BGSU Firelands jrogers@bgsu.edu Debra Streng BGSU Firelands dstreng@bgsu.edu Faced with enrollment, retention, and budget challenges, BGSU Firelands has been charged to re-envision strategies for attracting students, encouraging persistence, and leveraging resources. This re-envisioning includes recognizing that students live and work in a technologized world that is quite different from traditional academic classrooms. However, encouraging more (and more effective) uses of technology in online and face-to-face classrooms has been hindered by two significant barriers: 1. Distance from the BG main campus prevents faculty from participating in professional development opportunities offered to BGSU faculty. Those opportunities are essential to efforts to implement tech-teaching strategies with the potential to enhance learning, instructor efficiency, and student satisfaction. 2. Faculty often believe that technology training is disconnected from pedagogy -- a distraction, rather than an essential element of teaching well in contemporary higher education classrooms. This perception has been intensified by traditional tech-training models which emphasize how tools function instead of how tools can be leveraged to empower instruction. To overcome these challenges with existing resources, BGSU Firelands established an internal team that includes faculty and IT staff. That team was given the broad directive to implement a professional development plan that encourages tech-enhanced teaching. This presentation will describe the formation of the team, successes and failures of initial efforts, "anchored" instruction model that is driving current initiatives, and plans for the future. While the initiative is an experiment in progress, it has already demonstrated value at BG Firelands and could be easily adapted to benefit other regional campuses facing similar challenges.

9:15-10:15AM (Session 1) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
2004	**Integrating Metacognitive Strategies and Experiential Learning Online** Dr. Alan J. Snow Akron Wayne - Biology asnow@uakron.edu Successful instruction in the contemporary classroom depends upon a practical teaching philosophy that should consider the benefits of metacognitive strategies and experiential learning. It is best if that philosophy is shared with, understood by, and easily practiced by students themselves. We know from many studies that students learn best when given the opportunity to experience new ideas or concepts and then, using metacognitive practices, reflect on new material so that information can be added to their base of knowledge; that is to construct their own knowledge. This allows students to develop the critical thinking skills that will best prepare them for future careers. One of my goals is to encourage the use of metacognitive strategies in the classroom to better student performance and increase successful instruction. I have found that the majority of students are receptive to metacognitive strategies but often fail to implement new learning strategies due to a lack of personal experience and/or evidence. Tasked with the development of a non-majors online Biology course that required an experiential learning component, I have designed and implemented a student led research project focused on metacognitive strategies. In this session, I will outline my online integration of metacognitive practices with experiential learning in a semester-long student-driven experiment that demonstrates the effectiveness of metacognitive practices in real time.
2007	**Teaching Medical Writing at the Undergraduate Level: Pilot Project Reflections** Ms. Ana Madani Miami Hamilton madania@miamioh.edu Graduate and professional school curricula frequently include remedial scientific writing courses and seminars. Therefore science and pre-professional majors should have the opportunity to develop scientific writing skills at the undergraduate level. With the support of the Miami University Department of English faculty, I developed a Medical Writing course and taught the pilot section in the Fall Semester 2016-17. This presentation will provide a review of the pilot medical writing course and discuss possible future development. The goal was to introduce students to the specific contexts, conventions, formats and styles that could not be adequately taught in business or technical writing courses. This course provided an overview of the types of documents medical writers would produce (such as clinical study reports, scientific manuscripts, in-service and patient education, literature reviews, etc.) and important considerations for purpose, audience, conventions, format and ethics. These considerations will guide students in reviewing and evaluating scientific papers as well as in reporting their own scientific research with attention to rhetorical contexts. The feedback from enrolled students, several of whom were established professionals with years of career experience, was very positive. Most students reported learning something new. They appreciated the opportunity to apply their knowledge to course discussions and assignments.

9:15-10:15AM (Session 1) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
2007	**Machine Boys in the Extraction Zone: Gleaning the Waste Land in Mountaintop Removal Literature and the Road Warrior** Dr. Matt Wanat OU Lancaster - English wanat@ohio.edu At first glance, Appalachian literature in a realistic regionalist vein should not resemble post-Apocalyptic science fiction, but it does. Indeed, Ann Pancake's mountaintop coal removal novel Strange As This Weather Has Been (2007), which Jack Pendarvis in his New York Times book review describes as one Appalachian family's negotiation of "the Vesuvian landscape of their wrecked hollow," suggests through prose rooted in realism that the Apocalypse is already upon us, or at least upon those of us living in the extraction zones for the fossil fuel economy. But most interesting is Pancake's careful treatment of the psychologies of children living beneath the slurry impoundments of the West Virginia coal industry, characterization as varied as the differences between Bant, the budding activist child of nature, and her brother Cory, who would trade all the ramps and ginseng in the world for a chance to ride a Suzuki Quadrunner. The latter, Cory, though realistically drawn, finds his generic companions not so much in literary local color as in the post-Apocalyptic waste land of George Miller's The Road Warrior (1981), where the Feral Kid, a wild child of the post-petro Australian desert, fashions a life out of the scrap metal detritus of high entropy oil economies. As the Feral Kid gleans from the barren outback, Ann Pancake's Cory shops the refuse of slurry impoundment floods like consumers shop big box retail America, affording Pancake a satirical device, like that used in Miller's sci-fi film, for exploring the hidden costs of fossil fuels.

2017 AURCO CONFERENCE

9:15-10:15AM (Session 1) - Concurrent Session

Faculty Workshop/Short Course

Location	Title/Presenter/Abstract
1003AB	**Implementing Visible Thinking Strategies in the College Classroom** Dr. Shawn DiNarda Watters Akron Wayne - Education sw94@uakron.edu Recent demands on teaching thought in teacher preparation require institutions to prepare teachers who promote engagement, understanding and independence in learners. The session content is supported through the research of Ritchart, Church & Morrison (2011) and Gardner (1983, 1991). Paraprofessional education candidates (associate degree level) and pre-service teachers (bachelor's, initial teacher licensure) participated in Visible Thinking (Ritchart, Church & Morrison, 2011) activities during undergraduate coursework to understand, inform, and then reflect on current topics in education while forming professional identities. The Visible Thinking process and reflections will be shared relating to professional development and inquiry. Conferees will benefit from the session through a greater understanding of how-to integrate and scaffold Visible Thinking activities in undergraduate education coursework. Participants will be engaged through dialogue and idea generation - participants will be provided a handout/brochure in addition to the ppt/prezi. The presentation will start with a discussion regarding Visible Thinking strategies in the higher education classroom.
1004AB	**Working with Under-Resourced Students: Strategizing for Motivation and Success** Kay A. Gowsell UC Blue Ash - Accounting gowselky@uc.edu This discussion is intended for instructors concerned about under-resourced students, who seek strategies to help these students achieve their potential. All college students need both internal and external resources to draw upon for motivation and support. Many college students are lacking in some resources, with hinders their motivation, resiliency, and drive. Faculty need to be able to recognize under-resourced students, and strategize with them to develop and control resources they need to achieve academic success. There are eleven resources that individuals may identify as what they have, lack, can develop, or may be unattainable. All students could benefit from examining their resources and recognizing the need to develop those they may lack, which could hinder achievement of their academic and career goals. A strong motivation to learn and to reach personal goals is crucial to academic success. If we can discover how motivated our students are, and what is motivating them (or hindering their motivation), we can help them work on the development of motivational resources. Any professor in any discipline can work with students to help transform their college experience by supporting the development of some of the essential resources they may lack.

10:30-11:30AM (Session 2) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
1009	**Assessing Group Work in Mathematics: Some Advice and Examples** Dr. Victor U. Odafe BGSU Firelands - MATHEMATICS vodafe@bgsu.edu Ideas for preparing students for group work will be shared. Presenter will briefly share guidelines (student and instructor) for setting up and implementing small group assessment. Depending on the set up, benefits from student and instructor points of view will be discussed. Some assessment methods that could be used individually or in combination to assess student work and assign a group or individual mark will be shared.
1009	**Using the Binomial Approximation to Teach the Central Limit Theorem** Dr. Dennis L. Clason UC Blue Ash - Mathematics/Statistics clasonds@uc.edu Introductory statistics textbooks continue to teach the Normal approximation to the binomial distribution as though it is something important for calculating binomial probabilities. It is not -- modern calculators and software have eliminated the need for this approximation. The approximation is a consequence of the Central Limit Theorem, and consequently the approximation can be used to demonstrate the usefulness of the Central Limit Theorem. This presentation uses worksheets to show how this is done.
2004	**Strategies for Increasing Utilization of the Learning Center** Dr. Ana M. Wetzl KSU Trumbull - English/Learning Center awetzl@kent.edu The presentation discusses the strategies that we have implemented at our regional campus to increase utilization of our services. In addition to having a strong online presence with the OWL and explaining our services to First Year Experience courses, the Center has also adopted strategies such as hiring tutors who reflect the makeup of the student population, and partnering with other campus entities to organize open houses. We have also reached out to composition professors regarding our tutors doing brief presentations for their writing courses. To better reach the students enrolled in online courses, the Learning Center has also developed a short video that can be used as an advertising tool targeting this specific population. In addition to discussing these strategies, the presentation will also go over some of the challenges encountered when trying to increase utilization, such as occasional lack of support on the part of some of the faculty.

10:30-11:30AM (Session 2) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
2004	**Exploring the Effect of Faculty intervention on Student Persistence** Dr. Patty Goedl UC Clermont - Accounting patricia.goedl@uc.edu The purpose of this presentation is to explore the effects of faculty intervention on student persistence and course success rates. Issuing quarterly student grade progress reports is compared with using a specific early alert/interview technology system. Implications will be discussed as well as recommendations for future research.
2007	**Teaching Organic Chemistry Without a Required Textbook** Dr. Christopher G. Gulgas UC Blue Ash - Chemistry gulgascg@ucmail.uc.edu Organic chemistry students are generally required to purchase expensive textbooks for this year-long course. Although the textbook is an excellent reference material, its value for practical student learning is questionable. In an effort to both reduce the financial burden on students while sharpening their focus using instructor-designed resources, the textbook requirement was dropped from the syllabus for both Organic Chemistry I and II for the 2016-2017 academic year. An overview of the tailored course materials, instructor exam scores, nationally standardized exam scores, and student survey data will be presented.

10:30-11:30AM (Session 2) - Concurrent Session

Faculty Workshop/Short Course

Location	Title/Presenter/Abstract
1004AB	**Guiding Students into Publishing for Children -- Blind Alleys and Roadblocks** Linda Walvoord de Velder UC Clermont - English, Emeritus Prof linda.walvoord@uc.edu Many creative writing faculty see work aimed at children, in their classes, whether the course is designed for would be writers "for children" or not. We feel a special obligation not to encourage students in this crowded field of seeking first publications for children, when we may be unsure where the "good" bridges are, and when we may be sending students off into common mistakes, blind alleys or big roadblocks. This session helps creative writing faculty get a quick set of guidelines for guiding students into not just penning children's ditties and nice stories, nor become slave to market guides, but finding their way with a bit of savvy you were able to impart without being a specialist yourself in work for children. And hey, maybe under your bed or in your dreams, there's a children's book of your own.

11:45AM-12:45PM (Session 3) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
1009	**Flipping Precalculus Through Guided Notes** Dr. Dywayne Nicely OU Chillicothe - Mathematics nicely@ohio.edu After discovering that other instructors had success in implementing the flipped classroom model in their mathematics courses, we decided to analyze the effects of the flipped classroom model in our Precalculus course during the past academic year at Ohio University-Chillicothe (OUC). In this final report, we compare final grade data of the control and experimental groups by performing a t-test on the overall averages and calculating the effect size (Cohen's d). Students from the fall semester of 2015 populated the control group while students from the spring semester of 2016 populated the experimental group. Along with the grade data, we will detail the methods and procedures that were conducted during the intervention. Specifically, how we flipped the classroom through the use guided notes and providing the students with annotated PowerPoint slides. Lastly, we will provide some student comments about the intervention that were collected from a survey.
1009	**Ideas to Excel at Creating Game-Based Review Activities** Dr. Thomas W. Stringfield UC Blue Ash stringtw@ucmail.uc.edu Many recent studies and reports have shown that utilizing a game-show based format to review for midterm and final examinations can have a positive effect on student interest, engagement, and performance in class. However, the actual design and implementation of the game activity can have a profound impact on the level of "learning benefit" to the student. To this end, some factors to consider when constructing game review activities and deciding the game format will be discussed. Also, ways to create fun game review activities with common office software (such as Microsoft Excel) will be presented. This can be a huge asset in situations or settings where financial capital/funding for special activities is minimal. In addition, some examples of Excel-based review activities (including familiar ones such as Bingo, Connect Four, and Jeopardy!) will be demonstrated.

11:45AM-12:45PM (Session 3) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
1011	**Integrating Innovative and Interactive Technology in the Classroom**

Annette Redmon
UC Blue Ash
redmonat@ucmail.uc.edu

Brian Hunter
UC Blue Ash
hunterbi@ucmail.uc.edu

Monica Widdig
UC Blue Ash
wiggidm@ucmail.uc.edu

Objectives
This presentation will highlight teaching and learning innovations by using interactive technology activities in the classroom, including active learning. We will explore the use of WeVideo, various screencasting tools, Socrative, Padlet, Kahoot and many others. While our presenters teach different academic disciplines, we will demonstrate how these techniques can effectively promote active learning and increase student engagement across diverse academic disciplines. Moreover, interaction with AURCO session participants will facilitate discussion and the exchange of information and ideas for expanding and refining of these assignments in the classroom. This presentation will encourage other faculty to incorporate technologies in teaching their respective disciplines.

Audience
This presentation is intended for faculty, faculty developers, and a general AURCO audience who may be interested in successful teaching innovations in higher education. We will provide an opportunity for a "Question and Answer" session following the presentation of the technological techniques to engage the audience to share their own classroom experiences and other ideas and concerns regarding classroom activities.

Session Activities & Discussion
This presentation will be interactive with several technologies used in the classroom including assignment instructions and rubrics. These technologies require students to participate interactively and successfully. The presentation will include displays of student work product (with students' permission and release) for conference participants to view and discuss. Our goal is to continuously improve our teaching in the classroom. As educators, we strive for additional ways to facilitate the students' process of learning, understanding and retaining of the material by actively engaging our students.

11:45AM-12:45PM (Session 3) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
1011	**Addressing Student "Will" Versus "Skill" to Prevent "Junk" Study Minutes in Math-Based College Classes** Natalia P. Darling UC Blue Ash - Mathematics natalia.darling@uc.edu Monica Widdig UC Blue Ash monica.widdig@uc.edu In popular running culture there is a term called "junk miles" which refers to wasteful miles that don't produce specific benefits. This debate relates to quality over quantity and parallels issues experienced by some college students in math and math intensive courses. Although dedicated and willing, despite their hard work and time, it can be argued that every minute studying may not have value. Study techniques for mathematical based problem solving can vary hugely from approaches in other subject areas. In particular, emphasizing math study skills can help instructors address student performance (Behzadi, Hosseinzadeh Lotfi, & Mahboudi, 2014) to improve academic success in math courses. Additionally, incorporating technology may also help address motivational techniques (Star, Chen, Taylor, Durkin, Dede, & Chao, 2014). This marriage of "will" and "skills" is the discussion topic, and includes analysis of teaching pedagogical learning strategies to guide students who have the will to learn, but lack the skills to go from cognition to metacognition to improve mathematical course success. Specific strategies and methods for incorporating motivation and self-regulated learning that help students maximize their study time and advance proactive behavior will be shared.
2004	**The Critical Importance of a Teaching and Learning Center to the Performance of a University Regional Campus** Mr. Brent M. Fox BGSU Firelands - Mathematics Coordinator bmfox@bgsu.edu The university regional campuses comprise an integral component of higher education in the State of Ohio, and these campuses confront great challenges and even greater opportunities. An indispensable department on a regional campus is a teaching and learning center, dedicated to assisting each student to achieve his or her maximum academic potential. This article discusses the diverse services provided by the Teaching and Learning Center at BGSU Firelands (Huron OH), with special emphasis on the role of the Mathematics Coordinator in assisting students in the whole range of mathematics courses offered at the regional campus.

11:45AM-12:45PM (Session 3) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
2004	**The Balancing of eText with Moore's Law** Dr. Abdul-Aziz Bahha University of Cincinnati Clermont College - IT bahhaaz@ucmail.uc.edu Abel Gyan University of Cincinnati Clermont College gyanal@ucmail.uc.edu Providing current instructional resources for students, especially in technology-based courses challenges instructors to keep pace with Moore's Law; it is like balancing an elephant on a razor blade. In Applied Technology for Personal and Professional Productivity, the course I teach for the University of Cincinnati Clermont College, I am currently using at least two textbooks to meet this challenge—but it is costly to students. When the author for our primary textbook retired, it prompted me to consider replacing the outdated material, synthesizing the content from two texts into to a single text, aligning material with the learning objectives of the course and creating an accessible resource for students. After collaborating with the University of Cincinnati Clermont College Instructional Design & eLearning Team, I decided that writing an eText for course could support learning while helping me keep pace with ever-changing technology. As an example, Microsoft Sway is a digital storytelling app that may be replacing Microsoft PowerPoint for creating presentations. The purpose of this presentation is to share lessons I have learned researching and writing an eText that incorporates the latest technologies.
2007	**Experiential Learning Through Mystery Shopping** Dr. Scot B. Tribuzi KSU Ashtabula stribuzi@kent.edu Business students typically study the theories and methods to successfully deal with the "real world" through a didactic approach. In contrast, instructors can design experiential learning opportunities that allow student centered learning. Having students conduct mystery shopping exercises forces them to apply their knowledge through higher order skills such as evaluating, problem solving, and decision making. Students not only learn a standard business practice to evaluate performance, but also learn how to evaluate outcomes. A method of implementing a mystery shopping activity into a course is presented along with recommendation for evaluating student performance.

11:45AM-12:45PM (Session 3) - Concurrent Session

Paper Presentations

Location	Title/Presenter/Abstract
2007	**Use of Polling Software as a Review Game in Live & Asynchronous Classes** MichelleR.Theiss OU Southern - Nursing theissm@ohio.edu Faculty members often find it difficult to engage students in live classes, and it may be difficult to perform effective content reviews in asynchronous classes. Use of polling software has helped to address each of these issues. Research indicates that students who are exposed to more questions during their education perform better on licensure exams after graduation. Based on this data, the faculty member has chosen to use polling software in several different ways to facilitate content review and development of a knowledge base. The polling software has been used as a friendly competition in some instances, during which individuals or small groups would compete to correctly answer the most questions in the least amount of time. The software has also been used to deliver questions at the end of individual classes as an informal quiz to evaluate learning.The polling tool was also used in asynchronous class meetings as an assignment to evaluate knowledge of content delivered online. The tool has been valuable during sensitive discussions regarding ethical situations when students may prefer to report their opinions anonymously. Students' reactions to this tool have been positive overall. The software utilizes the students' phones or tablet devices, which appeals to the majority of students. Students report that use of this tool feels more like a game than an assignment, making learning more enjoyable than a traditional quiz over content. An additional benefit is that the polling tool gets every student involved in answering questions, which addresses the problem that occurs in many classrooms when students are fearful to verbalize a wrong answer. The polling software has been used in multiple ways to both enhance and evaluate student learning both inside and outside the classroom.

11:45AM-12:45PM (Session 3) - Concurrent Session

Faculty Workshop/Short Course

Location	Title/Presenter/Abstract
1003A	**Recognizing Abusive Behaviors: How We Can Learn to React Effectively to Model Appropriate Behavior for Our Students** Dr. Mary Jane Preece OU Chillicothe - Human Services Technology preecem@ohio.edu As faculty workload and demands increase, we may find ourselves feeling overwhelmed. This can lead to increased stress and decreased stress tolerance. As leaders on our campuses, we must realize our students are watching. Participants will gain recognition of abusive behaviors; learn to react effectively, appropriately, and professionally; and most importantly, model the behavior we anticipate from our students.
1004A	**The Hunger Games" How to Engage Today's Learners using the Innovative Top Hat Application so Everyone Wins** Ms. Marlo Patrice Kibler KSU Trumbull - Business Administration mkibler5@kent.edu The introduction of Top Hat, a web based application program will enable professors and facilitators to bridge the performance and expectation gap of your students by creating an innovative and comfortable learning environment for any seated class students to look forward to attending no matter what the course subject. The cost of the program is free to teachers with only a small fee to students. This program uses "tools of distraction" such as computers, smartphones, tablets and laptops and turns them into tools of engagement resulting in higher performing students! It also is a tool that is fun for students, easy for facilitators to implement and keeps today's millennials engaged in learning with a platform that is relatable for today's student learner. The Top Hat program enhances content into an interactive learning experience complete with videos, embedded questions (which provide real time results), modules, and more. Professors can assign homework and track progress including attendance. Using the discussions module, professors can launch and run discussions with thousands of students. Discussions can also be made anonymous which increase a student's comfort level and increase their willingness to participate. With this application, "Clickers" are a thing of the past! It is interactive with Blackboard and has an advanced LMS synchronization with Blackboard feature which allows instructors to synchronize grading and class roster information between the two systems! This means NO MORE MANUAL ENTRY! Additionally, its use greatly improves the learning experience for international student engagement by improving class facilitation and inclusion by strengthening cultural competencies and helping them to better assimilate into the American university classroom structure.

STUDENT POSTER PRESENTATIONS

BGSU Firelands

9:00 AM - 1:00 PM
Atrium

Investigation of the Antimicrobial Activity Curcumin and Polymerized Green Tea Extracts

Mr. Will Sberna
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Antimicrobial resistance is a well-recognized growing global threat. With a growing increase in antibiotic resistant infections, there is an imminent need to develop new class of effective antimicrobials. Among the different classes of naturally occurring compounds, green tea catechins and curcumin have been investigated widely for their anti-microbial activity. Four major catechins found in green tea – epicatechin, epicatechin-3-gallate (ECG), epigallocatechin (EGC), and epigallocatechin-3-gallate (EGCG) have been shown to exhibit good anti-microbial activity through a variety of mechanisms. While green tea has shown to exhibit promising anti-bacterial activity, the variability in the composition of green tea, and low solubility of EGCG in water is still a concern. Curcumin, a naturally occurring compound from turmeric has been known to exhibit good synergistic activity with green tea catechins. The use of curcumin in anti-bacterial applications has been severely limited because of its poor solubility in water (11ng/ml). This leads to very poor absorption in the body, fast metabolism, and quick systemic elimination. To overcome some of the limitations of naturally occurring catechins, these compounds were polymerized using environmentally benign methods involving use of naturally occurring enzymes as catalysts. The anti-bacterial activity of these compounds against both gram positive and gram negative bacteria was evaluated using disk diffusion and minimum inhibitory concentration (MIC) assays. A significant challenge was to determine reaction conditions and solvents which did not affect the MIC. Preliminary results on the anti-microbial activity of these compounds will be presented.

Physiological Effects of Exercise and Stress

Cindy Hampton
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What is Stress? Stress is the combination of a stressor, stress reactivity, and strain (Greenberg, 2013). There are two types of stress, distress (negative stress/bad things, stress that diminishes one's health) and eustress (positive stress/good things, stress that enhances one's health). It is important to understand stress can negatively impact both mental and physical health and that physical activity can reduce stress levels. Managing stress is a critical component to one's health and wellness.

Participating in regular physical activities, such as aerobic and anaerobic exercises, can improve health and have a positive effect on stress. It can slow down the aging process, increase lung capacity, help to maintain ideal blood pressure, improve posture, and improve digestion. Improving physical health is strongly correlated to psychological health. Exercise can help with depression, anxiety, alertness and awareness resulting in increased confidence, improved self-image, and feelings of well-being (Greenberg, 2013).

Physical activity can improve physical and psychological well-being. A combination of aerobic, anaerobic and flexibility exercises presents a well-rounded exercise program. According to the American College of Sports Medicine (2017), adults can benefit from 30-60 minutes of moderate- intensity 3-5 days a week. So, in order to reduce the negative effects of stress, individuals should consider exercising at least 3 days a week, preferably more.

Ready, Set, Pokémon Go!

Mr. Mark Schworm
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This poster presentation is an introduction to the recent Pokémon Go craze. The game itself was developed around the simple yearnings of every child growing up which is to discover their surroundings and have an adventure along the way. Origins of this game started over 20 years ago, inspired by the creator's very own childhood. In my presentation, I will highlight the unusual health benefits that a player can gain from engaging in Pokémon Go. For most, when one thinks of a technology screen game, they do not associate it with physical activity. The developers of this game cleverly mixed today's current technology with physical activity and a splash of social interaction making it appealing to all ages. Unfortunately, everything ends up developing a good side and a bad side. While playing games can be very fun, I will list some areas that could be risks and harmful to the Pokémon Go player. These situations can be easily overlooked when one is submerged in a session of play and can easily be distracted. Some of the areas to be aware of are common sense while other situations have manifested from those trying to take advantage of innocent, unaware players. Dangers of playing Pokémon Go vary from minor injuries to near fatal events. The positive benefits have certainly outweighed the negative, but simply being aware of the obvious along with the hidden hazards will result in a more successful experience. Finally, I will include some helpful tips and suggestions to make for an enjoyable adventure that may very well take some of us back to our own childhood days.

Instructing the Instructor: ~~Student~~ Instructor-Centered Approaches

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The purpose of this poster presentation is to identify and describe effective methods that can be implemented to motivate faculty to become more engaged in technology-related professional development. Increasing attendance and generating an interest in voluntary professional development sessions can often be a difficult task. Faculty might fail to recognize benefits, have limited time and interest in the subject matter, or may have been unsatisfied with past training experiences. Recognizing that these barriers are similar to those that students may feel or encounter, our training team developed a plan to increase faculty engagement that is built on the best practices those same faculty members apply to their own classrooms. Those practices include the following: Provide advanced notice and the information needed to help instructors gauge value and plan for time-on-task; incorporate an extrinsic motivation based on Gamification pedagogy; utilize a learning environment to encourage hands-on active learning; and offer learning materials and resources that support self-directed ongoing learning. These methods allowed the team the opportunity to make more connections with faculty and to better assess which of the approaches were effective and what needed improvement. It was determined that using all of these methods worked well together in creating a more engaging experience for the learner. As a result of the team efforts, a proposal was drafted and presented to the Dean to obtain support for the development of an Instructional Technology team that will create training guides and present professional development trainings approximately twice a month to all faculty and staff.

Analysis of Sports Drinks

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Many athletes consume sports drinks on a daily basis. The composition of sports drinks can affect exercise performance. How does the composition between sports drinks compare? Six different Sports Drinks will be compared using several techniques. Data will be collected using equipment such as Spectrophotometer, conductivity meter, Nuclear Magnetic Resonance Spectroscopy, and Paper chromatography. Different elements such as sugar levels, electrolytes, and dyes will be assessed. Based on the results, the most and the least beneficial sports drink will be suggested.

Romantic Red with a Twist

Ms. Kenadee Pezzano O'Neil Pezzano
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For this experiment I am testing whether adult males are attracted to women who are wearing red clothing or whether they are just attracted to the type of clothing they are wearing. There have been studies done where the attraction between males and females wearing red but I will be comparing the attraction between males and how they view women wearing a red dress, a black dress, a red shirt with jeans, and a black shirt with jeans – this has never been done. My study is an online study that asked demographic questions to begin with, to make sure all of the participants are males and that none of the males have a colorblindness of any kind. The participants are then shown four different photos of the same woman wearing her hair the same exact way in each photo, along with the same makeup in each photo. One photo is the woman wearing a red dress, the second is the same woman wearing a black dress, the third is that woman wearing a red shirt and jeans, and the final and fourth photo is that woman again wearing a black shirt with jeans. The male participants will be asked to rate all four photos on attractiveness on a Likert scale from 1-10 and then they are asked to click on the part of the photo that catches their attraction the most. With the results, I will be comparing whether male adults are attracted to women wearing the color red or if it has anything to do with the type of clothing they are wearing.

Odor Hedonics in Association with Personality

Ms. Alexis R. Sarty-Riley
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For this experiment I've set out to investigate the relationship between odor hedonics and personality. The main focus of the experiment is to determine whether an individual's preferences and rejections of particular odors are associated with individual personality factors. Research in this area is relevant because while personality traits and olfactory system tests can be indicators of various disorders and diseases, I have yet to find research investigating what role odor hedonics plays. It is unknown whether these dislikes and preferences in odors could be related to individual personality factors, or maybe even be potential indicators of health issues as well.

The Role of Wetlands in Controlling Algal Blooms by Reducing Nutrient Loading to Lake Erie

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Early research on algal blooms in the Sandusky Bay area focused on phosphorus availability as the primary factor behind incidence of toxic cyanobacterial blooms. More recent research has indicated that nitrogen input into the water can have a significant effect on bloom size and toxicity. Wetland construction and restoration is an effective method to reduce nutrient loading to Lake Erie. This study will examine the role of the Old Woman Creek estuary in reducing nutrient loading to Lake Erie. Old Woman Creek National Estuarine Reserve is a shallow wetland located in Erie County along the south-central shore of Lake Erie. In this study, we will examine Nitrogen (N) and Phosphorus (P) concentrations and N:P ratios at the Old Woman Creek Estuary to better understand the role of wetlands in reducing algal blooms in Lake Erie. Understanding how storms and wetland connectivity to Lake Erie impact nutrient retention by coastal wetlands is important for managing or restoring wetlands for nutrient loading reduction.

Nitrate and Ammonium Levels in Local Fresh Water Lake

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It's a well-known fact that groundwater contamination is a problem in freshwater lakes. Ammonia and nitrates are two of these contaminants, which can cause the premature aging of the lakes and deoxygenation which can lead to Eutrophication. Our goal in this experiment is to determine the levels of ammonia and nitrates in Dillon Lake and their effects on the environment. With this information, we hope to find a way to reverse some of the damage to the lake's ecosystem and raise awareness about this issue.

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BGSU Firelands Campus Map