

# AURCO 7

## Innovations: Shattering the Box



*Courtesy of BGSU Marketing and Communications*

## Conference Program

Hosted by:

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Association for University Regional Campuses of Ohio

# Table of Contents

<b>AURCO Conference Schedule</b>	<b>Page 3</b>
<b>AURCO at a Glance</b>	<b>Page 4</b>
<b>Keynote Speaker</b>	<b>Page 8</b>
<b>Session 1</b>	
Faculty/Staff Presentations	<b>Page 9</b>
Student Presentations	<b>Page 16</b>
Workshops	<b>Page 18</b>
<b>Session 2</b>	
Faculty/Staff Presentations	<b>Page 19</b>
Student Presentations	<b>Page 26</b>
Workshops	<b>Page 27</b>
<b>Session 3</b>	
Faculty/Staff Presentations	<b>Page 29</b>
Student Presentations	<b>Page 36</b>
<b>Lunch &amp; Student Poster Session</b>	<b>Page 38</b>
<b>Round Table Discussions</b>	<b>Page 40</b>
<b>Notes</b>	<b>Page 44</b>
<b>A Special Thanks</b>	<b>Page 46</b>

## Welcome to the 2007 AURCO Conference

Welcome to the 13<sup>th</sup> Annual Conference for the Association for University Regional Campuses of Ohio. It was our pleasure to plan and host this conference for you. With over 70 presentations, workshops and roundtable sessions, we hope that your experience inspires you to “Shatter the Box” and connects you to the dedicated faculty, staff and administrators that are leading Ohio branch campuses into the future. Kick back, relax and enjoy the Firelands area.

Welcome to our campus!

**Rachelle Kristof Hippler, General Chair**

***This conference would not be possible without the dedication and hard work of the AURCO 2007 Planning Committee:***

### **Program**

Linda Hamaide, Chair  
Jolene Buehrer  
Tim Jurkovic  
Chris Mruk  
Victor Odafe  
Kay Strong  
Haoyu Wang  
Phil Weinsier

### **Registration**

Ruth Steinbrunner, Chair  
Marty Anderson  
Michelle Brodke  
Danette Johnson

### **Hospitality**

Trudy Anderson, Chair  
Pat Antonelli  
Sylvia Hermo-Fedro  
Nancy McQuillen

### **Facilities**

Alyson Wilson, Chair  
Julie Hamann  
Earl Lisk

### **Print Media**

Lisa Kidd, Co-Chair  
Barry Lee, Co-Chair

### **Planning Committee Secretary**

Jaymee Skelly

## AURCO Itinerary

8:00 - 8:30	Check-in / Registration / Breakfast in the Main Auditorium							
8:30- 9:20	Dean's Welcome Keynote Speaker Announcements and Directions							
Room	1003	1004	1009	1011	2002	2004	2007	2008
<b>Breakout Sessions</b>	Teaching, Service, Scholarship, Engagement	Teaching 1	Teaching 2	Service, Engagement, Scholarship	Teaching 3	Teaching 4	Teaching 5	Student Presentations (every 15 minutes)
9:30-10:20								
10:30-11:20								
11:30-12:20								
12:30 - 1:30	Lunch in the Main Auditorium: "Birds of a Feather" are encouraged to "Flock Together" Student Poster Sessions AURCO Awards Door Prizes							
1:30-3:30	Roundtable Discussions							
3:30 - 4:30	AURCO Business Meeting							
	All workshops will be held in the West Building at various times. Please see program for details.							

# AURCO 2007 @ a Glance 9:30-10:20 am

Room Numbers	Presentations			
Cedar Point Center 1003	<i>Writing Across the Curriculum (WAC): Interdisciplinary Synergy for the Transfer of Knowledge in Entry-Level courses</i> Brenda Refaei		<i>Curriculum-mapping Your Way to Information Literacy</i> Philip Weinsier, Nashieli Marcano	
Cedar Point Center 1004	<i>Studying Contemporary Ohio Women Poets</i> Robert Miltner, Andrew Rihn, Yvonne Williamson		<i>Leveraging the Local in the Regional Campus Curriculum</i> Dr. Jacqueline Justice, Dr. Jolene Buehrer	
Cedar Point Center 1009	<i>Developing Critical Thinking and Enhanced Meaning-Making through the Use of Image/Text Interplay</i> Michael Hieber		<i>Use of Interactive Technology to Enhance Student Engagement in the Classroom</i> Katherine Hieber	
Cedar Point Center 1011	<i>Adjunct Faculty Issues Panel Discussion</i> Patricia Antonelli, Cynthia Bailey, Dr. Michelle Brodke, Bryan Gattozzi, Kay Hallett		<i>Using a Threaded Case Study in an Introduction to MIS/CS Course</i> Trudy Anderson	
Cedar Point Center 2002	<i>Encouraging Creativity and Engagement in a Discussion-Intensive Course</i> Elizabeth Howard		<i>Double-Dipping: Connecting Pastimes to Classtimes</i> Eric Luczaj	
Cedar Point Center 2004	<i>Constructivist Pedagogy of Online Discussion</i> Li Zhou		<i>Online Course Success</i> Dr. Michelle Brodke, Dr. Christopher Mruk	
Cedar Point Center 2007	<i>Comparison of student perceptions of three different physics by inquiry classes</i> Gordon J. Aubrecht, II		<i>Is there any correlation in an inquiry class between students' perceived topic difficulty and their performances?</i> Carol Bowman, Gordon J. Aubrecht, II	
Student Presentations  Cedar Point Center 2008	<i>Elgin, Ohio</i>  Andrew Adams	<i>2006 Non-native invasive plant Inventory of Lake Vesuvius Recreation Area</i>  Joseph E. Bass, Michael Wagner	<i>The Interaction Between Religion and Psychology</i>  Jennifer Betz	<i>A Case Study on My Children's Attachment Decisions</i>  Tina Denny
Workshop  Firelands West Building 115	<i>Learning Through Experience: The Whys and Hows of Teaching a One Week Summer Workshop</i>  Timothy J. Jurkovic 9:30-11:30 am			
Workshop  Firelands West Building 118	<i>Approaching Teaching from a Scholarly Perspective</i>  Beth Dietz-Uhler, Cathy Bishop-Clark 9:30-11:00 am			
Workshop  Firelands West Building 129	Workshop in this room does not begin until 11:00 am			
Workshop  Firelands West Building 237	Workshop in this room does not begin until 10:30 am			

Room Numbers	Presentations			
Cedar Point Center 1003	<i>A History of the Firelands In Three Maps</i>		<i>Preserving History with Digital Technology: Oral Interviews with Japanese War Brides</i>	
	Michael Kimaid		Miki Crawford	
Cedar Point Center 1004	<i>Can Selected Brain Gym Movements Done before Tests Reduce Anxiety-Related Symptoms of Test-Taking?</i>		<i>"Is it the students or the test?": Placement-Testing Performance and Retention at KSUTC</i>	
	Susan Weeks, MS, RN		James Canacci	
Cedar Point Center 1009	<i>Connecting the College and the Community through the Lake Campus Reading Center</i>		<i>Implementing Best Practices of Reading</i>	
	Judy Brewer, Paula Bryan, Dr. Kenneth Rosengarten		Dr. Kenneth Rosengarten	
Cedar Point Center 1011	<i>Social Dialogue and Installation Art: Dialogic Learning through Public Intervention</i>		<i>Weaving Disciplines Together: Projects that combine Language and Art</i>	
	Jack Richardson		Kelly Frigard, Isabel Parra	
Cedar Point Center 2002	<i>Digital Visualizing - Designing and Facilitating a Digital Foundations Course for Visual Arts Curricula</i>		<i>Integrating Technology Into Classroom Presentations</i>	
	Thomas Suter, Brad McCombs, Craig Fetherolf		Roger Fulk	
Cedar Point Center 2004	<i>Anatomy of a Partnership</i>		<i>Designing Spanish Courses with a Commitment to Community</i>	
	Dr. Lynn Walsh		Deborah Themudo, Teresa Roig-Torres	
Cedar Point Center 2007	<i>An Analysis of Deep and Surface Learning Approaches and their Implications to teaching and learning</i>		<i>Patterns of Dissolved Oxygen, Productivity and Respiration in Old Woman Creek Estuary</i>	
	Jerry Obiekwe		Dr. Linda Cornell, David M. Klarer	
Student Presentations  Cedar Point Center 2008	<i>Microprocessors and Embedded Microcontrollers</i>	<i>The Effects of Alcohol on Adolescent Working Memory</i>	<i>Sport as Religion: A Case Study of a Catholic High School</i>	<i>Auditory Processing Disorder</i>
	Johnny Hackathorn	Melissa F. Henley	Mary Linder	Donna Long
Workshop  Firelands West Building 115	<i>Learning Through Experience: The Whys and Hows of Teaching a One Week Summer Workshop</i> (Continued) Timothy J. Jurkovic 9:30-11:30 am			
Workshop  Firelands West Building 118	<i>Approaching Teaching from a Scholarly Perspective</i> (Continued) Beth Dietz-Uhler, Cathy Bishop-Clark 9:30-11:00 am		<i>Developing Self-Regulated Learning in First-Year Students</i> Robin Lightner, Ruth Benander, Eugene Kramer, Stefanie Bethuy 11:00-12:30 pm	
Workshop  Firelands West Building 129	<i>Peer Day 101</i>  Jennifer Williams 11:00-12:30 pm			
Workshop  Firelands West Building 237	<i>CPR for the College Classroom: A Workshop</i>  Dr. Kay Strong 10:30-12:30 pm			

Room Numbers	Presentations			
Cedar Point Center 1003	<b><i>The Effect of Library Training on Scientific Writing in the Organic Chemistry Class</i></b> Bozena Widanski, Diana Riemenschneider		<b><i>Using A Failed Experiment As An Impetus To Nurture Motivation In Lab Class And Learn The Scientific Method</i></b> Wilhelm Kossenjans	
Cedar Point Center 1004	<b><i>Reality Nursing: Student Transition into Practice</i></b> Vicky Parker, MS, CNP Charlotte Souers, MSN, RN		<b><i>Europeanization of Education: Transferring European Transitional EU Education Models to Transitional American Campuses.</i></b> Benedict DeDominicis	
Cedar Point Center 1009	<b><i>Centers for Teaching and Learning Across Regional Campuses: Building Coalitions for Educational Access and Empowerment</i></b> Beth Dietz-Uhler, John Tassoni, Alana Van Gundy-Yoder		<b><i>A Center for Teaching and Learning at a Regional Campus: Extending the Teaching Terrain</i></b> Lizz Howard, Rob Schorman, Ellenmarie Wahlrab	
Cedar Point Center 1011	<b><i>A Research Study: Service-Learning and Ethics Education</i></b> Brian R. Hoyt		<b><i>Innovative Engagement Collaboration</i></b> Lisa Kidd, Dr. Terry Herman, Dr. Donna Trautman, Dr. James Smith	
Cedar Point Center 2002	<b><i>What Students Know About Plagiarism</i></b> Dave Hochstein, Judy Brewer		<b><i>Connectivity of Theoretical Chemistry Classroom Lecture to the Real World: a Chemistry Classroom's Project</i></b> Dr. Shahrokh Ghaffari	
Cedar Point Center 2004	<b><i>It's All About the Learning: OLN 4 U in 20 Minutes or Less!</i></b> Sheryl Hansen		<b><i>A Sip of MERLOT - Reusable Learning Objects</i></b> Pradeep Mohanty	
Cedar Point Center 2007	<b><i>Writers Teaching Writing</i></b> Dr. Harlan Wilson, Christine Wilson		<b><i>Salaries on Ohio Regional Campuses</i></b> Gordon Aubrecht, Joseph Cavanaugh	
Student Presentations  Cedar Point Center 2008	<b><i>Saint Marys: A Brief Overview</i></b> Daniel Schenking	<b><i>Johnson's Island Civil War Prison: A History and Legacy</i></b> Jacob Smith	<b><i>The Portrait of a Small Ohio Town</i></b> Susan Yocum	<b><i>Interactive Smart Boards and Learning-Teaching for the Millennium</i></b> Erin Nicole Zimpfer
Workshop  Firelands West Building 115	Workshop in this room has ended.			
Workshop  Firelands West Building 118	<b><i>Developing Self-Regulated Learning in First-Year Students</i></b> (Continued) Robin Lightner, Ruth Benander, Eugene Kramer, & Stefanie Bethuy 11:00-12:30 pm			
Workshop  Firelands West Building 129	<b><i>Peer Day 101</i></b> (Continued) Jennifer Williams 11:00-12:30 pm			
Workshop  Firelands West Building 237	<b><i>CPR for the College Classroom: A Workshop</i></b> (Continued) Dr. Kay Strong 10:30-12:30 pm			

Room Numbers	Roundtable Discussions
Cedar Point Center 1003	<p><i>The Role of Technology in the Classroom</i></p> <p>Marty Anderson, Michael Kimaid, Alyson Wilson</p>
Cedar Point Center 1004	<p><i>Perspectives from Non-traditional Students in Higher Education</i></p> <p>Sue Ellen McComas Doctoral Student</p>
Cedar Point Center 1009	<p><i>Benefits of the Writing Lab Model</i></p> <p>Bryan Gattozzi, Jacquie Justice, John Moor</p>
Cedar Point Center 1011	<p><i>Defining a Personal Feminism: Manifestas from Introduction to Women's Studies</i></p> <p>Emily M. Hinnov (moderator), Jessica Adams, Melissa Graves, Tamara Kilbride, and McKenna Leckrone (presenters)</p>
Cedar Point Center 2002	<p><i>Recruiting and Retaining Students in Computer Science</i></p> <p>Dr. Angela Guercio, Lyn Snyder, Rachelle Kristof Hippler</p>
Cedar Point Center 2004	<p><i>Open Source Conversations: What's Happening in Ohio and Beyond.</i></p> <p>Mark Cubberley, Sheryl Hansen, Scott Siddall</p>
Cedar Point Center 2007	<p><i>Learning Outside Our Disciplines: How Being Students of Music Helps Us Teach</i></p> <p>Rhonda Pettit, Ruth Benander (co-chairs); Sue Brammer, Margaret Cheatham, Stephana Harmony, Claudia Skutar</p>
Cedar Point Center 2008	<p><i>Confronting and Dealing with Student Issues in Online Learning</i></p> <p>Steve Sarazin</p>
Cedar Point Center Auditorium 	<p><i>Possibilities and Problems with Community Partnerships</i></p> <p>Linda Hamaide, Lori Pierce, Ruth Steinbrunner, Judy Williams</p>
Cedar Point Center Auditorium 	<p><i>Publishing While Working in a Teaching Intensive Environment: Experiences, Insights, and Suggestions</i></p> <p>Dr. Chris Mruk</p>
Cedar Point Center Auditorium 	<p><i>Will the testing required in NCLB impact the kind of students who come to college?</i></p> <p>Melanie Hall, Carol Maciejewski, Anne Leser</p>
Cedar Point Center Auditorium 	<p><i>Do you want a student who is strong academically but not well rounded?</i></p> <p>Jessica Michel, Allyson Compton, Iris Papenfuss, Joshua Schlotterer, Anne Leser</p>

# Keynote Speaker



Dr. Gene Poor has been named the first Ernest & Dorothy Hamilton Professor of Entrepreneurship at Bowling Green State University. The endowed professorship in the College of Business Administration was created with a gift from internationally known Olympic skater and Bowling Green native Scott Hamilton in memory of his parents, both of whom taught at the University.

Dr. Poor, who has taught for Bowling Green since 1972, is a professor of Visual Communication Technology. He has been involved with the entrepreneurship minor degree program, having taught the Innovation Technology and Introductory Entrepreneurship courses.

He also is a part owner and “the chief imagination officer” for LifeFormations. The successful Bowling Green company designs and builds static and animated characters for trade shows, theme parks, museums and retail establishments.

“Dr. Poor is both a master teacher and a recognized entrepreneur, and we’re very pleased to have him as the first Hamilton Professor of Entrepreneurship,” said Dr. Nancy Merritt, interim Dean of Bowling Green’s College of Business Administration.

Dr. Poor came to the University in 1970 as a doctoral fellow and later founded the visual communications technology department. He is widely known for his pioneering work in the field of animatronics but equally, on campus, for his dedication to his students. He was chosen by the Student Alumni Association to receive the 2004 Master Teacher Award, which is considered the highest honor given to faculty.

In 1999, he received the Outstanding Adviser Certificate of Merit from the National Academic Advising Association. Earlier at BGSU, he won the 1997-98 College of Technology Adviser of the Year Award and was named co-recipient of the 1998 University Outstanding Adviser Award. The Undergraduate Student Government presented him with the Excellence in Teaching Award in 1985.

“He’s truly outstanding outside the classroom, too,” Merritt said, pointing out that Poor was a 2004 winner of the northwest Ohio “Entrepreneur of the Year Award” given by the accounting firm of Ernst & Young.

Since its inception, LifeFormations has worked with more than 400 businesses and 100 museums and science centers throughout the world. One recent project was creating 50 historically accurate characters depicting the life of Abraham Lincoln for the Lincoln Presidential Library in Springfield, Ill. The more than 2,000 animated and static characters built by the company have been seen by an estimated 10 million people. About a third of the employees at his company are BGSU graduates who have completed technology internships there.

Before creating LifeFormations, Poor had been involved in the development of several other start-up ventures, ranging from real estate development and construction companies to employee training services. He also previously was a part-owner of a local restaurant that he designed.

In addition to making conference presentations and publishing numerous articles in professional journals, he has written seven books, two of them co-authored with colleague Dr. Rodney Heiligmann, an assistant professor of visual communication technology at BGSU. The professors’ newest book, released in June by Hyperformance Publishing, is “The Entrepreneur’s Journey—From Dreaming to Doing.”

One of the fastest growing academic programs on campus—growing from 15 students in the fall of 2003 to 120 students this fall—the entrepreneurship minor distinguishes itself from other programs by providing students in any major with a fundamental education in business and entrepreneurship. The program is not exclusive to business students.

## Teaching, Service, Scholarship and Engagement Presentations Room 1003

9:30 am

### *Writing Across the Curriculum (WAC): Interdisciplinary Synergy for the Transfer of Knowledge in Entry-Level courses*

Dr. Brenda Refaei, University of Cincinnati Raymond Walters College

This interactive session begins with an explanation of WAC, with examples of interdisciplinary paired courses. Included is how this pedagogical tool has been successfully implemented as well as the simplicity of implementation through collaborative efforts toward the “transfer for knowledge” with a focus on the scholarship of teaching. Participants will be able to examine the advantages and concerns associated with paired courses in order to appreciate the value of this learning tool for both students and faculty.

We will also share research we are currently conducting on the efficaciousness of paired courses and the relationship on long and short-term student success and retention. The likelihood of bridging the perceived interdisciplinary boundaries often felt by freshmen concerning their program requirements will also be discussed. Then, after a brief Q & A, participants will be able to personally assess the appropriateness and value of paired courses in their individual disciplines.

9:55 am

### *Curriculum-mapping Your Way to Information Literacy*

Philip Weinsier, BGSU Firelands

Nashieli Marcano, University of Akron

One common misconception is that students who are able to search for information are information literate. Information literacy, in fact, goes well beyond the singular ability to collect data and states that an individual can recognize when information is needed and has the ability to locate, evaluate and effectively use that information.

The presenters will discuss the advantages of curriculum mapping as a tool that can cross virtually all departmental boundaries to help faculty determine if specific learning goals are necessary and being met. Then, once the program goals are clear, mapping results can show what external resources would be needed to achieve those goals. This is a powerful tool for faculty and students—both in teaching and research—as it helps everyone involved become more information literate.

Curriculum mapping can benefit:

- students by making them information users and not simply information gatherers;
- college programs through increased student satisfaction and program completion.

## Teaching 1 Presentations

Room 1004

9:30 am

### ***Studying Contemporary Ohio Women Poets***

Robert Miltner, Kent State University Stark

Andrew Rihn, Kent State University Stark

Yvonne Williamson, Kent State University Stark

Ohio is a state rich in literary history, and this is increasingly true of the contributions contemporary women poets are making to this body of regional literature. Given a group of contemporary Ohio women poets, diverse in age, background, ethnicity, place of origin or relocation, they present distinct voices, styles, and emotions as they address issues regarding sense of community, social relationship, sensibility, issues, and beliefs. Contemporary Ohio Women Poets, is a special topics English/Women's Studies class offered at the Stark campus of Kent State University.

Robert Miltner, instructor, will briefly overview the class. Student Yvonne Williamson will discuss what she has learned about contemporary Ohio women poets' Feminism and relationships. Student Andrew Rihn will discuss what he has learned concerning an Ohio sense of place and what makes these writers regionally distinct. Question and Answer session to follow.

9:55 am

### ***Leveraging the Local in the Regional Campus Curriculum***

Dr. Jacqueline Justice, BGSU Firelands

Dr. Jolene Buehrer, BGSU Firelands

Regional campuses are uniquely challenged to overcome perceptions that we offer less rigorous and, consequently less valuable education than our main campus counterparts. Perhaps this is a "natural" attitude – similar to the tendency to be unimpressed with our own hometowns until absence makes our hearts fonder. It might be tempting to resign ourselves to this burden and simply get on with the work of teaching.

However, regional campus success depends on successfully recruiting and retaining students by demonstrating the value of our "product." Common strategies for responding to this challenge include emphasizing our logistical advantages (smaller class sizes, instructors with connections in the local hiring areas, etc.).

Our work proposes an opportunity to transform "place-bound" students (eager to transfer to a "real" school) to place-proud students (eager to succeed "at home"). Specifically, we will demonstrate strategies for innovatively using regional literature to achieve pedagogical and administrative goals on regional campuses.

## Teaching 2 Presentations

Room 1009

9:30 am

### ***Developing Critical Thinking and Enhanced Meaning-Making through the Use of Image/Text Interplay***

Michael Hieber, Miami University Middletown

Education has been traditionally text-based, but as we become an increasingly visual culture, images are gaining prominence as a vehicle of our thinking and understanding. Images are said to be worth a thousand words and can be critically “read” for the array of meanings and cultural contexts they possess. Juxtaposition of a few well-placed words with select images can trigger enhanced meaning and understanding, but can also be used to help us perceive the image, our society, and ourselves in different, often challenging, ways.

In this interactive session, we will explore how the use of image/text interplay in the classroom can bring about new, often unexplored insights and perspectives, while practicing enhanced critical thinking and understanding within a shared group setting.

This practice could prove to be helpful in a variety of educational contexts.

9:55 am

### ***Use of Interactive Technology to Enhance Student Engagement in the Classroom***

Katherine Hieber, Miami University Middletown

PowerPoint® has become a staple in many classrooms. Interactive technology extending from PowerPoint® can greatly enhance teaching and learning by engaging students directly with content. Interactive PowerPoint® technologies allow students to key in individual answers to slides with handheld responders. Instant access to tabulated responses allows faculty the ability to assess understanding of concepts and address deficits immediately. A more learning-centered environment can be fostered as all students now have a voice in the classroom. Using interactive technology thoughtfully can promote critical thinking and understanding of material.

In this hands-on presentation, participants will use interactive technology to discover ways to utilize these tools regardless of teaching discipline. A variety of uses for interactive technology will be demonstrated including values clarification, assessing student preparation and understanding of material, games, review for exams, and to assist in preparation for licensing examinations.

## Service, Engagement and Scholarship Presentations

Room 1011

9:30 am

### *Adjunct Faculty Issues Panel Discussion*

Patricia Antonelli, BGSU Firelands

Cynthia Bailey, BGSU Firelands

Dr. Michelle Brodke, BGSU Firelands

Brian Gattozzi, BGSU Firelands

Kay Hallett, BGSU Firelands

Adjunct Faculty comprises a large percentage of all colleges and universities throughout the United States. Therefore we propose a discussion of adjunct issues using a panel discussion model. Four Bowling Green State University Firelands College instructors will present a review of significant adjunct issues including personal motivation, training, staff support, and student learning. The panel will identify core part-time faculty benefits/concerns followed by a question and answer period. Panelists will moderate dialogue of how adjunct faculty can become effective members of any learning community by posing essential questions like “What goals do part-time faculties aspire to achieve?” and “Do adjunct faculty members feel equal to professors?” But surely, the most important consideration is the implications these answers pose for student learning.

9:55 am

### *Using a Threaded Case Study in an Introduction to MIS/CS Course*

Trudy Anderson, BGSU Firelands

Students beginning an introductory MIS/CS course have a wide range of ideas, knowledge, and experience in the subject area. Students need to have a way to help them understand the subject matter and apply the tools learned within the course. In my introductory MIS/CS course, the text incorporates a threaded case study that can be used to help emphasize the subject matter being taught. In this presentation, I will discuss how I have used this technique for the past five semesters and how I tie the content and subject matter into a culminating final project.

## Teaching 3 Presentations

Room 2002

9:30 am

### *Encouraging Creativity and Engagement in a Discussion-Intensive Course*

Elizabeth V. Howard, Miami University Middletown

When I was assigned to teach a reading, writing, and discussion-intensive course on Information Technology Ethics, I realized that I would need to design the course and assignments to encourage student engagement in the topics. My students were accustomed to hands-on, project-based courses and I needed to emphasize that class discussions, both online and face-to-face, were an important aspect of the course. I also wanted to encourage students to carefully consider their classmates' opinions. To address these issues, students were required to cite their classmates in their position papers and could earn extra points for creativity. Traditionally, computing classes emphasize skill or knowledge development and one of my goals for this class was to provide my students an opportunity to explore the creative side of their personalities. In this session, I will share the creative approaches that my students used to incorporate their classmates' citations into their position papers.

9:55 am

### *Double-Dipping: Connecting Pastimes to Classtimes*

Eric Luczaj, Miami University Middletown

With too many interests and not enough time, we must regularly balance the time we need for our classroom preparation with the time we want for our pastimes. One way to manage this conflict is to integrate our recreation with our vocation. Using hobbies and interests to supplement our academic pursuits can enliven our classrooms and engage our students.

In this paper, I will discuss some strategies to transform hobbies into teaching activities. I will also give concrete examples of how and where I have put these strategies to use.

## Teaching 4 Presentations

Room 2004

9:30 am

### *Constructivist Pedagogy of Online Discussion*

Li Zhou, Ohio University-Zanesville

Constructivism views learning as the subjective, recursive and interpretive process of knowledge building by active learners. This process takes place at different levels, including the individual level, the social level and the psychological level. As online discussion is becoming increasingly a popular pedagogical tool for university professors, the question is no longer to use or not to use online discussion but how to use it effectively. The goal of this literature review is to assess the current pedagogical approaches in using online discussion as reported in research studies. The study adopts a constructivist framework which focuses on how online discussion supports knowledge construction at the individual, social, and psychological levels.

9:55 am

### *Online Course Success*

Dr. Michelle Brodke, BGSU Firelands

Dr. Christopher Mruk, BGSU Firelands

The popularity of online courses continues to grow. However, it is important to know that teaching in this environment is not just a matter of transposing material from one format, such as a lecture, to an online environment. Instead, teaching in this setting requires specific skills and techniques. Researchers have examined the elements that are involved in offering an effective online course and we will begin by presenting a brief review of these findings. We will attempt to add to this information by focusing on two issues that we examined in an online course where student success as indicated by completion and passing rates was high.

The first element concerns the importance of interacting with others in an online course, both students interacting with other students and students interacting with the instructor. A key factor seems to be how often an instructor responds. In addition to offering a tentative ratio use as a benchmark for how much interaction is beneficial, we will also look at how it is necessary for the instructor to read and respond to the discussion threads as they evolve.

The second element we will examine concerns the structure of the course as this factor seems to be especially important from the student's perspective. In general, providing clear steps from the beginning to the end of the course is recommended. Also, instructions, grading criteria, and due dates need to be particularly clear when there are no opportunities to clarify requirements in a face-to-face format. After these remarks, we will focus on findings other might be familiar with in the form of questions and thoughts.

## Teaching 5 Presentations

Room 2007

9:30 am

### *Comparison of student perceptions of three different physics by inquiry classes*

Gordon J. Aubrecht, II, The Ohio State University Marion

The setting of Physics by Inquiry (PbI) classes is the laboratory. Students do experiments as suggested by the text as well as doing their own experiments to test predictions they have made about nature's behavior. This is guided inquiry, and students' assessments of PbI classes reflect important aspects of inquiry, while not supporting others. Evaluation of laboratory classes is often disorganized and not useful. Formative evaluation can be accomplished utilizing a form of Q-sort assessment that eschews effective information. The assessment forces students to categorize the extent to which they think twenty-five descriptive statements characterize their laboratory class experience. They sort the statements from most to least characteristic of the course into bins of successive size 2, 6, 9, 6, 2 (forcing a "normal" distribution). We report here on results from different versions of Physics by Inquiry courses (properties of matter, electric circuits, and astronomy by sight and optics) using the Laboratory Program Variables Inventory (LPVI), a Q-sort instrument. We also find significant differences among different classes and between students and instructors.

9:55 am

### *Is there any correlation in an inquiry class between a student's perceived topic difficulty and their performance?*

Carol Bowman, The Ohio State University Marion

Gordon J. Aubrecht, II, The Ohio State University Marion

We report on the investigation of multiple sets of data from a physics by inquiry course on students' rankings of topic difficulty and their grades as a measure of performance. Students ranked the difficulty of the preceding class almost every class day and they ranked the difficulty of various course sections on a diagnostic (one diagnostic per section).

## Student Presentations

Room 2008

9:30 am

### *Elgin, Ohio*

Andrew Adams, Wright State University-Lake Campus

If you've ever been through northwest Ohio, you know the effect that endless miles of cornfields can have on a driver. It's a subtle hypnosis: your eyes are open and the car stays safely on the road, but you've fallen asleep behind the wheel. You no longer notice the houses tucked between the rows of corn. You forget that people actually live in this place.

But people do live in this place. The houses are not empty. Occasionally, several of the houses come together and huddle against a highway. Someone names the huddle, and someone else writes that name on a sign. People in cars pass through the cluster of houses on their way to more important places. They see the sign but never remember what it says.

Down the road from my house is a sign that says "Elgin." It's not the same sign that was there when I was growing up. That one was bigger and more ornate. It was also twisted and full of bullet holes. I don't know why they got rid of it.

9:45 am

### *2006 Non-native invasive plant inventory of Lake Vesuvius Recreation Area*

Joseph E. Bass, Ohio University Southern

Michael Wagner, Ohio University Southern

In 2005, Ohio University Southern Nature Center received a grant from the National Forest Foundation to investigate the abundance of non-native invasive plant species (NNIPS) in the Lake Vesuvius Recreation Area of the Wayne National Forest. A long-term program to map native and non-native plant species locations in the field was initiated.

Our PowerPoint® Presentation, poster and paper will cover:

- Mapping & survey techniques using Global Positioning Systems to create a topographic map of plant locations as points in GIS
- 23 target (NNIPS)
- Characteristics and life history traits of each of these species will be discussed
- Focus will be on alterations of ecosystem processes;
  - I. Competitive NNIPS crowding out native communities
  - II. Aggressive dominant NNIPS
    - a. Prevent or depress growth of native species
    - b. Reduce and eliminate resources used by native animals

## Student Presentations (Continued)

Room 2008

10:00 am

### *The Interaction Between Religion and Psychology*

Jennifer Betz, Kent State University Stark

Psychology is the study of mind and behavior. Throughout history, religion has played a major role in the way we think and act. It seems to follow that religion would have an important role in psychology, but with psychology being a science, and religion being more of a philosophy, there has been tension in the relationship between the two. William James first attempted reconciliation between the disciplines in 1902, defining religion as a set of multiple experiences. Most research has sprung off of this original idea, forming such dimensions as intrinsic and extrinsic orientations, and fundamental or liberal convictions.

Psychologists are beginning to officially acknowledge that spiritually sensitive treatments may be necessary in order to fully address a client's needs, but more research is needed in order to gain a better understanding of how religion and psychology interact.

10:15 am

### *A Case Study on My Children's Attachment Decisions*

Tina Marie Denny, Ohio University-Zanesville

As an undergraduate student, theoretical explanations sometimes can be difficult to digest. I found it very helpful to duplicate the research and get first-hand information directly. This case study started as a further investigation of my understanding of the attachment theories. I told Harry Harlow's experiment as a story to my four children, ages from 7 to 10, and asked them to make their choice that the baby monkeys had to make. Their answers reflected both their individual personalities and their different developmental needs. Their answers not only helped me understand the theories better, but also helped me see the connections between theory and real life, as well as the problems of using research findings with animals to explain human behaviors.

## Workshop

West Building Room 115

9:30 am-  
11:30 am

### *Learning Through Experience: The Whys and Hows of Teaching a One Week Summer Workshop*

Timothy Jurkovic, BGSU Firelands

This session is designed to provide a practical guide for developing and teaching an experiential learning course off campus. The topics that will be addressed include: getting started by choosing a course title that will initiate curiosity and interest with students, resolving the legal issues involved with traveling off campus (something can always go wrong), finding the right balance of reading assignments, classroom interaction and off campus experiences, the importance of the first day meeting in setting course parameters and establishing the criteria for evaluating student success, the need to carefully plan each day's agenda (trust me, you don't want to screw up here) and perhaps most importantly, developing and maintaining rapport among a group of 20 people who are in essence involved in a six-day, 72-hour educational boot camp. My hope is to encourage those in attendance to develop and offer these types of educational experiences on their campuses.

## Workshop

West Building Room 118

9:30 am-  
11:00 am

### *Approaching Teaching from a Scholarly Perspective*

Beth Dietz-Uhler, Miami University Middletown

Cathy Bishop-Clark, Miami University Middletown

The purpose of this workshop is to motivate attendees to approach teaching from a scholarly perspective. In this workshop, participants will receive background information about the scholarship of teaching and learning (SoTL), including its history, purpose, and outlets. We will then share several individual and collaborative SoTL projects that we have designed and published, including case studies, classroom activities, and experiments. Finally, we will work with participants to design a SoTL project that can be completed in one or more of their courses. We will provide participants with basic research and statistical background to be able to successfully complete a SoTL project. Participants will also be provided with SoTL references and resources.

Teaching, Service, Scholarship and Engagement Presentations Room 1003

10:30 am *A History of the Firelands In Three Maps*

Michael Kimaid, BGSU Firelands

This paper is intended as a consideration of the history of the Firelands in the context of American expansion into the Northwest Territory in the late 18th and early 19th century. This will be achieved by combining historical maps with an explanation of the social, political and economic circumstances in which those maps were produced. The goal is to demonstrate how the history of the Firelands is foundational to the history of early American expansion, and place our local history in a broader, national context.

10:55 am *Preserving History with Digital Technology: Oral Interviews with Japanese War Brides*

Miki Crawford, Ohio University Southern

Interviews can be easily captured and preserved using DVD camcorders and/or digital recorders. The technology is affordable, easy to transport and less invasive than it has been in the past. Various research aspects pertaining to the oral interviews with Japanese War Brides will be discussed. This presentation will provide the research process, technology used in interviewing Japanese War Brides, interview clips, and the opportunities and challenges facing this interviewer.

## Teaching 1 Presentations

Room 1004

- 10:30 am      ***Can Selected Brain Gym Movements Done before Tests Reduce Anxiety-Related Symptoms of Test-Taking?***  
Susan M. Weeks, MS, RN, University of Cincinnati Raymond Walters College

Nursing students and students, in general, often experience test anxiety. A survey containing five questions related to test anxiety was given to students in two nursing courses at the beginning and at the end of the courses. Both courses were scheduled during the fifth quarter of the nursing program. In an effort to find out the effects of physical movements on pretest anxiety, the students in the experimental course were invited to participate in the faculty-led series of three movements from Brain Gym (Dennison and Dennison, 1994 and Wolfson, 2002). The students in the control course did not participate in the movements. The survey results showed that the anxiety of the experimental group who learned the physical movements had a statistically significant reduction in test anxiety. And interestingly, the test anxiety of the control group actually increased.

- 10:55 am      ***“Is it the students or the test?”: Placement-Testing Performance and Retention at KSUTC***  
James Canacci, Kent State University Trumbull

This presentation focuses on past grant projects for the retention of regional-campus students who were placed into more than one developmental course during placement testing. Since the completion of developmental coursework is mandatory for graduation at KSU, the results of the students placed into these courses is significant. Results from a series of workshops to help first-year students succeed brings up interesting connections between test-taking skills, student confidence or readiness, and pedagogy when developing such a program in the regional-campus system. The high percentage of non-traditional students placing into developmental courses begs the question, “Is it the students or the test?”.

**Teaching 2 Presentations****Room 1009**

- 11:30 am      ***Connecting the College and the Community through the Lake Campus Reading Center***  
Dr. Judy Brewer, Wright State University-Lake Campus  
Dr. Paula Bryan, Wright State University-Lake Campus  
Dr. Kenneth Rosengarten, Wright State University-Lake Campus

The Wright State University Lake Campus Reading Center is a collaboration of the Lake Campus and the preK-12 schools in the Lake Campus service area. The Reading Center provides Saturday and after school instructional services to preK-12 students struggling with Reading. Early Childhood Education undergraduates and Special Education graduate students at the Lake Campus are required to complete a clinical experience in the Reading Center as part of their coursework. Additionally, other members of the Lake Campus student body – plus active and retired teachers from the area - regularly volunteer their time. Instructors apply their knowledge in assessment, curriculum, and differentiated instruction as they work with at-risk school students. Session attendees will learn about the successful Reading Center & Community collaboration which, in addition to the after school programming, includes programs for parents, professional development offerings for teachers, special literacy events for children and adults, and on-site consultation services for schools.

- 11:55 am      ***Implementing Best Practices of Reading***  
Dr. Kenneth L. Rosengarten, Wright State University-Lake Campus

This paper identifies the eighteen Best Practices of reading identified by Zemelman (2005). Knowing that teachers strive for strategies and methodologies, the paper then states one or two suggestions on how each Best Practice can be implemented in the classroom. Teachers will be amazed at how many Best Practices are already utilized in their classrooms. After identifying these, instructors can then begin collecting additional practices for their own repertoire of effective teaching strategies. By doing so, students will become more engaged in the reading process.

Service, Engagement and Scholarship Presentations

Room 1011

10:30 am ***Social Dialogue and Installation Art: Dialogic Learning through Public Intervention***

Jack Richardson, The Ohio State University Newark

This presentation will examine dialogue as the unanticipated product of inquiry that emerges through the production of installation art. Rather than focus on dialogue as a structured classroom conversation, dialogue will be explored as a type of engagement that happens between individuals and the spaces they occupy as well as the images and objects they encounter. Students in an early childhood education curriculum course developed and installed public artworks on campus as a means to promote public dialogue on topics related to learning and knowledge construction within institutional learning spaces. Peter Renshaw (1998) describes dialogical inquiry, “Questioning in the form of dialogue is an invitation to propose ideas, explain one’s reasoning, or clarify some ambiguous idea” (p. 9). Installation artwork will be explored to examine the role it can play as a form of dialogic inquiry and learning in developing classroom discussions and facilitating deeper understanding of both art and teaching concepts.

10:55 am ***Weaving Disciplines Together: Projects that Combine Language and Art***

Kelly Frigard, University of Cincinnati Clermont College

Isabel Parra, University of Cincinnati Clermont College

Over thirty students learned about traditional fabrics from around the world, through a cross-disciplinary collaboration between students in diverse courses at The University of Cincinnati, Clermont College. The outgrowth of this project was an exciting art exhibit entitled, “Fabrics from Around the World” at the Clermont College Art Gallery.

Students from Assistant Professor Isabel Parra’s Latin American Cultures class researched Latin American textiles with an emphasis on the social and political underpinnings and presented their newly-learned knowledge to students studying fiber art and fabric design. Students in Kelly Frigard’s Fibers class then responded by creating projects which were inspired by traditional textile techniques including felting from Mongolia, batik from Java, India, and China, and shibori from Indonesia and Japan. The project was a success because it combined research, cooperative learning, interpretation, and self-expression.

Teaching 3 Presentations

Room 2002

10:30 am ***Digital Visualizing - Designing and Facilitating a Digital Foundations Course for Visual Arts Curricula***

Thomas E. Suter, Ohio University Southern  
Brad McCombs, Ohio University Southern  
Craig Fetherolf, Ohio University Southern

Digital Visualizing is a course to help define the parameters of design and art making as they relate to digital technology and undergraduate visual arts curricula. The central premise of this presentation is that a solid groundwork in visual arts education should include an understanding of digital technology and its possible applications. We will present a practical approach to designing a survey course that covers the major areas of digital technologies: two dimensional, three dimensional and time based media which utilize sound, animation, video and the internet. In creating a course of this nature, we believe the course content should be structured to introduce students to contemporary artists who incorporate digital technology in their work that overlap and support varied disciplines within art. Through technical exercises and conceptual projects, basic technical knowledge is acquired and an awareness of contemporary art practices are expanded.

10:55 am ***Integrating Technology Into Classroom Presentations***

H. Roger Fulk, Wright State University-Lake Campus

Technology plays an integral part in the overall learning process of students today. This session will focus on the integration of technology into classroom lectures/presentations in order to motivate student comprehension and learning. Topics covered include blogging, electronic smart boards, electronic response systems, electronic presentations, postings, and other innovative tips and techniques to make your class lectures and presentations interesting and alive!

## Teaching 4 Presentations

Room 2004

10:30 am

***Anatomy of a Partnership***

Dr. Lynn Walsh, Ohio University Southern

This program presentation reviews the partnering of Ironton Middle School with Ohio University Southern Campus students using a collaborative approach to academic intervention. This project began in the spring of 2005 with an idea of coming together for the benefit of the children of Ironton Middle School and the development of crucial teaching strategies for upcoming educational leaders currently studying at OUS. The university provided the theory, skills, and knowledge about teaching through coursework. Ironton Middle School provided the field setting where such knowledge could be applied and practiced.

The program has evolved with university students becoming more involved in the identification of weaknesses in student skill areas, particularly in reading and the development of reading strategies to address those weaknesses. The university students provided much needed one-on-one or small group intervention that otherwise could not be offered to these children. It is also believed that the experience of working one-on-one with students will positively influence pre-service teachers' content and procedural knowledge and self-confidence as teachers.

10:55 am

***Designing Spanish Courses with a Commitment to Community***

Deborah Themudo, University of Cincinnati Raymond Walters College

Teresa Roig-Torres, University of Cincinnati Raymond Walters College

Deborah Themudo and Teresa Roig-Torres are Spanish instructors at the University of Cincinnati/Raymond Walters College. Ms. Themudo has done a Needs Assessment Survey of students and faculty in the Allied Health Care programs which include nursing, dental hygiene and radiology. With the significant increase in the immigrant Latino population in the Cincinnati area, the linguistic challenges to the health care providers serving the Latino community are mounting. Based on the results of Ms. Themudo's study, Ms. Roig-Torres has designed and implemented new courses: "Spanish for Health Care Providers" and "Spanish for School Personnel." They will share the results of the survey and the success of the new courses.

## Teaching 5 Presentations

Room 2008

10:30 am ***An Analysis of Deep and Surface Learning Approaches and their Implications to Teaching and Learning***

Jerry Obiekwe, Akron State University Wayne College

The Study Process Questionnaire (SPQ) is an instrument designed for teachers to use in assessing the learning approaches of college students, and in turn their teaching effectiveness. The SPQ is a 20-item questionnaire that elicits two dimensions of learning. The dimensions are referred to as Deep Approach (DA) and Surface Approach (SA) to learning. This study examined the construct and the predictive validity of SPQ using a reasonably large data set. The results and its implications to learning and teaching mathematics will be presented.

10:55 am ***Patterns of Dissolved Oxygen, Productivity and Respiration in Old Woman Creek Estuary***

Dr. Linda Cornell, BGSU Firelands

David M. Klarer, Division Of Wildlife, Ohio Department of Natural Resources

Old Woman Creek Estuary is a National Estuarine Research Reserve (NERR) located on the south shore of Lake Erie between Sandusky and Vermilion, Ohio. Since 2002, water quality data (dissolved oxygen [DO], depth, temperature) have been collected every 15 minutes using data loggers at four locations as part of the NOAA's NERR System Wide Monitoring Program. To determine ecosystem trophic conditions in Old Woman Creek, daily primary productivity, respiration and net productivity are estimated from DO data for two monitoring sites during April and August, 2004. One site is located in the creek proper, upstream of the estuary; the other is in the estuary near the mouth. It is hypothesized that diurnal changes in DO will yield accurate estimations of the system's primary productivity. Daily trends in DO and temperature exhibited distinct diurnal fluctuations at each site during both months. Typically, DO increased about 30% during daylight, then decreased at night. Storm events (indicated by sharp increases in creek depth) disrupted diurnal patterns at both sites. In April, primary productivity in the creek was lower (below 1.9 g/m<sup>2</sup>/day) than in the estuary site (up to 4.0 g/m<sup>2</sup>/day). In August, respiration exceeded primary productivity for much of the month in the creek while in the estuary, primary productivity rates were frequently between 5 – 10 g/m<sup>2</sup>/day. Care must be taken when using the oxygen data to determine primary productivity and respiration in this freshwater estuary. During storms and lake intrusion, physical dynamics dominate the system and overwhelm biological productivity and respiration.

## Student Presentations

Room 2004

10:30 am ***Microprocessors and Embedded Microcontrollers***

John Hackathorn, BGSU Firelands

Given the prevalence of microcontrollers, arguably everyone should have a basic knowledge of them. Actually, most any electronic device that allows interaction with its user likely has a microcontroller embedded in it. Of course not everyone will need to become a programmer any more than you would need to be a mechanic to drive a car. Microcontrollers are usually small and embedded inside devices. They also tend to be low-power devices—for operation in battery operated units—and low cost. And like microprocessors, they store programs that take in information from the real world, make decisions based on the stored program, then reply by turning on or off the outputs.

In this presentation, we will focus on:

- microcontrollers versus microprocessors;
- widespread use and availability;
- equipment costs and support materials for education;
- basics of programming (including a demonstration with a small robot).

10:45 am ***The Effects of Alcohol on Adolescent Working Memory***

Melissa F. Henley, Kent State University Stark

This paper summarized the studies of the effects of alcohol on the adolescent brain, specifically working memory. Some of the studies examined the brain function of adolescents with alcohol use disorder (AUD), by subjecting them to working memory tests during MRI scans. In other studies impaired subjects would perform working memory tasks, and their results would be compared to the results of control groups. The studies' results showed decreased brain activity, decreased hippocampal volume, increased reaction time, and reduced working memory capacity. The findings support the need to decrease adolescent alcohol abuse.

11:00 am ***Sport as Religion: A Case Study of a Catholic High School***

Mary Catherine Linder, BGSU Firelands

The link between religion and sport has been well documented in the field of sociology. Both the positive and problematic issues that are addressed can also be applied to a specific subcultural social environment. In this regard, this paper will focus on my observations at St. Paul High School over the past ten years with respect to the role both religion and sport play in the lives of the students, alumni, faculty and the surrounding community.

11:15 am ***Auditory Processing Disorder***

Donna Long, Wright State University-Lake Campus

Auditory Processing Disorder is the inability of the brain to correctly interpret what the ear has heard, even though hearing and cognitive functions are normal. APD symptoms can take many different forms. Although there is not a cure for APD, those affected by the disorder can develop coping strategies. These strategies allow APD sufferers to overcome the limitations enforced on them by the disorder.

## Workshop

West Building Room 237

10:30 am-  
12:30 pm

### *Approaching Teaching from a Scholarly Perspective*

Dr. Kay Strong, BGSU Firelands

Calibrated Peer Review™ (CPR), a web-based instructional tool, provides “writing gain for students” without adding “grading pain for the instructor!” CPR encourages frequent writing and peer review opportunities in a guided environment.

Calibrated Peer Review™ is a four phase process. Phase one involves preparation and submission of the student’s text response to the writing assignment. During phase two students evaluate three instructor-written calibrations (high quality, mid quality and low quality) of the same assignment using pre-specified rubrics assessing content and style. In phase three anonymous assignments are selected for peer review. At phase four, the student is presented his/her own assignment for self-review.

The CPR tool provides immediate feedback on student performance at each phase. At the conclusion CPR produces a complete set of results corresponding to performance at each phase. The guided environment, the rubrics and the weighting factors bypass problems commonly associated with students reviewing student work.

## Workshop

West Building Room 118

11:00 am-  
12:30 pm

### *Developing Self-Regulated Learning in First-Year Students*

Robin Lightner, University of Cincinnati Raymond Walters College  
Ruth Benander, University of Cincinnati Raymond Walters College  
Eugene Kramer, University of Cincinnati Raymond Walters College  
Stefanie Bethuy, University of Cincinnati Raymond Walters College

Many of our first-year students need considerable scaffolding to successfully complete their introductory content courses. Within the self-regulated learning framework (e.g., Zimmerman, 1998, 2002), instructors help students develop metacognitive skills, learning how to learn. Instructors can help students through goal setting, monitoring, and adjusting performance. At the same time student success activities are integrated into content courses to provide support and offer students' study strategy options. The embedded use of academic skill-building exercises is an important feature of supporting students learning in content courses because transfer of these skills cannot be assumed (Salomon & Perkins, 1989).

In this interactive workshop, we will present our data from using embedded academic support modules and self-regulated learning activities. Participants will reflect on their students' challenges, work through a self-regulated learning plan, and complete several of the academic skill-building exercises. Finally, participants will discuss implications of this model for epistemological beliefs and receive a workbook of classroom-ready activities.

## Workshop

West Building Room 129

11:00 am-  
12:30 pm

### *Peer Day 101*

Jennifer Williams, BGSU Firelands

Peer Day 101 is a workshop on the construction and use of a learner-centered, learner-driven concept unit applicable to any subject! Students select a topic or subject for exploration with the discipline and write a description, learning objectives and strategies and present documentation in a peer-review system of curriculum. Within peer groups, students check each other's work and review their progress throughout the semester, unit or year. Workshop attendees will create a sample Peer Day to use in the classroom.

**Teaching, Service, Scholarship and Engagement Presentations Room 1003**

- 11:30 am      *The Effect of Library Training on Scientific Writing in the Organic Chemistry Class*  
Bozena Barbara Widanski, University of Cincinnati Clermont College  
Diana S. Riemenschneider, University of Cincinnati Clermont College

For more than four years, UC Clermont Organic Chemistry students have been offered the opportunity to learn about writing scientific articles. During the first two years, it was observed that while writing scientific journal articles for external peer-review, sophomore students needed extra help with information-seeking skills. That finding confirmed the literature data which showed that science majors in their junior year may have not necessarily acquired basic information literacy skills. Therefore, a UC Clermont librarian was invited to the organic chemistry class where research was conducted to determine whether participation in the library training influences the students' views of scientific writing in chemistry and improves literature search skills. In our presentation we will provide an example from our 2005-06 academic year project, discuss results from that study, and propose the way to increase information literacy skills among undergraduate students.

- 11:55 am      *Using a Failed Experiment as an Impetus to Nurture Motivation in Lab Class and Learn The Scientific Method*  
Wilhelm Kossenjans, University of Cincinnati Clermont College

As at most two-year colleges, many students at UC Clermont are burdened by extracurricular obligations and lack sufficient writing skills. It is, therefore, important that students maximize their study efficiencies and learn through practical application whenever possible. The objectives of this paper were to evaluate whether students' curiosity into a failed biology lab experiment with an established protocol can be a good motivating factor for learning, and whether studying the process of the scientific method in a laboratory setting is a good alternative to a written assignment. Through problem-based and collaborative learning techniques and adhering to the process of the scientific method, non-major biology lab students investigated the reason as to why an experiment with an established protocol had failed. The results indicate that curiosity is a strong motivating factor for learning and that practical application can be a good alternative to studying the scientific method through a written assignment.

**Teaching 1 Presentations****Room 1004**

11:30 am

***Reality Nursing: Student Transition into Practice***

Vicky Parker, MS, CNP, Ohio University Chillicothe

Charlotte Souers, MSN, RN, Ohio University Chillicothe

Transitioning from nursing academia to nursing career is often a frightening experience for the new graduate nurse. This project will discuss the rationale, planning, implementation, and evaluation of an eight-hour seminar which will include the following topics: interviewing techniques, health care orientations, collaborating with physicians, shift reports, delegation, communicating with families, legal implications, and balancing of work and life. The topics were chosen from the Graduate Nurse Survey, conducted six months after graduation, by the Ohio University Chillicothe Campus nursing program and feedback from current graduating nursing students. Thirty-nine sixth quarter graduating students will participate in this seminar. The outcome of this project is to increase the students' knowledge of transitional aspects of a nursing career and to provide realistic information to assist the new graduate's transition from academia to practice to become smoother.

11:55 am

***Europeanization of Education: Transferring European Transitional EU Education Models to Transitional American Campuses***

Benedict E. DeDominicis, Wright State University-Lake Campus

Globalization has increased pressure on education to prepare students for success in problem-solving within broader organizational contexts. European studies increasingly reflect this tendency towards technocratic organizational expertise in "rust belt" post-industrial regions with significant agricultural sectors competing for global direct investment. A comparative perspective may trace the progress and difficulties in promoting European Union studies at the American University in Bulgaria, with public educational institutions in the US. Bulgaria is a country struggling to recover from an economic depression since 1989 to the present. However, the overwhelming majority of funds for the American University in Bulgaria have come from the United States Agency for International Development. Consequently, US regional foreign policy aims in Southeastern Europe affect the development of European Union studies by orienting it to NATO alliance interests. This political pressure is less evident in the case of Wright State University – Lake Campus in west central Ohio.

## Teaching 2 Presentations

Room 1009

11:30 am

***Centers for Teaching and Learning Across Regional Campuses:  
Building Coalitions for Educational Access and Empowerment***

Beth Dietz-Uhler, Miami University Middletown

John Tassoni, Miami University Middletown

Alana Van Gundy-Yoder, Miami University Middletown

Do CTLs particularly benefit open-access campuses and should we pursue a coalition of two-year colleges toward the development of CTLs reflective of open-access missions? Highlighting some of the potentials they find in their own CTL, such as extended dialogues on the political nature of their work as open-access teachers, discourses reflecting a coalescence of service and research demands, and collaborations between teachers and students toward the development of new pedagogies and policies, the presenters will consider the viability of establishing a statewide conversation devoted to innovative CTLs that address goals of open-access campuses. Discussion will also focus on the means of developing such a conversation, as well as its possible impact on connections between the regional and main campuses, on ways two-year schools engage area high schools and their broader communities, on the scholarship of teaching and learning, and overall, on educators' understanding issues related to educational access.

11:55 am

***A Center for Teaching and Learning at a Regional Campus:  
Extending the Teaching Terrain***

Lizz Howard, Miami University Middletown

Rob Schorman, Miami University Middletown

Ellenmarie Wahlrab, Miami University Middletown

These presenters describe the development of their two-year campus' Center for Teaching and Learning, focusing on issues of institutional support, the CTL's administrative structure, and current activities. Particularly, they describe the CTL's evolution from other campus initiatives and the function of its Leadership Collaborative, the group of faculty who collectively run the CTL. The presenters discuss various accomplishments and difficulties they've encountered in coordinating such activities and events as learning communities, a conversation series on access and empowerment, student/faculty dialogues, selecting teaching award winners, organizing reading groups, and disseminating grant monies. The presenters also raise questions concerning various goals they have considered for their own CTL: building coalitions amongst faculty and other constituencies of the campus, particularly Student Services, generating student involvement in the leadership collaborative itself, and creating dialogue amongst other campus groups involved in the research and service missions of faculty.

**Service, Engagement and Scholarship Presentations****Room 1011**

11:30 am     ***A Research Study: Service-Learning and Ethics Education***  
Brian R. Hoyt, Ohio University Lancaster

This presentation reports on a quantitative research project designed to examine the impact service-learning has on moral development. The study has direct implications as to the impact service-learning has on ethics education. The study examines the influence that service-learning experiences have on the development of ethical decision-making abilities. The study involves a pre and post test with students involved in service-learning experiences. Participants represent 21 universities with over 800 students. The findings suggest that service-learning enriches students' academic experience and does impact the identified dependent variable where students' learning is more engaged, ethical decision-making abilities enhanced, values connected to moral development strengthened, and student attachment as commitment increased. The study has implications for understanding and the application of best practice models in ethics education and service-learning. The study expands the research on moral development and service-learning in higher education adding to the discussion of service-learning as a student engagement model.

11:55 am     ***Innovative Engagement Collaborations***  
Lisa Kidd, MEd, BGSU Firelands  
Dr. Terry Herman, Bowling Green State University  
Dr. Donna Trautman, Bowling Green State University  
Dr. James Smith, BGSU Firelands

Higher education is uniquely positioned to engage students and the community in innovative ways. There are growing expectations that universities must increase their collaboration efforts on community, regional, state, national, and international issues. One of those audiences represents future students who are the brightest and most creative minds. In addition, reaching the community through innovative and collaborative means serves to benefit both parties.

Faculty and staff can be effective by implementing an integrated approach of how technology tools, processes and innovations can unite the areas of engagement, service, scholarship and teaching. Rather than separating these categories, combining them into a process can 'shatter the box' of all the areas -- especially teaching. This continuum allows for an approach to teaching, scholarship, service, and engagement that will benefit all constituents. Best practices presented will be applicable to multiple disciplines.

## Teaching 3 Presentations

Room 2002

11:30 am

***What Students Know About Plagiarism***

Dave Hochstein, Wright State University-Lake Campus

Judy Brewer, Wright State University-Lake Campus

Plagiarism is a serious, complex problem for undergraduate students to face. Many are uncertain as to what plagiarism is, what form it takes, and how to avoid it. In addition, attempts by faculty to detect and correct plagiarism after it occurs often lead to negative experiences for both faculty and students. The proposed study will develop a survey to evaluate what students consider to be plagiarism. The survey will include a paragraph of text, followed by examples of paraphrasing, citing, and quoting. The student will then determine for which of these examples plagiarism has occurred. The survey will be followed by a round-table discussion for half of those students. The discussion will be focused on different types of plagiarism and why it is important to avoid. A follow-up questionnaire will then be given to all students in order to track any changes in student's perceptions of plagiarism.

11:55 am

***Connectivity of Theoretical Chemistry Classroom Lecture to the Real World: a Chemistry Classroom's Project***

Dr. Shahrokh Ghaffari, Ohio University-Zanesville

The first-year chemistry students with limited chemistry background and experience do not see the connectivity of fundamental chemical principles to the real world. Although textbooks or instructors try to show this connectivity, hands-on experience is more appealing to students and is more effective.

To combine various basic chemistry topics such as unit conversion, temperature conversion, density, and colligate property with their real world application a new class project as described here was developed. In this project students compare their findings regarding the usage of antifreeze with commercial one.

Teaching 4 Presentations

Room 2004

11:30 am      *It's All About the Learning: OLN 4 U in 20 Minutes or Less!*  
Sheryl Hansen, Ohio Learning Network

Ever wonder what initiatives the Ohio Learning Network (OLN) and 76 institutional members have up their sleeves these days? Session attendees will experience the world's fastest - yet deepest -- chat about OLN programs and services EVER offered. Perhaps it will leave attendees begging for more. Perhaps vast knowledge will be beamed into your brain. Whatever occurs, it's certain that attendees will magically understand how OLN supports teaching and learning with technology!

11:55 am      *A Sip of MERLOT - Reusable Learning Objects*  
Pradeep Mohanty, Ohio University Southern

Learning objects are self contained teaching modules or courseware that could be reused by instructors to support learning. Often they are tagged with metadata for easier searching and reuse. MERLOT (Multimedia Educational Resource for Learning and Online Teaching) is a repository of such peer reviewed learning objects. In this paper, the author shares his experience with MERLOT, and discusses about the current state of open courseware and how reusable learning objects could help course design and delivery.

Teaching 5 Presentations

Room 2007

11:30 am

***Writers Teaching Writing***

D. Harlan Wilson, Wright State University-Lake Campus  
Christine Wilson, Wright State University-Lake Campus

This presentation addresses how we have translated and integrated our experiences as creative writers into our creative writing curricula. Christine's classroom activities incorporate her experience as a creative nonfiction writer and focus on revision. She uses Bernard Cooper's essay, "The Fine Art of Sighing," as well as an interview conducted with Cooper, to help students understand how a professional author revises his work. D. Harlan's activities stem from his experience as a speculative fiction author involved in online publishing. He demystifies the sometimes daunting prospect of publication, exposing students to electronic media and teaching them how to properly format and submit a piece of writing. Though our approaches and emphases differ, they converge around the shared commitment to excite students about writing and to motivate them to write both inside and outside of the classroom.

11:55 am

***Salaries on Ohio Regional Campuses***

Gordon Aubrecht, The Ohio State University Marion  
Joseph Cavanaugh, Wright State University-Lake Campus

Both authors have studied aspects on Regional Campus salaries for some years. We try in this presentation to discern patterns in salaries among campuses based on several metrics. We report on our results.

## Student Presentations

Room 2008

11:30 am

### *Saint Marys: A Brief Overview*

Daniel Schenking, Wright State University-Lake Campus

It's a given statement that no two small towns are alike, but what we never discuss is why they are different. We typically drive through or pass by them never realizing the vivid past or the future possibilities that these places hold within them. Saint Marys, Ohio is one of the many small, yet proud, canal towns that still populate the West Central Ohio.

The town used the Miami and Erie Canals as a tool not only for transportation, but for growth as well. Town pride has always been evident in the history of Saint Marys, and still is alive today. The community can feel the comfort and support of a small town where local programs for adults, teenagers, and small children balance well with efforts given by the city to help the businesses, incoming industries and tourists alike. I believe it is this pride, along with a closeness to one another, that will keep this town thriving for years to come.

11:45 am

### *Johnson's Island Civil War Prison: A History and Legacy*

Jacob Smith, BGSU Firelands

During the Civil War a small island in Sandusky Bay by the name of Johnson's Island was the home of the Union's prisoner of war camp for Confederate officers. The story of this camp, its officers, guards and of course the prisoners, have been long forgotten by many of people within the local area. This paper tells the history of that island during the Civil War and goes into some small detail about the present day condition of the island and cemetery, which is the final resting place for over 200 Confederate soldiers.

## Student Presentations (Continued)

Room 2008

12:00 pm

### *The Portrait of a Small Ohio Town*

Susan Yocum, Wright State University-Lake Campus

Spencerville is a small community in Ohio that has several stories as to how it came by its name. The town has gone through several economic cycles: the canal, oil, manufacturing and agriculture. The economy of Spencerville has always impacted the culture of the town. During the canal era, the residents' social lives revolved around activities centered on the canal. The oil boom brought the Keeth Hotel. Despite the current lack of jobs, people like the community. The community has an excellent school system and most of the local culture revolves around the school. The school tries to impress upon the students the need to volunteer in the community, as many adults already do. The town has completed several building projects such as the new school, library, and water tower that will attract more people to live in Spencerville. The town will continue to exist because people like to live in a close knit community.

12:15 pm

### *Interactive Smart Boards and Learning- Teaching for the Millennium*

Erin Nicole Zimpfer, Wright State University-Lake Campus

With the introduction of technology, people today have adapted their learning and thought processes. Researchers and educators are always looking for ways in which to stimulate and to challenge students of the twenty-first century. For this reason, there are many new devices on the market for educators to integrate into their teaching. One particular technological device available today is an interactive smart board. This paper presents the benefits of using an interactive smart board in the classroom, as well as its many applications.

“Birds of a Feather” are encouraged to “flock together” during lunch which will be served buffet style in the auditorium. Menus will be posted and the Hospitality Committee will be available for those needing assistance.

The Student Posters will be on display and judged during this time. We encourage you to interact with the students who will be available to answer questions and discuss their posters.

At the conclusion of the poster session, the AURCO president will announce the winners of the presentation and poster competitions. The excitement will continue as we reveal the winners of the door prizes.

## **Student Poster Sessions**

**Auditorium**

### ***Online Learning Experiences in Health Information Management Technology***

Robin Hamlin, BGSU Firelands HIT

Emily Baum, BGSU Firelands HIT

Kelly Dabney, BGSU Firelands HIT

The Health Information Technology Program at BGSU Firelands was one of the first programs to embrace the online learning format over five (5) years ago. Current clinical practice students have prepared this poster presentation to introduce the audience to the field of Health Information Management, and to display the wide range of course work and clinical laboratory applications for the field currently taught by distance education techniques utilizing the MyBGSU system and Blackboard software application. This poster will depict facets of online learning in HIT which are directly related to student practice projects and activities.

### ***Equal Access to Learning and the Role of Educators***

Megan Hall, BGSU Firelands

Sarah Anderson, BGSU Firelands

Our poster will define John Goodlad's term equal access and identify its impact on teaching. We will use examples from services to special needs students. When students are diagnosed they are provided services automatically. However, once these students reach the age of 18 and begin to attend college, the services are not as automatic as in K-12 schools. These young adults must now ask for the services. How can faculty at all levels impact these students and insure that they receive the appropriate help? We will not only address the issue on our poster, we will provide handouts of websites and other places to get ideas and help.

## Student Poster Sessions (Continued)

Auditorium

### *Pedagogical nurturing: Are you preparing them well?*

Dana Staniak, BGSU Firelands

Dana Seeholzer, BGSU Firelands

Brandy O'Connell, BGSU Firelands

Jeryd Vreeland, BGSU Firelands

On our poster we plan to define Goodlad's term of pedagogical nurturing. What is it and how does it affect the instructor in a regional campus? Why should you care and what can you do? Besides the poster with examples and photos, we will provide resources and sites. We hope that this will spur discussion about the concept that all decisions a teacher makes has a moral component.

### *Comparing Essential Wintergreen Oil to Wintergreen Oil Synthesized by Fischer Esterification*

Kellie Monday, University of Cincinnati Clermont College

Rick Berning, University of Cincinnati Clermont College

Adam Blevins, University of Cincinnati Clermont College

Consumers often pose the question of whether or not synthesized products are just as effective as pure or essential products. To answer this question we designed a project in which methyl salicylate, also known as oil of wintergreen, was synthesized and then compared to the essential oil. We made comparisons in the areas of aromatic potency, the products' abilities to remove pigments from spinach leaves, and pH level. This was to determine which product would be most favorable to consumers, and which would have the best de-pigmentation effects. After successfully synthesizing methyl salicylate by Fischer esterification, we tested our hypothesis that the essential wintergreen oil would have the most potent aroma and would be the most effective in removing pigments from plant tissue. Results of the experiment showed that our synthesized product had the best aroma, but absorbed pigment in a much different manner and had a much lower pH.

## Round Table Discussions

## Location

These sessions are informal discussions for attendees who share a common interest. Although there has been a two hour block dedicated to these sessions, participants determine the length of their discussions.

### ***The Role of Technology in the Classroom***

Room 1003

Marty Anderson, BGSU Firelands  
Michael Kimaid, BGSU Firelands  
Alyson Wilson, BGSU Firelands

We propose a roundtable discussion on the uses of technology in the classroom and its effect on pedagogy, student learning, and classroom interaction. Our intention is to broadly define our topic, so as to make the roundtable open to anyone with a general interest in it and foster interdisciplinary participation.

### ***Perspectives from Non-traditional Students in Higher Education***

Room 1004

Sue Ellen McComas, Doctoral Student, Bowling Green State University

The number of adult learners in higher education is decreasing. One factor that may influence this phenomenon is that adults face a myriad of challenges when negotiating unfamiliar territory within an academic environment. As new members of a sub-culture termed “non-traditional” students, their journey through academia can seem overwhelming when the demands of course work increase alongside family and/or work responsibilities. For women in particular, thoughts of self-doubt and guilt over “abandoning” appropriated roles can undermine their determination to complete a college degree. There are numerous studies on peer mentoring programs for new instructors in higher education, but few studies address peer mentoring programs for non-traditional students. Nonetheless, collective stories about personal struggles abound. This roundtable will use personal narratives as a springboard to discuss adult learner perspectives in higher education, and to explore possible strategies for positive outcomes.

### ***Benefits of the Writing Lab Model***

Room 1009

Bryan Gattozzi, BGSU Firelands  
Jacquie Justice, BGSU Firelands  
John Moor, BGSU Firelands

Scholars collect data in hope of identifying workable pedagogies to aid student interest, retention, and enjoyment. The writing lab model complements the traditional classroom method, where some students feel isolated. This frustration may lead anxious students to quit higher education and never return. Students, especially those at regional campuses, may become productive learning community members through the personal attention writing labs provide. Little definitive proof is available, though, about how lab coordinators can build or maintain a physical campus presence. Nor is there a template to help students gain academic confidence and express individuality. Therefore, the BGSU Firelands Writing Lab proposes a roundtable where parties interested in learning more about writing labs will meet to share startup strategies and tutoring methods. Perhaps an informal conversation will enlighten a regional college to consider offering this useful student service or help another evaluate how to serve its ever-changing student demographic.

## ***Defining a Personal Feminism: Manifestas from Introduction to Women's Studies***

Room 1011

Emily M. Hinnov, BGSU Firelands

Jessica Adams, Melissa Graves, Tamara Kilbride, McKenna Leckrone

The goals of the “Defining a Personal Feminism” Manifesta Project are to demonstrate Introduction to Women’s Studies students’ understanding of the complexity and interrelatedness of personal and political issues that affect women; to show their understanding of the problems women face in our culture; to suggest possibilities for real solutions; and, finally, to exhibit their willingness to stake out political ground and make a competent and coherent argument about an important feminist issue. This roundtable discussion will highlight projects from the Fall 2006 semester, offering those students whose projects comprised the most intellectually and emotionally engaged in the class the opportunity to share their unique personal feminisms with the wider academic community.

## ***Recruiting and Retaining Students in Computer Science***

Room 2002

Dr. Angela Guercio, Kent State University Stark

Lyn Snyder, Owens Community College

Rachelle Kristof Hippler, BGSU Firelands

According to the Bureau of Labor Statistics Occupational Outlook Handbook (2006-2007), computer occupations account for 5 out of the 20 fastest growing occupations in the economy. This round table will create an opportunity for computer science faculty to share their experiences recruiting and retaining students in computing fields. To start this discussion, the panelists have four such experiences to share: using Alice (a 3D animation tool) to teach introductory programming concepts; advising the student Kent Stark Computer Club; co-planning the Ohio Celebration of Women in Computing (OCWIC); and organizing the Ohio We are “IT” Day in November.

## ***Open Source Conversations: What's Happening in Ohio and Beyond***

Room 2004

Mark Cubberley, Wright State University-Lake Campus

Sheryl Hansen, Ohio Learning Network

Scott Siddall, Dennison University/The Longsight Group, LLC

“Open source” is one of eighty or so software-licensing models that make possible the sharing of computer program codes and the tailoring of applications to meet user needs. The development of open source software necessitates a community of cooperation amongst its advocates—one that has evolved social, cultural and economic dimensions. As evidenced in the Blackboard patent controversy, the open source community is influencing the trajectory of the 21st century software industry. Currently, most AURCO campuses are using and supporting an e-learning system from a corporate vendor (i.e. Blackboard/WebCT). In this round-table discussion we will highlight several open source applications for teaching and learning that are available, provide information about ways the Ohio Learning Network supports open source exploration and utilization, the influence of open source internationally, and talk together about campus issues and ideas to better understand open source options.

## ***Learning Outside Our Disciplines: How Being Students of Music Helps Us Teach***

Room 2007

Rhonda Pettit, University of Cincinnati  
Raymond Walters College  
Ruth Benander, University of Cincinnati  
Raymond Walters College  
Sue Brammer, Margaret Cheatham, Stephana Harmony, Claudia Skutar

When teachers become students, they learn a great deal about the student experience, and studies suggest this knowledge can help teachers improve their teaching. When the faculty member is studying music, an experience far removed from many academic disciplines, the opportunity for critical reflection on teaching and learning is even greater. Drawing on the theoretical constructs of metacognition, situated learning, and novice/expert studies as they apply to our reflective practices as teachers, this round table discussion will examine how our experience as music students informs our teaching in disciplines ranging from writing and literary study to nursing, math, and business courses. Topics include formal vs. informal learning environments, anxiety and learning, compartmentalized vs. integrated learning, motivations and discipline, the novice/expert disjunction, individual vs. group learning, direct application of music in the classroom, and student perception of the faculty “musician.” We invite other MSL (music as a second language) faculty to bring their instruments and join us for an informal jam session after the round table discussion.

## ***Confronting and Dealing with Student Issues in Online Learning***

Room 2008

Steve Sarazin, BGSU Firelands

As online education evolves daily, so do issues with student learning and class management. Because the instructor and student do not have the weekly interpersonal contact that takes place in the classroom, student issues can be a source of difficulty for the instructor and student. In this roundtable session, instructors will discuss the common sources and solutions to student problems in online education. Specifically, we will discuss how to adequately prepare students for your online classes, how to deal with student-instructor communication issues, how to provide effective feedback in a timely manner, how to promote student interaction, and how to help students bridge the gap between basic comprehension and high level critical thinking. Please come and share your experiences so we all can learn from what has worked, and more importantly, what has not.

## ***Possibilities and Problems with Community Partnerships***

Auditorium

Linda Hamaide, BGSU Firelands  
Lori Pierce, BGSU Firelands  
Ruth Steinbrunner, BGSU Firelands  
Judy Williams, BGSU Firelands



One of the challenges for faculty from regional campuses is developing quality community partnerships where students can complete field experiences or practicum hours. The Early Childhood faculty will lead a discussion on locating and developing community partnerships. Some discussion topics may include (but not be limited to): finding sites where the theories taught in classes are put into practice, locating quality sites near the campus and/or near students' homes, developing partnerships, and scheduling hours that fit in with students' classes and work schedules. The discussion may focus on possible problems such as finding quality sites, supervision at the site, and maintaining ongoing partnerships as well as focusing on positive community partnerships and the value of real life experiences for students. Join us and share your experiences with finding field placements as we explore the problems and possibilities of developing community partnerships.

***Publishing While Working in a Teaching Intensive Environment: Experiences, Insights, and Suggestions***

Dr. Chris Mruk, BGSU Firelands

Auditorium



Teaching and researching are two masters that we all share in academic settings. However, being successful in both areas can be a daunting challenge in a teaching intensive academic setting. Even so, some of us find ways of doing just that. This roundtable discussion aims to bring people together who are interested in pursuing an active scholarly career while working in such an environment. It is hoped that those who have found ways to publish in this setting can offer helpful suggestions, resources, and support to those who feel called to such scholarly pursuits. Whether one has already published or not, all are welcome. Why reinvent the wheel when we can learn from each other by sharing experiences, frustrations, and successes? The roundtable will be briefly introduced by Chris Mruk, Professor of Psychology at BGSU Firelands and author of several books, chapters, and articles. Open discussion will follow.

***Will the testing required in NCLB impact the kind of students who come to college?***

Anne Leser, BGSU Firelands

Melanie Hall, Carol Maciejewski

Auditorium



As future teachers we hear a lot about the No Child Left Behind Act (NCLB) and its impact on schools and education. Because of the new emphasis on accountability through testing schools tends to emphasize content over problem solving. We wonder if this emphasis will affect the kind of education the students will receive and what impact it will have on the type of students who enroll in college. Are the outcomes of learning for testing really what we want? Our discussion will look at these and other issues around testing and NCLB, including the government's proposal to extend the accountability to the college level.

***Do you want a student who is strong academically but not well rounded?***

Anne Leser, BGSU Firelands

Jessica Michel, Allyson Compton, Iris Papenfuss, Joshua Schlotterer

Auditorium



As a group of undergraduate students in education, we are being taught the importance of ancillary studies (art, music, physical education and even recess). At the same time we are also hearing about the No Child Left Behind Act (NCLB) and its impact on schools and education. Because of the new emphasis on accountability through testing schools, we are limiting or eliminating these types of activities. We wonder if these eliminations will impact the kind of education the students will receive and what impact it will have on the types of students who enroll in college. Will it be more difficult to develop well rounded students? Will it affect the idea of a Liberally Educated college graduate? Our discussion will center around the idea of what kind of non-academic background faculty expect their students to have and why is it important.





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