



PROGRAM
AURCO Lunch Speaker Series
April 5-9, 2021
11am, 12pm, 1pm

Welcome to AURCO's 2021 Lunch Speaker Series of presentations and discussions. Because this event is entirely online, presentations will take place remotely through the speaker's meeting platform of choice. If you have not registered for this event, please complete the [free registration](#) by **March 30th**. Only registered participants will receive the links to attend the presentations.

Program Overview

- Presentations will take place at **11 am, 12 noon, or 1 pm**
- Speakers will host their own online meeting (e.g., Zoom, WebEx, MS Teams, Google Meet, etc)
- Presentations are about 30 minutes with time afterward for discussion
- Attendees join the meeting by following the hyperlinks in a future email

What if I have questions?

Please visit www.aurco.org to learn more about AURCO. If you have questions, you may contact us [here](#). *We look forward to seeing you!*

Presentation Schedule

Please see the schedule of presentation on the following pages.

Day & Time	Presenter(s)	Title and Abstract
Monday 11 am	Cheryl Brady KSU Salem	<p><i>Nursing faculty and their understanding of higher order thinking test development</i></p> <p>This presentation will discuss a qualitative study which explored nursing faculty's understanding of higher order thinking test questions and practices with test preparation. Higher order thinking processes are necessary for registered nurses due to the complexity existing in healthcare. With the Next Generation NCLEX looming, nurse educators must understand the demand for graduates to utilize deep thinking skills is paramount in undergraduate nursing programs. Having nursing skills which use critical thinking and effective decision making will ultimately guide the nursing graduate to make the best, safest clinical judgement at the bedside. Clinical judgment is more than just possessing nursing knowledge. As educators, we must strive to deepen the thinking of our students throughout the nursing curriculum. Understanding higher order thinking and test development practices will assist the nurse educator to best prepare graduates that can deliver safe client care.</p>
Monday 12 pm	Joe Cavanaugh Stephen Jacquemin and Christine Junker Wright State Lake	<p><i>Variation in student perceptions of higher education course quality and difficulty as a result of widespread implementation of o</i></p> <p>The onset of the COVID-19 global pandemic affected higher education in a myriad of ways. One of the most notable effects however was the rapid and sudden transition of nearly all courses to an online environment. And while there are a growing number of courses offered online already, this transition to nearly 100% remote education presented numerous challenges for instructors and students of face-to-face and hybrid style courses. This study utilized widely available course evaluations from RateMyProfessor.com to examine changes in student perceptions of course quality as well as difficulty as a result of this transition to remote learning. Using a general linear model of 837 course evaluations from 191 different schools an overall decline of 6% in perceived course difficulty and 4% decline in perceived quality was identified. In addition to calculating this mean decrease, courses were also categorized on the basis of academic discipline</p>

(Business, Engineering and Mathematics, Humanities, Natural Sciences, Social Sciences), institution size (2-Year, 4-Year), and whether instructors had previous experience teaching online courses (No, Yes) to determine any variation in differences that may have appeared as a result of more nuanced details in course type or delivery. Most notably, declines in course difficulty were even more apparent with instructors that had no previous online experience. No other discipline, institution size, or teaching experience interactions were detected with either difficulty or quality variation. These data suggest that there were very real changes in perceived quality and difficulty but that these changes were largely universal irrespective of discipline, institution size, or prior experience teaching online (with exception of course difficulty).

Monday
1 pm

**Lizzie Ngwenya-
Scoburgh**

Wellbeing in Academia

UC Blue Ash

Let's be honest, we are a thinking bunch in academia. We spend most of our time sitting, thinking deep thoughts, planning, creating, recreating, and reflecting. Reflecting on what went well, what did not go well, etc. This often comes with worry. Will we get promoted, am I doing enough to get tenure, will this submission be accepted. With all this reflection, we rarely take a moment to assess how this internal stressful dialogue may not be healthy. Our students behave similarly as the worry about grades, peer pressure, work and life balance. This may lead to unproductive faculty and students in academia. The new approach to teaching needs to focus on developing the whole person. This means teaching well-being. Well-being is "a good or satisfactory condition of existence; a state characterized by health, happiness, and prosperity." Well-being focuses on the whole person. According to NASPA, Student Affairs Administrators in Higher Education, "by focusing on the whole ---the whole person, the whole educational experience, the whole institution, the whole community- well-being becomes a multifaceted goal and shared responsibility for the entire institution". This may sound like a complicated construct but in a comprehensive study of 150 countries performed by Gallup, the research identified five elements that encompass how we experience our lives and that can be considered the currency of a life that matters. The Wellbeing framework is composed of five interrelated and interdependent elements: Career well-being, social

well-being, financial well-being, physical well-being, and community well-being. This evidence-based framework can provide a foundation for academia to conceptualize the concept of well-being to improve existing wellness programs.

Tuesday
11 am

Yoshi Odaka
UC Blue Ash

Student Perceptions on Virtual Anatomical Models for Remote Learning During the Pandemic

The learning environment in higher education drastically altered almost instantly due to the pandemic caused by SARS-CoV-2 in 2020. As a result, students in the anatomy and physiology course lost access to hands-on learning means such as anatomical models and were forced to rely on static 2D images and instructional videos to learn anatomical structures. Because exercising spatial ability is important in studying structures, the lack of handling models became a major concern. In order to provide some spatial exercises, commercially available virtual models were incorporated as part of assignments in my distant learning classes. Students engaged in manipulating the models by zooming, rotating, removing, fading, coloring, drawing, and labeling in the online platform, which is accessible 24/7. An anonymous survey showed that the majority of students found the virtual models helpful in learning structures but holding actual models with their hands was still the preferred mode. Means of practical exam scores also demonstrated that students performed significantly better when real anatomical models were available.

Tuesday
12 pm

Corey Pate
KSU Trumbell

Reaching Your Struggling Student

Struggling college students are a challenge in all areas and on all campuses. Although reasons and situations are potentially unique, there are some actions and strategies that consistently prove to be helpful. This presentation will concentrate on five key elements that professors can incorporate to some degree in each class that may help all students. Making connections between the professor and students (particularly in remote learning classes) helps bridge the physical and social/emotional divide they may be experiencing. Reinforcing the resources available through each campus may guide students with questions or as university deadlines approach. Study strategies can vary based on the class content and structure. Students will be more effective when they have a better understanding of study strategies

that the instructor would suggest. Specific guidance in test preparation for individual professors will help students adjust for each class and be less anxious. A major factor in all classes is the motivation that students may need as the semester continues. This is particularly true for students who are already struggling academically. The presentation will offer suggestions and techniques in each of the categories that have proven effective for students when implemented. Through discussion, additional input and shared ideas can extend the classroom options.

Tuesday
1 pm

**María Ortiz and
Annette Redmon**

UC Blue Ash

Increasing Student Collaboration, Advancing Learning and Promoting Resilient Online Communities with Padlet and Flipgrid

The purpose of this presentation is to provide the theoretical foundation for using online teaching and learning tools that maintain and strengthen student contact and community during asynchronous activities and, moreover, promote student engagement. Specifically, the presenters will discuss the literature for effective online asynchronous learning strategies and share examples of online teaching and learning tools using Flipgrid and Padlet assignments. They will also discuss how these transformative tools can be integrated across disciplines and how these assignments can increase student collaboration, advance learning and promote resilient online communities, thereby enriching the virtual classroom experience. This virtual presentation will provide viewers with an opportunity for a real time interactive use of the online teaching tools and will conclude with a Question-and-Answer session provided by the presenters.

Learning Outcomes:

- Identify, compare and contrast technologies implemented for creating and supporting community in an online learning setting.
- Develop, implement and facilitate innovative learning activities for an engaged online learner.

Wednesday
11 am

Patrick Owen
Debra Frame
Adity Mutsuddi
Heather Vilvens

UC Blue Ash

Mind, Brain, and Learning: Grounding Pedagogical Practice in Cognitive Psychology

Let's make it active! Wait, that didn't work...why not? Instructors seem to "twist and turn" their classrooms and course designs to adapt to the latest teaching technique only to find that students are still not learning. To find out why, we established a multiyear investigation of the cognitive aspects that influence learning. Our group of faculty and staff members from diverse disciplines met monthly to explore and better understand the elements of learning from a cognitive neuroscience perspective. During this session, we will present highlights and achievements that had the most influence on our course designs and students' learning. Highlight topics include common errors in mental processing, the testing effect, interspersing study with sleep, the pros and cons of interactive lectures, brain-based math anxiety, the benefits of mindfulness, and the mental and emotional benefits of metacognition. We close with summaries of two in-depth pedagogical projects that grew out of the learning community: 1) overcoming a cognitive block when learning to code functions and 2) the impact of mindfulness and contemplative activities on students' personal and academic success.

Wednesday
12 pm

Adam Chekour

UC Blue Ash

Promoting Students Engagement and Interaction in Online Learning: A Case Study of PMI-Q Activity

A large body of research has shown that students learn better when they are actively engaged in the learning process. This issue has earned a vital importance during the Covid19 pandemic, which has necessitated the switch from conventional to remote learning.

The PMI-Q activity (P: Pluses, M: Minuses, I: Interesting point and Q: Question to audience) is a technique I have adopted from an OnCourse workshop to my College Algebra and Quantitative Reasoning online courses. The analysis of students' survey on the pre- and post-test has revealed an increased learning satisfaction and enhancement of problem-solving skills.

Thursday
11 am

Sriparna Ghosh
UC Blue Ash

Certificate-of-Need Laws and Healthcare Utilization during COVID-19 Pandemic

This paper investigates the impact of state-level Certificate-of-Need (CON) laws on COVID and non-COVID deaths in the United States during the SARS-CoV-2 pandemic. CON laws limit the expansion and acquisition of new medical services. The coronavirus pandemic created a surge in demand for medical services, which might be exacerbated in some states that have CON laws. Our investigation focuses on mortality due to COVID and non-COVID reasons, and in understanding how these laws affect access to healthcare for illnesses that might require similar medical equipment to COVID patients. Our baseline results suggest that mortality rates are higher in states with CON laws relative to that in states without CON laws. We also find that states with high healthcare utilization due to COVID that reformed their CON laws during the pandemic saw a reduction in mortality resulting from natural death, Septicemia, Diabetes, Chronic Lower Respiratory Disease, Influenza or Pneumonia, and Alzheimer's Disease in addition to reduction in COVID deaths.

Thursday
12 pm

**Rachelle Kristof
Hippler**
**Baldwin Wallace
University**

Triple-dipping: Projects that count for undergraduate research, university service, and provide classroom activities that enhance teaching

Undergraduate research is considered a high-impact teaching practice; however, it comes with its challenges. One of those challenges is finding a topic that is both motivating for the student as well as important to the faculty member. Another challenge is finding time to work on research when service and teaching also require attention. In this short talk, the speaker shares lessons learned from finding a project that has all three components: research, service, and classroom teaching activities and welcomes attendees to share their experiences with "multi-dipping" projects.

Thursday
1 pm

Eric Taylor
KSU Stark

Hyflex Instruction -- Personal Reflections

Both faculty and students in higher education have been abruptly thrown into several modalities of instruction involving some form of virtual, online, remote or hybrid instruction. This session will serve as a reflection of my own experiences to teach students in-person as well as those participating remotely in a hyflex type of instruction. Examples of

instruction and a chance to discuss my and your experience will offer us a chance to consider improvements in our online, remote, or hyflex teaching and learning.

Friday
11 am

Mohamed Elwakil

Interactive Video Lectures using ActivePresenter

UC Blue Ash

Online video lectures have emerged as a powerful tool in online education. They allow students to watch the lectures at convenient times. Students can pause, stop, rewind, and otherwise manipulate the timeline of learning. This way, students never miss a thing: as long as they have time to try again, they can go back. However, a major problem with video lectures is the low completion rate [1]. Since videos are not interactive, it is hard to maintain student engagement with videos. Recent research [2,3] indicates that incorporating interactive elements to lecture videos such as multiple-choice questions improve learning and increases learners' attention span.

In this tutorial, I will demonstrate using ActivePresenter for creating and publishing interactive pre-recorded video lectures. ActivePresenter is a powerful eLearning authoring tool that is used to create sophisticated screencasts. Unlike other popular screen recording applications, ActivePresenter has many features geared towards online education. For instance, it can export projects into the Shareable Content Object Reference Model (SCORM) format, which permits delivering interactive content to common LMS platforms such as Canvas and Bb Learn. Most ActivePresenter features are free.

Friday
12 pm

**Thomas
Brinkman**

Increased Student Engagement in On-Line Synchronous classes using collaborative documents within MS OneDrive and/or Google

UC Blue Ash

In this workshop, you will learn strategies to increase student attendance, engagement, collaboration and peer to peer accountability. Students stay focused and on task through digital activities during synchronous on-line instruction. You will learn how to use MS OneDrive and Google Drive platforms to create a similar interactive pace and rhythm as face-to-face classes. I will demonstrate strategies that can provide you with immediate feedback both during and immediately after a class regarding each individual student's level of active learning and participation during that session. Using pre-shared collaborative

folders and documents is a simple way to provide immediate feedback to students during class. Imagine not having to have students submit work! It provides great structure and no more "lost files". This process encourages students to maximize use of class time, helps them to be prepared to do independent or group work and interact with each other during and between classes. Since using collaborative folders and documents, I have found my attendance rates are consistently above 90%. Students say things like "it feels like being in class", "I know I need to attend or I'll miss out", "I know there is something to do every day", "my group is depending on me to be there". As the teacher, you retain control and have anytime visibility to what each student is doing during on-line synchronous class and after class is over. You can replicate an interactive face-to-face environment while still being virtual.

Friday
1 pm

**Matt Wanat and
Kevin Cordi**

*Belonging on the Regional Campus & Working with
Counter Narratives*

OU Lancaster

Belonging on the Regional Campus by Matt Wanat

In his essay "The Rootless Professors," Eric Zencey decries the unfortunate combination of transient pedagogues in a competitive professorial job market and higher education's privileging of abstract cosmopolitanism over the material immediacy of the local. The "cosmo polis" or "mythical 'world city'" is, by Zencey's estimation, an idealized space where "professors are expected to owe no allegiance to geographic territory" (Zencey 15). Among Zencey's suggestions for rectifying this problem are taking "more seriously the regional branches of professional organizations" and professors taking "the trouble to include local content in their courses" (19). My talk posits that dominant assumptions about what belongs and does not belong on the regional campus, counterintuitively, tend to marginalize regional culture and material regional places. Indeed, the marginalization of regional campuses is part of a largely national pattern in higher education and public life that relegates the local to the margins of a discourse governed by idealized abstractions.

Is this the only story for teaching---Working with counter narratives with my students, by Kevin Cordi

This talk explores the question, does the preservice teaching classes prepare one for the university? Is

there more to the story of teaching than what is taught? Pinar (1975a) asks, "What is the experience of being...a stranger in a land not one's own" (p. 399). The speaker examines his experience and asks was he prepared to teach.

He reconceptualizes (Pinar, 1975) his teaching experiences. Was he prepared to be a high school teacher because he read the texts and listened to his professors? As Pinar (1975a) writes, "(b)efore we learn to teach in such a way...we must become students of ourselves, before we can truthfully say we understand teaching" (p. 412). He dives deep into these stories. He attempts to step out of the familiar recognition of these experiences and "defamiliarize the familiar" (Aoki in Pinar & Irwin, 2005, p. 336), so that he can comprehend and question the "taken-for-grantedness" (p. 37) in teaching.

He vividly remembers taking a class called "school and society." However, the school and the society were the same school and society—a white system that barely recognized schools and societies that were not white. He knew there were other narratives about teaching than this one. He needed to revisit his own pedagogy. Could he include counter narratives in the curriculum and teach them to his regional campus students?