

AURCO

28TH ANNUAL CONFERENCE



ANNUAL CONFERENCE

KENT STATE STARK

APRIL 8-9, 2022

6000 FRANK AVE NW
NORTH CANTON
OH, 44270



**FORTIFYING
EDUCATIONAL
FOUNDATIONS**

For more info: www.aurco.org/conference

KENT STATE
UNIVERSITY

STARK



2022 AURCO CONFERENCE

TABLE OF CONTENTS



| | |
|--|--------------------------|
| Campus Map | Inside Back Cover |
| AURCO Schedule-at-a-Glance | Back Cover |
| Welcome Letter | 2 |
| Conference Volunteers | 3 |
| Keynote Speaker | 4 |
| Leadership | 5 |
| 5-Minute Faculty IGNITETalks (Friday Night) | 6 |
| Conference Schedule Overview | 7 |
| Session 1 | 8-11 |
| Session 2 | 12-13 |
| Session 3 | 14-17 |
| Session 4 | 18-21 |
| Session 5 | 22-24 |
| Student Poster Presentations | 25-27 |

2022 AURCO CONFERENCE

WELCOME TO THE 28th ANNUAL AURCO CONFERENCE!

Welcome to the 28th Annual Conference of the Association for University Regional Campuses of Ohio. Kent State University at Stark is honored to host the conference for you this year. This year marks the awaited return to an in-person conference after a tumultuous and uncertain time during the COVID pandemic. This year is also the 75th Anniversary of the Stark campus — the only public university in Stark County serving 7,000 enrolled students year-round.

The theme of our conference is *Fortifying Education Foundations* because we wanted to refocus and hone our classroom and scholarly goals and pursuits to reflect lasting values, practices and principles that help educate and prepare students for future life and career achievements. We are certain our classroom and scholarly toils during COVID taught us much. As we redouble efforts to return to classroom teaching, we also can adopt the successes of remote and online forms of teaching many of us learned and mastered while isolated at home. We hope you enjoy the opportunity to hear from and connect with other dedicated faculty, staff and administrators who are fortifying foundations for students throughout the Ohio regional campuses. We also hope you enjoy the beautiful Stark campus and the region's attractions.

Thank you for attending and supporting AURCO and your fellow regional campus colleagues!

Sincerely,

Eric Taylor, KSU at Stark
President of AURCO

2022 AURCO CONFERENCE

CONFERENCE VOLUNTEERS



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

Program

Marna Revlock, Kelly Thomasson, Brad Shepherd, Partha Rajagopal, and Erin Hollenbaugh

Student Poster and Paper Presentation Compositions

AURCO Representatives

Keynote Speaker and Hosting Campus

Denise Seachrist, Dean and CAO, KSU at Stark

Facilities and IT Support

Jim Biehl and Jared Webber

Hospitality and Food

Jessica Anderson, Stephanie Monastra, Caitlin LaBonte, April Hazaimah, Max Purses, Cailin Brooks, Mero Yant, and Ashley Cherub

Publicity

Rachelle Kristof Hippler, Samantha Dunlavey, Jennifer Kroger-DeMichael

2022 AURCO CONFERENCE

KEYNOTE SPEAKER

**Dr. Denise A. Seachrist, Ph.D., Dean and CAO, KSU at Stark**

Denise A. Seachrist, Ph.D., accepted her appointment as the dean and chief administrative officer of Kent State University at Stark on Feb. 1, 2016. She previously served as the interim dean for Kent State Stark, a position she began on July 1, 2014. The Stark Campus is Kent State University's largest regional campus and the only public university in Stark County.



Prior to coming to Kent State Stark, Seachrist was the director of Kent State University's Hugh A. Glauser School of Music, a position she held since 2008. She previously served as interim associate provost, interim dean for Academic and Student Services for the Regional Campuses, and interim assistant dean of Kent State University at Trumbull. Seachrist, who holds the rank of professor, has been recognized for her stellar career as a faculty member and administrator. She is the recipient of the Communal Studies Association Distinguished Service Award and the Heidelberg University Career Excellence Award. She is also a member of the inaugural class of the Crestview Local School District Distinguished Alumni Hall of Fame.

Active in the Stark County community, Seachrist currently holds board positions with the United Way of Greater Stark County and Women's Impact. She previously served on the boards of the Canton Symphony, ArtsinStark, and the Canton Regional Chamber of Commerce, and she serves on the Executive Leadership Team of the Stark County Heart Walk campaign.

A specialist in the music of both historical and living German religious communities in Pennsylvania, Seachrist served as the president of the Communal Studies Association. She is a past member of the editorial advisory board of *American Music* (University of Illinois Press), the editorial board for a Pennsylvania-German History and Culture book series (Penn State Press), and the past series editor of the World Musics series (Kent State University Press).

Seachrist is the author of *Snow Hill: In the Shadows of the Ephrata Cloister* (2010) and *The Musical World of Halim El-Dabh* (2003), both published by the Kent State University Press.

Seachrist, who lives in Jackson Township, received her Ph.D. in musicology-ethnomusicology from Kent State University and a Master of Music degree in vocal performance from Youngstown State University. She earned her bachelor's degree in music from Heidelberg University.

2022 AURCO CONFERENCE

AURCO LEADERSHIP

President

Eric S. Taylor, KSU at Stark

Vice President

Gabriela Popa, OU Zanesville

Secretary

Tom Brinkmann, UC Blue Ash

Treasurer

Monica Widdig, UC Blue Ash

Journal Editor

Steven Toepfer, KSU Salem

Website Manager

Rachelle Kristof Hippler, Baldwin Wallace University (formerly BGSU Firelands)

Public Relations Directory

Jennifer Kroger-DeMichael, UC Blue Ash

AURCO Board of Directors

Chairman – Past President (2013-2015)

Rachelle Kristof Hippler, Baldwin Wallace University

Board Member – Past President (2015-2017)

Jerry Obiekwe, Akron Wayne

Board Member - Past President (2017-2021)

Joe Cavanaugh, WSU Lake

2022 AURCO CONFERENCE

5-MINUTE FACULTY IGNITE TALKS (FRIDAY NIGHT)



28th ANNUAL CONFERENCE | Kent State Stark | APRIL 8-9, 2022

| Location | Title/Presenter/Abstract |
|-----------------------------|--|
| KSU Stark Conference Center | <p data-bbox="300 701 625 735">Teaching outside the lines</p> <p data-bbox="300 766 795 865">Diane Huelskamp Wright State Lake, Education, Sciences Diane.huelskamp@wright.edu</p> <p data-bbox="300 892 1425 1018">Sometimes it is a positive thing to teach outside of your typical courses. Because my degree is in Education, with a focus on sciences, I will share my experiences teaching a variety of courses both in the science fields, and in the educational fields, and how this diversity has made me a better teacher.</p> |

2022 AURCO CONFERENCE

CONFERENCE SCHEDULE OVERVIEW



| TIME | ACTIVITY | LOCATION |
|--------------|--------------------------------------|-------------------------|
| 6:00-8:00 PM | Friday Reception & IGNITE Talks | Conference Center |
| 8:15-9:00 AM | Registration & Continental Breakfast | Lobby outside Room 101 |
| 9:00 AM | Welcome & Opening Remarks | Room 101 |
| 9:15 AM | Session 1 | See Program |
| 9:45 AM | Session 2 | See Program |
| 10:15 AM | Session 3 | See Program |
| 10:45 AM | Session 4 | See Program |
| 11:15 AM | Session 5 | See Program |
| 11:45 AM | Keynote Address | Room 101 |
| 12:15 PM | Lunch | Campus Center |
| 1:00 PM | Student Awards/Concluding Remarks | Campus Ctr. Dining Hall |
| 2:00 PM | AURCO Business Meeting | Room 101 |

All sessions will be in the Science and Nursing Building.

2022 AURCO CONFERENCE

DETAILED CONFERENCE PROGRAM



28th ANNUAL CONFERENCE | Kent State Stark | APRIL 8-9, 2022

9:15-9:45 AM (Session I) - Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract | | |
|--|--|--|--|
| ROOM 111 | <p data-bbox="310 884 1344 915">Making Sense of Learning Experiences During the Pandemic: Our Students' Stories</p> <table data-bbox="310 951 1049 1045"> <tr> <td data-bbox="310 951 808 1045"> <p data-bbox="310 951 509 1045">Ana Wetzl KSU Trumbull awetzl@kent.edu</p> </td> <td data-bbox="841 951 1049 1045"> <p data-bbox="841 951 1049 1045">Sorina Ailiese KSU Geauga sailiese@kent.edu</p> </td> </tr> </table> <p data-bbox="310 1079 1487 1455">In fall 2021, the regional campuses for the state university where we teach composition switched developmental writing courses from remote to face-to face instruction. As we welcomed our students back to the campus, we invited them to reflect on their educational experiences during the pandemic. Research has shown that the pandemic represented a major disruption to young people's academic life (Baltà-Salvador et al., 2021). The sudden transition to remote learning forced students to quickly adapt to a home learning space where they may have had to negotiate and balance the use of limited environmental resources with other family members (Keener et al., 2020). The closure of physical resources at the universities across the United States resulted in students' challenges associated with technology, time management, and motivation (Lee et al., 2020; Sheppard, 2020) impacting retention. Another negative aspect of online learning was a lack of peer-to-peer interaction (Wallace et al., 2020; Lee et al., 2020; Morris et al., 2021) that led to feelings of isolation (Baltà-Salvador et al., 2021).</p> <p data-bbox="310 1461 1487 1774">We asked our students to write their first essay about their experience with schooling during the pandemic. We collected 30 writing samples that were analyzed for recurring themes. According to the data, our developmental students showed a great degree of resilience despite having to face major hurdles, from poor access to technology and online and in-home distractions, to isolation and lack of motivation. Despite such challenges, about a third of the study participants saw education during the pandemic an overall positive experience. They appreciated the flexibility of remote learning, additional study time garnered from not having long commutes, and spending more time with family. Students described overcoming multiple barriers to technological challenges, becoming resourceful, independent, focusing on strengths, and reflecting on their situation with an emphasis on the bright side.</p> | <p data-bbox="310 951 509 1045">Ana Wetzl KSU Trumbull awetzl@kent.edu</p> | <p data-bbox="841 951 1049 1045">Sorina Ailiese KSU Geauga sailiese@kent.edu</p> |
| <p data-bbox="310 951 509 1045">Ana Wetzl KSU Trumbull awetzl@kent.edu</p> | <p data-bbox="841 951 1049 1045">Sorina Ailiese KSU Geauga sailiese@kent.edu</p> | | |

2022 AURCO CONFERENCE

9:15-9:45 AM (Session I) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 124 | <p>The Promise of the Flipped Classroom in Mathematics: Lessons Learned from a Precalculus Course</p> <p>Peter Mkhathshwa Miami Middletown mkhatstp@miamioh.edu</p> <p>Contributing to the growing body of research on the flipped classroom in STEM disciplines at the undergraduate level, this study reports on the implementation of the flipped classroom in a section of a precalculus course. Students in the experimental section (i.e., the flipped section) of the course outperformed their counterparts in four other sections (control sections) of the course on the final exam, and on one other exam. Overall, a majority of the students expressed a positive attitude about the format of the course.</p> |
| ROOM 217 | <p>Strengthening Academic Vocabulary</p> <p>Dr. Marty Daniels KSU Stark Mdaniel1@kent.edu</p> <p>Students struggling in academic classes may be facing an academic vocabulary deficit. They come to college with varying levels of background knowledge and word experience. Some of our first-generation students are bilingual and have had most of their English speaking, reading, and writing experience only in a school setting. Others come from family situations that have not strongly supported extensive reading and learning opportunities. The students have maintained a “good front” through high school, but are now faced with comprehension and writing challenges because of gaps in vocabulary understanding. A variety of strategies beyond notecards will be suggested to help students acquire and utilize new vocabulary.</p> |

2022 AURCO CONFERENCE

9:15-9:45 AM (Session I) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 218 | <p>Hardy-Weinberg Law: A Mathematical Application to Population Genetics</p> <p>Brent M. Fox BGSU Firelands Bmfox@bgsu.edu</p> <p>The basic laws of inheritance were discovered in the 1860's by Gregor Mendel, an amateur naturalist, but his work was not widely known until the year 1900, when several eminent biologists brought attention to the article that he published in an obscure scientific journal. After Mendel's Laws became widely known, the mathematician G. Hardy and the physician W. Weinberg independently discovered the foundational principle of population genetics, later known as the Hardy-Weinberg Law. This principle allows calculation of genotype frequency and phenotype frequency, provided that the frequency of the dominant allele is known. This paper calculates frequencies in a hypothetical situation involving three traits of the garden pea, and calculates frequencies of blood types (A, B, AB, O) in hypothetical situations involving frequencies of the three blood-type alleles (A, B, O). This paper also considers that abnormal hemoglobin provides resistance to malaria, and describes these three genotypes: HH, HH*, H*H*. The HH genotype has normal hemoglobin and no malarial resistance. The HH* genotype has sickle-cell trait and malarial resistance. The H*H* genotype has sickle-cell disease and malarial resistance. In high-malarial regions, a small frequency of sickle-cell allele (H*) has a favorable effect on the overall selection rate. This paper shows how this optimum frequency can be calculated from selection rates for the three genotypes.</p> |
| | <p>Our New Reality: Working Toward Best Practices in Remote Teaching in Early Childhood Teacher Education</p> <p>Dr. Amy Wolfe Kim Cirolì Dr. Debra Dunning OU Chillicothe OU Eastern OU Lancaster amy.wolfe@ohio.edu cirolì@ohio.edu dunning@ohio.edu</p> <p>The COVID-19 pandemic forced university faculty to adapt quickly to remote instruction. While initially, this modality seemed temporary, in light of budgetary and enrollment constraints, Ohio University regional faculty are increasingly sharing courses using remote, online, and blended modalities. Ohio University has restructured our regional system under a plan called OneOHIO. The presenters are three of the seven Ohio University regional campus faculty in Early Childhood Teacher Education. This presentation will describe our journey from our initial experience with remote teaching to our current approach as we work toward best practices in the modality. We will discuss challenges created by the switch to remote teaching, including limited rural access to high-speed internet, students attending class while doing other things, and student cameras being turned off. While remote learning is convenient for our busy regional students, it has been a mismatch for many of their needs as learners. We will also share our successes. The presentation emphasizes strategies for engaging university students over video-conferencing software, building community among students, and collaboration among regional faculty.</p> |

2022 AURCO CONFERENCE

9:15-10:00 AM (Session I) – Concurrent Session

Faculty Workshop

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 218 | <p>Our New Reality: Working Toward Best Practices in Remote Teaching in Early Childhood Teacher Education</p> <p>Dr. Amy Wolfe OU Chillicothe amy.wolfe@ohio.edu</p> <p>Kim Cirolì OU Eastern cirolì@ohio.edu</p> <p>Dr. Debra Dunning OU Lancaster dunning@ohio.edu</p> <p>The COVID-19 pandemic forced university faculty to adapt quickly to remote instruction. While initially, this modality seemed temporary, in light of budgetary and enrollment constraints, Ohio University regional faculty are increasingly sharing courses using remote, online, and blended modalities. Ohio University has restructured our regional system under a plan called OneOHIO. The presenters are three of the seven Ohio University regional campus faculty in Early Childhood Teacher Education. This presentation will describe our journey from our initial experience with remote teaching to our current approach as we work toward best practices in the modality. We will discuss challenges created by the switch to remote teaching, including limited rural access to high-speed internet, students attending class while doing other things, and student cameras being turned off. While remote learning is convenient for our busy regional students, it has been a mismatch for many of their needs as learners. We will also share our successes. The presentation emphasizes strategies for engaging university students over video-conferencing software, building community among students, and collaboration among regional faculty.</p> |

2022 AURCO CONFERENCE

9:45-10:15 AM (Session 2) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract | | |
|---|--|---|--|
| ROOM 111 | <p data-bbox="305 594 846 625">Nursing Exam Proctoring: Lessons Learned</p> <table data-bbox="305 657 886 751"> <tr> <td data-bbox="305 657 586 751">Dr. Camille Leadingham OU Chillicothe leadingh@ohio.edu</td> <td data-bbox="672 657 886 751">Ronald Vance OU Chillicothe vancer1@ohio.edu</td> </tr> </table> <p data-bbox="305 783 1521 1192">Maintaining academic standards continues to be the priority for nursing faculty during the COVID-19 pandemic. At the onset of the pandemic, nursing faculty found themselves having to make a rapid shift to online learning and remote examination testing. This forced the move from in-person to at-home testing. Faculty utilized ExamSoft and Zoom technologies to maintain exam integrity and student National Council Licensure Examination (NCLEX) testing strategies. Zoom technology has predominately been used for meetings and presentations. Since the COVID-19 outbreak, it has been heavily relied upon for the delivery of remote activities within nursing courses. In high stakes nursing clinical courses, Zoom was found to be useful for proctoring exams. The utilization of proctored breakout rooms occurred through using the Zoom meeting function to observe student behavior when taking an exam. Remote student testing procedures were developed to provide structure to the exam process. Key lessons learned during the transition to remote nursing exam proctoring included a limited number of exam proctors, variations in student and faculty technology skills, and the need for a clear communication plan.</p> | Dr. Camille Leadingham OU Chillicothe leadingh@ohio.edu | Ronald Vance OU Chillicothe vancer1@ohio.edu |
| Dr. Camille Leadingham OU Chillicothe leadingh@ohio.edu | Ronald Vance OU Chillicothe vancer1@ohio.edu | | |
| ROOM 124 | <p data-bbox="305 1276 1414 1339">What I Learned Teaching Composition at TCI – or – Prisoner/Student Cohorts in Higher Education</p> <p data-bbox="305 1371 521 1465">Jim Canacci KSU Trumbull jcanacci@kent.edu</p> <p data-bbox="305 1497 1521 1717">My presentation deals directly with my work in Fall 2021 at Trumbull Correctional Institution and the prisoners I taught. Kent State University's mission asks us to identify and work many different student groups in a variety of settings; however, my unique experience teaching composition at a prison has changed the way I look at the classroom, its impact, and the effect it has on both the students and the instructors. Since Kent State University and other Ohio institutions have moved into this arena, I think it important to listen to the participants and tell the story. My presentation examines my process, my experience, and my reflection on my time at TCI in Leavittsburg, Ohio.</p> | | |

2022 AURCO CONFERENCE

9:45-10:15 AM (Session 2) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|---|
| ROOM 217 | <p>Managing and Motivating Employees Working From Home</p> <p>Dr. Sean Ratican Dr. Robert Antenucci KSU Trumbull KSU Trumbull sratican@kent.edu rantenuc@kent.edu</p> <p>The onset of the COVID-19 pandemic has systemically changed the workplace of most businesses. Many employees started to work from home for the first time in 2020, and as the new year unfolds that reality could be the new norm. Business leaders face the challenge of ensuring their workforce is effective, efficient, and happy through a consistent corporate culture and support. This research will highlight current literature and identify best practices that provide a foundation for how organizational leaders can continue to manage remote workers by focusing on motivation, communication, and job satisfaction in the new era of Zoom.</p> |
| ROOM 218 | <p>Project Based Learning for Machine Dynamics and its Student Learning Outcomes</p> <p>Dr. Zhiyuan Yu Jiawei Gong Hwei-Kit Chang Miami Middletown Penn State Penn State yuz29@miamioh.edu jzg317@psu.edu hkc1@psu.edu</p> <p>Project based learning has been applied for Mechanical Engineering/Mechanical Engineering Technology junior course Machine Dynamics. The two projects are using engineering math software Mathcad to model the kinematics and kinetics of a six bar quick return mechanism. The project reduces the emphasis on math equation derivation. Students will work in groups to accomplish the two projects in one semester. The projects are synchronized with the topics covered in classroom lectures. The average time the students spent on the projects is 12 hours. The Mathcad model results are verified by hand calculation. At the end of semester, 47 students complete the course survey. The survey shows that the unitization of Mathcad improves the student's programming skills in Mathcad and reduces the difficulty of deriving differential equations, which matches industry's preferred skills for Engineering/Engineering Technology students. The group projects encourage students to communicate with team mates, solve technical disagreement in proper manner, and develop leadership skills, which contributes to the improvement of engineering students' soft skills. The final exam grade of the course using project based learning shows improvements compared to traditional teaching methods. Above 90% students feel more confident to solve machine dynamics projects independently after accomplishing the projects. Above 55% of the surveyed students recommend this project continue to be part of this course assignment in the future. Students demographic data and descriptive comments will also be presented. The project based Machine Dynamics can be taught in classroom or online remotely. Due to the success of this pilot study, the new method will be continually used in the future and more student feedback data will be collected. All the analytical model and simulation model will be open source for educators' reference.</p> |

2022 AURCO CONFERENCE

10:15-10:45 AM (Session 3) – Concurrent Session**Paper Presentations**

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 111 | <p data-bbox="289 533 878 564">Use of Discussions in the Physical Science Class</p> <p data-bbox="289 598 553 693">Dr. Gabriella Popa OU Zanesville gabiapopa@gmail.com</p> <p data-bbox="289 726 1490 1136">Teaching remotely forces us to adapt to new teaching methods that engage students with the material, encourage student collaboration, and ultimately facilitate learning. We used to take our in person interactions for granted, such as working together on activities and walking along the classroom tables to check in on students. In this talk I will present my class reorganization on Blackboard to facilitate participation, engagement, and comprehension. My goal when teaching is to develop independent learners. I model my interaction with new content for my students. Part of learning is discussing and convincing each other of the solution to a problem. Since students are not next to each other to exchange ideas, I use discussion boards that go along with the material for the week and the homework assignments. The first discussion assignment asks students to perform and discuss a short experiment, the second requires students to pose a problem and the step-by-step solution to it, and the third, introduced after several weeks, has a follow-up discussion where students grade each other's work. Every chapter, students take a quiz of which I analyze the results with respect to the discussion, participation, and other assignments.</p> |
| ROOM 124 | <p data-bbox="289 1211 1057 1243">Role stereotypes in Textbooks from 1880 to 1910 and Beyond</p> <p data-bbox="289 1276 516 1371">Dr. Jack Vazzana KSU East LiverPool jvazzana@kent.edu</p> <p data-bbox="289 1404 1507 1593">Steve Toepfer suggested I contact you. The AURCO Journal is running my paper and associated with it is a lengthy graphic presentation of almost one hour. There is a discussion of how role stereotypes reinforce racism, sexism and elitism in textbooks into the twentieth century and suggestions of multiple factors in the hidden curriculums influencing education. The presentation involves many pictures from actual texts many over 100 years old. I know you do not particularly want one person presentations, but Dr Toepfer suggested my work may be amenable for your purposes.</p> |

2022 AURCO CONFERENCE

10:15-10:45 AM (Session 3) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|---|
| ROOM 217 | <p>Worknets as a Research Model: Re-visioning Research as a Process in Undergraduate Classrooms</p> <p>Dr. Linh Dich Anita Long Jason Otis Jillian White Miami Middletown Miami Middletown Miami Middletown Miami Middletown dichll@miamioh.edu houseam2@miamioh.edu otisjr@miamioh.edu whitejs6@miamioh.edu</p> <p>Victoria Dobson Miami Hamilton dobsonvh@miamioh.edu</p> <p>This presentation focuses on worknets as a visual model for guiding students in the process of research. According to Jennifer Clary-Lemon et al. (2022), worknets are “a visual model for understanding how sources interrelate, how key words and ideas become attached to certain people, and why provenance—when something was written and where it came from—matters.” That is, worknets provide students with traceable pathways for aiding in what can be a messy, inaccessible process of research. This presentation will argue that research at an undergraduate level is inconsistent at best, and nonexistent at its worst. As such, it is in need of explicit scaffolding, and the worknet model provides a tool for doing so. If we are to think of research on its own terms as a recursive process, we must develop pedagogies that effectively accommodate students learning about research at all stages in our classrooms.</p> <p>Clary-Lemon et. al. describes the worknet as comprising four specific phases: semantic, bibliographic, affinity and choric. Through discussing how students utilize a worknet’s phases, we hope to demonstrate and potentially complicate the use of the worknet model in an undergraduate classroom research setting. We ask: in what ways might students utilize a visual model for gaining clear guidance on how to research? Students in a 300-level research literacies course will address how a worknet model has helped them develop a project that examines how alternative appearances and performances may impact instructors’ reactions. And, consequently, how such responses can impact students’ learning.</p> |

2022 AURCO CONFERENCE

10:15-10:45 AM (Session 3) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 218 | <p data-bbox="289 552 846 583">Teaching Astronomy in a Light Polluted City</p> <p data-bbox="289 619 509 709">Francis Graham KSU East Liverpool fgraham@kent.edu</p> <p data-bbox="289 745 1495 867">Over the decades, light pollution, or the brightening of the night sky by artificial illumination, has become more acute. Reading the “Observing” sections of magazines such as Astronomy and Sky and Telescope one feels a sense of utter futility in teaching observational astronomy in an urban setting, since they are geared for observers far from city lights. In this paper presentation the author will:</p> <ol data-bbox="289 873 1495 1058" style="list-style-type: none"> 1. Outline the difficulties in learning astronomy observing in urban environments with and without telescopes 2. Suggest fixes around its limitations, that will render the sky understandable for the novice observer 3. Provide Star charts that are more realistic for the urban observer 4. Describe the construction, testing and use of a small school planetarium projector that shows the constellations more realistically for the urban observer. <p data-bbox="289 1094 1474 1184">The presentation is based on decades of teaching observational astronomy to beginners in and out of urban settings, at the college credit level, middle school enrichment level, and adult continuing education level.</p> |

2022 AURCO CONFERENCE

10:00-10:45 AM (Session 3) – Concurrent Session

Faculty Workshop

| Location | Title/Presenter/Abstract |
|----------|---|
| ROOM 128 | <p>Creating the tools to communicate: Making a difference in our Communities through Service Learning</p> <p>Dr. Michele Kegley UC Blue Ash kegleymd@ucmail.uc.edu</p> <p>This hands-on workshop session shares how Service Learning is incorporated into an Interdisciplinary Capstone Course to fulfill final project learning objectives while growing lifelong learners and servant leaders. Students learned to identify needs and be the voice for their community. Students use a poster presentation to communicate the community partner's needs and why the agency is important to the community. This has been completed virtually as well as in person. Participants will learn how students utilized their skills, knowledge, and abilities to serve community partners, and present their service experience. Students were required to write a case analysis of the experience, present a professional poster detailing their experience, and archive both in an ePortfolio.</p> <p>Session participants will have an opportunity to outline their own potential projects and learn how to demonstrate the learning through video reflection, poster presentation, or digital portfolios. Tools for paper and poster presentations will be shared.</p> <p>Learning Objectives:</p> <ol style="list-style-type: none"> 1. Identify how service-learning projects can enhance the student learning experience 2. Identify and learn how to develop at least one tool for students to demonstrate their learning, such as video reflection, poster presentation, or digital portfolios 3. Prepare an outline of instructions of an applied classroom assignment of your identified tool <p>Biographical information: Dr. Kegley is a Professor of Business and Economics, Program Director and Faculty Advisor for the Bachelor of Technical and Applied Studies at the University of Cincinnati, Blue Ash College.</p> <p>TOPICS Diversity, Equity, Inclusion Service-Learning Virtual Service-Learning Undergraduate Research Community Development</p> |

2022 AURCO CONFERENCE

10:45-11:15 AM (Session 4) – Concurrent Session**Paper Presentations**

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 111 | <p data-bbox="289 583 1161 615">Onsite after COVID – Flipping the Classroom to Enhance Interactions</p> <p data-bbox="289 646 505 741">Dr. Lydia Rose KSU East Liverpool lrose17@kent.edu</p> <p data-bbox="289 772 1429 961">The online environment has provided opportunities to encourage the “flipped” classroom. In the Flipped classrooms lectures, quizzes, and assignments are posted online to view outside of the assigned class time. This leaves the opportunity to do engage the class in deeper discussions and provide opportunities to encourage group community service opportunities. In the post-COVID environment, the opportunities for learning have changed dramatically within the classroom and online. The challenges of using the flipped classroom method are explored.</p> |
| ROOM 124 | <p data-bbox="289 1045 1458 1098">Applying Cognitive Psychology in Content Heavy Courses to Improve Thinking, Learning, and Retention</p> <p data-bbox="289 1140 532 1234">Ms. Monica Widdig UC Blue Ash mwiddig@gmail.com</p> <p data-bbox="289 1266 1458 1329">This presentation will provide session participants a toolkit to enhance student learning based upon cognitive psychology strategies.</p> <p data-bbox="289 1360 1477 1518">Understanding Common Misconceptions about Learning and Thinking. The presentation will describe common misconceptions and assumptions that instructors make about students and their learning habits. Further, this session will include a synopsis of pedagogical implications of selected cognitive psychology research and “lessons learned” for classroom application in undergraduate accounting courses.</p> <p data-bbox="289 1549 1485 1707">Effective Learning Requires a Strategy. This presentation will include various strategies for deeper learning and information retention. These strategies include several cognitive tools, a description of each, and how they are applied. The presentation will include an interactive discussion on ways to organize thoughts, process new information, and implement techniques to get students to retain what they learn.</p> <p data-bbox="1263 1717 1507 1749"><i>Continued on next page</i></p> |

2022 AURCO CONFERENCE

10:45-11:15 AM (Session 4) – Concurrent Session

Paper Presentations

| | | | | | | | |
|-----------------------|---|--------------------|-------------|-------------|-------------|-----------------------|-----------------------|
| Location | Applying Cognitive Psychology in Content Heavy Courses to Improve Thinking, Learning, and Retention <i>continued</i> | | | | | | |
| ROOM 124 | <p><i>Continued from previous page</i></p> <p>Make it Meaningful. Helping students connect to the material on a personal level will increase learning and retention. Methods will be shared to improve student attention and engagement in content heavy classes. Teaching to the why, to the purpose, to the need, will peak student interest, and increase student motivation.</p> <p>Novice learners are often seeing, hearing, and learning concepts for the first time. Instructors must teach students effective methods to process information, retain, and understand the material. Increasing student metacognition (thinking about learning) will increase student success and provide an enhanced student experience.</p> | | | | | | |
| ROOM 217 | <p>Leveraging Opensource and Free Software for the Online Teaching and Learning Era</p> <table style="width: 100%; border: none;"> <tr> <td style="width: 50%;">Dr. Suguna Chundur</td> <td style="width: 50%;">Kristi Hall</td> </tr> <tr> <td>UC Clermont</td> <td>UC Clermont</td> </tr> <tr> <td>Suguna.chundur@uc.edu</td> <td>hall3ki@ucmail.uc.edu</td> </tr> </table> <p>The proliferation of easy-to-use opensource/free digital tools presents great opportunities for leveraging such applications for learning in the classroom as well as in the sphere of professional development for educators. While there has been an explosion of such web tools and applications from games to tutorials and productivity software there are still no clear guidelines for choosing the appropriate software or any data on the efficacy of their use. In this constantly changing and dynamic environment, it is increasingly difficult to sift out the useful applications from the merely engaging. With this presentation, we give a quick overview of some of the most popular web applications and tools currently available and provide some useful guidelines for choosing appropriate applications for online teaching and learning. We will also conduct a short demonstration of some of the most recent and useful opensource/free digital tools that help improve the online learning experience as well as applications to improve productivity in the sphere of professional development.</p> | Dr. Suguna Chundur | Kristi Hall | UC Clermont | UC Clermont | Suguna.chundur@uc.edu | hall3ki@ucmail.uc.edu |
| Dr. Suguna Chundur | Kristi Hall | | | | | | |
| UC Clermont | UC Clermont | | | | | | |
| Suguna.chundur@uc.edu | hall3ki@ucmail.uc.edu | | | | | | |

2022 AURCO CONFERENCE

10:45-11:15 AM (Session 4) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 218 | <p data-bbox="289 621 1182 653">Blackbody Radiation, the Planck Formula, and the Red, White, and Blue</p> <p data-bbox="289 684 495 779">Brent Fox BGSU Firelands bmfox@bgsu.edu</p> <p data-bbox="289 814 1490 1539">A perfect blackbody radiator absorbs all incident radiation, and the energy that it emits is called blackbody radiation (also known as thermal radiation). The wavelength distribution and the energy emission are determined by the Kelvin temperature of the blackbody radiator. The discovery of blackbody laws, including the Wien displacement law and the Stefan-Boltzmann fourth-power law, laid the foundation of modern physics in the last decade of the nineteenth century. The physicist Max Planck (1900) discovered the formula that governs the emission of blackbody radiation, and the physicist Albert Einstein (1905) used Planck's concept of the quantum to explain the photoelectric effect. These great advances laid the foundation for quantum theory, and this theory, along with Einstein's theory of special relativity (1905), are foundational to modern physics. This paper explores blackbody radiation in the context of three hypothetical stars: a red star with surface temperature 3600 K and relative radius 16, a white star with surface temperature 7200 K and relative radius 4, and a blue star with surface temperature 14400 K and relative radius 1. The radiation emitted by these stars will be assumed to conform with the Planck distribution of blackbody radiation. The relative radii of these stars were selected so that their total blackbody emissions over all wavelengths will be equal, but each star will have a very different blackbody distribution. The proportion of blackbody radiation emitted by each star will be calculated for a range of wavelengths, from extremely long wavelengths (far-infrared region) to extremely short wavelengths (extreme-ultraviolet region). The brightest star at each wavelength will be identified, and the emission difference between the brightest star and the second-brightest star will be calculated and displayed in a convenient graphical format. The red star will be brightest at infrared wavelengths, the white star will be brightest at visible wavelengths, and the blue star will be brightest at ultraviolet wavelengths. In each region, the energy difference will have a maximum value, and the wavelength at this maximum value will be the wavelength at which the brightest star most outshines the second-brightest star.</p> |

2022 AURCO CONFERENCE

10:45-11:15 AM (Session 4) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 218 | <p>Making a Habit of Your Online Course</p> <p>Dr. Marie Gasper-Hulvat KSU Stark Mgasper6@kent.edu</p> <p>"In her 2014 book, <i>Minds Online</i>, professor of psychological science Michelle D. Miller advocates "intentionally design [ing online courses] for positive habit building," asking students to check in to perform daily, regularized tasks. Giving students small, manageable tasks on a schedule that never changes week to week helps students combat inclinations to procrastinate and provides more opportunities for quick feedback on their learning. It also helps students reduce the mental bandwidth needed to stay on track with a course: Once they have developed the habit of performing tasks required on each day of the week, they can devote less cognitive load to figuring out what to do and more to doing the tasks.</p> <p>In this presentation, I will explain how I implemented this strategy in an introductory level, foundational Art History survey course, revised over three consecutive semesters. The presentation will describe the structure of the course's daily habits, which functioned as a hybrid remote course with both asynchronous discussions and synchronous class meetings. It will focus particularly on how the course introduced students to the daily habit structure by using low-stakes exercises in the first units to start them on the habit before introducing new course content. This process effectively taught students first how to learn within the course structure as an initial learning objective. Part of the weekly habit included metacognitive student reflections. In this presentation, I will I qualitatively analyze these reflection responses to discern patterns in student reception of their course's weekly habit structure."</p> |

2022 AURCO CONFERENCE

11:15-11:45 AM (Session 5) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 111 | <p data-bbox="289 514 1494 546">Student Perceptions of a Think Aloud Activity Designed to Promote Problem-Solving Strategies</p> <p data-bbox="289 577 592 672">Dr. Joseph Baumgartner UC Blue Ash baumgajp@ucmail.uc.edu</p> <p data-bbox="289 703 1485 1218">Introductory college courses are the first time many students will encounter scenarios that require higher order thinking on Bloom’s taxonomy. Some of these scenarios involve complex problems that require students to apply and analyze course content to succeed. These skills are key factor in students becoming competent problem solvers, which will help them become successful in their professional careers. Since many students do not enter college with a competency in problem solving, it is important for faculty to create opportunities to foster these skills. A tool that could support this development is a Think Aloud (TA) exercise. The basic premise of the TA technique is to present a complex or critical thinking problem to the class. Students will annotate their thought process as they work through the problem. They then discuss their process with a partner and eventually in a class discussion where an “expert” strategy is demonstrated by the instructor. The goal of this exercise is to get students to think about, discuss, and develop their problem-solving skills. For this presentation, I conducted TA exercises in an introductory pre-professional biology class throughout the 2021-2022 academic year. After each exercise, student would complete a survey detailing their experience with the exercise. The results of this survey showed that TA exercises help students better understand the material and change how they approached complex problems. However, it was not until the end of a semester that students preferred this exercise to other teaching strategies.</p> |

2022 AURCO CONFERENCE

11:15-11:45 AM (Session 5) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|--|
| ROOM 124 | <p>The Intuitive Listener and Beethoven’s Fifth</p> <p>Dr. Eve McPherson Dr. Sandra McPherson KSU Trumbull Wright State Lake Emcpher1@kent.edu sandymcpher1@gmail.com</p> <p>This paper presents the results from a project in which researchers evaluated the creative narratives of regional campus music appreciation students who were listening to Beethoven’s Fifth Symphony in its entirety. The students were primarily without significant exposure to classical music. One purpose of this research was to analyze if this “abstract” music would stimulate narrative responding and to consider whether the thematic content would show some commonality with the meanings that music scholars attributed to the piece. A second focus was to evaluate the usefulness of pairing a meaning-making exercise with a listening experience in teaching about classical music. Interpretation of the recorded intuitive listener stories utilized a scoring sheet that listed specific music concepts, frequency of common item content, and descriptive and interpretative themes based on Bellak’s approach to the TAT. Results confirmed the presence of similar themes in intuitive listener narratives to themes from music scholar interpretations. Findings also demonstrated that students used newly learned music terms and concepts in their stories, suggesting pedagogical usefulness. The data was considered to support a coordinated and mutually sustaining set of cognitive processes involving early developmental primacy of music and an ongoing relationship between the formal system of music and the formal system of language.</p> |
| ROOM 217 | <p>The Trends in Enrollment in Higher Education</p> <p>Dr. Diane Huelskamp Dr. Joe Cavanaugh Wright State Lake Wright State Lake diane.huelskamp@wright.edu joseph.cavanaugh@wright.edu</p> <p>According to the National Student Research Clearance Center (2021), US Postsecondary Enrollment has dropped by 5.6% between 2019 and 2021. The steepest drops are in the private four-year universities and public two-year universities. Freshmen enrollment is down 13.1% since 2019. How does the State of Ohio compare with these national statistics, and how do branch campuses within Ohio rate and compete with a declining student enrollment? We plan to present these findings, and how branch campuses can potentially keep their enrollments steady.</p> |

2022 AURCO CONFERENCE

11:15-11:45 AM (Session 5) – Concurrent Session

Paper Presentations

| Location | Title/Presenter/Abstract |
|----------|---|
| ROOM 218 | <p data-bbox="289 516 1495 579">Student-driven design of an undergraduate organic laboratory experiment involving a compound that changes color in different so</p> <p data-bbox="289 611 578 705">Dr. Chris Gulgas UC Blue Ash gulgascg@ucmail.uc.edu</p> <p data-bbox="289 737 1495 989">Solvatochromism is observed in compounds that exhibit a change in visible light absorbance maximum when dissolved in different solvents. A pair of undergraduate researchers discovered a significant change in absorbance behavior of bromothymol blue (Btb), a common indicator dye. Btb was studied in a series of solvents, and five solvents were selected to design an experiment to be carried out in the first few weeks of Organic Chemistry I Laboratory. The experiment was designed to compliment lecture discussions of intermolecular interactions. Students are also introduced to analyzing trends in real experimental data. The undergraduate research, experimental design, and results compiled from four semesters of student data shall be presented.</p> |
| ROOM 128 | <p data-bbox="289 1073 1406 1136">Designing collaborative, real-world projects for the virtual classroom – and other ideas for maximizing student interest and engagement in on-line synchronous learning</p> <p data-bbox="289 1167 656 1262">Tom Brinkman, MBA, MAT, CPA UC Blue Ash tombrinkmann@gmail.com</p> <p data-bbox="289 1293 1495 1703">On-line synchronous learning can still provide meaningful student engagement in collaborative projects and authentic learning. In this presentation I will demonstrate a Virtual Collaboration Plan I developed when I started teaching on-line classes. Using shared file systems, my on-line students collaborate with each other on a self-selected topic of interest to them, interact outside of class time, research current, relevant trends in IT and deliver an engaging group presentation to their peers over Zoom. With every class of students, I challenge myself to find the best way to answer the question “what will they learn this semester in my class that will positively influence, perhaps even significantly alter, the trajectory of their lives?” It was essential to me, in answering that question, to find an effective way for on-line students to 1) apply the course content to real-world situations, 2) creatively demonstrate what they were learning from the course, and 3) meaningfully interact / network with each other outside of class time. During this presentation I will discuss how I leverage shared file technology to help facilitate those goals. Participants will be invited to share / discuss favorite strategies that they use in on-line synchronous teaching.</p> |

2022 AURCO CONFERENCE

STUDENT POSTER PRESETATIONS



28th ANNUAL CONFERENCE | Kent State Stark | APRIL 8-9, 2022

9:15 AM – 12:15 PM (Judging at 11 AM)
Lobby Outside Room 101

Parental Care and Control and its Associations with the Mental Health of Young Adults

Isabel A. Smith
 BGSU Firelands
 Smithia@bgsu.edu

Lorain Clawson
 BGSU Firelands
 lorainc@bgsu.edu

Parenting style through bonding and control has shown through several studies to be correlated with the mental health of children, adolescents or very specific adult populations. Studies have noted that positive parenting has shown to be related to positive self-esteem, which can be correlated to less of a prevalence in other mental health disorders (Hu et al. 2021). To support, other studies have shown that harsher parenting is correlated with moderately high levels of anxiety and depression (Romero-Acosta et. al. 2021). However, there tends to be a focus on effects in children and adolescents, and the effects on young adults is overlooked. To better understand the long term effects of parenting style, we designed a correlation study using a survey and asked participants from 18 to 30 years to take, this may determine whether parenting style is correlated to the mental health of young adults. The survey included the Parental Bonding Instrument (PBI)- which examines how high the levels of care and control were during their first 16 years- for both the participants mother and father, self-esteem using Rosenberg's Self-Esteem Scale, self-acceptance and we asked the participants rate their anxiousness and depressiveness. To address extraneous variables we also surveyed to understand whether gender, parental situation (the settings in which the parent(s) raised the participant, and whether it was done together or separately), ethnicity, and/or religion played a role. As levels of mental health disorders are increasing among all populations, it is important to determine how large of an effect parenting style can have. This will be explored further as more data is obtained and analyzed.

Vampire moth proboscis under confocal fluorescence

Jada Howard
 Kent State Stark
 Jhowar36@kent.edu

This experiment will consist of using the confocal microscope with fluorescence to test the bendability and sclerorization (hardness) based on the color of the autofluorescence of the blood sucking moth proboscis, specifically vampire moths genus *Calyptra* species. The materials and methods that will be used through this experiment consist of a stereoscope which will be used to magnify the mouth parts and dissect using the 25% method which strictly focuses on the distal tips. I will also be using High resolution cover slips which provide a more accurate and clear image compared to normal cover slips. Clear nail polish is included in the materials to create a forever slide for each mouth part; the purpose of this is to stop potential fungus from growing on the specimen slide. The purpose of this experiment is to compare the material components of two different moth species to further understand the distinct and non distinct differences of mouth parts from different species of moths.

2022 AURCO CONFERENCE

Investigations of hydraulic head and chemical stabilities of the groundwater on the KSU Stark campus (Ohio)

Caitlin E. LaBonte
Kent State Stark
clabonte@kent.edu

April Hazaimeh
Kent State Stark
aheichel@kent.edu

Max Purses
Kent State Stark
mpurses1@kent.edu

Cailin Brooks
Kent State Stark
cray18@kent.edu

Seven groundwater monitoring wells were recently installed near the pond on the Stark campus of Kent State University. We regularly measured the water table depth and the chemistry of the groundwater for over 6 months. From this data, we determined the flow path and gradient of the groundwater after observing and recording the hydraulic conductivity of the unconsolidated sediments housing the wells. We postulate that the groundwater is mostly derived from precipitation and that it indirectly feeds into the adjacent pond. The consistency of the water table highlights that this unconfined aquifer is resistant to fluxes in precipitation due to its high hydraulic conductivity and proximity to the pond.

The Presence of Metal in Myrmeleon crudelis Mandible and Maxillae Mouthparts and it's Effect on Fitness

Kelly Conn
KSU Stark
kellyconn24@gmail.com

It was hypothesized that at the distal tips of *Myrmeleon crudelis* the mandibles, mandibular teeth, and maxillae, would be dense with sclerotized metals, and that the base of the mandibular teeth would be composed of resilin. Confocal microscopy and scanning electron microscopy with EDS were used to analyze the mouthparts morphology and material properties. Confocal images showed that the mandibles had high sclerotization on the distal tip and teeth, but high resilin abundance was found at the tooth base and on the dorsal side. The maxillae showed high sclerotization throughout the entire structure with very little resilin. SEM metal analysis showed that the mandible and maxillae tip had the highest concentration of metals including Al, Si, Fe, Cl, S, K, Mn, Mg, and Ca. The mandible tooth had similar concentration of metals as the distal tips, with the addition of Zn. The base of the mandible and maxillae had the lowest concentration and diversity of metals, which included K, Al, Si, and Fe.

Simplified method for the determination of Total Kjeldahl Nitrogen in wastewater

Caleb Kuns
BGSU Firelands
ckuns@bgsu.edu

Tristan Hicks
BGSU Firelands
tdhicks@bgsu.edu

Increase in Total Kjeldahl Nitrogen (TKN) concentration is correlated with increase in cyanobacterial bloom biomass. Standard methods for measurement of TKN are tedious, costly, time consuming and involves use of hazardous catalysts such as mercury, high temperatures and significant amounts of toxic acids and bases. Since TKN plays a pivotal role in influencing algal blooms; there is an urgent need to develop simpler, safer, and accurate methods for determination of TKN. The simplified TKN method (s-TKN™) offers several advantages over the traditional TKN method including eliminating the use of mercury, requiring low sample and reagent volumes and being cost-efficient and user friendly. However there are no reports evaluating the efficacy of the standard method and the simplified method. This presentation will cover preliminary results comparing the efficacy of s-TKN™ and standard method using commonly used primary standards and waste, estuarine and lake water matrices. For all primary standards analyzed, s-TKN™ method exhibited good accuracy across a wide range of concentrations. Repeatability for glycine-para-toluene sulfonic acid (Glycine-PTSA) standard using the s-TKN™ method was 4.1% at highest concentrations analyzed with overall repeatability across concentrations comparable to the standard EPA method. For wastewater, estuarine and lake matrices, good correlation ($r^2=0.9917$) between the two methods and no statistical difference in the values ($p>0.05$) was obtained between two methods. Preliminary studies indicate that the s-TKN™ method has the potential to reduce expenditure associated with cost of analysis and has the potential to be a safer and cheaper alternative while providing comparable analytical results to the standard method.

2022 AURCO CONFERENCE

NOTES

2022 AURCO CONFERENCE

NOTES

2022 AURCO CONFERENCE

NOTES

- 1. FINE ARTS** BUILDING CODE
RCA, RCF
Classrooms, faculty offices, theatre, studio theatre, art galleries, art studios, music recording studios, practice rooms, computer labs, conference room, Siffrin Academy
- 2. CAMPUS CENTER** RCS
Bookstore, Flash Bistro, Academic Success Center, Counseling Center, Student Accessibility Services, Internship & Career Services, Testing Services, Tutoring Services, Interfaith Campus Ministry, Flash's Food Pantry
- 3. LIBRARY LEARNING RESOURCE CENTER** RCL
Reference desk, classrooms, math labs, computer stations, study areas, Veterans Commons, Writing Center, LGBTQ Resource Center, Media Services, Lactation Suite
Behind Library: Greenhouse, Flash's Food Garden
- 4. MAIN HALL & EAST WING** RCM, RCE
Main Hall: Student Services, Admissions, Dean's Office, Academic Affairs, Business Services, Security, Parking Services, Human Resources & Student Employment, Global Education Initiatives, College Credit Plus, Rising Scholars, Student Involvement & Organizations, Campus Marketing & Communication, classrooms, faculty offices, mailroom, auditorium, conference rooms
East Wing: Network Services, computer lab, science classrooms and labs
- 5. SCIENCE & NURSING** RCD
Classrooms, faculty offices, nursing labs, science labs, research labs, study areas, lecture hall, computer classroom, conference room, vertical wind turbine
- 6. RECREATION & WELLNESS CENTER** RCP
Basketball and volleyball court, weight circuit, dance studio, fitness equipment, spinning room, locker rooms
- 7. CONFERENCE CENTER** RCC
Conference Center Administration, Philanthropy & Alumni Engagement, Corporate University, Timken Great Hall, Smith Board Room, Hoover-Seminar Room, dining room, conference rooms
- 8. POND & WETLANDS RESEARCH AREA**
1/3 mile walking track, gazebo, geologic and planetary exhibit, evolution garden



DRIVING DIRECTIONS

FROM AREAS NORTH OF CANTON:

- I-77 south to exit 111 - Portage St.
- Turn right on Portage St.
- At the 3rd traffic light, turn left on Frank Ave.
- Proceed one-half mile on Frank Ave.
- Main entrance is at the 2nd traffic light.

FROM AREAS SOUTH OF CANTON:

- I-77 north to exit 111 - Portage St.
- Turn left on Portage St.
- At the 4th traffic light, turn left on Frank Ave.
- Proceed one-half mile on Frank Ave.
- Main entrance is at the 2nd traffic light.

To Conference Center: On Frank Ave., proceed to 3rd traffic light and turn left on University Dr.

Kent State University, Kent State and KSU are registered trademarks and may not be used without permission.

2022 AURCO CONFERENCE SCHEDULE (APRIL 8-9, 2022)



| TIME | EVENT | Room 111 | Room 124 | Room 217 | Room 218 | Room 128 | Posters (Outside Room 101) Judging at 11 am |
|--------------|--|--|---|---|--|---|--|
| 6:00-8:00 PM | Friday Evening Reception and IGNITE Talks (Conference Center) | | | | | | |
| | Saturday (All Presentations in Science and Nursing Building) | | | | | | |
| 8:15-9:00 AM | Registration and Continental Breakfast (Lobby outside Room 101) | | | | | | |
| 9:00 AM | Welcome and Opening Remarks (Room 101) | | | | | | |
| 9:15 AM | Ana Wetzi and Sorina Ailisei ; Making Sense of Learning Experiences During the Pandemic: Our Students' Stories | Peter Mkhathshwa : The Promise of the Flipped Classroom in Mathematics: Lessons Learned from a Pre-calculus Course | Marty Daniels ; Strengthening Academic Vocabulary | Brent Fox ; Hardy-Weinberg Law: A Mathematical Application to Population Genetics | 9:15-10 AM WORKSHOP: Amy Wolfe, Kim Cirotti, and Debra Dunning ; Our New Reality: Working Toward Best Practices in Remote Teaching in Early Childhood Teacher Education | Isabel Smith and Lorain Clawson ; Parental Care and Control and its Associations with the Mental Health of Young Adults | |
| 9:45 AM | Camille Leadingham and Ronald Vance ; Nursing Exam Proctoring: Lessons Learned | Jim Canacci ; What I Learned Teaching Composition at TC1 - or Prisoner/Student Cohorts in Higher Education | Sean Ratican and Robert Antenucci ; Managing and Motivating Employees Working From Home | Zhiyuan Yu, Jiawei Gong and Hwei-Kit Chang ; Project Based Learning for Machine Dynamics and Its Student Learning Outcomes | | Jada Howard ; Vampire moth proboscis under confocal fluorescence | |
| 10:15 AM | Gabriela Poppa ; Use of Discussions in the Physical Science Class | Jack Vazzana ; Role stereotypes in Textbooks from 1880 to 1910 and Beyond | Linh Dich, Anita Long, Jason Otis, Jillian White, and Victoria Dobson ; Worknets as a Research Model: Re-visioning Research as a Process in Undergraduate Classrooms | Francis Graham ; Teaching Astronomy in a Light Polluted City | 10:15-10:45 AM WORKSHOP: Michele Kegley ; Creating the tools to communicate: Making a difference in our Communities through Service Learning | Caitlin LaBonte, April Hazaimah, Max Pursues, and Caitlin Brooks ; Investigations of hydraulic head and chemical stabilities of the groundwater on the KSU Stark campus (Ohio) | |
| 10:45 AM | Lydia Rose ; Onsite After COVID- Flipping the Classroom to Enhance Interactions | Monica Widdig ; Applying Cognitive Psychology in Content Heavy Courses to Improve Thinking, Learning, and Retention | Suguna Chundur and Kristi Hall ; Leveraging Opensource and Free Software for the Online Teaching and Learning Era | Brent Fox ; Blackbody Radiation, the Planck Formula, and the Red, White, and Blue | Marie Gasper-Hulvat ; Making a Habit of Your Online Course | Kelly Conn ; The Presence of Metal in Myrmeleon crudelis Mandible and Maxillae Mouthparts and its Effect on Fitness | |
| 11:15 AM | Joseph Baumgartner ; Student Perceptions of a Think Aloud Activity Designed to Promote Problem-Solving Strategies | Eve McPherson and Sandra McPherson ; The Intuitive Listener and Beethoven's Fifth | Diane Hueliskamp and Joe Cavanaugh ; The Trends in Enrollment in Higher Education | Chris Gulgas ; Student-driven design of an undergraduate organic laboratory experiment involving a compound that changes color in different so | Tom Brinkmann ; Designing collaborative, real-world projects for the virtual classroom - and other ideas for maximizing student interest and engagement in on-line synchronous learning | Caleb Kuns and Tristan Hicks ; Simplified method for the determination of Total Kjeldahl Nitrogen in wastewater | |
| 11:45 AM | Keynote Address from Dr. Denise Seachrist , Dean and CAO, KSU Stark (Room 101) | | | | | | |
| 12:15 PM | Lunch (Campus Center) | | | | | | |
| 1:00 PM | Student Awards and Concluding Remarks (Campus Center Dining Hall) | | | | | | |
| 2:00 PM | Spring Business Meeting for AURCO Leadership and Representatives (Room 101) | | | | | | |

