WORKSHOPS & PRESENTATIONS

MONDAY, MAY 7

8:00 – 4:00 REGISTRATION
8:30 – 8:45 WELCOME DR. JOHNSON & DR. CHAUDHURY
8:45 – 10:00 KEYNOTE: DR. PETER FELTEN
10:00 - 10:15 BREAK

PARTNERSHIPS & PEDAGOGIES CONCURRENT SESSIONS

***First authors listed, for full author list, visit: tinyurl.com/usacotl2018

10:15 - 10:55

ROOM 203

Innovations in Biology Education: Clickers and Peer Instruction in Post-Exam Review
KROETZ, M. - UNIVERSITY OF SOUTH ALABAMA

Frequent Quizzes will Improve Grades in My Class! Well, Maybe.
CHAPMAN, D. - UNIVERSITY OF SOUTH ALABAMA

ROOM 205

Engaging Speech-language Pathologists and Audiologists to Identify Clinical Practice Trends and Inform Team-based Interprofessional Education
DAHYE, C. - UNIVERSITY OF SOUTH ALABAMA

Team-Based Interprofessional Education Prepares Students for Interprofessional Collaborative Practice
ESTIS, J. - UNIVERSITY OF SOUTH ALABAMA

ROOM 211

Forming Civic Learners Through Listening to the Voices of the Poor
GOLDSCHMIDT, E. - SPRING HILL COLLEGE

Community Engagement Pedagogy: A Service-Learning Approach to Improving the Health of the Community
COPELAND, D. - UNIVERSITY OF SOUTH ALABAMA

10:15 - 10:55 (Continued)

ROOM 212

Marx Library Live: Increasing Student Engagement with Library Resources Using Social Media
ARD, S. - UNIVERSITY OF SOUTH ALABAMA

Using Student Media as a Teaching Tool Across Disciplines
STANLEY, H. - UNIVERSITY OF SOUTH ALABAMA

ROOM 253

Teaching-Training Strategies in ESL
AKKOC, C. - UNIVERSITY OF SOUTH ALABAMA

Cultural Identity as a Tool to Inspire Youth
VOLKOVETSKA-IRELAND, N. - PITTSFIELD PUBLIC SCHOOLS

TERRACE ROOM

Don't Just Survive, Thrive! Strategies to Make Your First Year Experience Course a Hit!
THOMAS, C. - UNIVERSITY OF SOUTH ALABAMA

Collaboration to Enhance Student Academic Success and Persistence
McDERMOTT, R. - UNIVERSITY OF SOUTH ALABAMA

10:55 - 11:05

WORKSHOP TRANSITION

PARTNERSHIPS & PEDAGOGIES WORKSHOPS

11:05- 11:55

ROOM 203

Slide into Pear Deck: Transforming Your Lecture Slides Into Active Learning Tools to Boost Real Time Engagement
WILLIAMS, D. - UNIVERSITY OF SOUTH ALABAMA

ROOM 205

There is no I in Pedagogy: Unteaching Online Students with Experiential Learning and Assessment Opportunities
HOUSE, N. - UNIVERSITY OF TENNESSEE

ROOM 211

Do Educators Build Human Capital? Responding to the "Mere Signaling" Critique of Higher Education
METCALF, T. - SPRING HILL COLLEGE

ROOM 212

Use of Online Community of Inquiry Syllabus Rubric for Course Developers and Collaborators
ROGERS, S. - SPRING HILL COLLEGE

ROOM 253

Understanding Cultural Proficiency
MORTON, B. - UNIVERSITY OF SOUTH ALABAMA

TERRACE ROOM

Generation Z: Characteristics and How to Engage the Learners
LeVAN, M. - COLUMBUS STATE UNIVERSITY

12:00 - 1:15

LUNCH & SUSTAINABILITY PANEL

Moderator: GOSSETT, N. (USA) Panelists: SHELLEY-TREMBLAY, S. (USA), CLOUTIER, R. (USA), PATE, D. (USA), LITWILLER, L. (SHC), BURNETT, L. (UM), DAHLEN, J.

PARTNERSHIPS & PEDAGOGIES THEMED SESSIONS

1:15 - 1:30

BREAK

1:30 - 2:30

ROOM 203 – ACTIVE LEARNING INITIATIVE AT SOUTH ALABAMA: THE FUTURE

AlLISA 2.0: Next Moves for Active Learning Course Design at USA
MATTSON, S. - UNIVERSITY OF SOUTH ALABAMA

Moves and Movers: Proficiency-Based Assessment
BRITT, K. - UNIVERSITY OF SOUTH ALABAMA

Just-in-Time Feedback
WHALEN, A. - UNIVERSITY OF SOUTH ALABAMA

Interactive Lecture
MUJICA, F. - UNIVERSITY OF SOUTH ALABAMA

Using SoTL to Pilot Next Moves
LUCAS, R. - UNIVERSITY OF SOUTH ALABAMA

ROOM 205 – SoTL SNAPSHOTS: OCCUPATIONAL THERAPY INNOVATIONS

Students as Change Agents: The Role of a Grant Writing Assignment in the Occupational Therapy Graduate Student Program
WOOSTER, D. - UNIVERSITY OF SOUTH ALABAMA

Integration of Scenario-Based Simulated Patient Learning Activities to Improve Critical Reasoning in Occupational Therapy Students
DEACY, R. - UNIVERSITY OF SOUTH ALABAMA

The Effects of Authentic Experiential Learning on Student Mastery of Assistive Technology Interventions in Occupational Therapy
TAYLOR, C. - UNIVERSITY OF SOUTH ALABAMA

Does Student Understanding of Ethical Practice Improve During a Student Professional Development Experience?
O'CONNOR, T. - UNIVERSITY OF SOUTH ALABAMA

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PARTNERSHIPS & PEDAGOGIES THEMED SESSIONS

1:30 - 2:30 (continued)

ROOM 211 – SOTL SNAPSHOTS: CASE–BASED APPROACHES IN NURSING

An Innovative TBL Module for Teaching Ethics in Human Subjects Research
LEWIS, C. - UNIVERSITY OF SOUTH ALABAMA

Pulling it All Together in a Nursing Assessment Course through the Implementation of a Team-Based Learning Session
ANDERSON, J. - UNIVERSITY OF SOUTH ALABAMA

Challenges in Applying Theory to Clinical Practice: Finding a Role for the Scholarship of Teaching and Learning (SoTL) in Nursing Education
BAUGHN, C. - UNIVERSITY OF SOUTH ALABAMA

ROOM 212 – SOTL SNAPSHOTS: STEM STRATEGIES

Can Data-Driven Projects Help Improve Students' Critical Thinking Skills?
MIN, H. - UNIVERSITY OF SOUTH ALABAMA

Using Standards-Based Grading in Mathematics Courses
ELSINGER, J. - FLORIDA SOUTHERN COLLEGE

Acting on a Hunch: Effects of Team-Based Inquiry Learning in a Math Course
LEWIS, D. - UNIVERSITY OF SOUTH ALABAMA

ROOM 253 – SOTL SNAPSHOTS: COMMUNITY POP–ULATIONS AT RISK

Determining the Effectivenes of Instruction on Personal Safety and Prevention Skills in PASSAGE USA's Program for Young Adults with Intellectual Disabilities
CHANTO-WETTER, A. - UNIVERSITY OF SOUTH ALABAMA

Physical Therapist Students' Perceptions of Working with Older Adults with Dementia
WHITE, L. - UNIVERSITY OF SOUTH ALABAMA

Integrating Clinical Situations to Improve Students' Attitudes toward the Elderly Population and Identification of Common Healthcare Needs of a Vulnerable Population
SWANZY, D. - UNIVERSITY OF SOUTH ALABAMA

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MONDAY, MAY 7

PARTNERSHIPS & PEDAGOGIES THEMED SESSIONS

1:30 - 2:30

EDUCATORS' ROUNDTABLE (TERRACE ROOM)

Making the Right Connections for "Negotiated" Learning
MODERATOR: MAES, J. - UNIVERSITY OF SOUTH ALABAMA

2:30 - 2:45

BREAK

2:30 - 3:25

POSTER SESSION (BALLROOM)

Narrowing the Education-Practice Gap in Physical Assessment Skills Training for Undergraduate Nursing Students
ANDERSON, J. - UNIVERSITY OF SOUTH ALABAMA

Adapting Professional Skills into Learning Objectives for Students
Integrating Simulations into Online Courses
LOES, M. - UNIVERSITY OF SOUTH ALABAMA

African Roots and the Art of Israel Lewis III: A bridge to campus and community
GURT, D. - UNIVERSITY OF SOUTH ALABAMA

Team-Based Learning in General Education: AN 101 as a Case Study
CARR, P. & ESTIS, J. - UNIVERSITY OF SOUTH ALABAMA

Making free student access to freshman year courses
ARIF, L. & KELLER, R. - UNIVERSITY OF SOUTH ALABAMA

New Day Experience Re-Entry Resource Map
ROGERS, S. - SPRING HILL COLLEGE

Use of the Carolina Opinions on Care of Older Adults (COCOA)
WHITE, L. & BOLT, M. - - UNIVERSITY OF SOUTH ALABAMA

Engaging with the Customer Base - Partnering with Austal, USA
CHOW, A. - UNIVERSITY OF SOUTH ALABAMA

An experience with flipped classroom and technology in electrical engineering lab classes
WOLTER FERREIRA TOUMA, D. - UNIVERSITY OF SOUTH ALABAMA

Staying the Course: An Academic Integrity Collaboration Between the Marx Library and USA Writing Center?
ARD, S. & ARD, F. - UNIVERSITY OF SOUTH ALABAMA

PARTNERSHIPS & PEDAGOGIES
CONCURRENT SESSIONS (AFTERNOON)

2:45 - 3:25

ROOM 203

A Training Program for Teachers and Students in Environmental Health
SISSKIN, E. - UNIVERSITY OF WEST FLORIDA

Senior Project Students Competing for the Prize
CAMPBELL, M. - UNIVERSITY OF SOUTH ALABAMA

ROOM 205

Inviting Guest Speakers to Class: Advantages, Disadvantages, and Recommendations
HUSAIN, M. - UNIVERSITY OF SOUTH ALABAMA

Professional Learning Communities (PLCs) for Foundations of Education Students: A Virtual Approach to Mentorship
CAMPBELL, S. - AUBURN UNIVERSITY MONTGOMERY

ROOM 211

Telemedicine: Improving Patient Outcomes with a Pilot Study Between NP and PA Students
MCADAMS, E. - UNIVERSITY OF SOUTH ALABAMA

Interprofessional Simulation with Medical and Physician Assistant Students
McADAMS, E. - UNIVERSITY OF SOUTH ALABAMA

ROOM 212

Redesigning Calculus: Recitation Activities and its Effect on Student Learning
DASINGER, J. - UNIVERSITY OF SOUTH ALABAMA

A Mathematical Software Application Suitable for Mathematics and Classroom Use
SCHOENBAUM, L. - UNIVERSITY OF SOUTH ALABAMA

ROOM 253

A Few Teaching Methods Applied to Physics Courses
HAN, J. - UNIVERSITY OF SOUTH ALABAMA

How to Create an Active Classroom on a Budget
PETERSON, K. - UNIVERSITY OF SOUTH ALABAMA

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PARTNERSHIPS & PEDAGOGIES WORKSHOPS (AFTERNOON)

2:45 - 3:25 (continued)

TERRACE ROOM

Creating a Sense of Community During Class and Beyond: Redesigning a General Education Course with Engagement at the Forefront
DELANEY-TUCKER, L. - UNIVERSITY OF SOUTH ALABAMA

Beyond Content: Increasing Success in Asynchronous Online Courses
ROGERS, S. - AUBURN UNIVERSITY

3:25 - 3:35

WORKSHOP TRANSITION

3:35 - 4:30

ROOM 203

Update Your Teacher Toolbelt with Technology
LAWRENCE, C. - UMS WRIGHT PREPARATORY

ROOM 205

Webcasting: Engaging Beyond the Classroom
DELMAS, P. - UNIVERSITY OF SOUTH ALABAMA

ROOM 211

Partnership of Nursing and Simulation to Transform Students from Passive Observer to Active Learner in a Block Undergraduate Psychiatric Mental Health Nursing Course/Clinical
RILEY, B. - UNIVERSITY OF SOUTH ALABAMA

ROOM 212

Practicing What We Teach
BEZIAT, T. - AUBURN UNIVERSITY MONTGOMERY

ROOM 253

Hands-on! Teaching and Learning with the Studio Model
BAKER, F. - UNIVERSITY OF SOUTH ALABAMA

TERRACE ROOM

Teaching and Learning Strategies for General Education Courses
CARR, P. - UNIVERSITY OF SOUTH ALABAMA

WORKSHOPS & PRESENTATIONS

TUESDAY, MAY 8

8:00 – 2:00	REGISTRATION
8:30 – 8:45	WELCOME DR. VANDEWAA & DR. CHAUDHURY
8:45 – 9:45	KEYNOTE: DR. ANGELA LINSE
9:45 – 10:00	BREAK

PARTNERSHIPS & PEDAGOGIES CONCURRENT SESSIONS

10:00 - 11:00

ROOM 203

Exploring the Impact of Team-Based Learning on Collaboration and Critical Thinking with Structural Equation Modeling (SEM)
MCDERMOTT, R. - UNIVERSITY OF SOUTH ALABAMA

An Implementation of Online Team-Based Learning in a Blended Education Course
ZHA, S. - UNIVERSITY OF SOUTH ALABAMA

Online Assessment Using Discipline-Based Curriculum Objectives
McKINNEY, D. - UNIVERSITY OF SOUTH ALABAMA

ROOM 205

Physics-Physical Chemistry Faculty Cross-Training: Lessons Learned
WOODBRIDGE, C. - GEORGIA GWINNETT COLLEGE

Diagnosing Information Literacy Among Pre-Licensure Nursing Students
STRAHAN, B. - UNIVERSITY OF WEST FLORIDA

Developing Academic and Healthcare Partnerships to Fulfill Mutual Student and Cancer Patient Needs
JONES, M. - UNIVERSITY OF SOUTH ALABAMA

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PARTNERSHIPS & PEDAGOGIES CONCURRENT SESSIONS

10:00 - 11:00 (Continued)

ROOM 211

Facilitating Interprofessional Collaboration in the Clinical Setting with Adult Health Nursing Students
CURTIS, N. - UNIVERSITY OF SOUTH ALABAMA

Academic-Practice Partnership Model: A Journey to Excellence
STAUTER, K. - UNIVERSITY OF SOUTH ALABAMA

Partnerships are Essential in Building a Successful Experiential Learning Program in Healthcare Administration
HAHN, A. - UNIVERSITY OF WEST FLORIDA

ROOM 212

Trap Papers and Translation: Revisiting the Politics (and Failures) of Teaching Composition Students How to Code Switch
ROBINSON, L. - BISHOP STATE COMMUNITY COLLEGE

The Role of Minimalist Tutoring Pedagogy in Asynchronous Online Writing Tutorials
JONES, J. - UNIVERSITY OF SOUTH ALABAMA

Partnering Across Disciplines: Engaging Students in Collaborations on Writing Assignments
SMITH, M. - SPRING HILL COLLEGE

ROOM 253

Teaching by Example: Examining Bias in Published Political Science Research
LIEBERTZ, S. - UNIVERSITY OF SOUTH ALABAMA

Race, Socioeconomic Status and Implicit Bias: Implications for Closing the Acheivement Gap
SCHLOSSER, E. - BISHOP STATE COMMUNITY COLLEGE

The Micro-Research Community
BAKER, F. - UNIVERSITY OF SOUTH ALABAMA

PARTNERSHIPS & PEDAGOGIES CONCURRENT SESSIONS

10:00 - 11:00 (Continued)

TERRACE ROOM

A Deeper Examination of How Students Interact with Digital vs. Print Textbooks
AULTMAN, L. - SPRING HILL COLLEGE

Open Source Meets LMS: Creating an Online Textbook
MASSEY, D. - SPRING HILL COLLEGE

Vault 101: Teaching Literary Analysis with the Fallout Video Games
FRYE, M. - ALABAMA SCHOOL OF MATH AND SCIENCE

11:00 - 11:10

WORKSHOP TRANSITION

11:10 - 12:00

ROOM 203

Transforming an Online Course Through Team-Based Learning
PARRISH, C. - UNIVERSITY OF SOUTH ALABAMA

ROOM 205

Quality Matters - Your Partner in Quality
WALTER, M. - UNIVERSITY OF SOUTH ALABAMA

ROOM 211

Creating a Community of Practice in a Self-Paced Learning Environment
McCOOL, S. - UNIVERSITY OF WEST FLORIDA

ROOM 212

Peer Review Theory and Technologies: Using Google Docs to Enhance Partnerships
MORROW, A. - UNIVERSITY OF SOUTH ALABAMA

TERRACE ROOM

Improving Online Learning Experiences Through Global Collaboration
WARD, P. - UNIVERSITY OF SOUTH ALABAMA

TUESDAY, MAY 8

PARTNERSHIPS & PEDAGOGIES WORKSHOPS

12:00 - 12:15

BREAK

12:15 - 1:30

LUNCH & ONLINE LEARNING PANEL

Moderator: SEMIEN, D., (SHC) Panelists: PARRISH, C., DELMAS, P. (USA), ROBINSON, L. (BSCC), HOBBY, P. (USA)

1:30 - 2:00

WORKSHOP TRANSITION

2:00 - 4:00

ROOM 203

NEW FACULTY SCHOLARS PORTFOLIO WORKSHOP - Invitation only
YATES, J. - UNIVERSITY OF SOUTH ALABAMA

TERRACE ROOM

STUDENT RATINGS OF INSTRUCTION WORKSHOP
LINSE, A. - PENNSYLVANIA STATE UNIVERSITY

***First authors listed, for full author list, visit: tinyurl.com/usacotl2018

CoTL2018
Abstracts

MONDAY MAY 7th, 2018

Don't Just Survive, Thrive! Strategies to Make Your First Year Experience Course a Hit!

Thomas, Crystal; Dupree-Taylor, April

Room Terrace

Each fall semester, the College of Arts and Sciences offers about 40 sections of CAS 100, a First Year Experience (FYE) course. Research indicates FYE courses are impactful on student retention. It is often a challenge, however, for faculty and instructors to feel comfortable to cover topics not in their area of expertise. Using anecdotal information from students and faculty, along with current research, this session will present strategies and resources to help make your FYE course (or any course) a hit!

Engaging speech-language pathologists and audiologists to identify clinical practice trends and inform team-based interprofessional education

Dahye, Choi; Davis, Tara; Estis, Julie; Gordon-Hickey, Susan

Room 205

As "two professions but one discipline" (ASHA), speech-language pathology (SLP) and audiology (AUD) programs need to facilitate interprofessional education (IPE) opportunities. Implementation of IPE has renewed interest in providing SLP and AUD students with team-based IPE in meaningful clinical contexts to prepare them for interprofessional collaborative practice (IPCP). However, IPCP trends and attitudes specific to SLPs and AUDs remain unknown. A survey was developed to determine attitudes of clinical SLPs and AUDs towards collaborative practice, identify barriers to collaboration, and identify common disorders SLPs and AUDs work together to assess and treat.

Participants (131 SLPs, 106 AUDs) completed the online survey, as well as the Attitudes Towards Health Care Teams Scale (ATHCTS; Heinemann et al., 1999). SLPs exhibited more

positive attitudes toward IPP than AUDs. SLPs and AUDs considered "access" as the top barrier to collaboration. AUDs were more likely to mention attitudes/perceptions and knowledge as barriers (21.8% & 20.5%-AUDs; 8.4% & 5.9%-SLPs). Of speech-language disorders, AUDs reported most frequently collaborating with SLPs for patients with autism, language disorders, and speech-sound disorders. Of hearing treatment options, SLPs reported collaborating with AUDs for patients with hearing aids, cochlear implants, and personal FM systems.

Findings inform the need for building positive attitudes towards collaboration through meaningful IPE experiences. By identifying IPCP barriers, IPE can include strategies for reducing those barriers and improving access to partners in collaborative care. IPCP trends reveal areas to address as IPE content to coordinate and optimize team-based health outcomes.

Forming Civic Learners Through Listening to the Voices of the Poor

Goldschmidt, Erik; Fisher, Leevones

Room 211

The Albert S. Foley Community Service Center at Spring Hill College partnered with the David Mathews Center for Civic Life, the Bay Area Women's Coalition, and SYNC Coalition to launch a year-long Fellowship in Civic Leadership. The Fellowship in Civic Leadership is a cohort-based community-engaged program for undergraduate students. The focus was to facilitate an understanding of the complex and entrenched nature of poverty and how leaders are working to improve the life chances of people in these communities. Fellows engage in biweekly experiences related to the neighborhood of Trinity Gardens. They met with community members, service providers, and city leaders to explore the history, positive aspects, recent successes, current challenges, and future opportunities for the neighborhood.

The cohort included sophomores, juniors, and seniors from a range of disciplines. Fellows were trained to facilitate "deliberative" community listening sessions and drew upon Asset-

Based Community Development theory and Appreciative Inquiry methodology to develop a holistic understanding of a community that is close-knit and united by a rich history, but challenged by poverty, crime, and low employment. The Fellows and Partners utilized Kolb's Experiential Learning Theory to co-develop the learning experiences, distilling key themes from the community meetings which helped them identify the types of leaders they wished to engage.

The program provided Fellows practical strategies to make a difference in their communities, a deeper appreciation for the assets and challenges of impoverished communities, and an increased motivation to be personally and professionally engaged in civic and democratic life.

Innovations in Biology Education: clickers and peer instruction in post-exam review

Kroetz, Mary; Chaudhury, S. Raj; Parker, Robert

Room: 203

Clickers as a formative assessment tool have been used in U.S. higher education classrooms for almost two decades. Peer Instruction with clickers (Mazur, 1997) has well documented benefits in engaging students with class material (especially in the sciences) and supporting their achievement through retrieval practice of concepts they are likely to encounter on examinations. The use of mobile apps in addition to clicker devices to support in-class polling has expanded the range of instructional settings within which these pedagogical approaches can be applied. University of South Alabama supports iClicker technology as its official student response system.

This presentation will engage the audience in thinking about innovative uses of clickers in a post-exam review session. The instructor selects problems from the exam that less than 50% of the students were able to answer correctly. Students solve the problems for bonus points in class, but to receive the maximum amount of bonus points per question, 100% of the class must come to the correct answer. The discussion during the entire polling process is student led. This style of post exam review has now been conducted with 11 questions and only

once did the class not come to a consensus. To determine if this is a valuable method of student learning, a subset of the types of questions that were part of the post exam review will be on the final. Data from the current semester's final exam will be shared with the audience and the relevant software features will be discussed.

Marx Library LIVE: Increasing Student Engagement with Library Resources Using Social Media

Ard, Stephanie; Shepard, Beth

Room 212

Students' use of social media has extended beyond chatting with friends or uploading funny pictures. They now use platforms such as Facebook, Instagram, and Snapchat to collaborate on projects and engage with classmates, faculty, and university organizations. Especially popular are live streaming platforms such as Facebook Live, which allows users to view a live broadcast and interact through comments, likes, and reactions. The Marx Library determined that live streaming could improve student familiarity with the library's services, and in August 2017, two Reference librarians started a weekly Facebook Live broadcast called Marx Library LIVE.

In addition to improving overall student engagement, Marx Library LIVE was designed to address a number of common issues faced by the library's Reference Department. First, the episodes answer commonly asked questions, such as How do I print? and How do I find peer-reviewed articles? Second, the librarians attempt to present themselves as relaxed, unscripted, and personable, hoping to dispel students' anxiety about visiting the library and asking librarians for help. Finally, students can ask questions and share ideas through Facebook comments, providing another point of contact between them and the library. In this presentation, we will detail how we planned, marketed, deployed, and improved Marx Library LIVE, as well as discuss student and faculty responses and problems encountered. We will also discuss analytics showing user engagement and how these data are driving our future plans.

Teaching-Training Strategies in ESL

Akkoc., Can

Room 253

The author is to present his personal ESL experience over the course of the past 70 years, focusing on (a) Sequential order of elements of the English language presented in ESL programs, (b) Redundancies, (c) 'Absurdities' in ESL programs.

A new born baby is exposed to her/his native tongue from the moment of delivery. The child picks up the vocabulary and, most importantly, the templates on the street during childhood years through constant exposure. Grammar structures are not on the radar screen, fortunately(!), until school starts with secondary education.
What is demanded of an adult learner in ESL is basically the simulation of the childhood experience of a native speaker, combined with grammar rules in full bloom, all tucked into one same program within a finite time frame. This description might sound like 'mission impossible', and it certainly is.

Whereas the human intellect is incredibly smart in capturing patterns in any setting, such as learning a new language, this feature of the human mind is completely ignored, tacitly, in the current teaching strategy by mercilessly uploading the beginner with every conceivable grammar structure under the sun for the new target language.
If beginners in ESL were allowed breathing room to exercise their pattern recognition capabilities, they could go a long way, on their own, in uncovering some of the patterns making up the language, even some of the grammar structures, at least at an intuitive level.

Collaboration to Enhance Student Academic Success and Persistence

Room Terrace

Student success and access are among the university's five institutional priorities. The First Year Experience (FYE) course is one of many components included in our student success, retention and persistence action plan. This presentation will describe key findings and implications of a collaboration between Dr. Ryon McDermott and Dr. Nicole Carr to examine psychological and social variables among FYE students. These data inform ongoing work on student persistence.

Our data have shown that academic integration and institutional commitment are associated with student persistence. We have also found that factors common to positive psychology-- hope, growth mindset, and social support-- were associated with greater academic integration and institutional commitment. Further analysis suggested that hope, in particular, was the most important factor for academic integration, and may ultimately facilitate commitment to USA. Hope, from a psychological standpoint, is often defined as a combination of agency thinking (i.e., the will to meet one's goals) and pathways thinking (i.e., the ability to identify routes toward one's goals and overcome obstacles).

Taken together, these findings suggest that positive psychology variables, particularly hope, impact students' academic integration, and, in turn, promote a desire to persist toward graduation. Enhancing positive psychological strengths could, therefore, increase students' engagement and persistence. Accordingly, this presentation will (a) provide an overview of critical findings from three years of collaborative research, with a special emphasis on FYE students' self-reported hope, (b) expose educators to the theory of hope, and (c) discuss on-going research and educational efforts to harness/increase hope in FYE students.

Community Engagement Pedagogy: A Service-Learning Approach to Improving the Health of the Community

Copeland, Donna

Room 211

Background: Interprofessional education and collaboration is recommended by the Institute of Medicine (2010) as and effective way of addressing the unique health needs of a community. Therefore, a community engagement pedagogy for teaching and learning was the strategy utilized to integrate meaningful community service with instruction and reflection to enrich the learning experiences and to teach civic responsibility to an interprofessional group of students, while strengthening the health of the community.

Objective: The goal of the project was to investigate whether or not an interprofessional service-learning approach to teaching and learning is an effective pedagogy for enhancing Interprofessional Education Collaborative (IPEC) competencies in improving the health of the community.

Design: The project consisted of a service component where interprofessional students provided health education for the community while attending weekly briefing and debriefing sessions to reflect on their experiences and to discuss the roles, team dynamics, communication skills, and challenges with providing services to an underserved community.

Results: All 22 interprofessional students completed a validated 42-question survey in

a retrospective pre-test post-test design. The survey instrument assessed IPEC competencies in four domains: Values and Ethics, Roles and Responsibilities, Interprofessional Communication, and Teams and Teamwork. The interprofessional students' competencies in teamwork and collaboration significantly improved in all four domains after completion of the service-learning project.

Conclusion: An interprofessional service-learning program had a positive effect on students' self-assessment of interprofessional competencies, suggesting service-learning is an effective pedagogical platform for interprofessional education.

Cultural Identity as a Tool to Inspire Youth

Volkovetska-Ireland, Natallia; Ward, Phillip

Room 253

"The narrative constructs the identity of the character, what can be called his or her narrative identity, in constructing that of the story told. It is the identity of the story that makes the identity of the character" (Ricoeur, 1992, p. 147-8). The presenter believes in Ricoeur's logic. For it is exactly that the idea of a cultural narrative that can be used to engage and inspire. It is truly story or one's personal narrative when shared in the educational setting that can captivate students and serve as the hook that leads them on the journey of further discovery.

With identity and diversity as the key concepts of the proposed discussion, speaker's personal experience of an immigrant who works with high needs students with different cultural backgrounds will be in focus. The presentation suggests that cultural identity can be used as a strategy in education to build relationships with at-risk students, engage with ELLs, broaden global horizons through inquiry and project-based learning. Innovative cross-cultural communication promotes Social Emotional education by creating trusting and positive learning space.

In a global, multicultural society, the ability to adapt to rapidly changing social circumstances and environment is paramount. The presenter argues that personal stories like hers inspire students showing them that anybody can achieve success not despite, but due to their cultural heritage.

Frequent Quizzes Will Improve Grades in My Class! Well, Maybe.

Chapman, Debra

Room 203

There has been a lot of discussion and research about the use of frequent quizzes in college courses. It appears to be a logical conclusion that the incorporation of early and often assessment would provide for better attendance, increased participation, decreased DFW rates, improved exam scores, and overall better course grades. If true, this could be the panacea that teachers have been looking for to improve student performance, especially in traditionally difficult courses. At least, that is what I thought until I implemented this strategy in my Advanced Applications Development course. I did not see a dramatic positive effect on scores, in fact some scores decreased due to bad quiz scores. I was left to wonder what had gone wrong, and how can it be used to help you. It turns out that, like with so many other instructional strategies, using quizzes only works sometimes. Students must be motivated to take the time preparing for the quizzes and the professors must appropriately integrate quizzes into the course structure. To improve success, some of the topics that must be examined when incorporating frequent quizzes include: should the quizzes be scheduled, what is the relationship between quiz questions and exam questions, how many quizzes should be given, are the quizzes given before the class discussion or after, are the quizzes graded, what kind of feedback is provided? Additionally, course specific variables along with student variables will influence the effectiveness of this strategy.

Team-Based Interprofessional Education Prepares Students for Interprofessional Collaborative Practice

Estis, Julie; Gordon-Hickey, Susan

Room 205

Audiology (AUD) and speech-language pathology (SLP) function as separate, but related, professions. While AUD and SLP students are trained within the same academic departments, most courses and clinical experiences do not overlap. To best care for patients with communication disorders, AUDs and SLPs optimally work together through interprofessional collaborative practice (IPCP). However, only 25% of AUDs and SLPs reported formal education in IPCP (ASHA, 2017). To better prepare future healthcare providers for collaborative practice, faculty from the two disciplines partnered to develop and deliver an innovative team-based interprofessional education (IPE) approach to pedagogy. This framework, which includes team-based learning course design, student learning outcomes, IPE competencies, and measurement tools, can be applied to other disciplines.

For four years, two separate courses were restructured into a combined team-based IPE course. During the seven-week course, AUD and SLP students worked together in interprofessional teams of 6-8 students to solve realistic clinical problems. Team-based application activities included assessment/treatment lab exercises, case studies and discussion questions to increase cross-disciplinary knowledge and skills. For example, team members worked together to screen a patient's hearing, speech/language, and cognition. Interprofessional education competencies were also addressed. Preconceived ideas about both professions were discussed based on a stereotype questionnaire (Student Stereotype Rating Quotient; Hean, 2006). To evaluate the shift in students' perceptions about IPE, students completed the Interprofessional Socialization and Valuing Scale-ISVS (King et al., 2010) at the beginning and completion of the course. Both the SLP and AUD students' attitudes towards IPE significantly improved upon completion.

Using Student Media as a Teaching Tool across Disciplines

Stanley, Heather

Room 212

Student media provides a wealth of resources and learning experiences for students in all disciplines. Faculty can create interactive project- and team-based opportunities in collaboration with student media to increase student engagement and learning outcomes, while providing real-world problem-solving activities for resume building. Students will learn hard and soft skills like leadership, content creation, and collaboration in addition to course-specific objectives. For example, journalism, feature writing, public relations, and advertising courses have successfully integrated student media into the curriculum. Courses in business, writing, technology, art, music, graphic design, engineering, and education offer concepts and skills that gel perfectly with student media. This presentation explains how to develop classroom activities and final projects in conjunction with the Office of Student Media and how to measure successful learning outcomes. All disciplines are welcome

Do Educators Build Human Capital? Responding to the ""'Mere Signaling"" Critique of Higher Education

MetCalf, Thomas

Room 211

Economist Bryan Caplan has recently published a best-selling and provocative book: The Case Against Education (Princeton University Press, 2018). He argues that higher education is mostly a waste of time and money, since much of its impact is in merely signaling to employers that a student is willing to follow instructions. In contrast, educators generally hope that their impact on students is to instill lifelong skills and knowledge—that is, that education builds human capital.

Following the conference-track of Impact, we will engage in a workshop-discussion of Caplan's critique. I will begin by summarizing Caplan's case and drawing our attention to the relevant data. In turn, we will evaluate the critique. To what degree is Caplan correct?

If he shows that college education is largely signaling (rather than building human capital), then is that a bad thing? Does it justify cutting funding to higher education? What can educators and administrators do to fix this problem? In contrast, if he has failed to make his case, then is it part of our job to publicly fight the charges he's brought against higher education?

With the aid of two short, reflective activities, and group discussions, we will attempt to answer these questions. Depending on our answers to these questions, the take-home outcome will be the composition of a short list of our recommendations for educators and administrators concerning the "mere signaling" critique: How should we respond to the critique, and what can we do to improve the college education?

Generation Z: Characteristics and How to Engage the Learners

LeVan, Mary

Room Terrace

Generations are determined by significant events or advancements during the moldable years of a cohort. There are Baby Boomers shaped by Civil Rights, Millennials shaped by 9/11, and Gen Z, shaped by mobile technology and social media. Gen Z has had environmental influences that have changed their way of learning. In fact, research by Rothman (2016), demonstrates that the brains of Gen Z learners have become sophisticated to receive complex visual imagery, which makes visual learning effective. They run five screens at once, are future focused, and have a much shorter attention span then previous learners. These learners are visual who solve problems by trial and error, a result of gaming.

A study by Karno Ng, California State University, shows the use of free communication tools such as www.remind.com and www.zoom.us engaged Gen Z students and reduced the dropout rate from 57% to 15%. Also available is Veedback, a two to five minute recording that students can replay if needed. Within the classroom, activities need to be chunked into 20-minute presentations to maintain the learner's attention, and use of their smartphones should be incorporated into the lesson plan.

Participants in groups, will differentiate behavioral traits with millennials and Gen Z that influences learning, as well as use SmartPhones to engage in games with SoftChalk. Upon completion, participants will have several best practices to incorporate into their courses to provide engagement and encourage the students to come to their class.

Slide into Pear Deck: Transforming Your Lecture Slides into Active Learning Tools to Boost Real Time Engagement

Williams, David; Thongsawat, Suriya

Room 203

Educational developers have emphasized the advantages of formative assessment in the teaching and learning (Boston, 2002). For instructors, formative assessment can help them adjust to learners' needs in real time. Classroom response systems (CRS) can aid instructors to formatively assess student learning efficiently on an ongoing basis as well as increase student engagement and classroom interaction, and facilitate peer learning (CTI, 2012).

At USA, many faculty use Clickers and mobile apps using student devices to increase the interactions among students, faculty, and lesson content. In this workshop, participants will experience a CRS called Pear Deck that is implemented into lecture slides and provides faculty with more options for real-time engagement than many other CRS. Pear Deck is an online application that allows professors to collect student responses in a variety of formats. Students respond to questions anonymously by either answering with a statement or choosing the options provided by the professors. The responses are compiled and can be displayed anonymously to the class in real time (Mache, Tan, Shoemaker, & Weiss, 2017).

A 2015 study with Johns Hopkins University and the NYC Department of Education found the following: 65% of students agreed that Pear Deck helped them understand class material better, and 61% of students reported that it increased their interest in class material (Pear Deck, 2018). Attendees will participate in a live Pear Deck session, learn the features the tool provides, and brainstorm how Pear Deck could be implemented in their class to increase student engagement and achieve better formative assessment.

There is no I in Pedagogy: Unteaching Online Students with Experiential Learning and Assessment Opportunities

House, Nicole

Room 205

How can we assess online student knowledge in non-conventional ways that have deeper meaning for their worlds of learning and work? Research (Bandura, 1997; Qualters, 2010) demonstrates that interpersonal and communication skills including social learning and reflective skills facilitate learner success in class. Online teaching technologies support the implementation of experiential learning and assessment opportunities that can foster students' communication skills which are needed for practical application. Whether their thoughts are expressed verbally or non-verbally, students benefit from using technology to amplify their "voices" online. Further, faculty can use multi-modal feedback as data to guide instructional innovation. This presentation will explore the strategic alignment of conventional assignments in a teacher education course with multimedia tools to achieve critical course objectives. Course activity was developed using a design matrix based in a social learning framework and Bloom's Taxonomy pyramid inverted. The adult students participating in the course activities were given a break from nonreciprocal lecture videos, written discussion posts, and essay assessments. Utilizing a pragmatic approach, students were "untaught" these traditional assessments and challenged to demonstrate practical application and deliver multimedia personal reflections that facilitated their own learning. Through constructing new avenues for experiential learning, students achieved positive academic outcomes and indicated that they also gained practical skills transferable to the workplace.

Understanding Cultural Proficiency

Morton, Benterah

Room 253

The purpose of this workshop is to understand and strengthen participants use of culturally proficient language, attitudes, and actions. Using a six-dimension continuum, participants provide examples of behaviors that range from cultural destructiveness to cultural proficiency. Participants analyze the current data, discuss actions to become more culturally proficient, and use the continuum to continuously debrief language and actions.

Use of Online Community of Inquiry Syllabus Rubric for Course Developers and Collaborators

Rogers, Sandra; Khalsa, Gurupreet

Room 212

We will discuss how the Online Community of Inquiry (OCOI) Syllabus Rubric© (Rogers & Van Haneghan, 2015) can be used to pinpoint discussion on strengths, weaknesses, opportunities, and threats for cognitive presence, social presence, and teaching presence with an instructor's course development in the initial analysis or redesign stages. The OCOI Syllabus Rubric is based on general concepts from the following quality assurance rubrics for distance education: Garrison, Anderson and Archer's (2000) Community of Inquiry Coding Template, Roblyer's (2004) Rubric for Assessing Interactive Qualities in Distance Courses©, California State University-Chico's (2009) Rubric for Online Instruction, Johnson's (2007) Ecological Assessment Tool, and the Quality Matters™ Rubric Standards Fifth Edition (2014). It consists of the following integral elements: instructional design for cognitive presence, technology tools, COI loop for social presence, support for learner characteristics, and instructor feedback for teaching presence.

ALISA 2.0: Next Moves for Active Learning Course Design at USA

Mattson, Sue; Britt, Kristy; Lucas, Rhonda; Mujica, Frances; Whalen, Alex

Room 203

For the past three years, the Active Learning Initiative at South Alabama (ALISA) has changed the rules of engagement for thousands of students on the USA campus. From nonmajors' biology to organic chemistry, from literature surveys to western civilization, from precalculus to anatomy and physiology to global issues - faculty have taken bold steps to improve student outcomes in these general education and gateway courses by undertaking significant course redesign.

Evidence of improved mastery, grade distributions, retention, and attitudes exists in different courses and progress is being made toward the goal for all sections in each course to adopt each redesign's best practices. ALISA faculty agree that the intensive effort involved in a 4-6 semester process has been worth it - but also agree that many more faculty would be attracted to a course redesign program that was more incremental and better suited for the time demands of teaching, research and service.

In the upcoming year, a new ALISA program will introduce what can be called "moves-based" course improvement. In anticipation of this transition, the 2017 cohort of ALISA faculty, who are in the process of redesigning and piloting their courses right now, will be part of this interactive presentation. From majors' biology lab to introductory Spanish, from human geography to critical thinking to data communications and networking - you'll hear about specific "moves" that are part of each course's redesign and consider how these can be applied incrementally as YOUR next move.

Does Student Understanding of Ethical Practice Improve During A Student Professional Development Experience?

O'Connor, Tracy

Room 205

The healthcare environment is continuously evolving. In Occupational Therapy, changes in assistive technologies and clinical practices drive new norms for patient care. This can present potential ethical concerns in the areas of research, education and practice. As a practitioner, it is also important to advocate and promote each client's occupational performance as well as for the OT profession in an ever-changing legal landscape. The

American Occupational Therapy has a board certification process that includes the areas of ethics and advocacy. Students in OT must therefore understand the importance of ethics and advocacy.

How can the OT program better prepare students for this responsibility? As part of the SoTL Commons mini-grant program, this concern informed a classroom-based research project undertaken in the Occupational Therapy Professional Development class. This presentation describes a study on the use of case studies in ethics and advocacy associated with a Student Professional Development Portfolio. Findings related to changes in students' self-assessment of this aspect of professional development will be discussed.

Integration of Scenario-based Simulated Patient Learning Activities to Improve Critical Reasoning in Occupational Therapy Students

Deacy, Robin

Room 205

Students in the Occupational Therapy (OT) program are evaluated using simulated patients to demonstrate required competencies. Many students show inefficient observational skills, poor critical reasoning when presented with patient information, and lack of awareness of and response to safety issues when assessing activities of daily living (ADL). The students are able to "go through the motions" but are very concrete with their evaluation skills and unable to think more holistically about diagnosis and response. They tend to have underdeveloped interview skills, have trouble drawing conclusions from client information, and struggle in determining what is important to include in the occupational profile.

These observations prompted the following questions:

What can we do to improve observational skills in OT students?
What can we do to improve critical reasoning skills when administering assessments to simulated patients?
How can we improve critical observation skills of safety awareness in clients when

completing ADL assessments?

The SoTL Commons mini-grant program provided a timely opportunity to look at ongoing efforts to improve student outcomes by supporting research on teaching and learning. This presentation describes the use of video that documents student assessment with simulated patients as a tool for self-reflection. The following question guided the investigation:

Is a self-reflection component of a simulated patient learning experience effective in improving OT student's quality of observational skills/critical analysis skills in OT assessment?

Students as Change Agents: The Role of a Grant Writing Assignment in the Occupational Therapy Graduate Student Program

Wooster, Donna

Room 205

Graduate students in Occupational Therapy (OT) are required to take the Advanced Professional Writing Course. As they progress through the course, students are especially unmotivated to complete the grant writing assignment. Although they complete the assignment because it is required, what would motivate students to engage purposefully in this work? My real objective is for them to learn to identify societal issues in which they could be a "change agent" and write a grant to do something about it. Can there be an impact-oriented outcome?

As students, research indicates now is the time to engage them in this type of activity for them to see themselves in the future with the attitudes and behaviors to promote positive change. What could motivate this type of engagement? What if the assignment is introduced with the philosophy of civic engagement and taking opportunities to be a change agent for an underserved population?

With support from the SoTL Commons mini-grant program, I undertook a study of this approach to framing the grant writing assignment. Using a Civic Attitudes and Skills Questionnaire, it is possible to detect changes in attitudes before and after this

pedagogical intervention. In this presentation, I will discuss this study, its results, and promising directions for OT students.

The Effects of Authentic Experiential Learning on Student Mastery of Assistive Technology Interventions in Occupational Therapy

Taylor, Candra

Room 205

Assistive technology changes so rapidly that academic programs in Occupational Therapy (OT) often have difficulty keeping up with innovations that benefit patient performance. This presents problems when planning courses that will truly prepare students to enter the profession. As a result, instructors often resort to having vendors bringing equipment and technology to the classroom to enhance student learning. In educational circles, this type of experiential learning is known as "crossover learning", where it is thought that students will learn more effectively when the strengths of both formal (e.g., classroom) and informal learning environments are combined.

My research interest is in studying how instituting crossover learning in an OT assistive technology (AT) class affects student mastery of various forms of assistive technology. In a study supported by the SoTL Commons mini-grant program, I propose to ask the following questions:

what impact does crossover learning have in an AT class?

will field trips to AT vendors or having them visit an OT class impact student learning on the latest technology?

will crossover learning support students well enough so that they can recommend appropriate AT devices to clients?

This presentation discusses the process of planning for a study using principles of SoTL

(Scholarship of Teaching and Learning). Specifically, I'll discuss the process of designing a study that requires IRB approval, the reasoning behind the data I plan to collect and the methods I'm using, and suggestions for moving this type of study through the IRB process successfully

An Innovative TBL Module for Teaching Ethics in Human Subjects Research

Lewis, Chrystal

Room 211

While planning an ethics unit for an evidence based practice (EBP) course, nursing faculty expressed concern that students are not engaged, have poor understanding of key concepts, and complain that the unit was not relevant. Students also present overconfident attitudes regarding vulnerability to ethics violations. In designing this unit, our purpose was to promote student application of research ethics to realistic situations in an engaging Team-Based Learning (TBL) context.

A new TBL module was developed regarding human subjects research ethics. Students read seminal reports and guidelines summarizing ethics principles prior to class. During class, teams critically examined a well-documented case study, identifying ethical violations. Teams then simultaneously reported the number of ethical violations identified, identified a principle not violated, and stated their opinion of an ethical principle violation that was the most serious. Discussion was facilitated across teams, justifying decisions with clear rationales and evidence. Students completed a "minute reflection paper" on their personal understanding of ethics in research and a peer evaluation.

Anecdotally, faculty and students' impressions of the module were positive. In addition, students showed increased awareness of ethical violations, and engagement in discussion was improved.

As part of receiving a mini-grant from the SoTL Commons program to support this study, this presentation will discuss findings and implications for future iterations of this approach.

Can Data-Driven Projects Help Improve Students' Critical Thinking Skills?

Min. Hosik

Room 212

In sociology, questions about population-level phenomena (e.g., divorce, crime, obesity) are answered using aggregated data that can be correlated with population-level characteristics (e.g., socioeconomic status, ethnicity, income). However, most undergraduates in sociology account for these phenomena at the level of the individual (e.g., immaturity, need to belong, lack of good role models).

This study, which was supported by the SoTL Common's mini-grant program, is to analyze whether data-driven practice exploring sociological phenomena helps students to improve critical thinking skills and increases students' satisfaction levels. This study was conducted in two sociology courses: Gender and Society (face-to-face) and Marriage and the Family (online). The method I piloted was to require students to use large federal data sets to answer questions about a relevant sociological topic.

Following assignments, students completed two surveys. The first related to student choice of topic and the second related to critical thinking using statistical data. This presentation describes the findings from this study and the implications for future semesters.

Determining the Effectiveness of Instruction on Personal Safety and Prevention Skills in PASSAGE USA's Program for Young Adults with Intellectual Disabilities

Chanto-Wetter, Alexandra

Room 253

Most young adults with intellectual disabilities have a history of overprotection and dependency, tend to have more deficits in social and communication skills than peers without intellectual disabilities, and are at great risk of being victims of various types of abuse. They have also had fewer opportunities to practice safety skills while navigating in their community, preparing meals, or while executing tasks at a job setting.

The lack of empirical data on effective methods to teach academic and career skills in post-secondary programs for students with intellectual disabilities, along with the need to document the problems encountered and the ways such problems were resolved, motivated the author to evaluate behavior skills training (BST) in combination with in situ training to teach Personal Safety and Prevention skills as part of the topics taught in PASSAGE USA's Adult Development Seminars.

This study, which is part of the SoTL Commons mini-grant program at USA, seeks to answer these questions:

Does the combination of behavior skills and in situ training help post-secondary students with intellectual disabilities learn personal safety and prevention skills?

Can students with intellectual disabilities transfer personal safety and prevention skills to different settings/people?

Can students with intellectual disabilities maintain personal safety and prevention skills over time?

This presentation describes progress with this project and implications for future implementation.

Educators' Roundtable: Making the Right Connections for 'Negotiated' Learning

Maes, Jeanne; Loes, Marianne; Woodford, Kelly; Weldy, Teresa; Madden, Ellen; Chow, Al; Lawrey, Chris, Dadzie, Charlene; Clark, Sonya; Wheeler, Micah; Smith, Rachel; Danner, Garrin; Few, Svetlana

Room Terrace

Partnering with departmental advisory board members from the business community, Mitchell College of Business faculty have listened to what employers are seeking in our graduates. These skills sets range from 'soft skills' to specific technical skills.

In this Educators' Roundtable, employers share their perspectives and professors and students share specific techniques, strategies, and processes that have worked well and should be considered by others as well as those that have not worked well and should be done differently.

Physical Therapist Students' Perceptions of Working with Older Adults with Dementia

White, Laura

Room 253

Despite the growing incidence of Alzheimer's disease and other dementias in the older adult population, few students in the University of South Alabama Doctor of Physical Therapy Program (USA DPT) express interest in working with older adults with dementia. Students do not typically request clinical internships in settings that have a large population of older adults with dementia.

Literature from the medical profession suggests that medical students' lack knowledge of Alzheimer's disease (AD) and other dementias during the first year of medical school, but knowledge does increase as students complete the curriculum. Student personal experience with AD is correlated with higher knowledge of and more positive attitudes toward AD. Educational interventions have been shown to improve knowledge and attitudes of health professional students toward dementia.

Little is known about the baseline characteristics and effect of the overall DPT curriculum and a specific educational intervention (elective course) on physical therapist students' knowledge, attitudes and intent to work with older adults with dementia.

In Fall 2017, an opportunity arose to offer a 1-hour elective course in geriatric physical therapy with a focus on brain health and dementia management. The SoTL Commons mini-grant program provided a timely resource for a study on its effectiveness.

This presentation describes the study and discusses findings for the following research

question: What is the effect of a 1-credit hour elective course on knowledge and attitudes about dementia and intent to work with older adults with dementia in Year 3 DPT students?

Pulling it All Together in a Undergraduate Nursing Assessment Course through the Implementation of a Team-Based Learning Session

Anderson, Jennifer; Norris, Kim; Johnson, Pam; Sikes-Doggett, Telina

Room 211

Introduction and background: Team-based learning (TBL) is an effective, learner-centered tool to engage large groups of students and can lead to dramatic improvements in the quality of student learning (Currey, Eustace, Oldland, Glanville, & Story, 2015). The Institute of Medicine (2010) called for a transformation of current nursing education into programs that prepare graduates to provide care for the complex patients of the 21st century. TBL can be utilized to assist in educating undergraduate nursing students through technology that actively engages students and promotes a higher level of application and learning. The overall aim of this TBL session was for students to be able to apply systematic health assessment knowledge to the evaluation of complex patient cases.

Implementation: On the last day of class, all students participated in a TBL session titled "Pulling it all Together". The overall aim of the session was to allow students to individually and collaboratively apply systematic health assessment knowledge in the evaluation of complex patient case studies. More specifically, the student focused learning outcomes included classifying patient data as normal versus abnormal, recognizing signs of clinical deterioration in an unfolding patient case, and demonstrating effective communication skills utilizing the Situation, Background, Assessment, and Recommendation (SBAR) tool to communicate findings to a fellow healthcare provider.

Conclusion: The addition of a TBL session to the baccalaureate nursing health assessment course was an effective teaching/learning strategy. Data revealed an increase in student knowledge and confidence after complete course redesign that included the TBL session. Additionally, student satisfaction scores and commentary collected from anonymous online surveys further validated the value of this addition with statements like "I feel more

prepared for clinical" and "greatly increased my understanding of prioritizing and how to effectively document patient health data".

Using Standards-Based Grading in Mathematics Courses

Elsinger, Jason

Room 212

In order to learn science and mathematics with a deep understanding, one needs to work problems and ask questions while receiving consistent feedback. We desire our students to experience this practice-feedback loop to improve their abilities and confidence. However, grading schemes which use a weighted average of scores assigned to assessments have several features that are antithetical to this learning cycle.

Standards based grading is an innovative grading scheme which is based on a student's mastery of course learning outcomes or standards instead of using a point system. Final grades are determined by the instructor's choice of specifications for each letter grade. One key feature is that students can initiate re-assessment opportunities which can replace earlier scores.

In this talk, I will describe the standards based grading scheme and how it was adopted to a few mathematics courses. I will also describe the benefits observed, and efficient ways to implement the scheme including keeping a grade book and how to set up office hour re-assessments.

Time: 2.10 - 2.30

Acting on A Hunch: Effects of Team-Based Inquiry Learning in a Math Course

Lewis, Drew; Clontz, Steven

Room 212

Linear Algebra is a challenging course for students at USA. To successfully master this subject, students need to move beyond memorizing and applying algorithms; they need to be able to integrate and synthesize component skills to solve problems in ways that reveal more sophisticated understandings of mathematical concepts. How can students be better

supported to develop this capacity?

In this study, we compare student learning and success in a lecture-based Linear Algebra (MA 237) course and a Team-Based Inquiry Learning (TBIL) approach. TBIL is a form of TBL where the application activities are organized using principles of inquiry-based learning. We also instituted Standards-Based Grading (SBG) as a means of structuring evaluation of student performance as related to course standards.

As participants in the SoTL Commons mini-grant program, we undertook a study that investigated the following research question:

How is student learning improved by replacing lectures with TBIL activities in the Linear Algebra classroom?

This presentation discusses findings from two semesters' experiences implementing a TBIL approach using SBG. We describe how a "hunch" based on students' in-class work led to looking at the data differently, and how doing so has informed our ability to use improved methods to detect the effects of TBIL.

Challenges in Applying Theory to Clinical Practice: Finding a Role for the Scholarship of Teaching and Learning (SoTL) in Nursing Education

Baughn, Christina

Room 211

Undergraduate students in the accelerated adult health nursing program at USA have difficulty applying didactic material to the clinical environment. Students take twice as many courses in half the time, significantly compressing lecture and clinical components. Didactic material is presented in such an accelerated manner that students are in a survival mode of "memorize and forget" and aren't able to transfer theoretical concepts to clinical situations. And yet, these students are expected to emerge with the same skills as students in the non-accelerated program.

How can I make these concepts more transferable to these students' future practice? How can innovations be introduced in "master syllabus" courses taught by several faculty with tightly constrained classroom time? Might introducing students to "mini-case" scenarios improve their ability to apply classroom concepts to a clinical setting?

Supported by the SoTL Commons mini-grant program, VoiceThread was explored as a means of engaging students in responding to mini-case scenarios in online homework assignments. Students in their first clinical course responded to VoiceThread prompts designed to promote application of didactic material to realistic scenarios. Based on positive feedback from students and faculty, this approach was expanded to two "theory" courses this semester.

This presentation discusses how the desire to improve student outcomes led to a new approach while being challenged with finding a way to integrate a scholarly study to determine its effectiveness. The hope next year is to apply SoTL methods to contribute to evidence-based teaching practices in nursing education at USA.

Integrating Clinical Situations to Improve Students' Attitudes toward the Elderly Population and Identification of Common Healthcare Needs of a Vulnerable Population

Swanzy, Debra; Wright, Theresa; Lynch, Colleen; Jordan, Kimberly

Room 253

Studies show students' perceptions of caring for elderly patients to be negative, boring, sad, unchallenging, and unappealing (Carlson & Idvall, 2014; Hayes et al, 2006; Kloster, Hoie, & Skar, 2007). Based on the student nurse perceptions, an alarming shortage of nurses desiring to care for the elderly population is looming. The proposed study utilizes a team based learning (TBL) pedagogical method to introduce students to the unique care and educational needs presented by elderly patients. Students will utilize pre-class readings to define a priority health issue currently facing elderly patients. Students will develop educational materials aimed towards educating local elders on the team selected issues. Students will then utilize the materials to educate elders at local community centers. The TBL activity is designed to improve attitudes and perceptions of elder care, as well as increase

the desire for nursing students to practice in a gerontology as a career path. Studies show students' perceptions of caring for elderly patients to be negative, boring, sad, unchallenging, and unappealing (Carlson & Idvall, 2014; Hayes et al, 2006; Kloster, Hoie, & Skar, 2007). Based on the student nurse perceptions, an alarming shortage of nurses desiring to care for the elderly population is looming. The proposed study utilizes a team based learning (TBL) pedagogical method to introduce students to the unique care and educational needs presented by elderly patients. Students will utilize pre-class readings to define a priority health issue currently facing elderly patients. Students will develop educational materials aimed towards educating local elders on the team selected issues. Students will then utilize the materials to educate elders at local community centers. The TBL activity is designed to improve attitudes and perceptions of elder care, as well as increase the desire for nursing students to practice in a gerontology as a career path.

A few teaching methods applied to physics courses

Han, Jianing

Room 253

In the past, most students in my class show interests at the very beginning of the semester, and then students' engagement declines as the semester goes. This shows in the attendance, test grades, and students' retention rates etc. My question is how to engage students for a long period of time, or how to effectively motivate students? In this presentation, I will present a few new approaches that I recently applied to my classes. For example, I applied the hands-on teaching and learning approach in my higher-level class, optics. In addition, I will talk about the projects that I introduced in my higher-level optics class. Moreover, online notes and group discussions in my physics classes will also be discussed in this presentation.

A Training Program for Teachers and Students in Environmental Health

Sisskin, Enid; Tshiswaka, Daudet Ilunga; Adkison, Aisha

Room 203

The Environmental Health Capacity and Literacy Project was one of the funded community-based projects of the Deepwater Horizon Medical Benefits Class Action

Settlement. The Emerging Scholars program was a partnership to train public high school teachers and students in environmental health.

The University of West Florida, one of four universities chosen for this project, developed a program consisting of a two-day teacher workshop using online and classroom instruction and field trips. Teachers were given access to all online material and resources, and received incubators and microscopes for their schools. Students had an eight week program using the "flipped classroom" and team learning methods, supplemented with speakers and field trips. Subjects covered were health and wellness, air and water quality, food safety, emergency preparedness and global health. Students demonstrated environmental health literacy by presenting a case study on a covered subject to judges as a capstone project. Before and after the course, students were given a subject matter exam and both students and teachers evaluated the courses.

There was a follow-up workshop for both students and teachers several months later. While, teachers brought lesson plans created from the course resources, the students were tested to determine retention and did a project they presented to the teachers.

Of the students who participated in the program, 70% were from Title One schools and 50% from underrepresented minorities. All the students who attended the program and supplied follow-up information have gone on to college and most have majored in health or STEM fields.

Creating a Sense of Community During Class and Beyond: Redesigning a General Education Course with Engagement at the Forefront

Delaney-Tucker, Leigh

Room Terrace

Encouraging students to recognize the relevance of science in their everyday lives is challenging. In 2015, as part of the Active Learning Initiative at South Alabama, Life Science I was redesigned with renewed emphasis on student engagement in an effort to foster better student outcomes.

Before class activities are the driving force behind what happens in the classroom. A clearly delineated learning cycle for students has proved to be essential in facilitating student engagement. Our learning cycle begins with a trending topic in science that encourages students to dive deeper into the concepts. Students complete practice questions, watch videos and participate in an online forum before arriving to class. Capturing students' attention at the forefront makes it more likely that they will invest their time in more significant in-class discussions. Assisted through an online platform, these before class activities are used as leverage to drive active learning exercises in class.

The presentation will focus on demonstrating how a carefully crafted learning path before and after class fosters engagement in active learning exercises during class. Life Science activities include interacting with a note packet, completing clicker questions, participating in a random "pink card" roll calls, and submitting muddiest points for review.

The presentation will include a "takeaway" handout that outlines the learning path in Life Science in a way that can be adapted by interested faculty.

Inviting Guest Speakers to Class: Advantages, Disadvantages, and Recommendations

Husain, Mir

Room 205

John Stuart Mill, a British economist and philosopher, once wrote the following: "The only way in which a human being can make some approach to knowing the whole of a subject, is by hearing what can be said about it by persons of every variety of opinion, and studying all modes in which it can be looked at by every character of mind. No wise man ever acquired his wisdom in any mode but this." My presentation will discuss the merits and demerits of inviting a select few guest speakers to class and, also provide instructors with helpful suggestions and recommendations on how to optimize the teaching and learning experience.

Redesigning Calculus: Recitation Activities and its Effect on Student Success

Dasinger, Jacob

Room 212

In an attempt to increase content knowledge and improve overall success rates in Calculus 1, the University of South Alabama piloted a redesign of the course in the Fall 2015 and Spring 2016 semesters. The main emphasis of the redesign was increasing contact hours from 4 to 5 per week and implementing the use of graduate teaching assistants twice a week for recitation. After two semesters, an analysis of common exam questions and overall course grades revealed significant improvements in both areas when comparing redesign to traditional sections. The use of graduate teaching assistants also proved to be more cost efficient to the university. The initial findings resulted in implemented the redesign model in all Calculus 1 sections. Future implementations are also discussed.

Telemedicine: Improving Patient Outcomes with a Pilot Study Between NP and PA Students

McAdams, Erin; Bydalek, Katherine

Room 211

There have been significant advances in pedagogical strategies to assist in delivering medical education, including telemedicine. This advancements and its application to provide care in a remote access setting has been beyond beneficial in rural or underserved communities. The fields of Dermatology and Psychiatry employ telemedicine most frequently. We took the advancement of telemedicine to the next level by applying its use to standardized patients (SP) in an interprofessional (IP) approach. Students from the Physician Assistant (PA) Studies Program and the Nurse Practitioner (NP) Program were involved in this scenario.

A project site was created where both cohorts of students had access to resources regarding IP team practice as well as background information on telemedicine . PA students, located on campus, were given a medical case scenario and interviewed SPs while being recorded. The PA students wrote a SubjectiveObjectiveAssessmentPlan SOAP

note (traditional medical note) from their interaction of the SP. Then the NP students, located off-campus reviewed the videos, and wrote a SOAP note based on witnessed interactions from video review. The students then used the project site as a forum to write a 'best note' and submitted this through the online portal. Students had the opportunity to describe what they could do better in the future.

Findings/Value: The proposed outcomes we assumed included a better overall SOAP note than would have been drafted by either cohort alone. We anticipated the students to have a more valuable understanding of IP team practice as well as the advantages of telemedicine.

A Mathematical Software Application Suitable for Mathematics and Classroom Use

Schoenbaum, Lucius

Room 212

Hardware devices and software applications are becoming more widespread in the mathematics classroom. Software packages that support presentation (PowerPoint, KeyNote) are growing in mathematical sophistication, while packages for mathematics on a terminal (desktop or laptop) are adapting to the classroom setting as well as to new platforms and demographic segments. Most packages can be separated into one of a handful of categories: computer algebra packages (MAXIMA, GAP, PARI/GP, SymPy), numerical analysis packages (Octave, SciPy), statistics packages (R, SASS), proof assistants (Coq, Agda, Idris, LEAN), or aggregating "super" packages (SageMath, DataMelt, Jupyter). Some (GeoGebra), are suitable for classroom use "straight out of the box", but do not support computer algebra. Others, particularly those based on a command line interface (CLI) could be implemented in the mathematics classroom only after a significant overhaul of course design. At the University of South Alabama an initiative has begun to develop a software package that cuts across several of these categories and integrates well in the classroom: a proof assistant that has out-of-the-box support for computer algebra and a graphical, classroom-friendly interface. This work ties together research in mathematics, logic, mathematics education, programming language theory, and today's technology and technical protocols. We will discuss the features and goals of this project, focusing on

the potential uses in the mathematics classroom at the late high school/early undergraduate level.

Beyond Content: Increasing Success in Asynchronous Online Courses

Rogers, Sylvia; Khalsa, Gurupreet

Room Terrace

In online learning environments, students, particularly undergraduates, often struggle to employ the self-discipline and self-awareness needed in an autonomous environment. Findings from an exploratory study indicated that few students were able to articulate and implement specific success strategies, leading to the conclusion that early intervention could have a significant impact on overall achievement. Based on this study, it appeared that students could benefit from support and training to re-align approaches for learning and performance in online environments requiring autonomy.

This interactive presentation describes three categories of interventions to improve skills in creating and employing explicit strategies to achieve engagement and successful learning outcomes.

Peer Coaching. To supplement peer interaction beyond discussion or group projects, establishing "success coaches" in an online course could help students increase success strategy creation skills.

Expert Coaching. Expert coaches within a course could be much more strategically effective than external advisers or coaches because they would work with students experiencing the same content, assignments, and challenges. Success strategies proposed early in a course could be reviewed and monitored by a "success expert" such as a graduate assistant, a student volunteer, or the instructor.

Self-Coaching. Self-coaching requires students to possess a degree of self-awareness of the types and degrees of challenges, including and beyond content mastery, that appear as obstacles to success, and to be able to troubleshoot those challenges. Self-coaching also

requires that students have training and resources to know what sets of strategies would counter challenges, and how to implement them.

How to Create an Active Classroom on a Budget

Peterson, Karen; Watson, Buchanan

Room 253

It does not take a great deal of money to create an active learning environment. Instructors can change the set up of the classroom in order to engage their students. This presentation will focus on how a few changes can have an impact on student engagement and discussion. We will also show the qualitative results of a case study of one new active classroom and show the impact of classroom design on student interaction, engagement, collaboration,and discussion. Lastly, we will demonstrate how universities across the country have created active learning environments in their classrooms.

Interprofessional Simulation with Medical and Physician Assistant Students

McAdams, Erin; Altermatt, Christen

Room 211

The USA College of Medicine (COM), and the Physician Assistant (PA) Program, have been co-located on campus for eight years. Even with their closeness in proximity, and the similarities of their training, the programs have worked in siloes for many years. Faculty from the COM and PA Department have an enthusiastic interest in interprofessional (IP) training. We are dedicated to promoting optimal team practice amongst these students. These students will be working with one another professionally after graduation and find that it imperative to build IP activities into our curriculum. In this project, we take IP based scenarios to the next level by using a scenario with simulated patients. This approach to teaching has proven not only to enhance the retention of knowledge, but also to improve critical thinking. With this unique pedagogical approach, opportunities to provide medical education can be accomplished outside of a lecture environment.

The faculty from COM and PA developed an immersion case scenario for a patient in an ER setting. We divided the students into small IP groups and placed them into roles. The group

medically managed their patient and was observed by the faculty. Then, each group received a personalized debrief from regarding team communication and medical knowledge. Students wrote a response to the scenario in an online forum.

The faculty examined the posts from the student reflection. We were elated to illustrate that the students had a much clearer understanding of the other's profession and the benefit of team practice.

Professional Learning Communities (PLCs) for Foundations of Education Students: A Virtual Approach to Mentorship

Campbell, Sherry; Klash, Erin;

Beziat. Tara

Room 205

At Auburn University Montgomery, students enroll in and complete three Foundations of Education courses prior to being admitted to the professional education program, which includes methods courses, practicums, and internships. Undergraduate students in our Foundations of Education courses are new to the College of Education and will only have one unstructured observational field experience in the three courses. Students have limited experience with observing teachers to determine how he or she conducts day to day classroom routines and activities. Teachers frequently create their own Facebook or Twitter pages which can be a useful mentoring tool for our Foundations of Education students. Students can follow or subscribe to teachers' pages to gain ideas into best practices, pedagogy, political and social concerns impacting education, and many other topics. Throughout our courses, we share video clips and resources from organizations and educators such as "The Tatooed Professor," "Edutopia," Ron Clark, and even insert humor from Principal Gerry Brooks. Practical tips and resources will be offered in this presentation to elaborate on how we use social media as a "Virtual PLC" in our three Foundations of Education courses.

Senior Project Students Competing for the Prize

Campbell, Matt; Sittig, Scott; McDonald, Todd

Room 203

Our innovative project involves assembling a team from the USA School of Computing (SoC) to compete in a contest created by the Office of the National Coordinator (ONC) for Health Information Technology. Stage 2 of the ONC's Secure API Server Showdown Challenge allows teams of up to 10 members to work together to attempt to identify security flaws in open source software that is used to exchange protected health information (PHI) between healthcare providers. The SoC team consists of three faculty members and five students enrolled in the senior project course in the School of Computing. The senior project students, with guidance from their faculty mentors, use techniques they have learned in their courses to identify specific security vulnerabilities in order to help the ONC improve the security of the FHIR standard and to win up to $12,500 in prizes. The contest runs from February 20, 2018 until April 9, 2018. Our intent would be to present the results of this project and lessons learned during a presentation at CoTL 2018.

Hands-on! Teaching and Learning with the Studio Model

Baker, Fred

Room 253

The studio model of teaching has a long history in education, especially in design fields. It is a proven model which has tremendous impact potential for learners in a variety of contexts. It emphasizes constructivist and constructionist learning theories and works well with project based learning strategies. It works well in face-to-face, and is moving into online and hybrid spaces effectively. The core process involves creating an artifact, sharing it with the group for feedback, and revising the artifact to incorporate the feedback into a new iteration. Through this process, a number of things occur: students "learn to be" what they are studying to become by developing competence in creating artifacts and wrestling with key ideas in their field; they learn to critique designs effectively, build trust, and provide critical and constructive feedback to others; they learn new approaches from seeing the work of many others at once; and they learn effective problem solving and critical thinking skills within similar contexts to the eventual "real-world." In this hands-on workshop, participants will experience the studio learning process first-hand through engagement with a design challenge, a critique session with special emphasis on effective feedback, and an opportunity to improve the design. We will then engage in constructive dialogue about how to port this model into our own class environments, subsequently

providing the group with a variety of potential models to implement or think about their teaching with.

Partnership of Nursing and Simulation to Transform Students from Passive Observer to Active Learner in a Block Undergraduate Psychiatric Mental Health Nursing Course/Clinical

Riley, Bettina; Bihan, Suzanne; Farmer, Joseph

Room 211

Determining the best teaching and learning strategies for undergraduate psychiatric mental health nursing (UPMH) faculty is a daunting task. Therapeutic use of self is key to successful nursing behavioral interventions and is difficult to instill in a traditional lecture format. Presented are the design and strategic implementations of innovative active teaching/learning strategies to enhance interpersonal and critical thinking skills during a block (5-week exclusive) UPMH nursing course/clinical. These strategies were the result of a partnership between nursing faculty and a simulation department.

Desired outcomes of active strategies include increased motivation/engagement of students in the stigma-driven area of mental health care, increased confidence in therapeutic communication skills, demonstration/understanding of empathetic care, and increased knowledge and application of mental health theory.

Active learning strategies (i.e., flipped classroom, team-based learning, standardized patient simulations, debriefing) have proven effective in increasing examination scores and critical thinking compared with outcomes from traditional lecture. In addition, these strategies have increased awareness of mental health psychiatric nursing career options.

Student surveys of strategies and mental illness stigma were primarily positive and/informed future modifications while demonstrating adjustment difficulties from a passive to active learning strategy. Testing scores and feedback indicated an improvement in critical thinking and comprehension of UPMH competencies.

Psychiatric mental health nursing faculty partnering with simulation departments can use active teaching/learning strategies to enhance student engagement, motivation, theory comprehension and application while raising awareness of mental health care and interest in a psychiatric mental health nursing career resulting in improved and effective patient/family holistic outcomes.

Practicing What We Teach

Beziat, Tara; Campbell, Sherry; Klash, Erin

Room 212

In this workshop, we will share various strategies and examples of how we model evidence-based teaching strategies for our pre-service students. During the foundation level courses, education majors gain their first exposure to the College of Education. This also is possibly the first time they are seeing scientifically sound pedagogy. The goal in these courses is to walk them through what should happen in a classroom setting. To do this, we often "talk aloud" about our methods and why we are doing them, as we do them. In the workshop, we will share strategies we use to:

craft engagement,
build relationships with our students,
create community in the classroom,
model classroom management,
illustrate the relationship between various types of assessment and instruction,
develop activities that help students explore and explain the content,
provide opportunities for student collaboration, and
foster critical thinking.

This workshop will provide hands on experiences that guide current practices of teaching. We will focus on small and large groups for discussion and participants will leave with activities that can be implemented immediately in their courses.

Teaching and Learning Strategies for General Education Courses

Carr, Philip; Martin, Cecilia; Williams, David; Estis, Julie; Yates, Jennifer; Shelley-Tremblay, Shannon,

Room Terrace

Strengthening general education curricula has been the focus of strategic plans and professional development efforts for institutions for the last several decades. A 2016 Report from AACU showed that since 2008 administrators are more likely to say that their general education programs have clearer, more assessable learning outcomes but that there is still a need to implement more evidence-based teaching and learning strategies to help students see the value of general education as they transition to their major. At USA, the General Education Committee leads the institution's assessment efforts to ensure that students are prepared to meet the challenges of upper level coursework as well as the expectations of SACSCOC accreditation principles.

Professional development for faculty that teach general education courses is a part of the USA's commitment to general education excellence. Jack and Jeannette (2001) contended that successful faculty development for interdisciplinary, general education courses should be an on-going, product-oriented process and that faculty development should be built into the institutional reward structure. In this interactive workshop, participants will be exposed to teaching and learning interventions that will improve their approach to course design and delivery as well as the sequencing of learning activities throughout the course. Participants will also learn more about the Innovation in General Education Award, which is part of USA's faculty development plan for General Education. Six teaching and learning interventions will be presented, and participants will move around the room in 15 minute segments to learn about the interventions they are most interesting in applying.

Update Your Teacher Toolbelt with Technology

Lawrence, Chelsea; Stricklin, Bre

Room 203

Do you want your students to be actively engaged during instruction and activities? Learn how by bringing your content area to life with interactive and collaborative technology resources. *Laptop computers/Tablets highly encouraged for participants

Our presentation will be delivered in a hands-on manner through technology platforms including Pear Deck, Padlet, Thinglink, FlipGrid, EdPuzzle and Picktochart. Participants will interact with these platforms as if they were students. We will demonstrate strategies of how to incorporate technology in lessons with several short activity prompts involving each technology platform. Afterwards, questions, comments, and individual brainstorming will be facilitated through the use of a featured platform, as well. Computers/Tablets are highly encouraged for participants of this session.

Webcasting: Engaging Beyond the Classroom

Walker, David; Moody, Eric; Delmas, Peggy

Room 205

In this interactive session we will discuss the possibilities and challenges that exist when teaching with webcasting. Two faculty will discuss their individual "cases" using webcasting in a blended undergraduate course and in a blended doctoral course. A live webcasting demonstration with an instructional designer will allow participants to compare platforms to discover which is best for their unique situation or purpose.

TUESDAY MAY 8th, 2018

A Deeper Examination of How Students Interact with Digital vs. Print Textbooks

Aultman, Lori

Room Terrace

This presentation will continue the findings of my research into self-regulatory strategies college students use with both digital and print text. My last presentation (COTL, 2017) included the statistical results of a survey on various learning and study strategies, as well as participants' preferences in their interactions with both formats. This presentation adds data collected from qualitative interviews and video recordings with participants in the same sample and will add more in-depth explanations of how and why students choose the strategies they use. Despite the prevalence of digital textbooks, the majority of students prefer print textbooks. I will explore individual preferences in how students choose strategies based on format. (Interviews scheduled for next 2 weeks--in process.)

Exploring the Impact of Team-Based Learning on Collaboration and Critical Thinking with Structural Equation Modeling (SEM)

McDermott, Ryan; Estis, Julie

Room 203

Team-based learning (TBL), the focus of the University of South Alabama's (USA) Quality Enhancement Plan (QEP), is an effective an alternative to traditional didactic instruction. The specific sequence of individual work, teamwork, immediate feedback, and problem-solving creates a motivating and engaging instructional framework. TBL is implemented with the aims of improving student learning, achieving higher levels of critical thinking skills, enhancing collaboration, and applying course content to real-world situations. Despite the wide use of TBL, and emerging evidence of its effectiveness in a variety of disciplines, comparatively few researchers have tested core theoretical assumptions. TBL, theoretically, enhances learning outcomes by capitalizing on collaborative processes in permanent teams and using hands-on/application-oriented team activities to promote critical thinking. Indeed, some scholars have argued that the systematic use of collaboration (i.e. teamwork) to enhance critical thinking sets TBL apart from other group-based learning

formats. This presentation will focus on an examination of the mediating role of student impressions of TBL on the associations between self-report collaboration and critical thinking. Using data from a post-course questionnaire (N=829) administered to students enrolled in TBL courses, Structural Equation Modeling (SEM) indicated that student impressions of TBL emerged as a significant mediator of the associations between collaboration and critical thinking, with the final model explaining an impressive 70% of the variation in critical thinking. These results confirm theoretical indicators that collaboration is predictive of critical thinking, yet students' impressions of the TBL experience mediate this effect.

Facilitating Interprofessional Collaboration in the Clinical Setting with Adult Health Nursing Students

Curtis, Nerkissa; Scott, Shanda

Room 211

Preparing nursing students to practice as members of the interprofessional health care team is a critical component of nursing education curricula, but can be very challenging to accomplish in hospital clinical settings. Interprofessional collaboration and communication among health care professionals which include nurses, physical therapists, occupational therapists, respiratory therapists, and diet therapists are essential in achieving positive patient outcomes. Team work and collaboration are core competencies that nursing students should attain in pre-licensure nursing programs. In the hospital clinical setting, nursing students are paired with various members of the health care team to gain hands-on experience with providing interprofessional care and treatment to patients. This interprofessional health care experience facilitates engagement in the interprofessional care and treatment of acutely ill patients, fosters effective communication skills with health care professionals, and distinguishes the roles and responsibilities among each member of the health care team in order to achieve positive patient outcomes and minimize hospital length of stay. Post-conference debriefing encourages nursing students to reflect on the teamwork and collaboration experience by openly discussing care that was provided, describing the roles and responsibilities of each health care professional, and sharing what they learned from the experience. To further develop the interprofessional collaboration competency, nursing students are given a case study in which they formulate an

interdisciplinary care plan with discipline specific interventions. This presentation will discuss the importance and advantages of facilitating hands-on interprofessional experiences in the clinical setting.

Physics-Physical Chemistry Faculty Cross-training: Lessons Learned

Woodbridge, Cynthia; Ametepe, Joseph

Room 205

Principles of Physics and Principles of Chemistry are critical introductory courses for STEM students. These courses which must be successfully completed before advancing to many upper level STEM courses. The purposes of this work are to determine effectiveness of cross-training physics and chemistry instructors to provide a more interdisciplinary approach to introductory undergraduate physics and chemistry courses. Currently, we are in the third semester of this project and one of us (CMW) is expecting to be certified to teach Physics by the end of the year. Insights, lessons learned, and impacts on teaching will be shared. This project represents a collaboration between Physics and Physical Chemistry faculty at Georgia Gwinnett College. We have initiated this collaboration to better engage the students and provide opportunities for faculty development.

Teaching by Example: Examining Bias in Published Political Science Research

Liebertz, Scott

Room 253

There is much concern in the public square about the political bias of professors. Academics are much more prone to be liberal than the public at large, and we are frequently accused of using our position of authority to try to influence the views of our students. Most systematic analyses of the political influence of professors on students show little to no effect. One aspect that is rarely investigated is the published research of professors and whether this conforms with political leanings gleaned through survey data. A norm for many political scientists - particularly among the quantitatively oriented - is to carry out research as objectively as possible. With the assistance of two undergraduate students

(the presidents of both the campus Republican and Democratic clubs), I examine the political bias of published political science research, particularly in the area of American Politics. This research has important implications for what we indirectly teach our students by example about principles we deem important.

Trap Papers and Translation: Revisiting the Politics (and Failures) of Teaching Composition Students How to Code Switch

Robinson, LaShondra

Room 212

Writing instructors constantly navigate tensions between engaging students who communicate in alternative forms of English and guiding those same students into what most deem "acceptable" academic or professional writing (Standard English). This presentation explores familiar concepts--code switching and ethos (credibility). What value(s) do we now place on our students' homegrown communication styles compared to those communication styles supposedly favored in typical college environments and the workforce? Have our 2018 messages about good writing and good writers really changed from earlier times that produced such works as Langston Hughes' poem "Theme For English B"? Are we still trying to lift metaphorical veils of ignorance from our students? Are we empowering our students not just to participate in cultures of power, but to create cultures of power through language? I will share classroom anecdotes about shaping students' writing skills and examine student writing samples--what I fondly call "trap papers." If time permits, I will also discuss/demonstrate translation techniques used to teach students code switching (a means both to preserve the flavors of students' own thoughts and to improve their abilities to use mainstream language styles to their advantage).

Academic-Practice Partnership Model: A Journey to Excellence

Stauter, Kelly; Adams, Amy; Graves, Rebecca

Room 211

It is clear that in order to transform nursing education and practice to better prepare Nurse Practitioners for the challenges of health care reform, academic and practice leaders must work together. The collective wisdom that shapes academic-practice partnerships creates

a powerful voice for strengthening the relationship between the educational and clinical practice settings and provides opportunity to bridge gaps in student preparation and preceptor knowledge and skills. Each partner must become fully immersed in formal processes and ongoing dialogue to advance the Nurse Practitioner curriculum and align education with clinical partners' quality priorities. The purpose of our presentation is to share strategies and lessons learned for developing effective academic-practice partnerships during the first and second phase of a grant-funded project currently in progress. Innovative approaches frame the model for building academic-practice partnerships between the University of South Alabama College of Nursing and local health care organizations addressing the needs of rural and underserved populations. The project underscores Nurse Practitioner students' readiness to practice in rural and/or underserved areas through enhanced preceptor preparation. The growing number of Nurse Practitioner students and the limited availability of willing preceptors contributes to the challenge of health care providers meeting the needs of diverse and underserved populations. Overcoming these obstacles have contributed to the planning of best strategies for building a strong academic-practice partnership model. Elements that provide a roadmap to develop best strategies which are critical to collaborative partnerships include stakeholder role, strengths and benefits to nursing program and health care organizations, concepts relevant to successful partnerships, rapid-cycle change to encountered barriers, and methods for sustaining partnerships. Material presented is designed to capture the interest of a broad array of educators but would be most beneficial to new program directors initiating partnerships between academia and practice. This project is supported by Health Resources and Services Administration of the U.S. Department of Health & Human Services under grant number D09HP29972, Advanced Nursing Education Grant for $2,079,921 over three years.

An implementation of online Team-based Learning in a blended education course

Zha, Shengua; Moore, Pamela

Room 203

In the past fall, we conducted a Team-based Learning (TBL) study in two sections of an undergraduate educational technology course. We split students in each section into two groups: the on-campus and TBL groups. Each group had about 15 students in 3 TBL teams. We examined three group-related factors on students' cognitive achievement. Our findings showed that online students' positive learning behavior and their preference to learn with others improved their learning at the lower-order cognitive level. But students' group conformity negatively affected their learning at the lower-order cognitive level. There was no significant relationship between those four factors and students' learning at the lower-order cognitive level.

Diagnosing Information Literacy Among Pre-Licensure Nursing Students

Strahan, Brandy; Fox, Hillary; Bennett, Crystal;

Garrett, Faith; Smith-Peters, Cynthia

Room 205

Information literacy (IL) is the ability to solve a problem by identifying an information need, locating and evaluating the information, and then applying that information to the problem at hand. The Association of College and Research Libraries (ACRL), provides an information literacy framework that addresses the needs of nursing students at various degree levels. These competency standards are meant to guide nursing faculty and librarians that liaison to nursing programs as both parties support nursing students.

To support the mission of the ACRL at a mid-sized university's College of Health, the library and nursing school launched a pilot project to develop the information literate nurse. Nursing faculty collaborated with their librarian to create library based research skills presentations that addressed the gap in information literacy skills among BSN students in the core nursing courses. Presentations were designed to become more advanced as

students progressed through the program. Data collected over a one year period revealed that students not only performed better on IL tasks, but that they also felt more confident in their research abilities after having a librarian embedded in the classroom. This presentation will elaborate on the project's findings, the successes and challenges encountered, and provide the resources created should other nursing faculty and librarians want to remix and reuse the project at their institution.

Open Source Meets LMS: Creating an Online Textbook

Massey, Daniel

Room Terrace

Traditional textbooks have a number of drawbacks. Most notably, they are prohibitively expensive for many students. This can be frustrating, especially when there is little variation in content between different textbooks and new versions are mere cosmetic changes made primarily to undermine the existence of the used textbook market. One important advantage of traditional textbooks, however, is the frequent inclusion of online components including online homework. Open source and other free textbooks provide a way for instructors to use up-to-date textbooks without requiring students overpay for the latest edition but alas do not typically include the valuable online components, including self-grading online homework, found among traditional textbooks.

In this presentation, I provide an overview of my attempts to use the Schoology Learning Management System (LMS) along with a selection of open source and out of print textbooks to create a single unified textbook/resource that includes self-grading online homework. I discuss the need for open source textbooks, the variety of such textbooks as well as the availability of discontinued and free-to-use print textbooks now online, and incorporating textbook exercises into my Learning Management System. The result has been a simple, free, and focused textbook and associated set of resources including a substantive online component featuring self-grading homework. This model can be extended to different Learning Management Systems and different classes.

Race, Socioeconomic Status and Implicit Bias: Implications for Closing the Acheivement Gap

Schlosser, Elizabeth

Room 253

The purpose of this study was to assess the relationship between race, socioeconomic status, and the race implicit bias held by middle and high school science teachers in South Alabama. This research examines a possible reason why the achievement gap exists among African American and Caucasian students in science

The Role of Minimalist Tutoring Pedagogy in Asynchronous Online Writing Tutorials

Jones, Joshua; Ard, Franklin

Room 212

Tutoring at the University of South Alabama Writing center follows Brooks's (1991) minimalist pedagogy—an approach that emphasizes engaged learning and tutor-tutee collaboration over prescribed commentary or simplified editing during tutorial sessions. This method insists that the value of a writing center resides in the fact that a "living human body" is able to make the student the "primary agent" in the tutoring session, thus making the tutor an educator and not an editor (p. 129). At the same time, e-tutoring at the USA Writing Center has grown immensely, accounting for 44% of all Writing Center appointments during the fall and summer of the 2017-2018 academic year. Students in distance learning programs utilize the e-tutoring service with increased frequency, and this has changed the way the Writing Center engages with students and faculty across the disciplines.

Harris (2000) observes how writing centers that fail to embrace the role of technology in student writing will soon find that they are unable to connect with contemporary students. However, the use of technology in the way Harris describes, specifically in conducting online tutoring, presents a unique challenge as the Writing Center strives to avoid becoming merely a "fix-it shop" (North, 1984, p. 435). We aspire to educate, collaborate, and "expand our institutional role" as an agency where supplemental instruction reaches beyond the Center's physical space (1984, p. 445). This presentation will review and explicate the

methods the Writing Center uses to promote bilateral tutoring in an asynchronous online session by showing the types of comments made, the way tutors interact with tutees in the asynchronous modality, and the ways we hope to improve and open channels of communication as we build upon our model.

Developing Academic and Healthcare Partnerships to Fulfill Mutual Student and Cancer Patient Needs

Jones, Meredith; Campbell, Amy

Room 205

Background:

Over the past decade, increased regulation, and payer pressure to improve healthcare quality while decreasing costs has resulted in budget cuts, personnel loss, increased demands and higher workloads. Further, the shift to performance-based reimbursement has forced healthcare administrators to think outside-the-box and utilize resources to the fullest extent.

Concurrently, Universities recognized the need for specialized training, and have begun offering courses that prepare students for success in these specialized fields. This has resulted in the need for partnerships with these specialized fields for students to gain real-life experience via clinical rotations, internships, co-ops or externships.

Realizing the limited access to funds, resources, and meaningful training environments, the USA Mitchell Cancer Institute (MCI) and the USA Nursing Informatics Department (NI) partnered to meet both needs.

Method:

A Plan-Do-Study-Act (PDSA) model was used. MCI leadership met with the department head and primary instructor for the USA NI program to solidify the relationship, determine the goal, clarify the needs of both entities, and ultimately identify an NI course as the

avenue for addressing both MCI and NI students' needs. MCI provided students with information on workflows, current data-gathering processes, Governmental restrictions and reporting requirements. Students were required to report their understanding of MCI's processes, identify areas of potential concern and post these findings in a peer-reviewed discussion forum. Posts were printed and presented to two groups QI groups at MCI to review and discuss. Underlying themes and concerns regarding data collection within the posts were given additional attention.

Results:

QI team response to student recommendations was positive. MCI identified several minor EHR changes to the data gathering process that were immediately implemented. The data collected now is a more complete picture of the patient's pain assessment and management.

Conclusion:

Development of this academic partnership was mutually beneficial for MCI, NI and the students. Together, we discovered that inter-departmental collaboration between a University department and its corresponding Health System partner provides the Health System with access to the varied perspectives of future specialists and the students with more authentic learning under the direction of the professor. This collaboration has also prompted future collaborations between MCI and USA.

Partnering across Disciplines: Engaging Students in Collaborations on Writing Assignments

Smith, Meg; ElBassiouny, Amanda; Sanders, April

Room 212

This study examines peer collaboration between upper-division students and writing tutors to determine impact on students' perceptions of the writing center and confidence level toward APA conventions. Expanding on a pilot study undertaken the previous year, upper-division students in Education and Psychology were required to participate in individual hour-long sessions in the writing center with a designated tutor. Designated tutors for each class were required to meet with the professor once to discuss the assignment and potential problem areas prior to meeting with students. Students were given a pre- and post- test to determine APA knowledge and potential impact of writing session on confidence in APA conventions. Students and writing tutors were also interviewed about their experience. Interview questions are situated in discussions surrounding generalist versus discipline-specific writing tutors (Dinitz & Harrington, 2014; Severino & Trachsel, 2008). Specifically, students were paired with a generalist tutor so as to examine how participants negotiate ownership of knowledge or conventions in a given discipline. Interview data shows that while participants were initially reluctant to work with a peer tutor, the majority found the experience productive and would return to the writing center in future. In this presentation, the researchers will highlight specific areas that contributed to productive sessions and positive student perceptions of the collaboration. Results from the study will aid in identifying best practices for structuring communication paradigms among the writing center director, faculty, tutors, and upper-division students across disciplines.

Partnerships are Essential in Building a Successful Experiential Learning Program in Healthcare Administration

Hahn, Angela

Room 211

Internships are regarded as an important experience to improve students' professional skills, enhance instructional coursework, improve career self-efficacy, and encourage individual growth. The daunting task of implementing a meaningful, online internship program requires many partners. These partnerships require healthy collaboration both on campus and within the community. Campus engagement begins within the academic department where faculty and staff are engaged in student preparation prior to placement and in external networking to identify placement opportunities. Across the college and university, multiple divisions are engaged to process paperwork, establish affiliations, and ensure the appropriate and legal placement of students. The most critical partnership is off-campus with the internship preceptor site. It is essential to provide the site and the mentor with essential information regarding the intended outcomes of the internship, support during the placement, and recognition for their leadership role. Addressing these matters ensures both a strong relationship with the preceptor and supports the best experience for the student. Finally, making sure that students see themselves as partners throughout the process keeps them fully engaged and empowered during the internship experience. This case study will address how these partnerships are established and maintained in order to support the internship program.

The Micro-Research Community

Baker, Fred

Room 253

This presentation describes how the evolving contexts of research—impacted by globalization, technological connectedness, increased access to literature, and other factors—converge to enable new models of partnership, especially in the social sciences. One such model, proposed in this presentation, is the Micro Research Community (MRC) model. The MRC is a small group of researchers sharing a very narrowly defined focus, who by working together have the ability to shape the direction of their own branch of research.

The advantages and disadvantages of this model will be discussed, and a model for identifying your MRC will be shared.

Vault 101: Teaching Literary Analysis with the Fallout Video Games

Frye, Mitch

Room Terrace

Every other year, I teach a course on the Fallout video games franchise. This series of computer roleplaying games dates back to 1997 and is still active today. The games are set in a post-apocalyptic wasteland ravaged by nuclear war. They invite players to make moral decisions about survival in this hostile environment.

The writing in these games has generally been of a high quality, so my course on the franchise approaches them as video game literature. By studying script dumps, in-game text, author interviews, and supplementary documents, my students come to see how a given Fallout game develops its themes and ideas—and also how its ludic nature allows players to participate in the fulfillment of a literary text. I also encourage my students to think about how video games are both distinct from and similar to books and movies in how they produce meaning.

Just as in a regular literature class a student might study how an author's life and historical context contribute to the meaning of a text, we look at the individual creative minds behind the Fallout games and see what themes persist throughout their works.

In this year's class, I have been experimenting with new forms of engagement. I've noticed in the past that the course motivates students to practice literary analysis, even if they are not typically thrilled by conventional literature. They feel engaged when working with video games, a medium they love. But I have now begun trying to engage creators and experts in the process. I have scheduled two writers from the franchise to speak to my class, and I have also invited an professor of nuclear strategy, Dr. Tom Nichols of the US Naval War College and Harvard University, to Skype in.

I'm excited to share my findings about these layers of media, creative, and expert engagement in the classroom. I'll be collecting data from the assignments all term, but my hypothesis is that, by working alongside game writers, a literature scholar, and a nuclear expert, my students will gain insight into how idiosyncratic author traits and the historical narrative of the Cold War have combined to yield complex ludic texts.

Implementing an Online Assessment Program Using Discipline-based Curriculum Objectives

McKinney, Dawn; Denton, Leo; Johnsten, Tom

Room 205

University departments struggle with the arduous task of assessing programs in order to satisfy accreditation requirements. Because faculty are already strapped for time, there is the danger of rushing through and collecting sometimes meaningless data which falls short of real improvements to programs. Moreover, it is difficult to sustain communication among faculty about issues in courses which have an impact on other courses in the curriculum. The Computer Science department in the School of Computing at the University of South Alabama, is making use of the course and project website (USAonline) in order to facilitate a high quality process of course assessment. This process has evolved over a period of three years and has involved the entire computer science faculty. This presentation will focus on the design of an assessment plan which incorporates professional objectives, rubrics, course reviews, and faculty training for using the system. We will also show how it is used for our university system (TracDat) and as a common repository for departmental faculty and for various accreditation teams.

Quality Matters - Your Partner in Quality

Walter, Melissa

Room 205

The Quality Matters (QM) rubric is a valuable tool for course design and helps insure important components are in place to help learners in online and blended courses be successful. Through USA's membership to QM, faculty members can access helpful tools and information to guide them in the course design or redesign process. A course that has been recognized as "meeting" QM standards is well-organized, easy to navigate, and helps

show achievement of learning objectives through aligned assessments, materials, activities, and tools. In addition to providing orienting information about the Quality Matters program, the review process, and a "success story" from a course at USA, results of a recent survey measuring faculty impact will be presented.

Creating a Community of Practice in a Self-Paced Learning Environment

McCool, Sara

Room 211

All training communities (higher education, business, k-12 etc) are looking to meet the demands of today's learners by offering self-paced and competency-based programs. Online learners are looking for social connections mandatory for professional success at the same time they want asynchronous self –paced environments they can complete on their own schedule. Instructors are being asked to create online curriculum that is self-paced, however there are many limitations to the types of engagement and assessment possible in a self-paced environment. How can self-paced training offer a community of practice? This session offers answers.

Improving Online Learning Experiences Through Global Collaboration

Ward, Phillip; Vintoniv, Christina; Loo, Michelle; Arif, Lipika

Room Terrace

Many international students come to the United States with little to no online learning experience. Online instruction can be different from what international students are accustomed to in their home countries. Adjustments associated with learning in this format could put global students at a disadvantage.

An instructor at a Ukrainian university recognized this potential problem and partnered with the United States Peace Corps and Ph.D. students at the University of South Alabama (USA) to develop a seminar which introduces students to the world of online learning. As part of this seminar, the Ph.D. students developed a mock course in USAonline which simulates what international students would encounter if enrolled at the graduate-level at USA. In this

workshop, Ph.D. students from USA will discuss how addressing the concerns of international students could lead to purposeful design and development to benefits all learners.

The Ukrainian instructor will interact with attendees to explain the impact of the partnership on preparing Ukrainian students to embrace an asynchronous, online learning environment.

Attendees will collaborate with the Ukrainian students with a web conference activity to reveal the linguistic, social, and academic barriers individuals face as inexperienced online learners. The activity will guide instructors to make content more engaging, interactive, and effective to enhance student confidence and satisfaction.

This will promote an approach to inclusive online instruction in which faculty, domestic students, and international students benefit. Using proactive and inclusive course design techniques creates integrated learning experiences conducive to the academic success of international and domestic students.

Peer Review Theory and Technologies: Using Google Docs to Enhance Partnerships

Morrow, Allison

Room 212

One of the major threshold concepts from the field of writing studies is that writing is not a solitary activity: it is one that involves both partnerships and collaboration (Wardle & Downs, 2017; Adler-Kasser & Wardle, 2015). One area of writing that demonstrates the need for partnerships is the peer review process. This interactive workshop will aim to demonstrate a particular pedagogy to craft effective peer review both through engaging Straub's (2005) method of commenting on student writing and through using Google Docs. During this workshop, participants will engage in group activities to discuss the pedagogical theories behind providing peer feedback. Included in these activities will also be demo of the Google Docs technology as a potential aide for conducting peer reviews. The presenter will include a Q&A round to answer specific questions about effectively working with Google Docs. This workshop ultimately aims to demonstrate fostering classroom environments where peer review is valued as a vital and inherent part of the composing process. Learning how

to effectively peer review has great potential in helping students develop stronger partnerships in their various personal and professional lives. Using theory based pedagogies and technologies that mesh with those theories can help engage students in their own personal writing process. This engagement also leads to a clearer understanding of how to appropriately provide feedback to others. The strategy presented in this workshop can be a useful tool for instructors of any discipline who wish to improve their current peer review practices.

Transforming an Online Course through Team-Based Learning

Parrish, Christoper

Room 203

The purpose of this presentation is to share how one instructor has successfully implemented team-based learning within an online course. Team-based learning (TBL) is described as "a structured form of small-group learning that emphasizes student preparation out of class and application of knowledge in class" (Brane, n.d.). While TBL has shown to improve student learning within face-to-face settings (Michaelsen, Knight, and Fink, 2004), efforts to understand the implementation and impact of TBL within online environments is sparse. First, this presentation will provide practical advice for implementing each of the four principles of team-based learning within an online course. More specifically, the presenter will describe how course modules may be designed such that students engage both synchronously and asynchronously during the readiness assurance process and in completing application exercises. Although the context of the online TBL course was secondary education, the learned best practices and proposed course design will be easily adaptable to other content areas. Second, preliminary findings on the impact of TBL within an online course will be shared. Initial results are encouraging as one student recently stated, "I enjoy this class much more than any other online class I've taken." Following this presentation, progress in understanding both how to implement, and the impact of TBL will be better understood.

CoTL2018

Poster Session Abstracts

Adapting Professional Skills into Learning Objectives for Students

LOES, M

Employers often expect business students to have well established practical skills when entering the workforce. However, academia has traditionally focused on theoretical learning objectives, rather than experiential. This creates a gap between practice and theory, leaving the students without the professional skills desired by industry. This poster outlines the process of adapting critical professional skills in to experiential learning objectives for students.

African Roots and the Art of Israel Lewis III: A bridge to campus and community

GURT, D.

With an exhibit of archival materials as a focal point, this project exemplified efforts to make connections across campus and the community. By presenting a local storyteller, we sought to amplify the impact of the exhibit and build bridges to other constituencies both on campus (African American Studies Program, Student Affairs Common Read program) and in the community. Allowing the Africatown community to speak for itself represented a conscious effort to avoid bias in the interpretation of the exhibit. In addition, students who attended the event were given a reflection question which allowed me to gather some qualitative feedback alongside demographic data. This project serves as a small case-study in outreach methods with multiple methods of measuring success. It has already built a significant level of enthusiasm from faculty and administration. My poster will describe the crafting of the exhibit, staging and promoting the event, and finally assessment.

An experience with flipped classroom and technology in electrical engineering lab classes

WOLTER FERREIRA TOUMA, D.

Technology is beautiful and attracts students in many ways. Flipped classroom is a pedagogical methodology that requests the students to prepare themselves before class while they exercise what they have learnt in class. Adding technology to flipped classrooms helps to improve the engagement of the students. Teaching laboratory of circuits in electrical and computer engineering is an excellent environment to practice this approach. Usually, in the circuits' lab, the students already visited most of the topics in the theoretical classes, but often they didn't understand very well or don't remember the topic. The circuits' lab is an opportunity to revisit the theory while learning new topics such as working with lab instruments. This paper shows the experience of introducing videos embedded with questions as a preparation for the lab. Some videos were obtained from the internet, others created using animations, and yet others recorded as lectures. Then, specific instructions and multiple choices questions were added at some strategic points of the videos to pull the attention of the students. Finally, after watching the videos and answering the questions, the students have to solve theoretical exercises. Both questions on the videos and theoretical exercises were evaluated as part of the student's preparation for the lab. Only after that they could make their practical experience. Observed advantages and disadvantages on this application in engineering will be discussed.

Engaging with the Customer Base - Partnering with Austal, USA

CHOW, A.

Austal was motivated to initiate a substantive partnership with the MCOB that has several dimensions. There is long-term benefit for both parties, with opportunities to explore additional linkages. This partnership includes opportunities for students, participation of Austal executives in the MCOB classrooms, and Austal participation in the MCOB Executive Lecture Series.

In July 2017, Austal approached the MCOB regarding co-ops and internship possibilities. While co-ops are common in other disciplines, especially engineering, they are much less so in business schools. Austal offered three co-ops, starting fall 2017 in the Supply Chain Management (SCM) area, to be continued each semester. Co-ops students are paid $18 per hour for 40 hours per week, with the opportunity to participate in the firm's 401K program. Co-op students are assigned the responsibility equivalent to a Buyer 1 (an entry-level position in SCM). They are learning the role of SCM in a major organization, just as any beginning professional in the same area.

In addition to co-op students, Austal has six internships in SCM. These students work in areas ranging from purchasing, logistics, warehousing, and inventory management. They are also paid $18 per hour. Very few business school students have the opportunity to work in an environment like Austal and interface with professionals to the degree exhibited in this organization.

The Director of Supply Chain Management has agreed to teach MKT 405 – Current Issues in Supply Chain Management – for the spring 2018 term. He has a Ph.D. in SCM and many years of SCM experience with Fortune 500 firms. MKT 405 is the capstone course for the new SCM concentration. This will be the initial class for this course.

Having an executive teach the SCM class provides a level of practical richness and rigor that affords students a strong opportunity to blend theory and practice. Students will be exposed to real case studies that allow them to more fully understand the intricacies and complexities of the SCM function in organizations.

Austal USA President Craig Perciavalle was our first ELS--addressed over 300 students about strategic management and planning. Key areas of the lecture were the rapid growth of Austal USA, the ships the company builds, the company's state-of-the-art production process, and a discussion of how students can enter the job market successfully. "Finish school and learn to discipline yourself, because it's all about competition today," Perciavalle told the students. He advised them to learn about companies where they hope to work, especially if internships are available. "You can be the smartest person on the

planet, but if you don't fit the company's culture, then it's not going to work for you. Get out there and do the internships and see what you want to do when you grow up."

Making free student access to freshman year courses

ARIF, L. & KELLER, R.

The rapid growth of technology has immense implications for developing and delivering courses online. Global Freshman Academy (GFA) offers online, freshman-year courses for students that are available for free (Anderson, 2015). GFA is a partnership between Arizona State University (ASU) and edX, a Massive Open Online Course (MOOC) provider. When students successfully complete the course, they may choose to pay a fee for university credit. The content engine behind the system is ALEKS, an adaptive technological tool that assesses students' skill levels and pinpoints areas where they need more help in order to be successful (Reed & Lingenfelter, 2017). Students' experience of enrolling in this program is very well-accepted and ever-growing. Currently, more than 17, 800 students are enrolled for college algebra and problem-solving courses using ALEKS (Kelly, 2017). As students of Instructional Design and Development and graduate assistants at the Innovation in Learning Center (ILC), research on the Global Freshman Academy courses is a valuable, relevant learning experience for designing similar courses at the University of South Alabama. The purpose of this presentation is to discuss the design elements that make GFA a successful program and explore ways in which we could attract more college students to South through a similar approach.

Narrowing the Education-Practice Gap in Physical Assessment Skills Training for Undergraduate Nursing Students

ANDERSON, J

Overview: Physical assessment skills are a foundational component of nursing practice. A review of the literature reveals that surveys repeatedly show that what is taught to undergraduate nursing students in their physical assessment courses is not what is performed by registered nurses at the bedside. Studies demonstrate that nurses in clinical practice routinely use only 25 to 33% of physical assessment skills taught in the typical

undergraduate physical assessment courses. In addition, the Institute of Medicine (2010) called for a transformation of current nursing education into programs that prepare graduates to provide care for the complex patients of the 21st century. Highly regarded nursing theorist, educator, and author, Patricia Benner (2010) recommended that nursing educators remain focused on the need for nursing education redesign that will target narrowing the practice-education gap and better prepare nurse graduates to transition into practice. Secrest, Norwood, and DuMont (2010) propose an interesting point to consider: "If less time were spent learning skills that are rarely, if ever, required in practice and more time were spent on skills needed to practice nursing, perhaps students could gain mastery, rather than just an overview." This information stirred interest of faculty who teach physical assessment to first semester bachelor of science in nursing (BSN) students to consider how they could restructure their course to bring more focus to teaching the physical assessment skills that are considered most relevant to improving patient outcomes in everyday nursing practice.

New Day Experience Re-Entry Resource Map

ROGERS, S.

In partnership with the Project H.O.P.E (Helping Offenders Pursue Excellence) subcommittee and the U.S. Attorney's Office for the Southern District of Alabama, Spring Hill College faculty, staff, and students created the New Day Experience Re-Entry Resource Map to help previously incarcerated individuals reintegrate into society. The map's goal is to help reduce recidivism in Mobile County. They mapped 62 service providers that offer one-stop-shop community resources (i.e., Light of the Village) or singular services (e.g., shelter, GED training, drug rehabilitation). Students involved in this impact-oriented extracurricular activity gained insight into the invisible legal, political, and socioeconomic manifestations on infrastructure in our local society. Here is the Google map website: https://tinyurl.com/reentrymap02

Staying the Course: An Academic Integrity Collaboration Between the University of South Alabama's Marx Library and Writing Center

ARD, S. & ARD, F.

Like most college campuses, the University of South Alabama has seen a recent uptick in academic misconduct, especially plagiarism, due to an increased reliance on the internet for student research. To combat this problem, the university organized an Academic Integrity Committee, whose investigations led to a collaboration between the university's Writing Center and Marx Library to produce an online interactive workshop for students. In this presentation, we will discuss how the USA Writing Center and the Marx Library worked together to create the workshop, which aims to provide students with theoretical understanding of the academic conversation, practical knowledge of the ways in which they may work with source material, and opportunities to test their knowledge through interactive exercises. We will discuss how we identified learning objectives, developed curriculum, built the workshop, obtained faculty buy-in, and deployed the product to the students.

Team-Based Learning in General Education: AN 101 as a Case Study

CARR, P. & ESTIS, J.

Team-Based Learning (TBL), a powerful pedagogical tool, has several essential elements: forming permanent teams; flipping the classroom; a specific sequence of individual work and teamwork, and immediate feedback. As a polar opposite of the traditional "sage on the stage" pedagogy, there are advantages and disadvantages for implementation of TBL in a moderate-sized (50+ students) introductory course. Specifics of the implementation are discussed for this first time use of TBL in AN101 and lessons learned are reviewed. Comparison between student work from the traditional and TBL class are discussed. TBL created a motivational framework in which students increasingly hold each

other accountable for coming to class prepared and contributing, which resulted in higher class performance in terms of lower number of withdrawals.

Use of the Carolina Opinions on Care of Older Adults (COCOA) to measure Health Profession Students' Attitudes Towards Working with Older Adults

WHITE, L. & BOLT, M.

Background/Purpose: Healthcare students' attitudes toward working with older adults may influence their decision to work with this population. The purpose of this study is to examine first-year physical therapy (PT) and occupational therapy (OT) students' attitudes toward working with older adults using the Carolina Opinions on Care of Older Adults (COCOA). Subjects: First-year PT and OT students at the University of South Alabama. Methods: The COCOA was administered to students during the first semester of their programs. To establish test-retest reliability, the COCOA was administered a second time one week later. PT students participated in an educational intervention on physical activity in older adults, followed by a third administration of the COCOA. Results: With a possible score of 24-120, the PT students' mean score on the COCOA was 91.50, with a range of 71-110. The OT students' mean score was 101.6, with a range of 81-114. A Mann-Whitney U test showed a statistically significant difference in COCOA scores between PT and OT students ($U = 259$, $p < 0.001$). A Wilcoxon signed-rank test showed a statistically significant increase in PT students' COCOA scores after the educational intervention ($Z = 2.867$, $p = 0.004$). The COCOA test-retest reliability was excellent in PT students (ICC 3,1 = 0.924) and moderate in OT students (ICC 3,1 = 0.733). Conclusion: Both PT and OT students demonstrated a positive attitude toward working with older adults. However, OT students scored significantly higher on the COCOA than PT students. PT students' attitudes improved after the educational intervention.