The university is often viewed as a microcosm of the world; and, yet, in spite of the increase in the minority population of the United States, students of color are still underrepresented in universities and colleges (Phinney, Dennis, & Osorio, 2006). Research suggests that students of color are not successful in college due to lack of mentoring, role modeling, networking, and socialization to the culture of college. Quantitative and qualitative data will address the factors leading to the academic success of minority college students. Freshman students of color will be invited to participate in this study by completing a survey which examines teacher behaviors, classroom connectedness, peer support, and self-efficacy. The in-depth interview will provide greater insight into their academic success as well as the obstacles they faced during their first-year of college.

This project is part of a larger effort within the SOTL community to try and better understand the effects of service projects on student learning. Service learning is an integral part of the culture at Rockhurst University, but there remain questions about its effectiveness in improving learning. In this project, my students work in groups of three to mentor a single student (in 6th-10th grade) from an inner city charter school by working with them to design and implement a science fair project. My research question is, "What do biology students learn from serving as mentors for science fair projects?" Surveys, exam questions, and reflection papers have been gathered as evidence. Collectively, the different forms of evidence will allow me to look at the students' understanding of scientific process and the impact of mentoring on their learning. Feedback from this conference will be used to revise or refine both my central question and the design of the project.
Utilizing the Elements of a Service Learning Course

Alice Smith, Creighton University
Education and Medical Education

The service and experiential learning literature recognizes the significance of disciplinary research, application of learning, and student reflection as effective means of teaching, but there is little exploration of the singularity of each element’s role in student learning, the cumulative effect or the scaffolding of student learning, or a yet undetermined common element or synergy of elements that maximizes student’s engagement with and depth of learning. I would like to explore the processes and elements involved in students’ service learning, the impact of each element, and ways to strengthen each element in order to maximize the outcome. So far, data has been gathered using pre- and post-surveys as well as journals. The data gathered from each class is used to further the effectiveness of the next class. I hope as well that the information gathered will be able to be put to use by others.

Teamwork Instruction in the Disciplines

Colleen Garside, Weber State University
Communication

Employers have indicated that many engineering graduates lack effective communication skills to be successful in the workplace. The Accrediting Board for Engineering and Technology (ABET) recommended the integration of communication and teamwork training in the engineering curriculum to meet this shortcoming. In response, cross curricular practitioners had to increase their disciplinary knowledge of design team interaction to maximize student learning of disciplinary communication behaviors. This study identifies normative communication behaviors in engineering design teams in an effort to inform the instructional strategies of cross-curricular practitioners. Field notes from participant observation and transcribed interviews from focus groups and individuals provide data sources for analysis through Hymes SPEAKING model and Glaser and Strauss' constant comparative method. The study holds that deeper understandings of communication behaviors can inform cross curricular efforts in designing oral communication instruction across the disciplines.
Our recent research on student engagement at Douglas College has revealed several clear areas of agreement between students, but also a number of important differences with regard to which aspects of their classroom experiences they view as most important for their learning. Most notably, student survey responses indicated considerable differences in their attitudes to group-work and collaborative learning, and the extent to which the engagement of their class-mates affects their own feelings of involvement in the course. Given the importance attached to the principle of active and collaborative learning in the history of research on teaching and learning (as is apparent in its inclusion as a key dimension of student engagement in NSSE), we wish to explore the basis for these differences of perspective in more depth. Specifically, we intend to involve students themselves as co-researchers to facilitate focus groups with their peers on this issue and to participate in analyzing the resulting data.

ASCERTAINING THE ROLE OF FACULTY MENTORING IN STUDENT RESEARCH THROUGH EXAMINING THE PRACTICE OF A MASTER TEACHER

Hena Ahmad, Truman State University
ENGLISH AND LINGUISTICS

An express aim of this research project is to elicit the judgment of students regarding the mentoring experience they have had with me relevant to their preparation for and presentation of research papers at conferences. The method I have employed to garner information is to administer a survey questionnaire to students via email. The students provide anonymous responses to the survey questions by clicking on a web address in the email. Personal communications and survey responses reveal positive experiences that contributed toward their future success. Statistical and content analysis indicate specific elements that students view as constructive in the mentoring process; insights into why students do undergraduate research, and more. This will enable me to adapt my methods accordingly. By sharing the results of this project, I will contribute to the practice and profession of teaching more broadly, especially for junior faculty.
MENTORING ADOLESCENTS IN FAITH:
U.S. LATINA/O CATHOLIC ADULTS’ EVANGELIZATION PRACTICES IN LOS ANGELES, CALIFORNIA

Michael Lee, Loyola Marymount University
THEOLOGY

What to do with an inherited curriculum and pedagogy when the population it was designed for experiences a cataclysmic shift? Social scientific research shows that large numbers of adolescents, and a statistically-significant number of U.S. Latina/os are leaving the Catholic Church (Smith, 2005; Greeley, 1997). To formulate a constructive response, this project seeks to identify U.S. Latina/o adults’ evangelization practices that most effectively help adolescents (15-20 year olds) to find a home in a Catholic faith community. Data will be gathered by means of participant observation by undergraduates enrolled in a service-learning course and by informant interviews conducted by graduate students who are bilingual. To make sense of emerging evidence, methods of ethnographic inquiry will be triangulated with literature reviews of successful educational practices within the U.S. Latina/o population and of sociological research on mentoring adolescents.

DO WEB-BASED INTERACTIVE LEARNING SYSTEMS ENHANCE STUDENT PERFORMANCE?

Emma Bojinova, Canisius College
ECONOMICS AND FINANCE

Many textbooks, especially in Economics, Accounting, and Statistics, can be bundled with web-based interactive learning systems that are specifically created to enhance student understanding of the material and allow for the possibility of completing numerous practice questions. As we all know, practice is essential component of student learning since it helps students develop their analytical thinking and ability to solve problems assets that are extremely valuable in today’s world. The central questions I plan to explore is how effective are the individual components of the web-based interactive learning platforms, such as MyEconLab and Aplia, on undergraduate student performance. I will utilize the information from the surveys I will conduct in my business classes next semester along with the data from the last semester, as well as the available statistics about students’ grades and time spent in completing various assignments. To answer this question, I will use regression analysis with different control variables.
USE OF DIGITAL MEDIA IN TEACHING

Tak Shing (Leo) Chan, University of Houston - Clear Lake
COMMUNICATION/DIGITAL MEDIA

Second Life is an Internet-based 3D virtual world that allows users to engage in a vast array of activities. Educators have come to see that this 3D virtual environment has a significant educational potential. This research aims to examine the potential of using Second Life as an educational tool. Is it effective as a learning tool? Ultimately, this research is designed to serve as a guide to educators helping students use both traditional and new media in learning. The researcher has recently conducted a survey and an interview on how students like using Second Life as a learning tool. The preliminary findings indicated that different students have different attitudes and perceptions of using Second Life as a learning tool. An experimental study will be conducted in this research. Participants will be required to follow instructions to complete one class session in Second Life. Questionnaires will be distributed to participants to measure their perception of using Second Life as an educational tool. An interview will follow to gather a needed qualitative understanding of the findings.

LONG-TERM ASSESSMENT OF COURSE MODIFICATIONS

William Hamilton, Creighton University
PHARMACY AND HEALTH PROFESSIONS

Can an analysis of systematic student assessments administered over a series of course revisions provide useful indicators of student learning and guide course modifications? Course evaluations provide data that can be used to modify pedagogy. Student responses on a consistent set of annually administered Likert-type questions, a thematic review of open-ended questions, and grades were used to make course modifications. This collection of data for seven years was analyzed retrospectively. Nonparametric analysis was applied to assess the impact of the pedagogical modifications including: journaling, mastery grading, case studies, verbal examinations, educational mentors, and encouraging classroom participation. Course evaluations to both voluntary responses and Likert-type questions indicate a statistically significant impact on student learning during a sequence of adaptive changes in teaching style.
Utopia or Dystopia: The Impact of Media Convergence and Multitasking on Student Learning and Critical Thinking

Mary Filice, Columbia College - Chicago
Arts, Entertainment, and Media Management

Students are media multitaskers who use technology to simultaneously socialize, be entertained, gain information, and take classes. This has placed high expectations on educators to use technology to better engage students while increasing academic productivity through enhanced teaching and learning. However, what technology successfully engages students, encourages them to retain information, think critically, and apply their knowledge? What technology reinforces a humanistic and ethical approach to their field and the world? Finally, has technology created a utopia of universal learning and problem solving or a dystopia of superficial knowledge? Evidence supporting these differing perspectives is being collected from various scholars (Jenkins, Greenfield) and institutes (National Center for Academic Transformation, Academic Commons). First-hand evidence from students is still needed. This is an essential element in the creation of a meaningful rubric that makes sense of the disparate views pertaining to the value of technology on the scholarship of teaching and learning.

Online Learning: Does Format Make a Difference?

Janet Ferguson, Canisius College
Adolescence Education

The central question for this ongoing research deals with a comparison of graduate student learning in an intensive 5 week online course and a full semester online course. Differences in learning will be demonstrated by post-testing, six months after completing the course. Initial differences in GPA favored the students in the 5 week intensive course, however it has not been determined if retention of learned material is effected by the length of the course. Data, in the form of grades from 3 assignments and 2 tests have been collected and the overall course GPAs have been compared, revealing significant differences. However, using grades as the sole evidence of student learning, without taking into account possible initial differences in students, could be considered a flaw in this study. Therefore, new data, collected from pre-post tests and or focus groups could help address student learning in terms of retention.
THE COMMUNITY AS CLASSROOM: 
EXPLORING THE POSSIBILITY OF COMMUNITY LEARNING IN 
DISTANCE OCCUPATIONAL THERAPY EDUCATION

Joy Doll and Kathy Flecky, Creighton University

How can a service learning toolkit enhance and sustain community partnerships both in local and distance service learning? What impact do service-learning experiences (as part of occupational therapy coursework) have on distance students’ learning and distance communities? What do distance community partners report about engaging with occupational therapy students to meet community needs? The collaborative research team has developed a toolkit entitled Using the Community as a Classroom: A Toolkit for Educators and Partners in Communities. In this project, the team will explore the development and maintenance of community partnerships for distance students in occupational therapy education. The toolkit will be piloted with developing community partners for the distance students with formalized assessment of students, educators and community partners on the implementation of the toolkit to formulate quality service learning at a distance.

IS THERE A GENDER GAP IN SERVICE-LEARNING FACULTY?

Dann May, Oklahoma City University

Preliminary research at Oklahoma City University has indicated a gender gap among our service-learning faculty. Of the 52 service-learning faculty members, 38 are women (72%) and 14 are men (28%). Female faculty members are more likely to receive a stipend for course development and are also more likely to offer their service-learning course multiple times. Our full-time faculty for the current academic year is 241 and is composed of 54% male faculty and 46% female faculty. Questions to be addressed in this ongoing research project include the following: whether this apparent gender gap is unique to our university, to our region, or is reflective of the nation’s universities as a whole; determining what the cause or causes of this disparity might be; and understanding how this disparity may affect the quality, content, and outcome of our service-learning program? My research is based on the analysis of 43 service-learning faculty surveys, more than 500 student evaluations of service-learning courses, and the service-learning master course list, which includes data from all 201 service-learning courses taught since the spring semester of 2002.
ETHICAL IMPLICATIONS OF INTERNATIONAL SERVICE-LEARNING

Shafik Dharamsi, University of British Columbia
MEDICINE AND FAMILY PRACTICE

Since international service-learning opportunities are often set in vulnerable communities in resource poor settings, they create the potential for unintentional harm and exploitation. For example, healthcare students might seek to practice clinical skills with limited training, and projects can create dependency relationships rather than fostering an equal and collaborative partnership with communities. Vulnerable communities then become a means to the students’ or institutions’ ends instead of serving first the community identified needs and empowerment interests. Using collaborative inquiry and critical reflection, we will engage students and faculty in a campus-wide dialogue series to jointly gather evidence on the range of ethical issues and experiences around ISL, and to enable a level of critical consciousness to facilitate the development of “ethical approaches” to ISL projects. We will produce an evaluation tool that incorporates both pedagogical and ethical elements to assess the impact of ISL programs on both students and communities.

ASSESSING RIGOR IN STUDENT-LEARNING CENTERED COURSES

Michele Hammers, Loyola Marymount University
COMMUNICATION STUDIES

Grounded in my discomfort with the constant invocation of course grade distributions as the measure of “rigor,” my project is designed to explore a more complex understanding of rigor that reflects the characteristics of student-centered learning experience. Relying on the assessment data generated in course that emphasizes significant learning experiences, I will explore and articulate a non-grade based assessment of student progress toward specified learning goals. In addition, data collection will include measures of student satisfaction with their learning experience and student perceptions of rigor in the course. Data analysis will include both statistical and qualitative examinations of student learning, student satisfaction, and student perceptions of rigor in relation to the grade profile of the course. The goal is to explore whether a grade-based definition of rigor can be countered, or even replaced, by a more nuanced definition that is more in line with facilitating significant student-learning.
STUDENT USE OF LECTURE CAPTURE IN A DISTANCE LEARNING ENVIRONMENT

Tracy Chapman, Creighton University
ELEARNING AND TECHNOLOGY

This case study seeks to identify how online students use lecture capture. For this study, ‘lecture capture’ is defined as a set of technologies used to capture the audio/visual elements of classroom presentations, synchronize the audio/visual files, and make the capture available to students using streaming technology. To date, studies of lecture capture have focused on its use as a supplemental learning tool for on-ground courses. However, the expansion of online education has been accompanied by an increased use of lecture capture for distance students. Therefore, an examination of lecture capture within the context of the online learning environment is warranted. Data collection for the study involved six individual interviews which were recorded, transcribed, coded, and analyzed; resulting in the identification of five themes. These findings may be used to inform the design of classroom lecture capture systems as well as the delivery of lecture capture files to online learners.

ETHICAL RESPONSIBILITY IN THE ABSENCE OF HIPAA RULES OR IRB

Caroline Goulet, Joy Doll, Marty Wilken, & Julie Ekstrum, Creighton University
PHYSICAL THERAPY, OCCUPATIONAL THERAPY, AND NURSING

To respond to global health needs, healthcare professionals are called to serve beyond the boundaries of the US. It is of concerns that during these outreach experiences, pictures of patients are often freely taken and widely used for fundraising or public relation, and patient information shared more freely than it ever would in the US. Although most would argue that verbal permission is obtained before taking the pictures, rarely is it explicitly clarified how the pictures might be used or posted for all to see on the internet. Is consent enough or should informed consent be obtained? Should health professionals be accountable to HIPAA rules and the basic premises of Institutional Review Board when providing services in countries where no such laws and rules exist? The purpose of this project is to establish the need for explicit measures to protect vulnerable patients/clients and families served by global outreach projects.
CAN AN AFRICAN CENTERED TEACHING/LEARNING THEORY IMPACT THE ACADEMIC SUCCESS OF AFRICAN AMERICAN STUDENTS AT HBCUs

Janice Liddell, Noran Moffett, and Medha Talpade, Clark Atlanta University

Faculty Development, Curriculum Development, and Psychology

The central focus is to develop an Afrocentered teaching/learning theory and identify appropriate culturally specific pedagogies to enhance the learning outcomes and general academic achievement of African American students, especially at Historically Black Colleges and Universities (HBCUs). We anticipate that this important short term goal will also advance the future success of contemporary students across cultures as this theory is expanded to incorporate and include various culturally specific teaching/learning environments.

Teaching Faith-Based Values Online

Thomas Simonds, Barbara Brock, and Tracy Chapman, Creighton University

Education, eLearning and Technology

Our university seeks to educate students by sharing faith-based values from the Catholic tradition. The university is currently expanding online course offerings, especially in the Graduate School. A number of faculty at our university have expressed doubts about whether or not faith-based values can be taught online. Our research team began to discuss this emerging situation. These doubts about the efficacy of teaching values online, coupled with the fact that we did not have sufficient information to answer these concerns and the growing demand for online courses, led us to develop this research proposal. We formulated two research questions to help us learn whether or not our faith-based values are being shared with students in online courses. What are graduate students’ experiences of community in online courses? Do graduate students have the opportunity to learn and explore faith-based values in online courses? As a part of the CASTL Institute mentoring process, our research team will develop the method we will use to study these two questions. We are considering using a mixed methods design of electronic surveys and focus groups. We will also consider how to define and study community in the online classroom.
MAKING COLLEGE STUDENTS FEEL KNOWN AND RESPECTED

Kent Divoll, University of Houston - Clear Lake
CURRICULUM AND INSTRUCTION

I am exploring the notion of allowing college students to feel known and respected for whom they are by creating caring faculty-student relationships. My central question is: what types of professor-student interactions and what about those interactions allow students to feel known and respected for whom they are? I intend to use a questionnaire (and possibly interviews) to collect data. However, I am struggling with the design of the questionnaire because I have not teased out all of the possible types of interactions that I employ to encourage their sense of feeling known and respected for whom they are. I intend to collect data from three classes of students who are in different sections of the same course. When the data is collected, I will employ a qualitative grounded theory approach to create themes and patterns based on the students’ responses with the hope of creating an interaction continuum.

IMPLEMENTING SMART BOARDS IN THE CLASSROOM:
PREPARING PRE-SERVICE ELEMENTARY TEACHERS TO INTEGRATE TECHNOLOGY IN INSTRUCTION

James Oigara, Canisius College
EDUCATION

SMART Boards have a huge impact in changing our education. The interactive and collaborative quality of SMART Board use is an important reason for using this equipment. This study examines how a social science methods course could model technology integration, including SMART Boards, to enhance student learning. Participants were introduced to interactive SMART Board software, were given minimal training, and made familiar with its unique characteristics. The researcher designed lectures to model the use of diverse technologies, including SMART Board. The modeling aimed to engage prospective teachers in ways that would increase their desire to integrate SMART Board into their lessons. This research utilized both qualitative and quantitative methods to collect data from various resources. Research methods included a survey, interviews, journal records of technology used, assessing teachers’ lesson plans, and a SMART Board technology project. The data analysis utilized a constant comparative method of a research design for multiple-source data.
ETHICS IN ACTION: REMEMBERED AND SELF-OBSERVED REFLECTIONS ON CRITICAL INTERACTIONS IN SCHOOL LEADERSHIP SCENARIOS

Kay Keiser, University of Nebraska - Omaha
EDUCATIONAL ADMINISTRATION AND SUPERVISION

For future school leaders to understand their position in a diverse community, it is not enough to participate in preparation programs that espouse ethical decision-making. Candidates must grapple with their attitudes so they develop the emotional intelligence of savvy school leadership. For this qualitative study, current administrators have crafted role-playing scenarios, so that a master’s candidate will act as school administrator, and class partner will play the member of the faculty or public. A third class member will videotape. After role-play, candidates will evaluate their interpersonal skills. Later, they will view their video and reflect again. Do candidates who participate in role-playing of critical interactions show a measurable difference in focus upon ethical issues and the quality of written reflections after reviewing a video recording? Focusing upon ethics of school leadership will be the heart of this attempt to improve the practice of teaching and learning in educational administration.

MEASURING THE APPRECIATIVE LEARNING

Marsha Huber, Otterbein College
BUSINESS, ACCOUNTING, AND ECONOMICS

The central question is to explore the relationship between appreciation of learning and cognition. Building on studies on self-determination theory, learning occurs as students are motivated from within. This study will look at appreciative learning as a construct of intrinsic motivation, and how and if it relates to improved cognition. Developing the methodology will need to take place in several stages. The first stage will include developing the measurement instrument for “appreciative” learning. I will look at related areas such as studies on affective domain to help me develop the construct. The second stage will be to hold focus groups or interviews with students and faculty to identify themes of appreciation. From the interviews, a grounded survey can be developed for testing in the classroom. I will use qualitative analysis to make sense of the data collected from interviews and surveys.