CROSS-CULTURAL COMMUNICATION: USING THE iPODS AS A HEALTH EDUCATION TOOL

Joy Doll, Creighton University
Occupational Therapy

This qualitative study design will explore student’s experience using the iPod touch as a tool to facilitate cross-cultural communication in health care contexts. The central question of the study is: Can technology (i.e., the iPod touch with a Spanish language application) facilitate increased cross-cultural communication among health professions students when working in underserved environments without direct access to interpretation services? This project will provide students an iPod touch with a Spanish language application and encourage them to use the tool to communicate both in a local and international setting. After a trial period of a semester of use in the context of a course, students will be invited to participate in a focus group exploring the impact and value of the iPod touch tool. Conducting a full literature review on the use of technology in cross-cultural communication will further inform this project.

DRIVING CHANGE IN ATHLETIC TRAINING PRACTICE:
IMPLEMENTING EVIDENCE BASED PRACTICE SKILLS INTO ATHLETIC TRAINING EDUCATION CURRICULUM

Bernadette L. Olson and Mary Beth Zwart, South Dakota State University
Health, Physical Education and Recreation

Evidence based practice (EBP) requires athletic trainers to critically evaluate clinically relevant research evidence, integrate findings with information about patient preferences and clinician skill level and to make informed decisions about patient care. Preparation of athletic trainers should include pedagogical strategies inclusive of EBP. The central question is how to successfully implement teaching strategies (within classes and across the curriculum) which facilitate the learning, adoption and appreciation for EBP by athletic training students. In spring 2010, a Modified Critical Appraisal Topic (CAT) project was introduced into an athletic training course. A CAT summarizes the search and critical appraisal of literature related to a focused clinical question. The scoring rubric evaluated student work and gathered aggregate baseline data on student ability to analyze current research and implications on practice. Emerging evidence gained is being used to evaluate student learning, inform improvements in teaching and improve the assessment rubric of students’ work.
INFORMATION CYCLES AND CRITICAL THINKING

Pilar Goyarzu, University of Houston - Clear Lake

Students face the challenge of understanding and evaluating information on a specific topic. To become critical thinkers, they need to know where or how this information was generated, and be aware of the biases and fallacies that could have occurred in the development of it. The information cycle (Penn State University) provides a model for understanding the production and changes of knowledge. Critical thinking principles (Levy, 2009) provide a framework for evaluating the biases and fallacies commonly found in psychological thinking. The research question of this proposal is if the synergistic effect of both, information cycle and critical thinking principles, would provide students with the tools to become knowledgeable critics of information. In this research, participants will be randomly assigned to an experimental group (creating an information cycle and applying critical thinking principles to evaluate it) or control group (creating an information cycle and leaning critical thinking principles as separate activities). Each student’s knowledge on a particular topic will be appraised with a pretest, and at the end of the experiment, a posttest will be given. The change score from pretest to posttest will be an index of the learning occurred.

LEARNERS AS TEACHERS: A CHEMISTRY TUTORING PROJECT

Annie Lee, Rockhurst University

In an attempt to increase learning, the students in a General Chemistry I class embarked on a service-learning project where they tutored chemistry students weekly throughout the semester at a neighborhood charter school. It was hypothesized that tutoring would solidify knowledge, encourage students to take personal responsibility for their learning, and would quickly identify areas of weak understanding. The central questions of this project revolve around whether service learning in chemistry strengthens academic learning and if there are other benefits to the students related to interpersonal growth and the mission of the university. Attitudinal pre- and post-tests have been administered along with a logic-based pre-test which has been shown to predict success in chemistry courses. Test questions are being analyzed to compare tutors and non-tutors. Reflections are also required of the students after each tutoring session. Preliminary and anecdotal data will be shared.
TEACHING CREATIVE TEAMS TO BECOME MORE EFFECTIVE COLLABORATORS: AN EXPERIMENTAL STUDY

John Dahlberg & Ben Dunkle, Canisius College
COMMUNICATION STUDIES

The central problem the authors face is whether real-world creative team practices can be effectively applied in classroom situations. Students from two different courses form teams consisting of copywriters and designers. The experiment demonstrates the value of fostering collaboration among teams, especially in developing creative communication in marketing and advertising messages. Student perceptions serve as evidence to support our observations. By asking the students about their experiences, at key moments during the semester, we receive first-hand data that strongly reinforces our claims. Additionally, attitudinal surveys are given at the beginning of the course, along with reactionary surveys after each project. Results are analyzed and compared with results from previous years. Over the course of several years, adjustments to course content and structure can be measured based on trends in student answers.

AN EXAMINATION OF WHETHER STUDENT LEARNING IS FACILITATED BY SYNCHRONOUS INTERACTIVE AUDIO PRESENTATIONS IN ONLINE COURSES

Terry Anderson, Troy University
PUBLIC ADMINISTRATION

This study’s basic research question is, “Are cognitive processes facilitated by synchronous interactive audio presentations in online classes?” Available research suggests supplementing in-class courses with online recorded lectures increases students’ understanding of material. But these studies often lack the element of synchronous interactive delivery and less evidence exists of an actual difference in the cognitive process between hearing the material explained and just having it available to read. The author initiated interactive audio sessions in the online MPA Capstone course in August 2009 and almost immediately observed improved performance in the complex process of case study analysis, more spontaneous positive student feedback, and fewer contacts from struggling students. Thus, this study will examine whether online synchronous audio presentations improve understanding of the case analysis process over just reading the same materials. Student performance will be measured using weekly assignments as well as the more-extensive midterm and final case study analyses.
MOVEMENT STUDIES AND THE TEACHING OF HISTORY

Raphael Miller, Appalachian State University
THEATRE AND DANCE

What I wish to explore in this study is how to “re-emboby” the Dance History classroom so that students might see “performance” on a wide continuum; that is, from the writing of movement on their bodies in the studio or in stage performance to the writing of dance imagery and ideas on their imagined bodies on the page. The intent is to engage dance performance-oriented students in their studies of Dance History by using techniques more often associated with Dance technique or Choreography courses. It is the intent of this study to extend the kinesthetic “ways of knowing” in the field of Dance Studies to those who teach history in other disciplines as well.

DISCOVERY AND CREATION OF A SIGNATURE PEDAGOGY IN A THREE-YEAR HYBRID DOCTORATE IN CURRICULUM AND INSTRUCTION RESEARCH

Karen Swanson, Mercer University
EDUCATION

Most professional disciplines have a signature pedagogy (SP), a way to train prospective individuals to work in the field. The research question for my study is to describe and analyze the implicit and explicit process of developing and recognizing the SP of a new 3-year, hybrid doctoral program in Curriculum and Instruction research. Data sources used for this study include assessing student process during each research course, interviews with students (19) and faculty (10) throughout the second year, an evaluation of research course syllabi, and samples of student work. I plan to use a participatory action research as a methodology. I plan the investigation to ultimately result in the creation of a case study.