THURSDAY 3:30 - 4:45

CREATIVITY TRAINING IN THE COLLEGE CLASSROOM

Jessica Birthisel, Indiana University
JOURNALISM

In this project, I am developing a universal creativity-training supplement to be inserted directly into a discipline-based classroom curriculum. Though it has yet to be implemented in a college classroom, the goal of the supplement is to increase student creativity by way of idea generation and evaluation, specifically as they relate to course projects. Research questions central to this project include: What is the role of idea generation and idea evaluation in creativity training? How does classroom creativity training affect student work and instructor teaching experience? Use of the supplement opens up a host of creativity research possibilities in the form of classroom-based experiments, qualitative analysis and pedagogical reflection. A primary question, one I hope to discuss with attendees, lingers as I move forward with the project: Can creativity be objectively measured? If so, how? If not, how can we move forward with creativity research?

IDENTIFYING DIMENSIONS OF TRANSFORMATIVE LEARNING IN HIGH-IMPACT EDUCATIONAL PRACTICES

Jody Horn, Oklahoma City University
SOCIOLOGY AND JUSTICE STUDIES

Indicating whether universities employ the use of high-impact educational practices (e.g., learning communities, internships, or undergraduate research) is not the same as saying students enrolled in these courses are engaged learners. Others (Porter, 2009; Swaner, 2005) have questioned whether we are measuring the mere presence or absence of these practices, rather than the process. This SoTL project explores the possibility of a more valid and reliable grounded methodology for assessing the incidence of engaged learning. This research is informed by Hersh et al.’s (2009) model consisting of four dimensions (i.e., developmental, integrative, holistic, and contextual) of transformative learning. A preliminary analysis of a discipline-specific learning community suggests that some of these dimensions could be self-reported, yet the method was unsatisfactory in yielding sufficient tangible data. The goal is to capture from students their self-reported learning to more complex, multi-perspective, understandings.
Understanding the Complexity of Disability Through Physical Activity

Katie Stanton, Indiana University Purdue University Indianapolis (IUPUI)  
Physical Education

Perception of disability is often skewed by definition. Asking students to plan for ability when faced with disability, students focus on limitation versus ability. The problem I would like to address through a structure service learning setting is how to systematically help students understand that disability and ability are not mutually exclusive. In our service learning context, disability serves as a metaphor for thinking about activity differently. Students plan physical activity experiences for their client, assess their progress, and spend time reflecting after each session. Towards the end of their experience, they are asked to specifically state, “five things you have learned from this experience.” It is these answers that seem to suggest students deepen their understanding of disability. I would like to capture this evolution and believe it centers around personally redefining/deepening their understanding of disability. How do students deepen their understanding of disability through reflection and participation in a service learning program?

Leveraging Mobile Technologies into Science Inquiry-Learning

Roberto Ma. Gregorius and Przemyslaw Moskal, Canisius College  
Adolescence Education and Communication Studies

The project intends to investigate whether meaningful science inquiry learning experiences can be delivered through smart phone technologies. The intent is to develop modules that scaffold the context of a learning objective, propose viable approaches to addressing the issue, guide the learner through the experiment development, data collection and analysis – and deliver all of these through an engaging use of technologies such as video capture, GPS, accelerometer, etc., available through an iPhone. We wish to know if such a process could improve science learning and promote changes in attitudes toward science. We developed a prototype application and pilot-tested this with high school chemistry students and instructors. Preliminary interviews and surveys indicate that the approach promises to engage students with content and promote an inquiry approach to everyday science. We intend to expand this project into a curriculum-wide strategy and gather both quantitative (student performance) and qualitative (student attitudes) data.
EVALUATING TEAM-BASED LEARNING IN AN INTEGRATED DOCTOR OF PHARMACY CURRICULUM

Marianne McCollum, Regis University

Team-Based Learning (TBL) is an active learning strategy that promotes teamwork and critical thinking skills. TBL provides an alternative to faculty-centered curricular delivery while holding students accountable for their own learning. TBL units include pre-class student preparation, in-class individual and team readiness assurance tests, and in-class application of course material to solve problems. Individual students complete mid-term and final examinations. The central aim of this project is to evaluate the effectiveness of using TBL curriculum-wide in a Doctor of Pharmacy program. Student demographic data along with assessment data obtained through routine evaluation of students and teams will be used to identify student-level factors associated with performance. Experiential course evaluations will be included to assess student performance in pharmacy practice settings. Outcomes of interest include knowledge, team interaction behaviors, and communication skills, all of which are necessary to be an effective member of a health care team.

CHARACTER ANIMATION: A REAL PHYSICAL EXPERIENCE

Adriana Jaroszewicz, Loyola Marymount University

I have encountered difficulty in getting students to make a successful transition from 2D traditional animation to 3D tools. Could the use of Laban Movement Analysis (LMA) increase visual keenness and understanding of character performance and 3D space for this group of students? The main goal of this project is to develop LMA exercises by researching and documenting this system as a possible practical theory for describing and recreating movement in 3D animation, and testing these exercises in a classroom environment. By utilizing Fall 2009 3D Intermediate Animation class assignments and Fall 2010 post LMA assignments, a rubric will be used to evaluate the quality of work, surveys will be deployed to capture the students’ impressions of this system, and critique sessions will be recorded to document the articulation of LMA vocabulary.
ASSESSING LEARNING IN CLINICAL PRACTICE: THE STRUCTURED CLINICAL LOG OF A REFLECTIVE PORTFOLIO

Stephanie Zettel and Mohammed El Hussein, Mt. Royal University

Nursing

What is the effect of a structured clinical log within a reflective portfolio on the assessment of learning (as measured by self-efficacy and critical thinking skills) and competence in the clinical practice of undergraduate nursing students? The Self-Regulated Learning Theory (Kuiper & Pesut, 2004) provides the theoretical basis for structuring the questions in a particular way to understand how critical thinking about context and other factors can foster clinical decision making and competence in nursing practice. This longitudinal experimental design will randomize two groups of beginning nursing students: the experimental group will complete a structure clinical log using a Guided Narrative Reflection Process (Forneris & Peden-McAlpine, 2006) as part of a reflective portfolio, whereas the control group will not be supplied with this narrative process and will complete traditional nursing care plans instead. Each group of students will complete a self-report scale on self efficacy and competence, as well as be observed in clinical practice by blinded experts in the field (to assess critical thinking skills) at the outset of the program, at the end of the program and one year after graduation.

HABITS OF THE HEART AND MIND IN THE COLLEGIATE CLASSROOM

Steven Rose, Simpson College

Education

The issue of an educator’s habits of heart and mind, i.e dispositions, has been pursued with vigor and rigor at the pre-collegiate level. While some folks, e.g. Parker Palmer, have addressed this idea at the collegiate level, no system exists for collegiate instructors. In development of this project, I will discuss existing pre-collegiate teacher models, e.g. the “helper” model promoted by Mark Wasicko. This model is grounded in humanistic psychology, and is accessible without being simplistic. I will also look at other work in this area, e.g. the “Iowa Disposition” model. These models will inform two questions: how well do these models fit with the role of the collegiate instructor and how might collegiate instructors and institutions use attention to dispositions to sharpen the dispositional habits of heart and mind, excluding dispositions used in formal, “high stakes” faculty evaluations. Based on subsequent conversation and development I hope to shape a model that integrates the best of this thinking.