7ᵀᴴ CELEBRATION OF
TEACHING & LEARNING SYMPOSIUM

Presentation Abstracts

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7ᵀᴴ CELEBRATION OF TEACHING & LEARNING SYMPOSIUM
2023 PRESENTATION ABSTRACTS

Presentation Abstracts (sorted by title)

Please refer to the Symposium webpage for additional information and to view the program.

The presentation abstracts will be available in USI's Scholarly Open Access Repository (SOAR).

The word cloud image shown on the cover was created from the words in the presentation abstracts. The frequency of words corresponds with font size.

Keynote: Lessons from the Student Experience Project: Low lift strategies to increase student engagement, improve educational outcomes and reduce equity gaps

Invited speaker: **Dr. Sushilla Knottenbelt**, Chemistry and Chemical Biology, University of New Mexico

Abstract:
Decades of research in social psychology shows that when students experience a sense of belonging in the classroom, they're more likely to persist through academic challenges, especially when they are part a minoritized group. The Student Experience Project brought together six institutions and several learning partners to develop and test practical strategies based on these findings for faculty to easily implement in their classrooms. These strategies have been successfully utilized at a variety of institutions, across the disciplines, in large and small classrooms, with national data showing a positive correlation between improving student experience and better grade outcomes, as well as reinforcing the key role that faculty have in establishing the classroom climate. Participants will leave this session with an overview of the evidence base, some practical tools to measure and improve student experience and access to an extensive collection of resources for further exploration.

About the Speaker:
Sushilla Knottenbelt is a chemistry educator and faculty lead for the University of New Mexico Student Experience Project. Her interests and expertise involve applying evidence-based strategies to create classroom environments where every student can succeed, both in her own classes and in collaboration with faculty across disciplines. Her life map so far is in reverse alphabetical order, born in Zimbabwe, via York, UK (for degree and PhD) and now in Albuquerque, NM where she lives with her multigenerational family and troublesome Jack Russell terrier, Sparky.

Building a More Accessible Service Course with Open Educational Resources

Presenter: **Laura Bernhardt**, David L. Rice Library, University of Southern Indiana, lbernhardt@usi.edu

Keywords: Open Access, Open Educational Resources, Accessibility, Affordable Learning

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Abstract:

Relevance

One significant barrier to student success in courses across the curriculum is the rising cost of access to course materials (Colvard et al., 2018.) While Open Educational Resources and other free materials have seen increased use in recent years, not all faculty and students are entirely comfortable or familiar with their use (Anderson & Cuttler, 2020; Hilton, 2019). Yet there is at least some evidence suggesting that turning to open materials not only improves access to education by removing cost as a barrier, but also contributes to the improvement of student learning (Hilton, 2020; Colvard et al. 2018). This poster presents an example of a service course deliberately designed to use OER and Open Access texts and other free tools in a flipped classroom model, built with accessibility (very broadly understood) in mind: Introduction to Ethics, taught in the Spring 2022 term at [redacted for anonymous review]. This presentation also offers some reflections on how the class worked in practice and some considerations for designing future open-valued courses. Of particular note here is the pervasiveness of the open ethos – while affordability is an important part of improving access, it may be most powerful as a part of a broader emphasis on accessibility relative to the possibilities inherent in universal design and different kinds of assessment practice.

Presentation Purpose & Takeaways

The primary drive behind sharing and reflecting on this course design is twofold:
1. To suggest/model an approach to using open resources that improves access in a way that makes the process of designing an "open" class itself a bit more accessible (in several senses) for both faculty and students
2. To actively promote Open Educational Resources, Open Access materials, and other access-promoting tools and practices.

References/Resources

Anderson, T., & Cuttler, C. (2020). Open to open? An exploration of textbook preferences and strategies to offset textbook costs for online versus on-campus students. *The International Review of Research in Open and Distributed Learning*, *21*(1), 40–60. https://doi.org/10.19173/irrodl.v20i5.4141

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Collaborating for Success: The Creation of an Online Graduate Program in Criminal Justice

Presenter: **Dr. Melissa Stacer**, Criminal Justice Department, University of Southern Indiana, mjstacer@usi.edu

Keywords: collaboration, co-creation, online learning

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:

The creation of USI's new Master of Arts in Criminal Justice (MACJ) program has involved much more than just university and state approval. Guided by Online Learning, all MACJ courses are going through the Online Course Development Program (OCDP). In this presentation, we demonstrate how collaboration between the Criminal Justice Department and Online Learning through the OCDP and Quality Matters (QM) and the co-creation of courses by faculty have led to important benefits for students, faculty, and the program director. Through the development of a MACJ BlackBoard template, Criminal Justice faculty can share assignments, assessments, and rubrics with each other to avoid duplication of efforts while at the same time creating a more uniform look and feel to MACJ courses for students. Working with a dedicated instructional designer, Christine Nelson, provides an external quality control, ensuring our courses have similar rigor and workload. By co-creating courses, Criminal Justice faculty shared the workload of course creation and were able to collaborate substantively, providing students with additional expertise and perspectives. From a graduate director perspective, the co-creation of courses provides flexibility in scheduling and can help balance faculty teaching loads. In this presentation, we discuss the benefits of collaboration and cooperation to improve course and program quality and student success.

Cultivating Student Engagement with Arthurian Literature Through Connecting Modern Adaptations in Sword Stone Table to Medieval British Texts

Presenter: **Kathryn Katz**, English Department, University of Southern Indiana, kakatz@usi.edu

Keywords: adaptation, Arthurian literature, ELA classroom, readership among young adults

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Standard Presentation

Abstract:

Research shows a drastic drop in readership among adolescents between the ages of 13-16 due to lack of motivation and negative stigmas, yet several studies have shown that students are motivated to read texts that they can connect with on an educational, social, and personal level (Howard, 2011; Wilkinson et al., 2020) A few scholars have argued that implementing contemporary adaptations as intertextual links will engage students with the canon by fostering these connections (Bright, 2011; Weisl, 2015). However, other scholars are concerned that educators will focus too heavily on motivating their students extrinsically (i.e. grades or monetary gain) rather than intrinsically (i.e. choosing to read). (Cambria & Guthrie, 2010). This study, which focuses on two examples from medieval British Arthurian literature, addresses the problem of student motivation by exploring the use of adaptations paired with canonical texts. This presentation will focus specifically on connecting young adult readers intrinsically to Arthurian Literature by striving to answer the following research question: Are adaptations such as "Passing Young and Fair" by Roshani Chokshi and "Little Green Men" by Alexander Chee able to create a successful bridge to the medieval works Le Morte D'Arthur and Sir Gawain and the Green Knight, respectively, that ELA teachers can implement into their curriculum?

This study relies on four specific criteria to evaluate the suitability of pairing an adaptation in the classroom: 1) Faithfulness, 2) Relevance, 3) Diversity, and 4) Accessibility. These criteria, which were developed by the author, are consistent with the scholarly literature reviewed above on student motivation. In this study, "Passing Young and Fair" and "Little Green Men" were analyzed and evaluated to determine their successfulness as intertextual links to their original medieval counterparts. The results indicate that these two adaptations contain several elements that are Faithful to the original text and Relevant to modern young adults. "Little Green Men" contains a higher amount of Diverse and Accessible themes throughout the text while "Passing Young and Fair" contains far fewer of the two. In sum, "Passing Young and Fair" and "Little Green Men" are successful links to Arthurian Literature that can be implemented into the ELA curriculum to intrinsically motivate young adults to engage with canonical literature. Case studies of students who have encountered pairings such as these in their curriculum are still needed; however, it is this study's conclusion that creating an environment

where these two short stories are taught alongside their canonical counterparts would bridge the gap between adolescents today and the authors of the Middle Ages.

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Design & Deliver: Know Thyself, Teach Thy Students, Eradicate Micro-Inequities

Presenters: **Shannon Hoehn**, Information Technology, University of Southern Indiana, smhoehn@usi.edu

Larissa Cremeens, Online Learning, University of Southern Indiana, lacremeens@usi.edu

Keywords: Diversity Equity Inclusion, Accessibility, Design and Delivery, Student Engagement

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:

Designing a course is about more than content delivery and technology. From the selection of course materials, to the organization of content, to how you utilize the technology, to the way you dialogue and interact with students in person and in virtual spaces, each move matters. Inclusive course design helps establish and support a class climate that fosters belonging for all students. Relying on current research and our experience designing, teaching, and supporting all modalities, this session takes a deep dive into fostering an inclusive classroom space. This is a frank discussion on selecting course materials to help students gain an understanding of, and respect for, multiple perspectives and backgrounds, understanding the language and techniques we use and how they may privilege some while disadvantaging others, strategies for creating effective dialogue and modes of interaction that foster equity and inclusivity.

Presentation Description:

Diverse and inclusive course design involves varying your course materials, teaching methods, and learning activities to accommodate a diverse group of students with a range of learning preferences, abilities, and lived experiences. In an article 40 years old**,** we are challenged to understand that classroom climate is affected not only by blatant instances of inequality directed towards a person or group of people, but also by smaller, more subtle "micro-inequities" that can accumulate and have significant negative impacts on learning (Hall, 1982). Whew – the fact that the *need* to have this conversation continues in 2022 – tells us a lot about how much work still needs to be done.

The first step in inclusive course design is to know thyself. These strategies we discuss can be applied to various modalities of delivery, but it can be especially difficult to foster diversity and engagement in a virtual classroom. A good place to start is to look with a critical eye at your teaching and learning philosophy and ask yourself if the readings, audio and visual content, and the examples and discussion questions used welcome and communicate diversity. Take into consideration your discipline's ideologies and then reflect on how students from different

backgrounds and abilities think about or view knowledge and how your course content could be alienating some students. When curating your materials make sure to represent various viewpoints, use a variety of learning activities, and present course content both orally and visually. Design examples and prompts that encourage sharing perspectives and meaningful dialogue, not just rote discussion posts. Invite students to help co-create the course materials by gathering pertinent information through surveying or asking them to share materials to a communal space that reflects a range of perspectives and backgrounds while making connections to course content.

Procuring diverse content is the starting point but organizing the course in a way that doesn't privilege one student or group over another is an important part of inclusive design. Follow the Universal Design for Learning framework to ease barriers to learning by providing multiple modalities like multimedia with captions and transcripts and in formats that learners can easily adjust by increasing text size or screen brightness. Provide accessible presentations and use fonts and colors that are accessible to all learners. Be mindful of the technology your students have access to and organize the course in a way that maximizes benefits and lessens barriers.

It takes more than diverse content and functional design; the delivery of the course is equally important. How you interact with the students and the content directly impacts the way the students will interact with you and the content. Student to student interaction is vital to building community in an online environment and influences student satisfaction, the development of problem-solving and critical thinking skills, and increased student performance. Through group projects, role playing, and self-introductions students can create social rapport and build online community. Instructors can enhance positive interaction in their online course by giving students the necessary tools to engage in respectful behaviors including initiating conversations, accepting diverse viewpoints, praising other's efforts, and inviting continued commentary. Creating meaningful dialogue is a key component of an inclusive environment, so provide feedback in a timely manner, incorporate reflective activities, and invite feedback and evaluation from your students to assess what's working.

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Enhancing Calibration Among Lab Faculty

Presenters: **Jennifer Fehrenbacher**, Dental Hygiene and Dental Assisting, University of Southern Indiana, jefehrenba@usi.edu

Alyshia Hanks, Dental Hygiene and Dental Assisting, University of Southern Indiana, amhanks@usi.edu

Keywords: Calibration, Education, Faculty, Health Professions

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Students in dental hygiene and other health professions vocations learn in a variety of settings including didactic, laboratory, and clinical. Due to the multiple staff members often needed to teach in the laboratory and clinical settings, calibration of these staff members should be considered. Although calibration is not always offered,[1] faculty calibration creates a means for reducing inconsistency among instructors[1,2] which leads to high-quality education to students.[3] Many factors such as years of experience, background, and education contribute to inconsistencies in teaching where students have reported working to satisfy their attending faculty member on a given day rather than place focus on patient care.[1,2]

Methods of faculty calibration discussed in literature included avenues such as instructional technique videos,[3] self-instructional modules,[2] and an online mode of delivery.[4] Barriers to faculty calibration included subjective factors such as diverse backgrounds as well as differing preferences for mode of delivery.[2] Efforts for faculty calibration in the dental clinic at the University of Southern Indiana continue to evolve based on faculty and student needs. The DTHY 342 or pre-clinic or lab course typically has approximately 6 different faculty members teaching the content throughout the week to the same cohort of students. This lab contains significant content beginning with safety and infection control which leads to specific aspects of patient care planning, treatment, and education.

Presentation Purpose & Takeaways:
Due to the amount of information presented in DTHY 342 and the multiple faculty members involved, a calibration system using daily binders and videos along with weekly correspondence by the course coordinator has been implemented and continues to evolve based on student and faculty needs. The purpose of this presentation is to share the evolution of this calibration system along with successes and areas under review.

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Hands-on is Best: PBL Online

Presenters: **JD Weagley**, Online Learning, University of Southern Indiana, jdweagley@usi.edu

Dr. Zachary Ward, Health Administration, University of Southern Indiana, zdward@usi.edu

Keywords: Project Based Learning, Online, Asynchronous, Accelerated

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Standard Presentation

Abstract:

The Master of Health Administration (MHA) degree at the University of Southern Indiana recently underwent a transformation. Courses were transitioned to an accelerated online format (of seven weeks) and a rolling admissions window now allows students to enter the program during six different "entry points" during the year.

Other changes to the program include the infusion of a project-based learning (PBL) curriculum in many of the courses. Project based learning has been shown to be an effective method for engaging and motivating students, as well as an effective method which aid students in learning key concepts (Abuhmaid, 2020; Chang, Kuo, & Chang, 2018; Larmer, Mergendoller, & Boxx, 2015). Implementing a project-based curriculum is widely accepted in many areas of education, ranging from K-12 setting, undergraduate and graduate education to professional programs such as medical school. However, an area where there is a dearth of knowledge as it relates to project-based learning pedagogy is in the accelerated online education realm. Due to this, we sought to determine whether students perceived the project-based learning activities implemented in courses of the MHA program benefited their learning.

Additionally, we sought to understand if project-based learning activities embedded in their courses allowed students to apply what they were learning to their current jobs. We also hoped to determine if students felt that projects implemented in an accelerated course were beneficial to the project-based approach and if the projects implemented in their courses were appropriate and provided any benefit.

In order to determine the reception of the project-based approach, a survey was e-mailed to all students enrolled in the program (n=101). The survey allowed students to rate the level in which they felt the projects contributed to their learning and whether being a part of an accelerated program was beneficial for a project-based curriculum.

This presentation, co-presented by an instructional designer and a faculty member, will discuss experiences of designing and implementing meaningful PBL exercises in the online environment as well as student feedback. Also, we'll discuss what we learned during the project and what adjustments we have made and may make in future courses.

References:

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Intentional Self-Care in Higher Education

Presenters: **Allison Toren**, Human Resources, Ivy Tech Community College, Atoren@ivytech.edu

Leighann Rechtin, Human Resources, Ivy Tech Community College, lrechtin@ivytech.edu

Keywords: self-care; compassion fatigue; best practices

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:

Compassion fatigue is a reality for many faculty as their role has expanded from teaching content to caring for their students' basic needs to being a first line of defense in the classroom. It is exhausting and contributes to widespread burnout.

Healthy teachers can create healthy learning environments and inspire creativity. Faculty are on track for compassion fatigue after pivoting during the 2020 pandemic and continuing to do so. This session will look at some practices and encourage faculty to do self-care. As they role model self-care, they can encourage their students also to practice self-care. During this presentation, we will discuss how we encourage a cohort of faculty to practice self-care with weekly reminders, discussions, ideas, and practices and offer ideas of how to complete it for oneself and use it in the classroom.

This presentation offers concrete examples of self-care in the academic world and helps participants outline some first steps they might want to take to bring that to their classroom.

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Inverse relationship of gamification from introductory courses through mastery in a hybrid DPT program.

Presenters: **Dr. Sharon McFadden,** Physical Therapy, Hanover College, mcfadden@hanover.edu

Dr. Gregory Kline, Physical Therapy, Hanover College, kline@hanover.edu

Dr. Joseph Girard, Physical Therapy, Hanover College, girard@hanover.edu

Keywords: online gamification, hybrid graduate program teaching, physical therapy

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:

Background and Purpose:

The purpose of this report is to discuss the benefits of the strategic utilization of gamification activities during synchronous sessions in a four-course musculoskeletal sequence. The synchronous sessions in the sequence occurred twice per week for 60-75 minutes during each respective eight-week course and are designed to strengthen the DPT student's understanding of asynchronous content and reading assignments. In addition, the benefits of strategically adjusting the prevalence of gamification activities during synchronous sessions as a complement to scenario-based case studies presented will be discussed. The participants of this presentation will be presented with examples of gamification tools utilized at Hanover College and will have the opportunity to try them during the demonstration portion of the presentation using their smart devices. Additionally, the presenters will provide the participants with an opportunity to field questions regarding strategic gamification prior to the completion of the session.

Case Description:

Students enrolled in the Musculoskeletal Practice I-V course sequence (DPT650, DPT651, DPT652, and DPT653) are responsible to engage in two synchronous sessions of direct instruction per week for approximately 60-75 minutes in length during each 8-week hybrid course within the musculoskeletal practice series. The synchronous sessions were structured to reinforce the students' understanding of asynchronous course content delivered in the assigned module of the course. The integration of gamification within the synchronous sessions permitted students the opportunity to confirm their factual knowledge of the musculoskeletal-related content prior to engaging in higher-order case studies. The course instructors strategically decreased the utilization of gamification in DPT652 and DPT653 in alignment with

the progression of the related course objectives progressed to a higher objective or category based on Bloom's Taxonomy.

Outcomes:

Post-course feedback for all four musculoskeletal courses indicated a general positive upward trend in synchronous sessions and for overall course ratings. Student's responses of 'Strongly Agree' to 'Synchronous learning activities increased understanding of course content' progressed from 50.7% (DPT650), to 56.8% (DPT651), to 62.9% (DPT652) and to 61.8% (DPT653). Student ratings for the question 'Overall, course satisfaction' trended from 40.6% (DPT650) to 50% (DPT651), to 75.8% (DPT652) and to 61.8% (DPT653). The presenters plans to provide the audience with a brief comparison of how musculoskeletal-related courses compared to other required coursework in the DPT Program.

Discussion:

Post-course student responses indicated a generally inverse relationship between gamification technology use and overall course satisfaction. Gamification technology intentionally omitted in DPT652 and DPT653 was replaced with clinical case-based scenarios and simulations with an increased emphasis on course content application and clinical reasoning in alignment with progressing Bloom's Taxonomy-based objectives. One theory for this phenomenon is that initially, students preferred the increased answer structure provided by gamification platforms and similar polling software, but as they become more comfortable with musculoskeletal content and clinical reasoning in general, the less structured clinical scenarios and the increased challenge that such scenarios supported critical thinking and course satisfaction. The key benefit of strategic gamification is that it supports interactivity between students as they progress through introductory musculoskeletal-related content to more complex case scenarios later in the course sequence.

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Judging With Your Feet: A Fun Way to Get Students Thinking About Prescriptive Grammar

Presenter: **Dr. David O'Neil**, English, University of Southern Indiana, david.oneil@usi.edu

Keywords: linguistics, grammar, prescriptivism, kinesthetic learning

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:

There are two broad approaches to thinking about grammar. A prescriptivist views grammar as a normative set of rules that a speaker or writer should adhere to. In this view, the study of grammar is about establishing standards of correctness. A descriptivist, on the other hand, is interested in language in all its forms, including non-standard usage. A descriptive study of grammar seeks to understand and describe how language operates as a complex system rooted in human cognition. Both approaches have their place: Descriptive grammar is a science, while prescriptive grammar is a social construct. In this Teaching Practice presentation, I share an activity I developed to help students understand the distinction between prescriptivism and descriptivism and to stimulate conversation about the social function of grammar. In the activity, I provide students with a list of sentences that contain prescriptive "errors" that educated people might disagree on, such as split infinitives, sentences that end with a preposition, and the use of who (instead of whom) as a direct object. The students are asked to identify the prescriptive error and then "vote with their feet," with one side of the room designated for those who find a sentence acceptable and the other side for students who find it unacceptable (and the middle for ambivalence). I find this activity useful because it gets students moving (kinesthetic learning), it invites them to participate actively in making their own acceptability judgments, and it illustrates dramatically that standards of correctness in language are not necessarily absolute but rather socially conditioned. The first purpose of this Teaching Practice presentation is to share the activity and get the audience thinking about grammar in new ways. Secondarily, the audience will be invited to consider ways in which the general template may be applied in their own fields.

Linguistically-Informed Grammar and Writing Instruction: An Evaluation of the Indiana Academic Standards for English Language Arts (6-12)

Presenter: **Abigail Dill**, English, University of Southern Indiana, ardill1@usi.edu

Keywords: linguistics, grammar and writing instruction, state standards, secondary education

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Standard Presentation

Abstract:
Recent data suggest less-than-ideal student achievement in general academic skills, including in writing performance (National Center for Education Statistics, 2022; Jaggars & Stacey, 2014; National Center for Education Statistics, 2012). This qualitative study addresses this problem by exploring the role of grammar instruction in writing development in secondary education. Specifically, this presentation will be guided by the following research question: Are the Indiana Academic Standards for English Language Arts (6-12) consistent with current research on linguistically-informed grammar and writing instruction? A decades-long debate regarding the usefulness of formal grammar instruction continues, and educators have not always displayed an eagerness to work with linguists to develop best educational practices. However, many linguists argue that a relationship of cooperation between the two fields would promote student success (e.g., Chatterjee & Halder, 2022; Denham, 2020; Myhill, Newman, & Watson, 2020; de Oliveira & Smith, 2019; van Rijt, de Swart, & Coppen, 2019; Hacker, 2018).

The present qualitative study followed a process of open and axial coding while examining modern research on the impact of grammar instruction in writing development informed by systemic functional linguistics and metacognitive theory. By the conclusion of the axial coding stage, four salient themes in the discussion of linguistically-informed pedagogies were identified: 1) Prescriptivism vs. Descriptivism, 2) Connection Between Spoken and Written Language, 3) Grammar Instruction in Isolation vs. Grammar Instruction in Context, and 4) Writing as a Long-Term Developing Process. These themes were then applied to a qualitative analysis of the 2020 Indiana Department of Education (IDOE) academic standards for English Language Arts to highlight and identify language promoting either more traditional, prescriptive approaches to grammar and writing instruction or more modern, linguistically-informed descriptive approaches.

The results of the present study show that the IDOE standards for English Language Arts (6-12) contain some elements recommended by current linguistic research but that more revisions need to be made to the standards in order to encourage more robust linguistically-oriented instruction in grammar and writing lessons in Indiana schools. Long term, a larger restructuring to the state standards is recommended. More research is needed to find and develop effective

linguistically-informed pedagogical practices, but the underlying assumption of this study is that if no explicit language exists within the Indiana standards to promote greater linguistic understanding, there is little external motivation or accountability for school corporations to choose curricula with linguistically-informed approaches, for teachers to receive sufficient linguistic knowledge in their pre- and in-service trainings, and for teachers to then make these connections for students in the classroom. The presentation of this study will include an overview of the context and the literature reviewed, an explanation of the coding and analysis methods, examples from the IDOE standards for English Language Arts (6-12), and recommendations for changes to the standards and for further research. The presentation will conclude with a time of Q&A regarding the methods and implications of the study.

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Online Exam Integrity: Watch the Proctoring Videos

Presenter:	**Dr. Jill Oeding**, Accounting and Finance, University of Southern Indiana, jmoeding@usi.edu

Keywords: Online exam proctoring, proctoring software, academic dishonesty, online exam rules

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Reference:
Oeding, J. (2022) "The Prevention and Detection of Academic Dishonesty: Watch the Online Exam Proctoring Videos." Quarterly Review of Distance Education, 23 (1), 79-90.

Potential Applications for Mobile Eye-Tracking Glasses in the Classroom

Presenters:	**Dr. Nicolas Jankuhn**, Economics, University of Southern Indiana, njankuhn@usi.edu
	Dr. Sabinah Wanjugu, Economics, University of Southern Indiana, swanjugu@usi.edu

Keywords: eye-tracking, classroom, activities, engagement

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:

Relevance:

Effective use of technology can greatly enhance university teaching and improve student outcomes (Lei and Zhao, 2007; Morosan et al., 2017). The adoption of new technology in the classroom such as computers, projectors, and wireless internet has unlocked many new pedagogical opportunities. For example, modern classrooms allow professors to use the game show-like platform Kahoot! to receive direct and immediate feedback regarding students' levels of understanding of class contents (Zhang and Yu, 2021). In this work, we propose the potential use of mobile eye-tracking glasses in educational settings. Professors may find it useful to include this new technology in their pedagogical toolkit. The glasses have previously been used in project-based classes and during class assignments and are available through the UPCI Lab at the RCOB for use across disciplines. There are several ways in which these glasses can be utilized.

1) Glasses may be used for in-class activities. In a marketing course, eye-tracking data collected from the glasses could be used to measure the effectiveness of the different student-created advertisements.

2) Glasses may be used for service-learning activities or project-based classes. In a project-based engineering course, the glasses could be used to collect data from real-world drivers to improve the road safety of certain city roads.

3) Glasses may be used to collect data on the student experience in the classroom. They could be worn by students attending class and the resulting gaze data will shed some light on students' attention to various topics.

Purpose & Takeaways:

The purpose of this presentation is to engage participants in a conversation around the opportunities offered by new eye-tracking technology. The authors have access to a pair of eye-

tracking glasses and would like to demonstrate to the audience how easy they are to use. The authors are also interested in hearing from the audience regarding additional ideas of how this technology could be applied in the classroom. Finally, in addition to pedagogical applications, the authors would like the audience to start thinking about how eye-tracking technology could be applied for relevant research projects in their fields.

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Programmatic Improvement Using ASRT Clinical Refreshers

Presenters:　　　　　**Dr. Heather Schmuck**, Radiologic & Imaging Sciences, University of Southern Indiana, heather.schmuck@usi.edu

Ryan Williams, Radiologic & Imaging Sciences, University of Southern Indiana, rdwilliams1@usi.edu

Dr. Joy Cook, Radiologic & Imaging Sciences, University of Southern Indiana, jacook3@usi.edu

Keywords:　　　　　Programattic assessment and improvement, credentialing examination, radiologic technology

Type of Work:　　　Teaching Practice

Presentation Format:　Poster Presentation

Abstract:

Programs accredited by the Joint Review Committee for Education in Radiologic Technology (JRCERT) must provide evidence of continuous program improvement. One specific metric that must be reported annually to the JRCERT as part of program effectiveness data is the pass rate of program graduates on the national credentialing examination. Imaging Sciences programs can use aggregate exam results data provided by the national credentialing organization, including aggregate scores on each section of the exam, to identify trends in student performance. Following a decreasing trend in student performance on the radiographic extremity procedures section of the national credentialing examination, researchers sought to create a tool that could be used to identify specific areas of remediation that would be necessary prior to graduates attempting the national certification exam. Specifically, this research study sought to evaluate the effectiveness of an educational intervention aimed at improving student knowledge and retention of content related to radiographic extremity procedures. Following IRB approval, participants in the study were recruited from a single institution after the institution noticed a decreasing trend among exam performance on the radiographic extremities section of the national credentialing examination. Study participants agreed to complete a pre-test, multiple learning modules targeted to increase student learning over radiographic examination of the extremities, followed by a post-test. This poster presentation highlights the development, revision, and impact of the utilized educational intervention and assessment of student success in preparation for the national certification examination. Additional discussion over lessons learned in the development of assessment tools will also be reviewed. By studying outcome data through targeted assessment and directing improvement initiatives, educational programs in the imaging sciences can effectively promote increased student outcomes.

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Radiography Student Communication and Patient Care Assessment: Simulated Patient Feedback

Presenters: **Ryan Williams**, Radiologic & Imaging Sciences, University of Southern Indiana, rdwilliams1@usi.edu

Dr. Heather Schmuck, Radiologic & Imaging Sciences, University of Southern Indiana, heather.schmuck@usi.edu

Dr. Joy Cook, Radiologic & Imaging Sciences, University of Southern Indiana, jacook3@usi.edu

Keywords: simulated patient, student feedback, communication, and assessment

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Poster Presentation

Abstract:

Research Question and Context

Providing student feedback is important in student learning. When practicing clinical skills with peers, students gain feedback from each other but there is concern over the reliability of feedback. This current study compared constructive feedback provided by peers and standardized patients (individuals trained to portray patients during the instruction or assessment of clinical skills of health students) regarding patient care and communication skills during a radiography positioning skills course. Is there a difference in patient care or communication feedback provided by peers and standardized patients?

Grounding:

Peer models are commonly used to learn skills needed to take care of patients (Chang & Power, 2000; Hendry, 2013). As peer models are learning the same academic content, they are knowledgeable in the aspects of the skills needed to perform the task being evaluated and have been seen as a good form of formative feedback (Dijks et al, 2018), but honesty and critical evaluation have been demonstrated in literature to be an issue (Burgess et al., 2020; Burgess et al., 2013; Dijks et al., 2018). Standardized patients have been shown to add authenticity to the patient care skills learning process as well as provide honest and critical feedback and improve student learning (Park et al., 2011).

Approach/Methods:

This IRB-approved quantitative study utilized a Likert scale feedback tool for data collection of radiography students' performance regarding patient care and communication during a simulated radiographic examination. Students were provided the feedback tool completed by either a standardized patient or peer after their simulated examination to enhance their understanding of their communication and patient care skills. A Mann-Whitney U test was run

to determine if there was a difference in communication and patient care total scores by simulated patient type (standardized patient or peer patient). A word count analysis was conducted, which included coding of the type of feedback provided.

Discussion/Lessons Learned:

Investigation of feedback provided to radiography students by their peers or a standardized patient showed that students received similar patient care skills feedback between the two groups. However, standardized patients provided higher communication skills feedback than peers. Word count analysis and coding of feedback demonstrated that standardized patients provided more specific feedback regarding patient care and communication than peers. When peers did provide feedback, it was non-specific to patient care or communication, which does not provide the student with opportunities for growth in those areas. Results suggest that standardized patients may provide more meaningful and specific feedback to enhance student learning. When utilizing task-related skills practice as instructional strategies, educators should consider using a standardized patient in the process to provide feedback to enhance learning.

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Service Learning in Action

Presenters: **Dr. Taylor Petty**, Criminal Justice, University of Southern Indiana, tepetty@usi.edu

Dr. Monica O'Neil, Service Learning, Outreach and Engagement, mloneil1@usi.edu

Keywords: Service Learning, Mental Health and Law, Domestic Violence, Re-entry Policy

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:

Prior to the Fall 2022 semester, I met with the University's service-learning director, Dr. Monica O'Neil, to discuss potential organizations, projects, and learning outcomes my students could complete during the semester. Service-learning is a teaching and learning strategy that combines meaningful community service with class instruction and reflection (National Service Learning Clearinghouse/ National Youth Leadership Council). The purpose of service-learning is to enrich student learning by teaching civic responsibility through connections to course content. There are several benefits to service-learning, including providing opportunities to apply course content to community needs, increase awareness of resources in the community for populations in need, and strengthen connections between the University and local community. The course "Mental Health and the Law" explores how one's mental health affects one's interaction with the law and how the law affects one's mental health, as well as the personal and societal impacts of this relationship. Thus, service-learning in this course gives students a chance to apply course concepts in their projects while working closely with organizations that deal daily with the interplay of mental health and the law. I organized students into three separate groups that served a different organization in the local community: United Caring Services, Willow Tree Domestic Violence Shelter, and the Re-Entry Network. Students completed their service learning (e.g., social media blog posts, toiletries drive, and informational pamphlet) throughout the semester, submitted a report detailing their contributions and reflections, and then presented their project as a group. The purpose of the presentation is to describe the process of service-learning at our institution, present assignment descriptions and rubrics, and provide reflections on the students work as well as the service-learning process in general. Participants will learn more about service-learning, the benefits of utilizing service-learning in their classes, and discuss ideas incorporating service-learning into their own classes.

Student Physical Therapist's Experience of Learning Musculoskeletal Physical Therapy Evaluation and Treatment Techniques in an Accelerated Hybrid Format: A Phenomenological Study

Presenters: **Dr. Gregory Kline**, Physical Therapy, Hanover College, kline@hanover.edu

Dr. Joseph Girard, Physical Therapy, Hanover College, girard@hanover.edu

Keywords: physical therapy, phenomenology, hybrid education, musculoskeletal

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:

The purpose of this study was to assess and analyze student physical therapist's perception of learning musculoskeletal physical therapy evaluation and treatment techniques in a hybrid format. Accelerated hybrid clinical education development is important to ensure continued growth of health professions and to ensure equitable distribution of healthcare. Hybrid models are relatively new, and though there is a growing body of research examining hybrid clinical models, there is a dearth of research examining student's perceptions of such teaching models. To examine student physical therapist's experience of learning musculoskeletal physical therapy evaluation and treatment in a hybrid format, the researchers conducted a phenomenological study, based on Amedeo Giorgi's method, to ascertain student's perceptions. The researchers believed that eliciting student response and analyzing emergent themes based on the student's response would give insight into clinical course improvement and encourage students to have a voice in their educational experience. Seven students from a class of seventy-four participated in semi-structured interviews. Subsequent transcript coding revealed three major themes: Course structure, Program course load and Application. Supporting themes included: Sequence, Variety of educational material, Integrated anatomy review, Case-based assignments and applied clinical reasoning physical therapy scenarios. This phenomenological study highlighted student-driven patterns perceived to be effective or challenging in a hybrid physical therapy course. These results could serve as a preliminary framework when creating physical therapy hybrid clinical courses and possibly give insight into other clinical field hybrid education, although further research is needed. This project was approved by the Hanover College Institutional Review Board.

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Using Mastery Grading in Survey Physics

Presenter: **John Sinclair**, Natural Sciences and Mathematics, Kentucky Wesleyan College, john.sinclair@kwc.edu

Keywords: Alternative Grading, Mastery Grading, Equity

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:

Alternative grading methods can produce a more equitable and student centric classroom. In this talk we will focus on the use of mastery grading principles in a survey physics classroom. I will begin with a brief introduction about what mastery grading is and its general advantages, including requiring students to fully master topics and a removal of partial credit. Though a specific course is in mind, these topics can be applied across many different disciplines. Once the framework is introduced, I will describe how these principles are applied to an in-person survey physics course. I will discuss how I created competencies, aligned competencies to program/course learning goals, assessed assignments, provided feedback, and developed a grading scale. I will introduce two different methods of assessing final grades I have used: core competencies and competency collection. Finally, I will show how this has created a more student centric and equitable learning classroom by providing actionable feedback to students and allowing students to reassess based on that feedback.