

A Day in May
A Celebration of Teaching, Scholarship, and Creativity

May 14, 2014

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Schedule

<u>8:00-8:30</u>	Forum	Registration and continental breakfast
<u>8:30-8:45</u>	Forum	<p>Welcoming remarks Dr. Robert Martin Dr. Linda Vaden-Goad</p> <p>Teaching with Technology awards: Ellen Zimmerman Quality Matters Recognition: Bridgett Galvin and Scott Greenberg</p> <p>Schedule for the day: Karen Druffel</p>
<u>8:45-9:30</u>	Alumni Room	Poster session

9:35-10:35 Panel Session I

1839 Room *Facilitator*: Nicole Rossi

- a. Joseph Adelman
- b. Xavier Guadalupe-Diaz
- c. Kelly Matthews

Room 417 *Facilitator*: Evelyn Perry

- a. Sarah Adelman
- b. Bart Brinkman
- c. Ira Silver

Room 419 *Facilitator*: Zhe Li

- a. Stephanie Grey
- b. Susan Massad
- c. Laura Osterweis
- d. Bob Krim

10:45-11:45 Panel Session II

1839 Room *Facilitator*: Sarah Adelman

- a. Brian Bishop
- b. Alexander Hartwiger
- c. Lisa Eck

Room 417 *Facilitator*: Karen Druffel

- a. James Cressey
- b. Patricia Lynne
- c. Sarah Mabrouk

Room 419 *Facilitator:* Brianna Plummer

- a. Vandana Singh
- b. Niall Stephens
- c. Doug Leaffer

12:00 **Forum**

Lunch

Introducing the keynote speaker: Karen Druffel

12:30-1:45 **Forum**

Keynote presentation: Stephen L. Chew

Title: A Theory of Teachable Moments

Dr. Chew has been a professor and chair of psychology at Samford University in Birmingham, Alabama since 1993. Trained as a cognitive psychologist, one of his primary research areas is the cognitive basis of effective teaching and learning. His research interests include the use of examples in teaching, the impact of cognitive load on learning, and the tenacious misconceptions that students bring with them into the classroom. He is best known as the creator of a groundbreaking series of YouTube videos for students on how to study effectively in college (www.samford.edu/how-to-study). The videos are in use worldwide at institutions ranging from high schools through medical schools. He is an APA Fellow through the Society for the Teaching of Psychology. In 2005, he received the Robert S. Daniel Teaching Excellence Award from the Society for the Teaching of Psychology as the outstanding teacher of psychology at four-year colleges and universities. He was named the 2011 Outstanding Master's Universities and Colleges U.S. Professor of the Year by the Carnegie Foundation for the Advancement of Teaching. He regularly serves as a keynote speaker and workshop leader at conferences on teaching in general and on the teaching of psychology in particular.

2:00-3:00 **Round Table Discussion Sessions**

1839 Room Quality Matters: Integrating QM into Our Courses and Increasing Student Success

Facilitators: Silka Hemerling, Julie Zoino-Jeannetti

Are you frustrated with all of the repeated "when," "where," "why," and "how" questions in your online or blended course? Course organization, content engagement, alignment, and interaction with faculty and peers are key components of a well-designed course. Please join your colleagues for a conversation on course design principles that impact how students learn in an eLearning environment. The three panelists will share their experiences using Quality Matters to move the student cognitive load from the course organization to meaningful interaction with course content.

1839 Room Engaging Students in Research: In the classroom, for SOTL, and Across the Disciplines
Facilitators: Deborah McMakin, Julie Zoino-Jeannetti
 Sam Witt, and Vandana Singh

Come join this round table discussion about how to engage students in research both as collaborators and participants. SOTL research is foundational to discovering how and why things work in our courses. These instructors have been engaging in some fascinating projects that broaden our perspectives regarding exactly what “students” can tell us about our own work.

******Submit your assessment form and enter a raffle******

Assessment form on tables

When you bring your completed Day in May Assessment Form to the Forum at the end of the day, drop your name badge into our container, and your name will be entered in a raffle to win a brand new Kindle Fire!

A Day in May is sponsored by CELTSS (the Center for Excellence in Learning, Teaching, Scholarship, and Service).

Thank you to the CELTSS Program Administrator Meghan Maxfield, and the 2013-2014 CELTSS steering committee:

Sarah Adelman	History
Kaan Agartan	Sociology
Cheng-Fu Chen	World Languages
Margaret Carroll	Biology
Marlene Correia	Education
Karen Druffel (Director)	Economics and Business Administration
Shin Freedman	Library
David Keil	Computer Science
Zhe Li	Economics and Business Administration
Lawrence McKenna	Physics and Earth Science
Evelyn Perry	English
Sarah Pilkenton	Chemistry
Brianna Plummer	Fashion Design and Retail
Cynthia Prehar	Psychology
Ruth Remington	Nursing
Robin Robinson	Educational Technology Office
Erika Schneider	Art & Music
Janet Schwartz	Nutrition
Ira Silver (Director of Mentoring)	Sociology
Claudia Springer (Assistant Director)	English
Leslie Starobin	Communication Arts

Faculty Oral Presentation Abstracts

1. Joseph Adelman

The Triumph of Profit Seeking: The Post Office Becomes the Postal Service

This paper explores the moment of transition in the 1960s when Congress converted the Post Office Department (a government agency) into the United States Postal Service (a government-owned corporation) as a key development in the way Americans saw the post office as a public institution with a role in national civic life. The USPS was in many ways the first creation of the deregulation trend that overtook Congress and state legislatures from the 1970s onwards. At the same time, it had been central during the nineteenth and early twentieth centuries in connecting both small towns and big cities as part of its Constitutional mandate to serve the entire nation. The paper discusses how the Post Office—an institution older than nearly every other federal agency—became the target of privatization, and why at this moment the push to force the Post Office to turn a profit gained the upper hand.

2. Sarah Adelman

Working with Students: A Reflection on Having a Summer Research Assistant

Last summer I was fortunate to have CELTSS pay a student to serve as a research assistant for 150 hours on my ongoing book project. Student research assistantships are a great (and mutually beneficial) opportunity for student-faculty collaboration but timing and design are crucial to providing maximum benefit to both parties. In this presentation I will reflect on the ways working with an RA aided the progress of my own research and the effects it had on the student's research skills and understanding of the field, as well as discuss some of the limitations I encountered and lessons I learned for the future.

3. Brian Bishop

Painting in the Age of The Screen

I will discuss a paper I presented at the 102nd Annual Conference of the College Art Association held in Chicago this past February entitled "Painting in the Age of The Screen", which examined the role of contemporary painting and the ways our connection with it is different from the one we have with the screen. The latter acts as filter, it flattens out information in both tactile and hierarchical ways, wherein Painting depends on slowness, and its ability to be ever-present. My argument focused, in part, on how painting today is not, and should not be, about opposition to our culture centered ever more on the screen. Rather, I assert, that it is precisely due to this paradigmatic shift that it once again has a space to operate, and a path to define itself anew.

4. Bartholomew Brinkman

"A Chicago Institution: The Harriet Monroe Collection and the Rise of the Modern Poetry Archive" Delivered at MLA 2014

In my presentation I will discuss the paper that I delivered at the annual Modern Language Association Convention, which took place in January, 2014 in Chicago, Illinois. In the presented paper I argued for the importance of the Poetry: A Magazine of Verse archives and the Harriet

Monroe Collection (both housed at the University of Chicago) for the study of modern poetry, focusing on its form and function as well as the documents it contains. I will also discuss my experience at the MLA convention more generally and how this has impacted my teaching and scholarship at FSU.

5. James Cressey

Evaluating the Implementation and Outcomes of a School-wide Positive Behavior Support System

With the support of two undergraduate research assistants, I have been supporting a local elementary school in their implementation of school-wide positive behavioral interventions and supports (PBIS). This presentation will introduce the “CARE” program and the measures that we have used to evaluate its level of implementation in comparison to research-based practices from the PBIS model. Results will also be shared from three years of student survey data (over 300 responses per year) indicating student perspectives on school safety, bullying, and academic and cognitive engagement. We also have gathered two years of survey data from the families of students at the school (over 200 responses per year) and I will share the outcomes from that survey, with similar areas of focus.

6. Stephanie Grey

Designing the New England Book Show

This past Spring I participated with students as the Art Director for the New England Book Show, an annual event held through the Bookbuilders of Boston. BBB puts on the book show annually in May, which celebrates the highest quality work from authors, illustrators, designers, and printers. We were responsible for the design of the entire show including the creation of the show catalog that showcases the winners, posters, postcards, displays, attending board meetings, the judging event, and serving on the book show committee. This opportunity has benefitted FSU's students greatly, offering them a chance to connect with industry professionals, as well as direct experience in their chosen career fields.

7. Xavier Guadalupe-Diaz

Transgender Constructs of Meaning behind Intimate Partner Violence Victimization: Controlling Transition and Trans Vulnerability

While the literature exploring same-sex IPV and the experiences of gay and lesbian victims has expanded, transgender victims remain largely absent from the research. Relatively little is documented in the literature about the distinct realities faced by transgender IPV victims. The current study sought to explore how transgender survivors of IPV described and constructed meanings from their experiences. Utilizing a queer criminological perspective, this study located trans experiences of IPV within a cisgenderist culture that marginalizes their victimization. A modified grounded-theory approach was employed to analyze interview and free-write questionnaire data collected from 18 trans-identified participants who had experienced IPV. Two major concepts emerged as participants constructed meanings behind their victimization: 1.) Controlling Transition and 2.) Trans Vulnerability. Survivors constructed meanings behind their victimization as abusers desires to control their transition processes. Further, survivors constructed meaning behind abuser motivations as rooted in their trans-specific vulnerability.

8. Alexander Hartwiger

On Collaboration, Cultural Difference, and Human Rights: UNC-Greensboro and American University of Beirut

Alexander will show the digital learning space in which students from the American University of Beirut and the UNC-Greensboro joined together to form a globally networked learning environment that examined the intellectual history of human rights in the humanities. He will narrativize the course experience with examples from the digital platforms in order to explore and theorize the ways in which the course structure, audience, and positionality were all effectively reshaped by the linked learning environment. Specifically, he will discuss how the course combined three streams of learning (cross-cultural, human rights content, affective) in order to create an integrated pedagogy that brought together content, i.e. human rights in literature, and form, i.e. virtual global space, with the aim of exploring the tensions between the universal and the particular. Ultimately, Alexander's segment will address the potential for literature to facilitate productive cross-cultural interactions through the polyphonic space of the text.

9. Bob Krim

A Year of Testing & Being Tested: Starting Up an 'Innovation Incubator' at FSU, and learning how to teach an innovative practicum

Hired in May '13 to both teach academic courses, and to design and start a Center related to entrepreneurship and innovation where student interns could learn by doing and reflecting on it, I headed our project into situations where there was some possibility of failure. With both teaching innovation and research grant from CELTSS, I sought to learn how to have the Center, with its unique learning situation, more than survive its first year. Reflective Learning: some of the lessons learned in 12 months might be useful to others who wish to teach an interns' practicum so that our students can learn from their errors as well as their successes. Much of the data is gleaned from a weekly log by the teacher/author, and perhaps those logs of the students.

10. Doug Leaffer

Engineering Education and the Engineering Profession Since 1839

For several decades prior to the establishment of Land Grant colleges under the 1862 Morrill Act, engineering education in America was taught only at Military Academies or confined to a few private institutions. Beginning in the 1850's some U.S. institutions began to adopt the French model of the 'polytechnics', with the engineering program taught outside of the standard university curriculum. By the end of the 20th century the emphasis on engineering education began to shift from decreasing "shop hours" towards adding basic science in the classroom. As the engineering profession evolved with 19th century U.S. expansion, only a small contingent could call themselves professionally trained "engineers". Presented in timeline format, this overview highlights the major advances in American engineering education and the engineering profession since the early 1800's, with focus on the civil engineering discipline and its proposed model for increased education requirements prior to professional licensure.

11. Patricia Lynne

FSU's Writing Placement Post-2011

Beginning Spring 2012, FSU's writing placement instrument changed from WritePlacer, a computer-scored "essay" exam, to a locally developed and assessed essay exam. The method the English Department uses for reading these essays, called the "expert reader model," is not the norm in the industry, though the method has been in use for more than twenty years. Because this assessment practice is outside of the norm, little research has been done on it in the last decade-plus. We chose this method because it suits our institution, our students, and our needs, and part of the implementation is studying its effectiveness. My research on our new placement system, funded in part by CELTSS, has produced some preliminary findings about the expert reader model, as well as more generally about the success of our new placement system. I will present some of those findings.

12. Susan Massad

Implications of U.S. FARRM Bill on food policy and nutritional status of North Americans

The United States Congress recently convened to update its "Federal Agriculture Reform and Risk Management Act of 2013 (FARRM Bill), a very important, complex piece of federal legislation that sets food policy. Historically, the top agricultural lobbyists have had a serious influence over US food policy, to the detriment of that which would promote healthier food options and health status indicators for its own people. The US obesity rate has risen to an alarming degree over the last 25 years. Ironically, the poverty rate and the number of families applying for federal food assistance (Supplemental Nutrition Assistance Program) have steadily risen. This presentation addresses the major provisions of the new FARRM Bill, issues surrounding the industrial food system, and problems associated with "factory farming." It concludes with an overview of how to move toward a healthy, sustainable diet even on very little income.

13. Laura Osterweis

The Impermanence of Art and Beauty

From my Lyceum "Lipstick" Lecture in the fall, I developed a talk that I will present in Athens, Greece in June which focuses on the impermanence of art and beauty. I created the series, "Can't You Put on a Little Lipstick?" from an enormous collection of giveaway lipsticks I amassed over a number of years. But that's not the whole story...since I was of dating age, my grandmother has always gently urged, "Can't you put on a little lipstick?" Questions about the endurance of my art emphasize the impermanence of lipstick as a medium as reflected by the notion that beauty fades. I also explore the meaning and value of original artwork and natural beauty by incorporating appropriations of iconic images into my work. Examples of my art can be seen at www.thelipstickartist.com.

14. Niall Stephens

Deep Media Ecology

In dialogue with Neil Postman, a humanist theorist of "media ecology", my paper considers the future of communication technology and of humanity as a category traditionally understood as

separate from both technology and nature. On the basis of environmental and technical trends, I argue for the need to anticipate a “posthuman” condition, and explore how doing so might inform a more constructive engagement with the world. The non-“anthropocentric” perspective I begin to elaborate finds purpose and meaning not in human being, but at a deeper, more “ecological” level. I acknowledge the challenges for politics and ethics posed by this perspective, but warn that an “anthropocentric” focus on the interplay between human beings and our technologies prevents us from seeing the more-than-human realities that we must see in order to effectively deal with environmental destruction, artificial intelligence, and other developments coming over the horizon.

Faculty Poster Presentations

1. Lori Anderson

Is Binge Drinking Normal?

Existing empirical literature suggests fraternity membership is a causal factor of binge drinking for college students. We re-examine this relationship between fraternity membership and binge drinking; contrary to existing literature, we find that after controlling for risk preference, fraternity membership is not a relevant factor in predicting binge drinking. Rather, our results suggest that measures of overall risk preference are relevant predictors of binge drinking, but because of the irrelevance of fraternity membership we are unable to isolate any direction of causality. We do find evidence, however, that students who consume alcohol prior to having sex belong in a separate sample when considering binge drinking. The implication of previous literature is that restricting or eliminating fraternity membership reduces binge drinking and improves campus safety; however, our results cast doubt over the effectiveness of these policies in reducing binge drinking

2. Cynthia Bechtel & Susan Mullaney

Blended Learning and the Flipped Classroom: Increasing Student Engagement

At the National League for Nursing Nurse Educator Conference in September Dr. Bechtel and Dr. Mullaney presented to 275 nurse educators their success in developing an entire graduate program with flipped classrooms and blended learning format. Students are choosing the program for the flexibility of the online classes combined with the personalized interactions in the classroom. Creative online modules provide students with faculty narratives accompanied by links to websites, videos, and readings in current evidence-based articles. Classroom time is devoted to student presentations, guest speakers, hands-on activities, debates, and lively discussions. Also shared were student comments on the effectiveness of the teaching modalities and examples of the courses.

3. Marlene Correia

From the Very Beginning: Interacting with Informational Texts in the Primary Grades

The Massachusetts Curriculum Framework for English Language Arts and Literacy strongly emphasizes using informational texts in pre-k through 12 classrooms. This poster session

highlights the work started on a professional book for primary-grade teachers to serve as a resource, as they include more informational texts in their classrooms for varied content-area teaching and learning. Research in the form of teacher interviews, teacher surveys, classroom observations and student work samples is helping to shape the book's content and unique features.

4. Marc Cote

Southern Graphics Council International Annual Conference

In March, I traveled to San Francisco to attend the 2014 Southern Graphics Council International Annual Conference, the largest fine art printmaking conference in the US. While there, I attended numerous exhibitions, panel discussions and demonstrations. Additionally, I presented my own artwork in the Open Portfolio session and in the Members Exchange Portfolio exhibition. As a Board Member for the Boston Printmakers artists organization, I was also instrumental in organizing an exhibition that was selected for inclusion in the slate of shows for the conference. The exhibition "The Boston Printmakers Selects: A Distillation from the 2013 North American Print Biennial" represented a pared down version of our larger juried Biennial exhibition which had been on view earlier on the Boston University campus.

5. Sue Dargan

K-State 31st Annual Academic Chairpersons Conference: Conference Overview

In this poster, I will provide information about my presentation at the 31st Annual Academic Chairpersons Conference in February 2014 in Jacksonville, Florida, "Avoiding Student Complaints." In addition, I will provide information about the workshops, panel presentations, and roundtables I attended at the conference.

6. Vincent Ferraro

"Show Me Your Papers: Explaining Immigration Bills at State Legislatures, 2006-2012"

Controversies surrounding immigration policy have become especially strident over the last two years. Since the passage of SB1070 in Arizona, similar bills have been passed in Alabama, Georgia, Indiana, and South Carolina that seek to impose and enforce stringent restrictions on immigration. The existing literature has studied the legal, moral, and social ramifications of these laws, especially the juridical and constitutional anomaly created by states enacting their own immigration policy. But certain questions still remain: Why and how did some states move forward with immigration bills when they were aware of the jurisdictional conflict with the federal government? If it were simply a function of the size of the immigrant population, why did states like Texas, California, and New York, which have some of the highest percentage of immigrant population in the nation, not take the same measures as Alabama, Georgia, and South Carolina? If it were a response to rising crime, why did states with higher rates of drug use or violent crime not follow Arizona's lead? It is therefore essential to focus on the larger political factors that influence the policy process at the state level. To that end, we employ an event history analysis of a panel of longitudinal state-level data for the period 2006-2012. In addition to a range of socio-demographic, economic, and cultural factors, this study seeks to determine the effects of several key political factors, including political party dominance and the rise of the Tea Party, as predictors of states' defiance of federal jurisdiction.

7. Haewon Ju

Who Are Fashion Brand Fans?

An Investigation of Antecedents and Outcomes of Brand Commitment A model was developed to investigate antecedents and outcomes of fashion brand commitment to test the concept of fanaticism within the context of a fashion brand. Data were collected from panel members (n = 418) obtained from a marketing research company who self-identified as fans of a fashion brand using online survey. Structural equation modeling was used to test the model. Participants who indicated they had strong desire for belonging indicated they were also materialistic. Materialistic participants were conscious of fashion brands and agreed that their self-concept was linked to the brand that they were a fan of. Brand consciousness was positively associated with brand engagement in self-concept and relationship investment. Participants tended to invest resources for a brand when they reported a strong connection with the brand and these participants were highly committed to the brand. Brand commitment was found to be positively related to behavioral outcomes investigated.

8. Virginia Noon

Industry Connections: Linking Design Professionals to Fashion Students Using Real Time Technology

The purpose of this presentation is to share the results of using videoconferencing to inform fashion students in a sophomore level research methods class on the integral role of research in product design and development. A talented young designer employed by a multi-national athletic footwear conglomerate (headquartered on the west coast of the United States) was invited to speak to students at an east coast university using Internet videoconferencing. The technology used in the study was Blackboard Collaborate (a learning management system) and a web camera. The response from twenty three students in the research methods class was overwhelmingly positive. The current study validates videoconferencing as an instructional method to connect students with industry professionals by providing a “real world” snapshot of how a designer works and conducts research. Since the student response was so favorable, more videoconferences in future classes are being planned.

9. Judith Otto

“Roads to Freedom”: Narratives of Resistance to Communism

Since 1989, the countries of central and eastern Europe have embarked on the project of constructing new national identities free of (and often in opposition to) earlier forced allegiances to the Soviet Union and its repudiated ideologies. Nowhere is this endeavor clearer than in the retrospective histories of the communist period that appear in museum exhibitions, monuments, and other displays intended for a tourist audience. In Gdansk, Poland, birthplace of the Solidarity movement, textual analysis of such histories reveals that the narratives of Solidarity have been constructed not only in the service of nation-building, but also to resonate with current-day global political concerns, including the interdependence of religious faith and political action, and how the principles of Solidarity can be used to press for universal political freedoms and human rights.

10. Brianna Plummer

Documenting the Design Process: Validation of Professional Development for Dossiers

As a scholar working in specialized fields and attending content-specific conferences it is easy to overlook the importance of explaining how you get to the design, oral research paper, published abstract, pedagogical presentation, audition, or performance. Not all areas of academia approach research in the same way; it is the responsibility of the professor to justify the design research and validate the process used in order to get to work that is considered commendable within my field of study. Prior to my tenure review, I had not been able to easily document the process of these accomplishments. In order to illustrate my work in the world of fashion and costume I created a collection charts, steps, and timelines to help clarify the design specific competitions, projects, and publications. Every artist has their own design process and as long as you know what yours is you can create, document and validate your professional development successfully.

11. Nicole Rossi

A Field Trip for the History of Psychology: Medfield State Hospital 1986-2003

The following details a field trip in a history of psychology course. In conjunction with two other class assignments: (1) the reading and discussion of Gerald Grob's, *The Mad Among Us* (1994), a book that details the evolution of mental asylums in America; (2) a paper based on annual reports published by an asylum's superintendent, students participated in an off-campus field trip to Medfield State Hospital, a former state insane asylum in Massachusetts. A group activity associated with the trip enabled students to personally interact with psychological history.

12. Becky Shearman

*The effect of thyroid hormone on skeletal development in *Xenopus laevis**

Thyroid hormone (TH) plays a key role in growth and development, and tri-iodothyronine (T3) is the active form of TH in vertebrates. In frogs, T3 is responsible for the initiation and regulation of metamorphosis. Exposure to exogenous T3 has been shown to cause accelerated metamorphic change in *Xenopus laevis*, including precocious tail resorption and cartilage development. TH has also been shown to increase the rate of cranial ossification in *Bombina orientalis*. Herein, we exposed *X. laevis* tadpoles to exogenous T3 for 48hrs during pre-metamorphic development (Nieuwkoop and Faber Stage 50). Tadpoles were then reared without further T3 exposure and specimens were collected and stained for cartilage and bone. Tadpoles treated with T3 were smaller, reached NF stages faster, and initiated cranial bone ossification earlier than those in the untreated group. Our findings support the hypothesis that interspecific differences in ossification sequence may result from variation in T3 sensitivity of osteogenic centers.

13. Julie Zoino-Jeannetti

Common and Diverse: Learning Journeys of Non-Traditional Women Learners

My manuscript explores the experiences of women learners enrolled in a job readiness program situated in a shelter for homeless adults. Through my empirical research I identified how and in what ways the women arrived at their own understandings of what it means to learn. The objective of my book is to provide theoretical understandings, a developmental model and

practical applications for educators. At present, much of the research literature demonstrates that current adult learning theory is fragmented, topical and limited in its applicability to women. My research took as its starting point a problematizing stance that disrupted implicit assumptions about the universality of current adult learning theories. My book presents a rich developmental framework and description of women's learning. This text will contribute to adult learning theory, feminist research in adult education and learning theory through articulating the perspectives around learning of women students in a community-based adult education program.