

Fall 2014 Recipient Abstracts

Susan Brudvig, IU East

Presentation Title: “Excellent Ratings in Marketing Instruction: Understanding End-of-Semester Evaluations”

Brief Abstract: This presentation illustrates an analytic approach to understanding what influences student ratings of marketing instruction. After describing the motivation for analyzing student evaluations, a hierarchical logistic technique is described. Results from over 1,500 student evaluations will be presented. The findings highlight that instructional factors, such as instructor organization and instructor rapport, accounted for most of the variance in student ratings, not background factors such as student gender or student major. In other words, although student ratings of marketing instruction are influenced by factors outside the control of faculty, factors within the control of marketing faculty are the predominant influence. The presentation concludes by advocating a multivariate approach to understand how students rate marketing instruction, rather than simply relying on mean ratings of instructors or correlational analyses of course ratings.

Genevieve Shaker, IUPUI

Presentation Title: “Crafting Effective Online Graduate Seminar Classes”

Brief Abstract: Graduate education faces unique obstacles when offered online. The graduate student population features different experiences and expectations than are typical among undergraduates. This symposium is focused on the extent to which the qualities commonly associated with traditional face-to-face graduate-level seminars—such as community-like experiences and deep engagement with course content—can be replicated in online venues.

A case study of an online graduate course, *The American Community College (ACC)*, is at the center of this research-based interactive session. A hybrid course with only two in-person class meetings and alternating synchronous and asynchronous weekly sessions, ACC was divided into five modules, nesting course topics within two- to five-week periods. For this mixed methods, descriptive case study, two sections of the ACC class (N = 33) were included.

The case, its findings, and implications will be used to facilitate a discussion about graduate learning in the online environment and about the assessment and strategic development of online classes.

Eugenia Fernandez, IUPUI

Presentation Title: Understanding Gender Differences in Online Learning (with Dr. Julie Little-Wiles, Visiting Lecturer & Professor Pat Fox, both of Organizational Leadership)

Brief Abstract: As virtual learning has become increasingly more popular and even more common within both two and four-year institutions, the question of student engagement within these courses remains a critical factor for both administrators and faculty. Determining how students respond and participate in online courses has been studied to some degree, but what has not specifically been addressed is the factor of gender. So simply asked: Does gender play a significant role in how students engage with online courses? This question directed a two year study that sought to determine if gender does play a role in the engagement and student success in one online sophomore-level ethical decision-making course taught at the School of Engineering and Technology. This paper will outline the various phases of the project including initial set-up and planning, the pilot study, and then the full launch to all sections each semester. The data examined includes students' gender, total site activity and usage, total site visits, chat room activity, message activity, course letter grade, and course letter grade percentage earned. Basic demographics will be determined and statistical analysis will be performed at each stage of the study with a final conclusion drawn at the end of the two years. This two-year study is organized into four phases. Currently, phases one and two are complete with phase two, the pilot study, garnering some interesting results for the research team. Phase three, the full launch to all sections in two semesters, is now underway and the researchers hope the full launch will determine if the pilot results were correct or if a larger sample provides a clearer determination in regards to gender.

Presentation Title: Student Performance in First Year, Mathematics, and Physics Courses: Implications for Success in the Study of Electrical and Computer Engineering (with Jane Simpson, MSTech Grad Student)

Brief Abstract: Mathematics and physics courses are recognized as a crucial foundation for the study of engineering, and often are prerequisite courses for the basic engineering curriculum. But how does performance in these prerequisite courses affect student performance in engineering courses? This study evaluated the relationship between grades in prerequisite math and physics courses and grades in subsequent electrical engineering courses. Where significant relationships were found, additional analysis was conducted to determine minimum grade goals for the prerequisite courses. Relationships were found between five course pairs: calculus II and differential equations; calculus II and physics I (mechanics); physics II (electricity and optics) and circuits analysis II; physics II (electricity and optics) and signals and systems; and circuits analysis II and signals and systems. The results indicate that a grade of C+ or higher in calculus II, and a grade of B- or higher in physics II and circuits analysis II will lead to higher grades in subsequent mathematics, circuits, and signals and systems courses. This information will be used to aid faculty in making decisions about future minimum grade requirements.

Tin-Chun Lin, IU Northwest

Presentation Title: Students' Economic Behavior after Midterm Exams: An Empirical Analysis

Brief Abstract: I developed three hypotheses and a case study involving a sample of 203 students enrolled in four introductory microeconomics classes during the spring semesters of 2007 and 2009 to examine the effects of prior exam performance on increments for current in- and out-of classroom efforts toward future exams. I found that students' prior exam performance is an important and significant signal of students' decisions to invest more or fewer in-/out-of classroom efforts on the next exam. These findings also indirectly imply that many students may behave like producers in evaluating their previous production outcome and then deciding on a level of effort to invest in current production. In addition, we

found that weaker students relative to stronger students could invest fewer efforts when they received poor exam grades. Comparing weaker students with stronger students, weaker students would be more likely to behave like producers.

Deanna L. Reising & Douglas E. Carr, IU Bloomington

Presentation Title: “A Comprehensive Interprofessional Education Program: Innovation in Action”

Brief Abstract: An interprofessional education is infused into nursing curricula, the challenge become how to create a sustainable program that matters in practice. Detailing the specific competencies at each level, as student move from novice to expert skill sets, is important for designing educational interventions to achieve those competencies. The purpose of this presentation is to describe a comprehensive program of interprofessional education and practice that spans two years of nursing and medicine curricula. Student teams are formed with third year Bachelor of Science in Nursing (BSN) students, and first year medical school students, and are retained for two years. Team undergo yearly training to enhance interprofessional communication and collaboration skills using best practices in communication skills and TeamSTEPPS. Student teams practice these skills in both simulated and practice settings. The presenters will share the types of activities, which include standardized patients, simulation, and direct care with underserved populations. Research design and evaluation strategies will be presented for each type of activity along with lessons learned and improvements in evaluation. Results of the now five year program will be summarized, including educational and patient outcomes. Future directions, including the organization's participation i the National Center for Interprofessional Practice and Education, and new curricula design will be shared.