Fall 2015 Recipient Abstracts

Stephanie Medley-Rath, IU Kokomo

Presentation title: Harmful or Helpful? The Impact of New Technologies on Learning Outcomes in Introduction to Sociology

Brief abstract: I conduct a quasi-experiment across three face to face (F2F) sections and four online sections of Introduction to Sociology testing open access (i.e., electronic) and print reading materials. This research fills a gap in the literature by examining how both the mode of instruction (online or F2F) and type of reading material (open access or print) impacts student learning outcomes. This research uncovers whether using open access materials is a viable option for reducing textbook costs, thereby increasing access to higher education. Moreover, by testing these reading materials across two classroom types, I can discern whether the different reading materials are more or less useful to online as opposed to F2F students. Findings offer mixed results. Students who were enrolled in a section that was both online and used electronic readings earned higher final grades. Students who used the print textbook or were in a F2F section, however, showed more improvement from the pre- to post-test on their knowledge of sociology.

Kim Decker, IU Bloomington

Presentation title: Outcomes of a Bystander Intervention Service Learning Project in a Pre-Licensure Nursing Program

Brief abstract: Purpose: The purpose of this project was to explore outcomes from the integration of a bystander intervention, service learning project into a pre-licensure nursing program. The bystander effect is a well- known social phenomena where ambiguity and diffusion of responsibility result in the failure of individuals to assist others in need (Bennett, Banyard, & Garnhart, 2014; Darley & Latane, 1968). Alarming trends in preventable injuries and assaults among college students have led some campuses to explore ways to teach bystander intervention as a means to improve safety and well-being (Coker et al., 2011; Gidycz, Orchowski, & Berkowitz, 2011; Reid, Irwin, & Dye, 2013). Specifically, one large public university in the Midwestern United States created a campus-wide, bystander intervention initiative to promote awareness, compassion, and courage among students called "Culture of Care." The initiative focuses on improving sexual well-being, mental health, alcohol and drug awareness, and respect among students. Consistent with the American Nurses Association's (ANA, 2014) position that nurses have an ethical responsibility to collaborate with the public to improve the health and safety of communities, we created a service learning project at the same university in a beginning level nursing course to support the Culture of Care initiative. The research questions that guided this study were "How did the nursing students improve the campus's well-being?" and "How did participation in the bystander intervention service learning project help promote students' professional development?" Methods: We obtained IRB approval to conduct this mixed-method study. Over the course of two years, all BSN students enrolled in a required entry level, Healthy Populations clinical course (N=120) participated in a 4-hour training on bystander intervention. Students then received instructions to spend a minimum of 6 hours engaging in activities of their choice that promoted a least one of the four Culture of Care focus areas over the course of the semester. Students recorded their hours in their clinical logs and reflected on their experience through group discussion and in a written journal. We used a case study design to gain a holistic understanding of the intended and unexpected project outcomes. Quantitative data from student's time logs was mapped to qualitative data from the students' reflective journals using Dedoose Version 5.0.11software.

Results: First year data revealed that over 90% of the students devoted at least part of their hours to the drug and alcohol awareness focus area. Approximately 50% of the students engaged in activities to improve sexual well-being. Students served the university by spending their time acting as sober monitors or designated driver (172 hours), creating alternative to drinking activities (116 hours), taking friends to Culture of Care related lectures (54 hours), joining groups related to the Culture of Care focus areas (48 hours), working with small groups or individuals (34 hours), and participating in community awareness events (32 hours). Analysis of student journals revealed the participation in this project helped the majority of students (70%) appreciate their personal responsibility in community safety, and 37% of students described a specific incidence where they used their training in bystander intervention to assist an individual in need beyond acting as their designated driver. Further analysis showed that students engaged in caring occasions while gaining skills as leaders (50%), activists (38%), and educators (37%). Second year data will be analyzed in January 2015. Conclusion: While this pilot project involved 120 students dedicating a total of over 800 hours to campus well-being, the student logs suggested the impact was much further reaching. Nurses are leaders and advocates who have a moral responsibility to promote the health and safety of all people (ANA, 2014), but traditional methods used in pre- licensure education have not always led to the development of strong leaders (Hensel& Laux, 2014; Hensel, Middleton, & Engs, 2014). Very early in the curriculum, this service learning project gave novice nurses an opportunity to cultivate professional skills and attitudes, including those related to safety and leadership, while functioning in a fairly independent manner. Future research is needed to determine if learning to act when things are not right in a community setting will transfer to the acute care setting where all team members are expected intervene about safety concerns.

Spring 2015 Recipient Abstracts

Andy Gavrin, IUPUI

Presentation Title: "Course Networking from an Instructor's Perspective"

Brief Abstract: Course Networking (http://www.thecn.com) is a new social media tool designed specifically for the educational environment. It incorporates the ability for an instructor to create "tasks" based on course content, time periods, or other structures. It also allows instructors and students to create posts, polls, reflections on prior posts, and to "like" other's work. This talk will report on a first use of Course Networking in an introductory calculus-based mechanics course at IUPUI. Enrollment in this course is over 150 students. Further, IUPUI is a predominantly computer campus, so many of the students have little opportunity for social interactions in their classes. Particular attention will be paid to student attitudes about this new tool and their perceptions of its impact on learning and social engagement with their peers.

Katherine Strand, IU Bloomington

Presentation Title: "Leaving the Yellow Brick Road: Transformative Learning in a University Music Program"

Brief Abstract: College performance ensembles situate themselves within musical traditions that educate participants in performance practices, ensemble skills, technical fluency, and expectations for audience and performer behavior. Leaving university, these performers emulate what they learned, so that a cycle of rarified performance practice that is separated from a larger community continues from graduating class to graduating class. The purpose of this qualitative case study was to explore the types of learning that occurred as performers engaged in service learning. I examined reflective writings and in-class conversations of students in a performing ensemble as they learned music of several cultures and then organized musical engagements with three community groups. Emergent category coding revealed that the performers underwent three important changes in the ways that they viewed themselves and their performances. The first change was receptivity, in which the learners became open to alternative ideas about performing. The second change was recognition of the value of these alternate ideas. The third change was a sense of grieving as learners recognized that their old ways of thinking were no longer relevant when their beliefs about themselves as performers expanded and evolved. These transformations support Boyd's (1988) theory of transformative learning, a "fundamental change in one's personality involving the resolution of a personal dilemma and the expansion of consciousness resulting in greater personality integration" (Boyd 1989, p. 459, cited in Taylor 1998, p. 13). The powerful nature of learning in this project encourages me to consider implications for music teacher education.
Chera LaForge, IU East

Presentation Title: "The Pitfalls, Perils, and Possibilities of Problem-Based Learning in Online Classes"

Brief Abstract: As more and more professors are being asked to teach online, many struggle with how to translate their active, engaging classroom activities to an online medium. This paper explores the pitfalls, perils, and possibilities of using one active learning strategy--problem based learning (PBL)--in an online class. PBL encourages students to think critically, act independently, and engage with real-world examples in the field. The paper includes the potential challenges in implementing group based work in online courses, discusses the benefits students may reap from working together, and provides some evidence for the success of PBL in lower and upper-level political science courses.

Beth Trammell, IU East

Presentation Title: "Fostering understanding of personality theory and development in undergraduate students by raising virtual children: A high-impact practice technique"

Brief Abstract: As the push to include high-impact practice in the undergraduate classroom heightens, this poster will highlight the student learning outcomes in a personality theories course that utilizes a website called MyVirtual Child. As students learn about personality assessment and theory, they work within a small group to raise virtual children by selecting the most or least optimal parenting strategies (based on whichever group they are in – the "best parent" group or the "worst parent" group). There are two groups of each type of parent so that comparison of intra- and intergroup differences can be explored within the class. Students engaged in fruitful discussions about judgments of personality, variations of culture, the impact of the environment (including "good" or "bad" parenting practices) on personality development.

Although it is mostly used in developmental courses, the MyVirtual Child program has proven to be a fruitful mechanism by which students can explore the impact of the environment on personality development. This program gives students a "real life" person to compare various events and their impact on personality. It also allows application of theory to a "person" without the ethical dilemma of imposing certain theoretical underpinnings on a person that the student knows (i.e. perhaps labeling someone they know with a personality disorder, judging a person for certain behaviors). By using virtual children, we can look at certain behaviors exhibited and make non-controversial statements that very much enhance student learning. Overall, it has been a very engaging way of getting students excited about personality theory.

Whitney Schlegel, IU Bloomington

Presentation Title: "Connecting Undergraduate Learning in the Life Sciences to Authentic Professional Practices Enhances Understanding and Socialization in the Discipline of Physiology"

Brief Abstract: Authentic disciplinary practices engage students with the habits of mind and ways of knowing in the discipline. A need for change in undergraduate life sciences education has been established by diverse stakeholders, with a clustering of recommendations directed towards implementing authentic learning assessment and student experiences; including but not limited to, shifting course content requirements to competency requirements (AAMC& HHMI, 2009), establishing high-impact practices to align with expectations for learning (AAC&U, 2008) and providing authentic disciplinary experiences that reveal the process of science (AAAS Vision & Change, 2011). Collaboration and innovation in the workplace go hand-in-hand and the enterprise of science and communicating science is collaborative. Writing in the discipline facilitates understanding and socialization in the discipline. This study presents evidence of student learning in a senior capstone course where students learn physiology in semester teams within the context of patient cases and engage in collaborative writing, inquiry, presentation, and peer review with individual reflection on the learning process and peer evaluation. In a 2-year study, collaboratively written case reports and research reports paralleled semester improvement in individual and team exam performance. Student-driven team inquiry project posters ranked consistent with team writing in the discipline. Members of high performing and most improved writing teams were able to articulate collaborative writing strategies, value the collaborative writing process, and demonstrated disciplinary ways of knowing in their final writing products.

Murray Bethany, IUPUI-Columbus

Presentation Title: "Transformational Processes in Developing Cultural Understanding: Nursing Students' Experiences in Swaziland"

Brief Abstract: The presentation will be to report the experiences of six nursing students following a service-learning experience in Swaziland, Africa. Students provided hands-on care in both hospital and community settings. Following the program, the students were interviewed and the interviews were analyzed utilizing narrative methods. The results of the study closely followed other research that has been published on the value of overseas study as a curricular tool in teaching nursing student's cultural understanding. Students went through stressful transitions, adapted to these and utilized internal coping strategies and personal strengths to accomplish a remarkable degree of personal and professional growth in a relatively short period of time. Experiencing mild hardship and culturally dissonance activated coping strategies within the students that enabled change and promoted transformation. This

transformative process led to greater cultural understanding and both personal and professional growth. The challenge for nurse educators is to try and find ways to incorporate the same processes of cultural dissonance that will provoke activation of coping strategies without the financial barriers.