The Sixth Annual
TEACHING & RESEARCH SYMPOSIUM

Friday, February 22\textsuperscript{nd}, 2013
8:15 a.m. - 3:20 p.m.
University Banquet Hall
Schedule Overview

8:15 a.m. - REGISTRATION & COFFEE

8:30 a.m. - Sessions 1-A & 1-B
9:20 a.m. - Sessions 2-A & 2-B
10:10 a.m. - Sessions 3-A & 3-B
11:00 a.m. - Sessions 4-A & 4-B

11:45 p.m. - LUNCH FOR ATTENDEES

12:40 p.m. - Sessions 5-A & 5-B
1:30 p.m. - Sessions 6-A & 6-B

2:10 p.m. - COFFEE BREAK

2:20 p.m. - Sessions 7-A & 7-B

* Presentation abstracts were reprinted from original submissions.
**Session 1-A UBH North**  
**8:30 a.m. - 9:10 a.m.**  
*Moderator: Julie Hipp*

*Telling Human Stories: The "History and Culture" Core Course and its Goals*  
Mark Soderstrom, PhD (Assistant Professor of History)

This presentation will provide an overview of the "History and Culture" core course currently being developed for the new general education curriculum, focusing in particular on the course’s major questions, scope, learning outcomes, and assignments.

**8:50 - 9:10 a.m.**  
*Science General Education Course Development*  
Sharon Miller, PhD (Assistant Professor of Chemistry) and Carrie Milne-Zelman, PhD (Associate Professor of Biology)

If a scientific researcher was able to immortalize cells from your body, would you consent if you knew your tissue could advance disease treatments? Imagine that your doctor did not ask your permission, propagated your cells, and shared them with a company that turned a profit. One aspect of the new Science and Society general education course intends to explore dynamic areas of science where scientific progress intersects with social and ethical issues. Our presentation will discuss the overall structure of the new science general education course, course goals, learning objectives and highlight sample assignments to help elucidate what students will experience in Science and Society.

**Session 1-B UBH South**  
**8:30 a.m. - 9:10 a.m.**  
*Moderator: Stephanie Whitus*

*Using Student-produced Videos and Video Conferencing to Teach Environmental Education*  
Christopher Wells, MS (Assistant Professor of Parks and Recreation)

This presentation describes the process and outcomes of a project in which REC 3400 Outdoor Recreation and Education students developed videos about aquatic invasive species in Wisconsin, shared those videos with a remote classroom of fourth grade students, and interacted with the remote classroom via Skype to answer questions and extend learning.

**8:50 - 9:10 a.m.**  
*AU: A Hub of Social Innovation?*  
Jeff Bulanda, PhD (Assistant Professor of Social Work)

This session will discuss the principles of social entrepreneurship (SE) and consider how faculty can incorporate SE into their teaching, service, and scholarship with the goal of providing opportunities for the AU community to tackle the big social problems of our time with real solutions. SE is an applicable concept across disciplines; therefore, this session is intended to serve as think tank for how SE can take shape at Aurora University.

*Presentation abstracts were reprinted from original submissions.*
Session 2-A UBH North 9:20 a.m. - 10:00 a.m.  Moderator: Sarah Radtke

9:20 - 10:00 a.m.  
**The Portfolio Process, Collaboration, and Teaching to the Test**

Miriam Ojaghi, MAT (Instructor Pro-rata of Education), Henry W. Kronner, PhD (Associate Professor of Social Work), Eva Serrano, EdD (Assistant Professor of Latino Studies), Mark Soderstrom, PhD (Assistant Professor of History) and Daniel A Goeckner, MBA/MSA, CPA, CGMA

Participation in the course portfolio process has been an opportunity to read, discuss and reflect upon critical issues in teaching with other colleagues. Given that teaching can be a fairly isolating profession, our collaborative efforts have been insightful and productive. As a result of this process we have made adjustments that have made our teaching more intentional. Specifically, we will discuss the results of implementing pre/post tests and their impact on our instruction.

Session 2-B UBH South 9:20 a.m. - 10:00 a.m.  Moderator: Alicia Cosky

9:20 - 9:40 a.m.  
**The State’s Role in Preventing Ethnic Violence: Constitutional Engineering in Nigeria, 1960 - 2008**

Debra J. Kennedy, PhD (Instructor Pro-rata of Social and Behavioral Sciences)

Ethnic conflict and violence are tragic constants in history as they continue to manifest as bloodshed, genocides, and massacres. From the Balkans, to Indonesia and Central Africa, ethnic violence is played out to extremes, despite extensive attempts at triggering state institutional change and fostering democratic development. This has prompted scholars to examine the reasons behind the violent occurrences. Few, however, have studied the ways in which institutions can be designed to mitigate ethnic violence that occurs during the transition from an authoritarian to a democratic regime. This work examines how Nigeria utilizes institutional change in the form of “Constitutional Engineering” to ameliorate ethnic violence in the state. In using Nigeria as a case study, the research also helps address the question: How effective is “Constitutional Engineering” as an instrument for conflict resolution in a transitioning democracy?

9:40 - 10:00 a.m.  
**Masculinity [Re]Framed: Mental Illness, Suicide, and Outreach to U.S. Veterans**

Jon Ross, MA (Adjunct Instructor of Communication/IDS)

Fighting an "epidemic of suicide," the U.S. military now confronts an enemy - mental illness - it has long ignored or suppressed, a condition associated with at least one suicide of an active-duty service member or veteran every day. Consistent with the “warrior culture,” some discourse employed to reach the target population of those fighting PTSD and other forms of mental illness in some cases does not speak directly to mental health; instead, euphemisms like “real warriors” and “invisible wounds” are employed to get the message to target audiences - before it’s too late. This project addresses how gendered “soft” language attempts to reach out to male service members, assessing both rhetorical roots and practical applications of their use.

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And the Learning Continues I
Andrea Kowalchuk, PhD (Assistant Professor of Religion/Philosophy), John Curran, MFA (Associate Professor of Theater), Stephanie Whitus, PhD (Associate Professor of Criminal Justice), and Jennifer Buckley, EdD (Associate Professor of Physical Education)

During the 2011-2012 academic year, a group of 18 faculty members participated in the first round of AU’s Course Portfolio and Peer Review of Teaching Project. At the last symposium, you heard from participants about some of the changes they made to improve teaching effectiveness and promote student learning. Many individuals continued to reflect on their learning after the project was “officially” concluded. Consequently, participants continued to make changes in their teaching approaches, assignment construction, and evaluation techniques. In this session you will hear about how learning has continued and additional positive outcomes have occurred as a result of participating in this project.

Creating a Community: Embracing Diversity in the Classroom
Denise Hatcher, EdD (Associate Professor of Spanish)

There are a few hot topics that a foreign language educator faces. One is where to place native Spanish-speaking students. Some schools and universities place native Spanish-speakers in separate classes. At Aurora University, native Spanish-speakers are encouraged to formally study the Spanish language with their native English-speaking peers because there are so many important lessons that the students from such different linguistic backgrounds can teach. I believe that allowing and encouraging native Spanish-speakers to study Spanish creates a community and encourages students to embrace diversity in the classroom. This presentation will showcase how native Spanish-speaking students and native English-speaking students are encouraged to work together inside and outside of the classroom.

Building a Sense of Community in the Classroom
Eva Serrano, EdD (Assistant Professor of Latino Studies)

Higher education research points to the need to create a sense of belonging among underrepresented students on U.S. college campuses in order to improve retention and graduation. After having success in applying some strategies with Latino and Latina college students, I have begun to apply some strategies in classes with students of multiple ethnic and racial backgrounds because creating a sense of community in college classrooms can prove helpful in helping a greater number of students stay in school and graduate. In this presentation, therefore, I will share some strategies that I implement to build a more cohesive classroom environment which ultimately supports greater student engagement and learning.
Session 4-A UBH North  11:00 a.m. – 11:40 a.m.  Moderator: Pam Wicks

11:00 - 11:20 a.m.

**Classroom Conversation Launchers (So, what is your major?)**
Jim Varney, EdD (Associate Professor of Education)

This interactive sharing will address many strategies to have instructors not be in the role of a dentist--pulling out classroom discussions out of reluctant to participate students. How often have you assigned a reading, prepared excellent discussion questions, threw out the first question, and then been met with stony silence and bowed heads? Strategies shared are designed to address how to create an environment conducive to a free-flowing conversation of ideas between and among students and instructors. Conversation launchers to motivate and increase classroom participation will include standards like Jigsaw, Think/Pair/Share, Popcorn as well as more novel strategies such as "Ticket to Leave", "Splitsville", "If I Were the Teacher", "Guiding (Light) Questions", "Observations of Note", and the "Human Highlighter". Handouts included.

11:20 - 11:40 a.m.

**What I Learned from Teaching Online**
Heidi Schlumpf, MTS (Associate Professor of Communication)

Aurora University is launching its first fully online programs this Spring, even as the debate about the merits—and limits—of online education continues. After teaching my first online course in Summer 2012, I can admit I both loved it and recognize some limitations. What surprised me was that teaching online gave me strategies and techniques that have improved my on-the-ground teaching, especially for adult students. I’ll share what I’ve learned as well as some technology tips that may help in your face-to-face classes.

Session 4-B UBH South  11:00 a.m. – 11:40 a.m.  Moderator: Denise Hatcher

11:00 - 11:20 a.m.

**Teaching Art History with Project-based Learning**
Libby Escobedo, PhD (Assistant Professor of Art History)

For nearly a century, art history has been taught primarily with slide lectures in a darkened room. Unfortunately, this signature pedagogy fails to engage some students and doesn't promote students' responsibility for their own learning. This past fall, in a 3000-level course focused around the concept of Renaissance, I nearly eliminated the slide lecture in favor of project-based learning. The results were interesting, the process often challenging, but in the end, it was a great learning experience for both students and me.

11:20 - 11:40 a.m.

**Portrait of Jason: A Reappraisal**
Gerald Butters, PhD (Professor of History)

"Portrait of Jason" is the first known documentary to feature an openly gay African American man. Directed by pioneering filmmaker Shirley Clarke, the film has often been considered in terms of the subject’s off-beat behavior and decline. What has not been considered is Clarke and boyfriend Carl Lee's abusive behavior and contempt for their subject. This paper will reappraise the relationship between filmmaker and subject, demonstrating the difficulty in classifying such a complex work.

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Session 5-A UBH North 12:40 p.m. – 1:20 p.m.  Moderator: Joan Erickson
12:40 - 1:20 p.m.

And the Learning Continues II
Brenda Barnwell, MSW, LCSW, CADC (Assistant Professor of Social Work), Faith Agostinone-Wilson, EdD (Associate Professor of Education), and Kathleen Bradley, PhD (Associate Professor of Education)

During the 2011-2012 academic year, a group of 18 faculty members participated in the first round of AU’s Course Portfolio and Peer Review of Teaching Project. At the last symposium, you heard from participants about some of the changes they made to improve teaching effectiveness and promote student learning. Many individuals continued to reflect on their learning after the project was “officially” concluded. Consequently, participants continued to make changes in their teaching approaches, assignment construction, and evaluation techniques. In this session you will hear about how learning has continued and additional positive outcomes have occurred as a result of participating in this project.

Session 5-B UBH South 12:40 p.m. – 1:20 p.m.  Moderator: Heidi Schlumpf
12:40 – 1:00 p.m.

Using Cell Phone Technology to Engage Students and Assess Learning
Oscar H. Krieger, MS (Associate Professor of Athletic Training)

This presentation will focus on the use of cell phone technology in the classroom as a means of improving student engagement and to assess learning. The use of Student Response Systems (SRS) are becoming more popular in the classroom as technology continues to evolve. The term SRS generally refers students interacting with the instructor, an onscreen presentation, poll, or prompt via electronic means. Attendees will learn how to integrate Poll Everywhere (a web-based platform) and a typical cell phone into the classroom environment to serve this purpose. Attendees are encouraged to bring their cell phones to participate in this interactive presentation.

1:00 – 1:20 p.m.

Confronting "Difficult Knowledge": Critical Aesthetics and War in the Classroom
Jessica Heybach, PhD (Assistant Professor of Education)

This qualitative multi-site case study explores critical aesthetic experiences in teacher education classrooms, and advocates for the inclusion of theoretical and practical knowledge of “difficult knowledge,” visual culture, and critical aesthetics in the classroom. Social reality consists of a perpetual stream of tragic and horrific images that bombard individuals and leads to the normative assumption that such images are anesthetizing. This study complicates the assumption of apathy and desensitization through an empirical study where participants were asked to witness artwork and images of social injustice—in particular, visual culture depicting the 2004 Abu Ghraib prison scandal. The implications of this study reveal the necessary work needed in teacher education to help teacher candidates develop the capacity and desire to engage visual culture and controversy in meaningful and substantive ways. This dissertation concludes with recommendations for a teacher education curriculum that would better prepare educators to confront difficult visual culture in the classroom.
**Session 6-A UBH North  1:30 p.m. - 2:10 p.m.  Moderator: Alicia Cosky**

1:30 – 2:10 p.m.

**A New Faculty Initiative: Enhancing Classroom Instruction and Effectiveness**
Alicia Cosky, EdD (Dean of Faculty Development and Professor of Physical Education), Donald P. Danner, CPA, CGMA, MBA (Instructor Pro-rata of Business), Nordan Delizo, MSN, RN (Assistant Professor of Nursing), David Dial, MPA, MA (Director of Criminal Justice), Robert B. Campbell, PhD(c), LCSW, QCSW (Visiting Clinical Faculty of Social Work), Sara J. Johnson, PhD (Visiting Assistant Professor of Psychology), Linda Lennox, MSN, MBA, RN (Visiting Professor of Nursing), and Pam Wicks, EdD (Assistant Professor of Communication)

As an institution dedicated to the transformative power of learning, Aurora University is always working toward increasing the effectiveness of its faculty in the classroom. The Teaching Effectiveness Course is the University’s Initiative developed for the 2012-2013 academic year to continue to enhance the quality of instruction. New faculty members were invited to attend these sessions. Every other week a task was given to implement a new teaching strategy in our classes. Reflection and discussion focused on the effectiveness of the strategies and their impact on student learning. The participants in the course will provide an overview of the Teaching Effectiveness Class and discuss their experiences in applying the theories of instructional design, delivery and evaluation.

**Session 6-B UBH South  1:30 p.m. - 2:10 p.m.  Moderator: Christina Krause**

1:30 – 2:10 p.m.

**Going Paperless with Turn It In**
Patrick Dunn, PhD (Associate Professor of English)

Turn It In, the online plagiarism checking software to which AU subscribes, is not only a way to check for academic dishonesty, but also a platform for efficient and convenient online grading of papers. In this presentation, I will discuss my experiences moving to a "paperless" classroom with Turn It In and demonstrate how it works with commenting, grading, and revision of student papers. I will also offer suggestions for overcoming possible snags and dealing with the initial learning curve.

*Presentation abstracts were reprinted from original submissions.*
**2:10 - 2:20 p.m.**

![Coffee Break Image]

**Session 7-A UBH North  2:20 p.m. – 3:20 p.m.  Moderator: Jane Davis**

2:20 – 2:40 p.m.

*The Business Impact of Fair Value Accounting*

David Diehl, MBA, EdS, CPA, CMA, CGMA (Assistant Professor of Accounting)

For a century or more accountants have been guided by the cost concept. The cost concept requires presentation of balance sheet values at the historical value, or cost, of balance sheet components. Times have changed. Accountants are now required to use fair value treatment for some assets and permitted it for others. This research discusses the application of fair value accounting and the impact it has had on balance sheet valuation, stock prices, and financial credibility. It seeks to draw a conclusion on whether this sea change in accounting theory has been a boon or bust for the business and investment community.

2:40 – 3:00 p.m.

*A Scientific Monitoring Buoy on Geneva Lake*

Christopher Wells, MS (Assistant Professor of Parks and Recreation)

This presentation will cover the design, development, deployment and recovery of a prototype scientific monitoring buoy that was placed in Geneva Lake to collect temperature data at various depths. Lessons learned from the process will be shared along with plans for future iterations of buoy-based lake research.

3:00 – 3:20 p.m.

*Climate Change and Environmental Sex Determination in a Geographically Widespread Species*

Carrie Milne-Zelman, PhD (Associate Professor of Biology)

Global climate change has widespread implications for species distributions and survival. For example, models predict that warmer climates will lead to increasingly biased sex ratios in reptiles with environmental sex determination, in which egg incubation temperatures determine offspring sex. How do these populations adapt to climate change? Our research team will be addressing geographic variation in nesting behavior, nest placement patterns, and the thermal response of embryos to incubation temperatures in a widespread population of painted turtles. We will be using mathematical models to predict nest temperatures and offspring sex ratios in seven populations across North America and use climate models to predict how global change will affect these populations. Our research grant will provide funds for a team of undergraduate students from Aurora University to document nesting patterns and nest temperatures from a population of painted turtles at the Bosque del Apache National Wildlife Refuge in New Mexico. This project has significant teaching and learning opportunities for secondary education students, teachers, and high school students.

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An American Social Worker in Cuba: Lessons from a Paradoxical Society
Kristie Brendel, PhD (Assistant Professor of Social Work)

In June 2012, this researcher had the rare opportunity to travel to Cuba with a delegation of twenty, American social work educators. The purpose of the research delegation was to learn about social work education and practice in Cuba and have the opportunity to establish contacts for possible future collaboration with the Cuban social work community. Meetings were held with social work faculty from the University of Havana and social workers in diverse agencies, organizations, and the Cuban Society of Social Workers in Health Care. Participants also visited research centers, community development programs, and health care centers. This presentation will discuss the implications and working outcomes resulting from the experience.

Implementing Effective Policing in the Second Decade of the 21st Century
Brandon Kooi, PhD (Associate Professor of Criminal Justice)

This paper builds upon previous literature that evaluates and categorizes strategies in policing. Information is provided regarding evidence-based police practices providing suggestions for what police agencies should and should not be doing to impact crime and disorder. Research backs an argument for focused deterrence, interagency working groups, and problem-oriented policing directed towards hot spots. Moreover, the police should avoid standard strategies of the past. Examples include Drug Abuse Resistance Education (D.A.R.E.), follow-up investigations, quick response times, and random preventative patrol. Conclusions are drawn calling for a philosophical shift in the way communities perceive the role of the police and for strategies to become much more targeted given transparent data collection and an emphasis on approaches that have been backed by previous research.

Project Juntos: How ESL/Bilingual Training Changes Teachers
Joan Fee, PhD (Professor of Education) and Dionnes Rivera, EdD (Assistant Professor of Education)

Nationally, 20% of U.S. children speak another language at home and enter school needing English instruction, an increase of 140% from the 1970s. Some school districts and states require all public school teachers to receive formal education in teaching English as a second language (ESL). Aurora University has obtained a grant from the U.S. Department of Education totaling more than $1 million to train teachers in ESL and to aid bi-lingual teachers in earning standard teaching certification. This presentation offers analysis of the changes in perspectives and in skills that these Project-Juntos teachers have experienced through their ESL/Bilingual training.
The Faculty Development Committee wishes to thank each of the presenters, the individuals who volunteered to help with the conference, and those who attended the 2013 Teaching and Research Symposium.

**FACULTY DEVELOPMENT COMMITTEE:**
Brenda Barnwell, MSW, LCSW, CADC, Assistant Professor of Social Work
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Julie Hipp, PhD, Assistant Professor of English
Sarah Radtke, EdD, Associate Professor of Physical Education
Stephanie Whitus, PhD, Associate Professor of Criminal Justice
Alicia Cosky, EdD, Dean of Faculty Development, Professor of Physical Education

Begin thinking **now** about submissions for the 2014 Teaching and Research Symposium!

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