2022 Teaching Scholars

- **Loubna Bilali**, Modern & Classical Language Studies, Kent Campus
  - Incorporating Career Development into a Translation Technology Course
- **Daniel Dankovich**, Biology, East Liverpool Campus
  - Flipped Learning Classroom in Anatomy and Student Sense of Academic Belonging
- **Kurtis Eisermann**, Biological Sciences, Tuscarawas Campus
  - Understanding Motivation of Allied Health Students in a Hybrid Learning Environment
- **Marta Guivernau**, Foundations, Leadership & Administration, Kent Campus
  - Students and Teachers in the Classroom: A Motivational Exploration
- **Grace Keenan**, School of Theatre & Dance, Kent Campus
  - Flipped Learning & Its Effect on Student Stress
- **James Redfearn**, Biological Sciences, Salem Campus
  - Connecting Concept to Content in Anatomy and Physiology Courses
- **Joshua Stacher**, Multidisciplinary Social Science & Humanities, Kent Campus
  - Contemplative Practices and Student Sense of Belonging
- **Melanie Tabak**, Psychological Sciences, Trumbull/Stark Campus
  - Benefits and Costs of PowerPoint provision: A Pilot Study

2019-2021 Teaching Scholars

- **Younghun Chae**, Computer Science, Stark Campus
  - Developing effective online discussion environment using Virtual Reality
- **Debra Clark**, Foundations, Leadership & Administration, Kent Campus
  - Anonymous Tweeting for Inclusive, Open and Honest Exchange of Ideas
- **Amy Damrow**, Foundations, Leadership & Administration, Stark Campus
  - Using VALUE Rubrics to Invite Critical Thinking, Creative Thinking, & Support Effective Teamwork
- **Qunxing Ding**, Biology, Salem Campus
  - Promote active learning by retrieval practice retesting
- **Jean Engohang-Ndong**, Biological Sciences, Tuscarawas Campus
  - Effect of reading requirement on student participation in lower division biology classes
- **Jill Kawalec**, Podiatric Medicine, Kent Campus
  - Effectiveness and Student Perception of the Jigsaw Activity for Learning Biostatistics
- **Kiwon Lee**, Foundations, Leadership & Administration, Kent Campus
  - Strategies to reduce off-task tech activities in classrooms
Karen Mascolo, Nursing, Kent Campus
  o Incivility & Bullying in Nursing

Thomas Sahajdack, Economics, Kent Campus
  o Reliability and Validity of Peer Grading in a Large-format Introductory Economics Class

Rekha Sharma, School of Communication Studies, Kent Campus
  o Student Engagement in Communications Grammar Review

2018-2019 Teaching Scholars

Joanne Caniglia, School of Teaching, Leadership, and Curriculum Studies, Kent Campus
  o Effects of a Poverty Simulation on Preservice Teachers’ Attributions and Beliefs

Valerie Cubon-Bell, Chemistry, Trumbull Campus
  o I Flip, You Flip, We All Flip for Chemistry

Kristina Knight, Social and Behavioral Science, Kent Campus
  o What’s the Problem? Problem-Based Learning (PBL) in Public Health Education

Sara Koopman, School of Peace and Conflict Studies, Kent Campus
  o Using Nonviolent communication to discuss nonviolent activism

Seonjeong Ally Lee, College of Education, Health, and Human Services, Kent Campus
  o Jigsaw Learning Technique on Hospitality Management Students’ Learning Experience

Bridget Mulvey, School of Teaching, Learning, and Curriculum Studies
  o Changes Over Time in Teachers’ Nature of Science Assessment Knowledge and Skill

Elena Novak, Educational Technology, Kent Campus
  o Promoting Design Thinking and Creative Agency in Instructional Technology Majors

Brian Yim, School of Foundations, Leadership and Administration, Kent Campus
  o Learning Portals: Identifying Threshold Concepts for Introduction to Sport Management

Chance York, School of Journalism and Mass Communication, Kent Campus
  o Descriptive Evaluation of an Efficient Rubric for Minimal Assessment

Haithem Zourrig, Department of Marketing and Entrepreneurship, Stark Campus
  o Effectiveness of Smartphone-Based Virtual Reality (VR) on Students’ Learning Outcomes
2017-2018 Teaching Scholars

- **Yijing Chen**, Biological Sciences, Trumbull Campus
  - Cooperative Learning Activities to Improve Student Learning Experiences in an Introductory Biology Classroom
- **Rebecca Chism**, Modern and Classical Language Studies, Kent Campus
  - Helping Pre-Service teachers Understand Data Literacy
- **Dawn Ensminger-Stokes**, College of Nursing Technology, Twinsburg Campus
  - Evaluating Changes in Teaching Styles and in Exam Scores
- **Karen Lowry Gordon**, Nutrition, Kent Campus
  - Assessment of Experience Learning Coursework on Student’s Perceptions of Service Learning & Meeting Accreditation Knowledge Requirements and Competencies
- **Pamela Takayoshi**, English, Kent Campus
  - Collaborative Qualitative Research: Lessons in Experiential Learning
- **Kimberly Talentino**, Modern and Classical Languages, Kent Campus
  - Integrated Form-Focused Instruction
- **Derek Van Ittersum**, English, Kent Campus
  - Collaborative Qualitative Research: Lessons in Experiential Learning
- **Cindy Widuck**, College of Public Health, Kent Campus
  - Implementing Service Learning Into the Online Classroom: Finding the Tools for Success
- **Jeremy Williams**, Geology, Kent Campus
  - Does “Hands-on” Learning Promote Proficiency, Competence in Analytical Instrumentation and Statistics in a Geology Classroom

2016-2017 Teaching Scholars

- **Peña L. Bedesem**, School of Lifespan Development and Education Sciences, Kent Campus
- **Edward Dauterich**, English, Kent Campus
- **Marie Gasper-Hulvat**, Art, Stark Campus
- **Insook Kim**, Teaching, Learning and Curriculum Studies, Kent Campus
- **Rui Liu**, Architecture & Environmental Design, Kent Campus
- **Ellen Mulqueeny**, Mathematical Science, Kent Campus
- Joan Meggitt, Theatre, Kent Campus
- Jennifer Metheney, College of Nursing, Kent Campus
- Gabriella Paar-Jakli, Political Science, Kent Campus
- Ashley Reed, Health Science, Kent Campus
- Eric Taylor, Geology, Stark Campus

2018-2019 Teaching Scholars Posters

Effects of a Poverty Simulation on Preservice Teachers' Attributions and Beliefs

Problem / Question
- What were the experiences of preservice teachers while participating in the poverty simulation?
- How did their perspectives, behaviors, and actions due to participation in the poverty simulation change in the short and long term?

Project Overview
The purpose of the poverty simulation is to allow preservice teachers to gain a greater understanding of what it is like for those who live in poverty, and how the children and adults in this situation may have a different focus than their own.

The Community Action Poverty Simulation
- The simulation involves participants who take on the roles of members of up to 36 families, all facing a variety of challenging, but typical, circumstances.
- Each family is given a card outlining its unique circumstances, and then the facilitator's task is to provide food, shelter, and other basic necessities by accessing various community resources during the course of four 15-minute "weeks."
- In addition, about 30 volunteers—preferably people who have experienced poverty—play the roles of resource providers in the community, individuals who have first-hand knowledge of poverty bring their perceptions to the exercise.

Materials and Arrangements
- Director's Manual
- Resource Packets for Community Services
- Family Budgets
- Compact Disc

Procedure for Data Collection
Data was collected before and after the students attended the Poverty Simulation Project and three months later.
- Demographic information including a measure assessing a student's past exposure to poverty.
- Beliefs and attitudes held toward individuals living in poverty were measured by the
  - Attitudes Toward Poverty Short Form (ATPS)
  - The ATPS Short Form contains 24 items covering 5 domains: personal-deficiency measured by seven items (low people are dishonest), stigma measured by eight items (there is a lot of fault among the poor), and structural-cause measured by six items (people are poor due to circumstances beyond their control).

Results
- ST preservice secondary teachers participants.
- Significant improvements in beliefs were noted in 12 of 22 ATP short form items. Improvements in the stigma and structural domains were significant while improvement in the personal-deficiency domain was not significant.
- Long-term effects: This poverty simulation exercise positively altered preservice student attitudes toward poverty. When combined with didactic and experiential curriculum, this simulation may enhance students' achievement of the Ohio Department of Education Standards of Professional Development and the Priority of Adult and Young Adulthood (Social Justice Emphasis).

Conclusion
- Preservice teachers stated that simulations are a valuable part of their program and give them insight into the plight of students living in poverty. As Goff and Mostik (2006) noted, "Well-designed simulations and games have been shown to improve decision-making and critical thinking skills." (p. 21)
- Preservice Teachers reported that the simulations required the use of critical thinking, problem solving skills, and most important empathy.

Kent State University
I Flip, You Flip, We All Flip for Chemistry

Vander & Goosen: Bell | Department of Chemistry and Biochemistry | Kent State University at Trumbull

Introduction
A traditional lecture class comprised of PowerPoint slides and lecture notes proved to be an ineffective teaching strategy. However, this teaching method is particularly effective when combined with interactive learning experiences. In this course, students are not only taught new material in the classroom, but they also engage in interactive learning activities outside of class. By doing so, they develop a greater understanding of the material and are better prepared for exams. The flipped classroom model also allows for more personalized learning experiences. The students work in small groups and receive individual attention from the instructor, making the learning experience more effective.

Research Questions
- Will students in a research method class utilize traditional lecture and flipped classroom activities to learn the material?
- Will students in the research methods course gain better understanding of the material?
- Will students in the flipped classroom activity gain better understanding of the material?
- Will students in the flipped classroom activity gain better understanding of the material?

Participants
- Students: 15 students, ages 18-22
- Instructors: 2 instructors

The Flipped Classroom
- Pre-Class: Students are assigned readings and watch videos before class.
- In-Class: Students participate in group discussions and activities.

Conclusion
The flipped classroom model is an effective way to teach large lecture classes. Students are more engaged and active in the classroom, which leads to better understanding and retention of the material. The model also allows for more personalized learning experiences. The instructors can give individual attention to each student, which helps to improve their understanding of the material.
What's the Problem? Problem-Based Learning (PBL) in Public Health Education

Teaching Scholars

WHY PROBLEM-BASED LEARNING?

Traditional Learning
- Tell what we need to know
- Memorize it
- Problem assigned to student to figure out

Problem-Based Learning
- Problem assigned to students
- What to learn and apply to solve the problem
- Problem-oriented
- Problem-based academic process
- Community

PILOT PROJECT

- Development of a comprehensive module designed to support the efforts of a regional MHS academic health surveillance system
- Identify program targeted to the use of data because of a lack of information about existing surveillance systems
- Modified PBL approach initiated with a group of 10-15 graduate public health students, meeting once per week (1.5 hours), during the spring semester of 2019
- Group is conducting a systematic review (Wiley database of the National Library of Medicine from 1980-2019) of existing surveillance data and identify existing dissemination strategies

RESULTS

- Two 90-minute sessions. 10 students, 96% attendance rate with work occurring during and between each session
- Primary communication methodology for the workgroup
- Pre-Hot assessment of public health competencies, self-efficacy, and confidence level in the project (pre-test 50%, post-test 75%, 90% yet to be administered)
- Abstracted at the article (4/8 project completion) with preliminary findings indicating
- Data was primarily national, high school level, non-CDC related, and reports on risk behavior
- Confirmed utility in utilization strategies, and identified new competencies in 34% data use

PURPOSE

- Grouping, backward, and lateral a PBL-based learning opportunity for public health students that bridges the research-practice gap

4. EVALUATION

- Proves process, engagement, and culture improvement in overall performance and self-efficacy measures

5. DISSEMINATION

- Community presentations and academic conference abstracts: "Translation of PBL into systematic public health surveillance systems: an ongoing challenge"

2. PLANNING

- Identify PBL-based opportunities with community partners. Stewardship recruitment, educational, and technology based research

IMPLICATIONS

- Modified, collaborative PBL process so that it occurs over time. Exploration of security and parameterization of actions drivers the process. National security are expected outcomes
- Create modified guidelines for student participation. Explore modified timelines requirements, group norms and expectations, curriculum, and non-curriculum options
- Find this but might work. It could be benefit of role of meeting the needs of national: academic, and faculty as part of an ongoing challenge

Kent State University
Using nonviolent communication to discuss nonviolent activism

Problem
In our current polarized political context, even in a class on nonviolence it has been difficult to discuss current nonviolent campaigns (like #blacklivesmatter) in a way that meets everyone’s needs for respect.

Solution
Nonviolent communication (NVC) is a tool for connecting compassionately across difference, without causing harm. The hope was that teaching students how to use this tool would then help them discuss controversial nonviolent campaigns in ways that met their needs for respect.

A literature gap

Methods
• Survey students at beginning of semester
• Test NVC text emotion cards in different class sizes and comparison to non-
• Test strength cards with students in each class
• Teach students nonviolent communication (NVC) using a manual
• Survey students on their use of NVC
• Use NVC to discuss breaking down an unresponsive barrier

Conclusion
Even this fairly quick and superficial use of NVC was appreciated by students and a solid tool to meet their needs for respect. NVC would likely have been even more effective in this semester if it was explicitly connected to its small sections throughout the semester and integrated into discussions with explicit instructions on how to use it in small groups. Rather than trying to teach it in a class, students could use the tool in small groups and get feedback from other students.

Resources
• Nonviolent Communication Manual
• NVC Text Emotion Cards
• NVC Strength Cards

Works Cited

Kent State University
Promoting Design Thinking and Creative Agency in Instructional Technology Majors

Teaching Scholars

Abstract

There is a growing demand in our society to cultivate creative and critical thinkers across various professional domains. Design thinking has been extensively promoted as an instructional framework for fostering innovation and creative problem solving. The purpose of this study was to examine whether incorporating design thinking into the course curriculum could foster students’ design thinking ability, creative agency, and critical thinking ability.

Research Questions:
1. How can we design learning experiences to promote design thinking in instructional technology majors?
2. To what extent do students exhibit creative agency through design thinking activities?
3. How does incorporating design thinking into the course affect students’ academic performance?

Course Description & Participants

- 12 senior undergraduate students from an instructional technology program
- 3 instructional design/technology courses

Instruments and Data Collection

- Design thinking process model (Pearce, 2013)
- Creative thinking assessment (Guile, 1992)
- Self-reported creativity survey (Barron, 2011)

Tasks & Materials

- Design thinking process (a 5-step approach)
- Creative thinking training materials

Results

- Students demonstrated improved design thinking abilities (p < .05)
- Creative thinking scores increased significantly (p < .05)
- Academic performance improved (p < .05)

Conclusion

- Design thinking can be effectively integrated into instructional technology courses to promote creative agency and critical thinking.

Works Cited

2017-2018 Teaching Scholars
Evaluating Changes in Teaching Styles and in Exam Scores

Problem / Question
Do changes in teaching methods improve performance on norm-referenced exams? If so, how can similar improvements be achieved in the Senior English Learning (SEDL) program?

Project Overview
- Retrospective review of results of final curriculum (i.e., C and P) at both schools in the SEDL program at Kent State Regional College.
- HES scores from 3rd, 4th, and 5th grade teachers who taught at least one grade.
- Classroom techniques used in the SEDL program.
- Teaching methods designed to improve student performance and increase the HES scores in the SEDL program.

Summary & Reflection
- Increased HES scores in the SEDL program.
- Benefits of the new teaching techniques.
- Challenges and limitations of the SEDL program.

Future Directions
- Analyzing high and low performing students to identify patterns.
- Further research on the effectiveness of the new teaching techniques.

Collaborative Qualitative Research:
Lessons in Experiential Learning

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Department of English

Research Question(s)
- What are the value and limitations of an experiential approach to student learning at the graduate level?
- Specifically, what happens when students and teachers in a research design graduate course work together on a common research project?

Study Design
- In the Spring 2019, Dr. Van Itterbeek taught English 75/944 Research Design with 7 Master’s and doctoral students researching literacy pedagogies at a social service agency.

- Dr. Takayoshi researched the students’ processes of learning about research. Data includes:
  - Students’ initial (first-week) reflections on their understanding and experience with research design
  - Students’ weekly reflective research journals
  - Students’ final-week reflection about research design
  - Individual interviews with each student at beginning, middle, and end of the semester
  - Survey results from multiple surveys of students’ learning
  - End-of-semester student focus group discussions
  - Class observations and transcripts of class discussion

Tentative Findings
Our findings are mapped at processedword.net/teachingscholars. These site maps reveal that experiential learning environments draw in and weave together a dense network of components which are interdependent on one another. As one component in the scaffolding, the others in the network are shifted in terms of their influence and their relationship to one another. We believe that the differences in three maps of research design courses (a conventional approach, an experiential course, and an experiential course with a service-learning component) suggest the ways in which experiential learning environments:
- the research site exerts a strong pull on student learning and engagement with the course goals (in Dr. Van Itterbeek’s class map, the site shapes/influences the ways students experience course goals).
- the students’ learning becomes focused on student learning but becomes one of many significant influences on student learning.
- the complexity of human interaction and feedback loops allow for more learner individuality (for better or worse); in the experiential case, students are called upon to bring more their identities into the relationships and context of the work. The students act and are constructed as individuals more than as an autonomous whole ("students")
Does "hands-on" learning promote proficiency, competence in analytical instrumentation and statistics in a Geology Classroom?

**Introduction**

Hands-on learning is a pivotal tool used to teach geology students critical field techniques; however, very few have the statistical and instrumentation skills needed to be competitive for their postgraduate careers.

- GEOG 403/396 Special Topics Instrumentation and Techniques in Geology (3 credits)
- In this study, students are exposed to laboratory instrumentation and techniques along with statistical packages in a classroom setting to "teach" their professional skills for a postgraduate career.
- The objective is to monitor the comfort level of students in statistics and instrumentation, through short reflection and surveys throughout the duration of the course.

**Population**

- 24 Students
  - 6 Students (K) 3 Students (S)
  - Gender: 10 Males, 14 Females
  - Geological Background: 4 from Geology Pathway, 4 from Geology Pathway with Permission to Test, 1 from Non-Geology Pathway

**Equipment & Instrumentation**

- X-ray Fluorescence
- Laser Fluorimeter
- X-ray Fluorescence
- Mass Spectrometer
- Wavelength-Dispersive X-ray Fluorescence

**Results**

- Descriptive statistics
- Inferential testing

**Discussion**

- Minimising time limits to ensure "hands-on" learning is a challenge in large classes. Time limits were set at 30 minutes per activity.
- Students were motivated and achieved their objectives, learning new techniques and skills.
- The results from this study will be used to develop the "hands-on" learning course for future grades coming.
- The survey and feedback form this study will be used to measure the comfort level of students in the field of geology.

**Teaching Scholars**

- Kent State University
- College of Arts & Sciences