



PAPER PRESENTATION ABSTRACTS

Teaching Textual Variety: Pedagogical and Research Implications

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In 2015 the phrase “digital amnesia” was discussed frequently by textual scholars, and even by mainstream journalists. The phrase can be used to describe the reader’s ability/inability to retain information gleaned from digital text, but for the purposes of this study the phrase as it denotes the loss of text in the digital sphere is the focus. The World According to Google, a popular documentary film released in 2015, features numerous interviews with historians and techies who make it their mission to save information that will be lost when it is quite simply deleted. Yes, the Internet Archive takes a regular “snapshot” of the internet, but this does not make information that was deleted easily findable or available, especially for research purposes. The purpose of this presentation will be to present and discuss how this concept of digital amnesia impacts students even today. The questions that will be addressed include the following: Is there information that is lost to students? How do students find information that has been snapshotted? Also, how do we talk to students about texts in our classes? How can we provide great instruction on research that relies on the extensive databases that are available to students while also giving them some foundational instruction using traditional hard copy texts? The hope is that students can understand the value of interacting with texts in all formats.

The Effects of Physical Exercise on Stereotypic Behaviors in Autism: Small n Meta-Analyses

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Research has demonstrated that physical exercise has physical, emotional, and psychological benefits for all individuals. The benefits for individuals with autism are no different. Physical exercise has demonstrated the ability to increase communication, increase social skills, increase academic engagement and decrease stereotypic behaviors in individuals with autism. This presentation will explore the benefits of physical exercise for individuals with autism. Specifically, this presentation will discuss the effects of physical exercise on stereotypic behaviors. The findings of current meta-analyses on the effects of physical exercise on stereotypic behaviors will be examined. Finally, this program will conclude with ways to increase the opportunities for individuals with autism to participate in physical exercise

Tranquility Gardens Promotional Campaign: Practical Application of Skills Developed by Students of Mt. Aloysius

Dr. Tresa L. McVicker, Tranquility Gardens Executive Director, TLA23@hotmail.com

Students of the Fall 2020 Practicum Course will share with conference participants the final project presentation that they have created through working with a local non-profit, Tranquility Gardens. Students will be able to demonstrate and discuss how they have applied skills garnered at Mt. Aloysius to support a non-profit dedicated to education and wellness. Tranquility Gardens Executive Director, Tresa McVicker, Ph.D. will provide feedback on working with students and products created from the collaboration.

Benefits of Mentoring and Philosophy

Mr. Stephen Purich, TLA23@hotmail.com

Steven Purich, retired business owner and philanthropist, will share his personal story that led him through hardships of childhood of wartime in Eastern Europe, to a young immigrant living in Johnstown, that ultimately became an industry leader in the top one percent of his field. He attributes his success to mentors and the philosophy he learned as a child. This presentation will engage participants to think differently about mentoring and philosophy while gaining insight and wisdom from a person that has both given and received mentor-ship and used philosophy for lifelong success.

Student Directed Open Ended Oral Final Examinations

Dr. Julie L Smith and **Dr. Jodi Blubaugh**, jsmith@mtaloy.edu

Experimenting, prior to the COVID-19 outbreak, with students preparing and asking their own questions in a round-table format for final exam has demonstrated that with appropriate guidance in how to ask discussion oriented questions, that students ask more difficult questions than the instructor typically asks on a final. In addition, in holding each other accountable to the answers, students will probe answers and ask for support for assertions from each other. While initially concerned about civility and collegiality, the students have demonstrated a great ability to critically engage each other, their ideas, and the material in substantive ways in the courses I have used this in over the past seven years.

Podcasting as a Resource For Teaching in a Pandemic Age

Dr. Danny Paul Anderson, danderson@mtaloy.edu

When the COVID-19 pandemic swept the world, educational institutions responded by swiftly moving to "remote learning" approaches to teaching. In the wake of this massive, lightning-fast shift, educators debated the merits and pitfalls of "synchronous" and "asynchronous" online learning approaches. That debate was frequently waged between the worlds of "traditional" and "online" pedagogy, with each camp imposing best practices from their respective ideological commitments. This paper will argue that pandemic-driven remote learning exists in an entirely separate space between traditional and online platforms. Furthermore, there currently exists a medium that fits nicely within this liminal space between pedagogical worlds: podcasting. Podcasting can be thought of a kind of extension of the older communication practice of blogging. Both are decentralized forms of publishing and communication that personalize the transfer of information and create small communities that emphasize conversation to a much greater degree than traditional, hierarchical publishing models. In short, podcasting employs a dialectical approach to inquiry that cultivates a community of learners and thinkers. In this way, the communicative practices of podcasting map quite neatly onto the pedagogical practices of the "traditional" classroom, which also centralizes dialogue as essential to active learning, all while existing in an "online," digital format that splits the difference between "synchronous" and "asynchronous"

delivery. This paper will make a case for incorporating elements of podcasting practice into the pandemic-altered classroom.

There's More Than One Way to Write a Research Paper! Incorporating Multi-Genre Research Into Your Teaching

Mrs. Kathleen Kempert, kempert@hood.edu

Many students, whether they are in high school or college, become overwhelmed when having to write a traditional research paper. A multi-genre research (MGR) paper takes some of this pressure off of the student. With an MGR, students meet standards in writing and research; practice grammar, usage, punctuation, and spelling; and practice skills of analysis and synthesis. By choosing their own topics students have the advantage of researching and writing about a topic that interests them, but with the added benefit of choosing how they present their findings in a written format. With an MGR students are able to grasp the range of purpose that writing has as well as the numerous uses it has across all disciplines. During the semester, the MGR is broken down into smaller mini-lessons throughout each class with the teacher being able to focus on common patterns in the students writing as well as being able to conference with students about the current piece of the project they are working on and where they would like to take their project as a whole. Since the paper is focused around student interests, they are able to explore it in more depth than they may a traditional research paper, giving it a more creative and thought-provoking style that happens more naturally and can be transferred across the disciplines.

Students who leave York College: Alternative Modeling Insights

Dr. Steven Jacob, Joshua Landau, Kia Kuresman, Bridgette Hagerty, sjacob@ycp.edu

Students who leave York College of Pennsylvania before earning a degree are asked to complete a brief survey that assesses important aspects of their personal lives, academic preparedness, academic experience, and social and living environments. This survey was developed from extensive personal interviews and focus groups conducted for the purpose of understanding student decision-making and to draft a survey to explore how these identified factors are distributed among all who decide to leave. Typical approaches to modeling this behavior often involve multivariate analysis that identifies important contributing factors in student decision-making. However, the models generally have little explanatory power and usually only identify a few statistically significant factors, that are often outside of the ability of the institution to address, such as a catastrophic financial or health crisis. We take an alternative approach to modeling using a combination of latent structure techniques (factor and cluster analyses). This allowed us to analyze like groups of students and what factors they share, rather than isolated variables in an overall model. In our analysis, three very strong clusters emerged and it produced distinct group member characteristics, which could better help retention program development, more so than typical models that appear in the extant literature. In the presentation, we discuss insights from these groupings and how the institution might support each of these three types of students who leave an institution without a degree.

Teaching College Science in the Midst of a Pandemic: Decisions and Opportunities

Dr. Justin Merry, Susan M. Bertram, Anne Danielson-Francois, Aimee S. Dunlap, Melissa Hughes, Gita R. Kolluru, Stacey L. Weiss, Anna M. Young, jmerry@francis.edu

Active learning through lecture components that emphasize peer discussion and critical thinking, common in college science classrooms, face specific challenges when moving to an online or hybrid environment, as has been made necessary at many institutions due to the COVID-19 pandemic. Nevertheless, while online courses may be remote, they

can still be interactive and social, and designed with inclusive pedagogy. This presentation will discuss decisions and technology that instructors should consider, provide recommendations and resources, and point out new opportunities for student learning that stem directly from the move to online instruction. Specific topics will include challenges related to generating an inclusive online learning environment, synchronous vs. asynchronous formats, student engagement, assessment format and execution, grading schemes, and workload balance for students and instructors. This talk uses a course in animal behavior for context, but the ideas are applicable to most college courses.

POSTER PRESENTATION ABSTRACTS

Development of a Seminar Series to Increase Retention in Biology

Dr. Crystal Goldyn, Dr. Penny M. O'Connor, Dr. Merrilee G. Anderson, cgoldyn@mtaloy.edu

The Science and Math Department at Mount Aloysius College has identified low recruitment, retention, and graduation of Biology majors as major concerns for the program. The department consists of eight full time faculty members and approximately 45 student majors. From 2010 to 2018, MAC retained an average of 41 percent of biology majors from their first year to their second year and graduated an average of 21 percent of students within four-years, with an average of four graduates per year. As a response, the department has developed a half credit per semester Seminar Series, culminating in a 3 credit capstone course second semester of senior year. The Seminar Series will integrate career development and inquiry-based critical thinking, engage students with peers and faculty within the major, and cultivate a cohesive learning community. In fall 2020, the first entering class to enroll in this seminar will begin. This poster will detail activities planned for the Seminar Series, share initial responses to the implementation of seminar, and generate discussion for data collection on such topics as critical thinking gains.

Creating a Self-Development Plan for Personal and Professional Success.

Dr. Amy E. Hudkins, ahudkins@francis.edu

Master of Occupational Therapy students at Saint Francis University create a self-development plan each semester to enhance habits and behaviors needed to enter the world as a healthcare professional. This concept can be applied to any college student learning to prepare for a professional role in any career. Participants of this session will learn about the self-development plan, the steps in creating the plan, and how to evaluate the plan at the end of the semester. Participants will learn how to guide students through this process and be encouraged to examine where/how to implement this professional development activity.

Argumentative Practices: How Young Learners Do Science

Dr. Juan F. Diaz, jdiaz@mtaloy.edu

This study/poster was conducted to better understand how teachers use an argument based inquiry technique to address issues on teaching, learning, negotiation, argumentation, and elaboration in an elementary science classroom. With the use of the Science Writing Heuristic (SWH), an argument-based inquiry technique, this study traced the progress of promoting argumentation and negotiation during a discussion in an elementary science classroom. Speech patterns during various classroom scenarios were (are still) analyzed to understand how teacher-student interactions influence learning.

“Yah’re a nowt, and it’s noa use talking” - Teaching Fictolinguistics in Wuthering Heights

Mrs. Kora Burton, kla07590@uga.edu

Emily Brontë’s *Wuthering Heights* (1847) illustrates class divide through its contrast of characters. While the narrators invite readers into the story through the lens of “standard” English prose, the speech of servant characters is rendered in difficult-to-read phonetization of Yorkshire dialect, both in accent and vocabulary. When encountering this and other dialect-rich novels, students frequently skip these sections given the difficulty in comprehension, both in orthography and vocabulary. By skipping, however, the reader is willfully identifying with the prejudicial assumptions of upper-class characters, and ignoring important narrative themes. This common practice reduces low-class characters to mean, incoherent caricatures, robbed of their humanity and stripped by the reader of their feeling and agency. While Charlotte Brontë’s 1850 revision of the novel attempted to address the accessibility issue, Emily’s phonetic orthography of Yorkshire dialect is of great value. It offers the instructor the opportunity to confront students on issues of assumption, class division, and reader identity, and to hold student readers accountable for these social tendencies via fictolinguistic inquiry (Ferguson 1998; Hodson 2016).

This study highlights proposed teaching methods in two ways: by evaluating the linguistic difficulties which students encounter when reading Yorkshire fictolinguistic representation in Brontë’s work, and by recommending specific classroom practices which can equip instructors and students to interact with fictolinguistic representations in this text. Benefits for students reach beyond the classroom, equipping them to not only read dialect in literature more closely and competently, but also to have a greater appreciation for language variation and socio-linguistic issues of the historical and present moment. The researcher argues that servant characters in Brontë’s novel are represented brilliantly. If the reader skips dialect passages, these characters are presented as out-of-touch and demeaned, and students will begin to see them through the privileged eyes of upper-class characters in the novel; if the reader takes the time to parse out difficult dialogue, a more complex story emerges. The aim of this study is to investigate the kinds of fictolinguistic tools beneficial to teachers of literature. This goal results in encouraging students to interact with the text in novel and empathetic ways, viewing characters with more than one lens and giving them the ability to self-identify and push beyond typical reader assumptions.

The National Pre-Service Teacher Resource Center

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The purpose of this poster presentation is to highlight the development and launch of the National Pre-Service Teacher Resource Center. The target audience for the NPSTRC includes pre-service teachers, teacher educators, student teachers, new teacher induction program participants, student teacher supervisors, and seasoned teachers serving as cooperating teachers. The web domain has been purchased for this comprehensive database of resources at www.pre-service.org. This site is live, updated frequently and will serve PreK-12th grade pre-service teachers and other professionals. The site is mobile friendly. In addition to a website, Instagram and Facebook pages have also been created.
