FACULTY, STUDENTS, ADMINISTRATORS, & THE PUBLIC ARE ALL INVITED TO ATTEND ORAL PRESENTATIONS, VIEW THE LIBRARY DISPLAY OF SCHOLARLY WORK, AND VIEW THE SAMPLE RESEARCH POSTER DISPLAY
Texting Partnerships for Academic Advising

Lindsay Monihen

As a College of Professional Studies Advising and Student Support Coordinator Ms. Monihen advises students in the selection and transition to an area of study within the college. She also serves as SSU’s Deputy Title IX Officer.

Janet Stewart
Acting Dean of Library Services

Ms. Stewart received a Bachelor of Arts at Stephen F. Austin State University, Nacogdoches, TX (Political Science and History), 1982 and her Master of Library Science from Kent State University in 1994. Ms. Stewart has been employed at Shawnee State University since 2001. She has also served as the Systems and Digital Initiatives Librarian at SSU. She is fascinated with information technology since her public library days helping patrons access government documents using a text-based and command driven connection to the “internet.”

Presentation Summary:

The constant evolution of technology creates opportunities and challenges for colleges and universities to remain current yet sensitive to budget constraints. Changes in technology have also changed the way colleges and universities communicate with students. This presentation will illustrate a partnership between the university library and academic advising office to initiate a low-cost, desktop, web-based texting platform called “LibraryH3lp” for communication with students on their mobile devices to enhance student support and boost retention efforts through text messaging. Additionally, we will share qualitative information regarding the texting initiative and how it could be applied to other campus.
Engaging Nursing Students Utilizing a Collaborative Learning Strategy

Theresa H. Jackson  Ph. D

Associate Professor; Nursing

Dr. Jackson's specialty area is Maternal Child Nursing and Nursing Education. Graduated 2016 from Nova Southeastern University with a PhD with a focus on Nursing Education.

Douglas Darbro  Ph. D.

Professor, Department of Mathematical Science

Dr. Darbro received his M.A. and Ph.D. from the University of Kentucky. He has taught mathematics and statistics at the undergraduate and graduate college level for over 25 years. Dr. Darbro serves as Director of the Graduate Program in Mathematical Sciences. Over the last fifteen years, he has served on 7 doctoral advisory committees and has chaired 13 master's theses. Dr. Darbro has also served as a statistical consultant with Southern Ohio Medical Center (SOMC) and assisted numerous SSU faculty with their research. Dr. Darbro holds the rank of Professor in the Department of Mathematical Sciences.

Presentation Summary:

Approximately 20% to 42% of students leave nursing programs after the first year. To address this issue, it is recommended that nurse educators utilize new approaches to engage students in the classroom; however, nursing lacks evidence that one method of teaching is more effective than another or that there is a relationship between learning outcomes and teaching strategies. Purpose: The purpose of this research was to determine if students who participate in a collaborative learning process in the classroom have decreased attrition and increased levels of academic achievement and engagement than do students who do not participate in a collaborative learning process. Theoretical Framework: The educational theory used to guide this investigation was Bandura’s social cognitive theory which combines both behavioral and cognitive orientations. Method: A quasi-experimental after-only nonequivalent control group design was used. Health Education Systems Incorporated – Specialty Exams were utilized to measure academic achievement and a Survey of Student Engagement to measure student engagement. Results: No statistical significance was found for any of the three research questions. Though odds ratios indicated traditional students in the experimental group were 5 time more likely to pass the fundamentals HESI-SI exam than traditional groups in the control group. Conclusions: Further research is needed to determine the effect of collaborative testing and its impact on student engagement of both traditional and non-traditional student.
Laura Hakala is an Assistant Professor of English at Shawnee State University. She completed her Ph.D. at the University of Southern Mississippi. She teaches courses in composition, children's literature, and American literature. Her research interests include children’s and young adult literature about the American South and girlhood studies.

Presentation Summary:
My presentation discusses a children’s picturebook called In the Time of the Drums, written by Kim Siegelson and illustrated by Brian Pinkney. The book tells of an enslaved boy growing up on a plantation in Georgia. The book is important for two main reasons: it focuses on the Gullah-Geechee people who tend to be under-represented in children’s literature, and it reimagines a real-life incident of slave resistance. In 1803, a group of slaves brought to St. Simons Island, Georgia drowned themselves instead of experiencing a life in slavery. In the Time of the Drums, however, depicts the resisting slaves walking on the ocean floor back to Africa. My presentation uses spatial theory to examine how this picturebook depicts slaves changing the meaning of certain spaces and gaining power. As a result, they reclaim their African identities, which is a foundational trait of the Gullah-Geechee people.
Persistence or Demise of Settlements in Greenland: The Story of Kangeq and Kapisillit

Anthony J. Dzik  Ph. D.
Professor of Geography

Dr. Dzik holds the Ph.D. in Geography from Northwestern University. He has taught Geography at the college level for 38 years and has numerous journal publications in physical, regional, and medical geography. His regional specialties are the Great Plains and the Arctic. Over the last four years he has traveled to Greenland to study the settlement geography of various locations. Articles from this research have appeared in Journal of Settlements and Spatial Planning, Bulletin of Geography Socio-economic Series, Shima: The International Journal of Research into Island Cultures, and Geography Online. Professor Dzik and his son Vincent are authors of the book GREENLAND IN CLIMOGRAPHS published in 2016.

Presentation Summary:

The founding and later persistence or demise of a settlement is often due to aspects of site and situation. Historically, settlements in Greenland were located based on site characteristics, particularly animal resource exploitation possibilities, but fluctuations in the resource base often would impel people to relocate to places with better prospects. Settlements would be abandoned and new ones developed. In modern times the vagaries of nature have been accompanied by governmental directives which influenced settlement survival, growth, or closure. Kangeq and Kapisillit are two places where the interplays between site and situation eventually led to the closure of one and the survival of the other. Both locales shared some early history as well as some site traits and situational factors. The demise of Kangeq was mainly the result of a change in sea temperature and the Danish colonial government’s G50 and G60 initiatives. Kapisillit persisted through environmental change and population decline, and benefitted somewhat from certain government programs. Greenland Self-rule in the 21st Century meant better government understanding of Inuit sensibilities, and now there is the possibility that Kapisillit will remain a viable settlement and that Kangeq might have some kind of modest reemergence.
Isaac Newton, Natural Philosophy, and Natural Theology

James K. Simmons   Ph. D.
Assistant Professor; Natural Sciences

Dr. Simmons received his B.A. from Carleton College in 1979 and his M.S. from the University of Illinois, Urbana, Champaign in 1981. He received his Ph.D. from Purdue University in 1988. Previously, he taught at Concordia College, Universidade Pedagogica de Mocambique and Waynesburg University. He has been at Shawnee State University since 2007.

Presentation Summary:
No matter how you characterize the relationship between religion and science, you can find an example in the thinking of Newton.
Appreciative inquiry – supporting meaningful occupational engagement within residential care settings

Christine Raber  Ph. D.
Professor, Master of Occupational Therapy Program; Department of Rehabilitation and Sport Professions

Dr. Raber is completing her twenty-third year of teaching at Shawnee State University. Her research focus examines the role of motivation in dementia care, and she has presented her findings at regional, state, national, and international conferences. She is advocate of person-centered care and culture change in long-term care.

Presentation Summary:
The aim of this international research project was to identify best practice scenarios for supporting persons with advanced dementia from culturally and linguistically diverse backgrounds living in long-term care facilities. This was accomplished through use of appreciative inquiry approach which was carried out in England, New Zealand, South Africa, and Australia. The research was presented at the COTEC – ENOTHE Congress [Council of Occupational Therapy for the European Countries (COTECE) and European Network of Occupational Therapy in Higher Education (ENOTHE)] in Galway, Ireland, June 17, 2016.
Presentation Summary:
This special showcase provides faculty an opportunity to share assessment data they've collected about their programs and to discuss assessment methods and the decisions made as a result of their projects. Some ideas for participants to discuss include describing the goal(s) they assessed, the measures they used to assess the goal(s), what they learned as a result of their assessment project, and the curricular or programmatic changes they made as a result of the data they found. Time should be provided for conversation and exchanging ideas.
Faculty Poster Displays

Kassiani Kotsidou Ph.D.
Assistant Professor; Dept. of Engineering Technologies
“Emotional Intelligence in Engineering Curriculum”

Darrell Rudmann Ph. D.
Associate Professor & Chair, Dept. Social Sciences
“A Memory Diary Activity to Replicate Classic Memory Research”

Kurt Shoemaker Ph. D.
Associate Professor of Geology
“Two Distinct Shorelines of Pleistocene Lake Tight in South Central Ohio” – w/ Zachary Bishop & Travis Bailey
“Possible Seismites in the Pleistocene Teays Formation, Pike County” – w/ Julie Cooper

Presentation Summary:
The posters on display represent only a sample of the many research posters faculty at SSU present at various conferences statewide, nationally and even internationally. Some posters are done as a result of individual faculty research and others are completed alongside students as part of faculty teaching and research interests.
Howlers, Bloopers, and Shit My Students Write: Ethics and Representation in Collections of Student Error

Jessica Winck  Ph. D.

Full-Time Instructor

Jessica Winck is a full-time instructor at Shawnee State University. She earned her PhD in Rhetoric and Composition from the University of Louisville, where she taught composition courses and was assistant director of the writing center. Previously she taught at Eastern Michigan University and Ohio State University. Her research focuses on the writing, learning, and educational experiences of students in developmental writing classes.

Presentation Summary:

This talk explores the genre of the “student blooper” collection. These published collections of unintentionally humorous student errors were created by submissions from classroom teachers and were intended to amuse a public audience. Through a study of collections published between 1931 and the present, including the popular website Shit My Students Write, this talk analyzes the ethical implications of varying representations of students and their writing over time.
MC/AYA Teacher Education Clinical Model Research Project

Loretta Harvey
Assistant Professor; Dept. of Teacher Education
BS Shawnee State
MS Marshall University
ABD Ohio University (with a defense date set of 2/24/17)
AYA Life Science from SSU Department of Teacher Education with 14 years of experience teaching grades 7-12
SSU Department of Teacher Education in various positions since 2008
Program evaluator SSU ITQ grant for 2016 and now 2017 (we just received funding)
Southeast Ohio STEM Hub Director, SSU

Jodi Dunham  Ph. D.
Assistant Professor; Dept. of Teacher Education
Dr. Jodi Dunham is a 20-year veteran of the teaching profession. Her teaching experience includes 18 years in the high school mathematics classroom and 2 years as a professor in the Department of Teacher Education at Shawnee State. She currently serves as the South District Director for the Ohio Council of Teachers of Mathematics and on several educational committees. Her professional interests include creative instructional strategies, cooperative learning, and best-practice mathematical teaching techniques.

Presentation Summary:
This session will present information on the joint research project underway between the Departments of Teacher Education at both Ohio University and Shawnee State University. The research project focuses on the implementation of the “clinical model” for content methods and student teaching at the Middle Childhood (MC) and Adolescent Young Adult (AYA) levels. Topics discussed during this session will include an overview of the cyclical supervision model being used in the research, multiple methods of data collection and analysis processes that will be used during the project, and potential implications for the findings of this study.
Power and Film Representation: Peruvian women and the internal armed conflict (1980-2000)

Pablo Salinas  Ph. D.

Assistant Professor; Spanish Language, Hispanic Cultures and Literature

Dr. Salinas was born in Peru, and received his master's degree from the University of Montreal and Ph.D. from the University of Ottawa.

Presentation Summary:

In 1983, when the Maoist organization Shining Path took control of certain rural towns of the Peruvian highlands, the official government sent military forces to repel this threat and regain access to these areas. Thus began a two-decade violent internal confrontation where control of territory and its population was frequently expressed via violent control of the female body. In this context, sexuality provided gendered metaphors for conquest and domination. These power relations were portrayed in films such as La boca del lobo (Francisco Lombardi 1988) and Magallanes (Salvador del Solar 1915). Through an analysis of these two films, I will argue that racism and sexism are systems and practices which sustain one another.
Post-Syntactic Operations and Spellout of Nominals

Leila Lomashvili  Ph. D.
Assistant Professor; English & Humanities

Dr. Lomashvili received her Ph.D. in linguistics in 2010, from the University of Arizona; she also has earned a Ph.D. in literature and methodology in 1991, from Tbilisi State Pedagogical University, Georgia. She is an author of multiple articles published in peer-reviewed journals started from 2011 and the book titled Complex Predicates: Syntax-Morphology Interface (2011) published by John Benjamins: Amsterdam/Philadelphia.

Presentation Summary:

This talk summarizes the results of research done on the nominal expressions in Georgian, which are different from similar constructions in Indo-European language in that they incorporate a substantial verbal functional layer in their derivation. The research is conducted through the framework of Distributed Morphology which sheds light on three main word-building mechanisms used in nominals: Head-to-head movement occurring in syntax and Fusion and Merger Under Adjacency (MUA) in post-syntactic component of grammar.