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Judith Ausherman, Michele Barton-Verdi   Table 7
Health and Human Performance
College of Education and Human Services
Creating an Integrated Garden-Based Curriculum: Lessons from the Field
Develop an innovative approach to teaching health education by using gardening as a vehicle for learning about healthy eating and growth and development with specific focus on developing strategies to integrate an interdisciplinary pedagogy to enhance student engagement and learning in the course Methods and Materials of Health Education (HED 461/561).

Jessica Bickel   Table 11
Physics
College of Sciences and Health Professions
Utilizing Small Whiteboards to Promote Learning in the Classroom
Using small whiteboards to promote active learning within the classroom which should in turn lead to better student outcomes.

Sandra Chincholkar, Mohsen Manouchehri   Table 12
Mathematics
College of Sciences and Health Professions
Pursue-thru-Two: MTH 87 & 116 in One Semester
This proposal will provide students the opportunity to complete, in one semester, both MTH 87 (0-credit Basic Algebra course) and MTH 116 (3-credit, Fundamentals in Quantitative Literacy course) using the Emporium design for both classes. This will allow the developmental mathematics student to "catch up" and shorten the time needed to graduate from CSU.

Cheryl Delgado, Margaret Toukonen, Corinne Wheeler   Table 9
School of Nursing
The Use of Dogs as Stress Relief during Finals Week
We have used play time with dogs to reduce stress in students taking final exams. Our study supported significant reductions in psychologic and physiologic stress following a short play period. Many universities are now using dog "professors" to help students relax and feel more at home on campus.

Michael A. Dover   Table 16
Social Work
College of Liberal Arts and Social Sciences
Class Theory: Student Theorizing About Microaggression, Intersectionality, Critical Thinking and Open-Mindedness
In SWK 303 students learn about theories but also learn the craft of theorizing. Students theorized about social injustice, intersectionality, open-mindedness, and critical thinking. The poster provides excerpts of key concepts. Handouts of student composition definitions of intersectionality, open-mindedness and critical thinking will be available.

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Leah H. Gold   Table 15
Mathematics
College of Sciences and Health Professions
Teaching Inquiry-Oriented Abstract Algebra
In Fall 2016 I taught an inquiry-oriented abstract algebra course using materials from the TIMES Project. Through task-based exploration in class, students rediscovered the basic principles and theorems of group theory. Members of the class were given tasks that allowed them to generate their own reasoning and then build on their contributions. Ultimately they developed a shared understanding as a class, and then I connect their work to standard mathematical language and notation.

Glenn Goodman   Table 6
School of Health Sciences
College of Sciences and Health Professions
College Students with Disabilities: Evaluating a Service Learning Program
Service Learning Course Addressing College Transition for College Students with Disabilities.

Adrienne Gosselin   Table 13
English
College of Liberal Arts and Social Sciences
Issues Surrounding Lead Contamination
Methodology follows principles of Public Sphere Pedagogy, examining a contemporary issue from multiple perspectives. Students in ENG 208: Womanism/Feminism (Black Feminist Theory) examined the ways in which issues surrounding lead contamination intersect with their respective majors.

Thijs Heus   Table 5
Physics
College of Sciences and Health Professions
The Effect of Frequent Quizzing in Intro Physics Courses
A quantitative assessment of the impact of frequent quizzes.

John Holcomb, Susan Carver   Table 11
Mathematics
College of Sciences and Health Professions
Operation STEM
STEM Peer Teachers leading Supplemental Instruction.

Michael Horvath   Table 2
Psychology
College of Sciences and Health Professions
Predictors of Flipped Classroom Behavior and Attitudes
I investigated factors that predicted student behavior within a flipped classroom environment.

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Eddie T.C. Lam   Table 2
Health and Human Performance
College of Education and Human Services
Engage Student Learning & Class Dynamics with the Buzzer System
The Buzzer System is a console powered from a wall outlet that can be connected by four handheld pushbuttons or thumb switches. The Buzzer System can identify the first of four students to press his/her button. The Buzzer System is most effectively used for question-and-answer tournaments (e.g., quizzes) in a group setting, such as dividing the whole class into four groups and the team captain of each group is responsible for controlling the push button. Students in the class may not know each other and shy students are always hesitated to speak up during class or group discussions. However, once I set up the Buzzer System for the quizzes, every student is so excited and they communicate with each other within the group to figure the right answer for my questions. Every time it alters the classroom atmosphere dramatically.

Browne Lewis   Table 5
Law
Cleveland-Marshall College of Law
Intelligent Entertainment: Applying Law to Films
I used movies and social media to teach students the law of biomedical ethics.

L. Felipe Martins   Table 12
Mathematics
College of Sciences and Health Professions
Using an Open Source Text in Differential Equations
We present the adaptation of an open-source text for the course Introduction to Differential Equations offered by the Department of Mathematics.

Colleen McMahon, Jennifer Hood, Patrick Frato, Shereen Naser   Table 14
Psychology
College of Sciences and Health Professions
Bridging the training-to-practice gap in school psychology through targeted service learning opportunities
Development of combination service learning/didactic coursework to train targeted competencies in family-school collaboration and counseling.

Joe Mead   Table 13
Urban
Maxine Goodman Levin College of Urban Affairs
Changing Urban Policy: UST 617 / LAW 675
Letting students work on changing public policy; building engaged publication opportunities into classroom.

Antonio Medina-Rivera   Table 8
World Languages, Literatures & Cultures
College of Liberal Arts and Social Sciences
Incorporating Projects for the Linguistic Class
In order to enhance my linguistic courses I have been able to incorporate projects for the class. The projects I have designed for the class are a way for students to show their creativity and to apply the knowledge they have been acquiring in the classroom.

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Anne O'Connor   Table 6
Chemistry
College of Sciences and Health Professions
The REEL Experience at CSU
Teaching a REEL lab compared to teaching a traditional lab to first and second year chemistry students both as an instructor and teaching assistant.

Tracy H. Porter, Mary Hrivnak   Table 3
Management
Monte Ahuja College of Business
Service Learning: A Unique Approach to Diversity Education in HR
Use of service learning to embed classroom learning and expand the student's understanding of a diverse population. Specifically, veterans as they transition into the civilian workforce.

Dan Rager   Table 10
Music
College of Liberal Arts and Social Sciences
#1 The Business of Music (the Maze)
Creating a flow chart showing sub-systems in various categories, taken from bullet points and other printed listings. A musicians mind seems to learn faster when descriptive images are used as apposed to lines of text.
#2 Show Me the Money
Memorization of lists and processes are changed into diagrams. Visual content is remembered and retained longer when music students use visual images.

Emily Rauschert   Table 3
Biology, Geology, Environmental Science
College of Sciences and Health Professions
In-Class Informal Meta-Analysis to Teach Scientific Consensus
Students learn about one of the ways scientists reach consensus: (informal) meta-analysis.

Robert Shelton   Table 14
History
College of Liberal Arts and Social Sciences
Reacting to the Past
Reacting to the past pedagogy to engage students with primary documents and to develop oral communication skills.

Shelley E. Rose   Table 15
History
College of Liberal Arts and Social Sciences
Google Mapping Tools in the Classroom
Demonstrates student- and instructor-centered uses of Google mapping tools (Maps and Earth) for interdisciplinary teaching.

Pamela Rutar, Linda Wolf, Cheryl Delgado, Joan Niederriter   Table 4
School of Nursing
Student Satisfaction to a Faculty Designed Multimedia Strategy
Use of faculty designed technology for use in the classroom.

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Eric Siler   Table 4
Communication
College of Liberal Arts and Social Sciences
A Collaborative Exhibition of Filmworks
In addition to having students create collaborative final short film projects, I require them to exhibit their work through a screening for the general public. By this practice, students take a deeper ownership of their work knowing that it will be on display for others see and provide feedback. Students are able to obtain the sense of a 'real world' experience in which you create something other than for a grade. Your creative expression is at stake. Guidelines for this assignment are extremely strict as I hold them to high standards for completing their work. This poster session will provide the assignment requirements, the rubric, photo examples of student work, along with scripts and storyboards. I will also make my laptop available to play the student films on a loop.

Cigdem Slankard   Table 7
Communications
College of Liberal Arts and Social Sciences
Augmented Reality and Media Production
Interactive Media students experimented with media production in an augmented reality context. Users can interact with printed materials through the use of mobile technology.

Karen Sotiropoulos, Carol Drake   Table 16
History
College of Liberal Arts and Social Sciences
The Art of Resistance: Historical Imagination and General Education
Select group of students from a General Education course in African American History (enrollment 75) created "historical art" as an alternative to their in class exam. They studied the historical era and then created art as if they were an artist of the moment making political/artistic commentary.

Kiril A. Streletzky, Samantha Tietjen, James Pitchford, Krista Freeman   Table 17
Physics
College of Science and Health Professions
SPS Physics Fridays at Campus International School
preparation/delivery of the outreach lessons to K-8 kids as an educational opportunity for physics majors and minors for hands-on exploration of varying simple topics in physics in a fun but accountable environment.

Meg Toukonen   Table 9
School of Nursing
Human-Animal Interactions and Therapies: An Interprofessional Course
This poster describes the development of a very unique new course involving interprofessional education. Students learn about the many aspects of human-animal interactions using live animal experiences, speakers, research and collaborative work between disciplines. Working with animals is a new and upcoming field that can be incorporated into all areas of study.

Jearl Walker   Table 17
Physics
College of Science and Health Professions
Physics for Rachael
Traditional physics textbook is being transformed into an online, digital, interactive learning site.

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Robert Whitbred   Table 8
Communication
College of Liberal Arts and Social Sciences
Facilitating Application of Organizational Theories to Current Events
Two concerns I observed when teaching Organizational Communication Theory were class members not having awareness of current events and those members with extensive work experience dominating discussions. I used a combination of magazine readings an simulation activities to address these concerns.

Wenbing Zhao   Table 1
Electrical Engineering and Computer Science
Washkewicz College of Engineering
Poster #1: Enhancing Communication with Students with a Teaching Method Based on Topical Guide Objectives; Poster#2: Design and Implementation of Project-Based Courses on Cutting-Edge Computer Technologies
We report a case study on employing and adapting a teaching method based on topical guide objectives (TGOs) in a senior-level undergraduate computing engineering course. According to this method, course materials are divided into a list of TGOs. Homework assignments are given to students at the end of every lecture. The assignments are designed explicitly around the TGOs that have been covered by each lecture. Each TGO consists of a learning objective, a set of key-points and basic concepts, relationship between them, and one or more exercise problems. This new form of assignment encourages students to focus on key points and concepts they learned in the lectures, and learn how to apply them to solve complicated problems. This method helps build up a positive relationship between students and the instructor such that students could focus on learning instead of testing.