



Projects

Polk State College

Innov8 Academy

Faculty Action Research Project Overview Cohort 1

Project Title: *Quality Matters: Community of Practice (CoP)*

Department: Educator Preparation
Institute (College wide impact)

Summary: I established and facilitated a Quality Matters: Community of Practice (CoP) for faculty members who share an interest in developing an online course that will meet or exceed Quality Matters (8) National Standards on instructional design.

Project Title: *Digital Storytelling and Student Retention of STI Information!*

Department: Wellness

Summary: How do you present "sensitive" information to students in a way that is non-threatening, inviting, and memorable? Let the students do the teaching through digital storytelling! Digital storytelling has been proven as effective way to promote student interaction and engagement. My research project is designed to determine if digital storytelling is an effective tool to use for decreasing student reluctance to learn information about sexually transmitted infections and increasing students' retention of sexually transmitted infection information.

Project Title: *A Journey to Excellence: Formatting of Online and Hybrid Nursing Courses using the Quality Matters (QM) framework*

Department: Nursing

Summary: This presentation recounts the journey to excellence, as taken by two Polk State College professors of nursing. It was theorized that two nursing courses in the RN-BSN program were not aligned with Quality Matters (QM), a national benchmark of formatting courses which use full and/or partial online delivery. Using the QM rubric as both an evaluation template and quality improvement guide, courses were initially evaluated and a 'QM rubric' score was obtained. Through several cycles of action research, formatting changes were implemented and a 'QM rubric' score was obtained again. Several cycles of action research occurred until both courses were aligned with the QM standards (quantified by a 'passing score' for the QM rubric). Through the entire process, the two professors worked together to provide peer evaluation, support and ideas for improvement. The synergy obtained between faculty was an instrumental portion of the Quality Improvement process.

Project Title: *Imbedded Video Lectures in my Online ENC0025 Course*

Department: English-Developmental Reading

Summary: I was not happy with the passing rate in my ENC 0025 online class. The failure rate was higher than my face-toface classes. I created video lectures and audio feedback for the essays to make the class more personal.

Project Title: *Enhancing instruction in writing intensive courses*

Department: English-Humanities

Summary: By using surveys, instructional videos and rubrics the team sought to determine the effectiveness of video instruction in student success.

Project Title: *Promoting retention in Adult Health 1 by using a Learning Nursing and Study Strategies Inventory and Collaborative Testing*

Department:

Summary: The Learning and Study Strategies Inventory (LASSI) assists students to identify their strengths and weaknesses in their learning and study habits. Students are provided with a list of resources to use to improve their learning and study skills. Faculty use the LASSI data during test reviews to coach the student to reflect on skills such as time management, note taking, concentration, self-testing and test-taking strategies to improve their performance on tests. Cooperative learning is encouraged through the use of collaborative testing in order to foster relationships between students, identify the value of collaboration, promote learning, and improve test scores and retention rates in Adult Health 1.

Project Title: *Learning about Lines in an Online Learning Environment*

Department: Math

Summary: Success rates for five of the fourteen student learning outcomes in Intermediate Algebra have been low and thus far, the College's Quality Enhancement Plan has had little effect on those particular learning outcomes. This project was designed to focus specifically on three of the five learning outcomes. Using an instructional tool called Raptivity, interactive math activities were created and incorporated into an online learning environment.

Project Title: *Innov8 Videos for Anatomy & Physiology Courses*

Department: Science

Summary: Anatomy and physiology is considered to be a "hard" course by many students with different learning styles. The breath of information that must be assimilated is vast, the concepts are unfamiliar to many students, and the terminology can be daunting. Students are struggling with anatomical topics such as the Skeletal System. As a result, students need assistance in learning the names and functions of the bones in the human body. The purpose of this research project was to create a series of Web-based lab-videos for students in Anatomy and Physiology I (BSC2085C), Basic Anatomy and Physiology (BSC1084C, and Honors Anatomy and Physiology (high school students matriculating into college Anatomy and Physiology I) to encourage their understanding of the Skeletal System. The videos consists of the instructor describing in detail the location of the bones on the anatomical models.

Project Title: *To Give, Or Not To Give?*

Department: English

Summary: The rubric for assessing research papers for Composition 1 was presented to Composition 1 students in the Fall Term of 2013 by Prof. Northern, Prof. Rosa and Prof. Costakis. A comparison was then made between the Composition 1 students' assessment results of Spring 2013, with no presentation of the rubric, and that of the Fall Term 2013 students. Did the results determine to give, or not to give the rubric to our students?

Project Title: *Planning for the Small Business Management (SBM 2000) Business Course*

Department:

Summary: This course is specific National Association of Community Colleges for Entrepreneurship (NACCE) blog (2012), majority of professors reported that unless students were starting their business in one year or less, the business plan was viewed as just a class project. My research focused on improving the grades of the business plan.

Project Title: *Textbook Alternatives*

Department: Aerospace Sciences

Summary: Evaluating student perception of textbooks and textbook alternatives in online learning as well as resource impact on student grades

Project Title: *Theatre Appreciation Transforms into an On-line Class*

Department: Theatre

This poster will discuss how to create a vibrant on-line class using live performance as an art form.

Faculty Action Research Project
Overview Cohort 2

Project Title: *Imbedded Games in my HUM 2020 F2F Class*

Department: Humanities

Summary: I was not happy with the passing rate of my first exam in HUM 2020 classes. The test grades improved as the semester went on. I implemented “games” as reviews and placed them on PAL to help the students become more comfortable with the knowledge and skills needed to excel on the exams

Project Title: *Global Studies and Technology in Literature 1000*

Department: English

Summary: The goals of this project in Literature 1000 were to increase student global perception and to increase student use of technology in the research and presentation of literature. Three assignments were selected to increase both goals.

Project Title: *Let the Games Begin!*

Department: Psychology

Summary: This research project evaluates the effectiveness of utilizing a video game to increase understanding of the principles of learning (specifically classical and operant conditioning) in an online PSY 2012 course.

Project Title: *Moving Mobile Apps to the College Classroom*

Department: Education

Summary: This project discusses an action research study focused on developing a mobile learning model for developmental reading and writing students. Patterns of organization (illustration, compare/contrast, definition, etc.) were identified as a bottleneck for the skill-set progress of developmental readers and writers. The research study incorporated a mixed-method design measuring how and to what extent mobile learning in academic settings would prove beneficial to the developmental reading and writing students using the *Inspiration* app. The effectiveness of using the mobile app was measured by assessing students' opinions of the use of reading and writing strategies and by analyzing student performance scores in relation to traditional developmental reading and writing strategies. The findings revealed students enjoyed using the mobile app and performed very well.

Project Title: *Technology-Based Interactive Activities to Enhance Critical*

Department: Nursing

Summary: Using interactive games and polling technology, the team sought to determine the effectiveness of these technologies on enhancing critical thinking. The project correlates how the interactive games and polling affected student test scores on higher-level thinking questions.

Project Title: *The Impact of an Online Orientation*

Department: Education

Summary: Students are not submitting homework and assignments in PAL because of their lack of understanding of how to use the drop box. Students would email or call my office saying they had not submitted their assignments because the drop box was “not working.” They would try to bring them to my office or email them to me after the due date. This was impacting their grades. An online orientation was designed to specifically explain how to use the drop box in PAL. This orientation also helps the student to understand there are deadlines for assignments in PAL, and if the deadline is missed, the drop box is closed and will not accept submissions.

Project Title: *Jazz Up the Online Discussion Board*

Department: Education

Summary: This action research project was undertaken to address and hopefully improve low Discussion Board grades and brief/inaccurate discussion postings in my EDF 1005 online class. A variety of tools, technologies, and strategies are used to attempt to meet the objective.

Project Title: *“Stepping Up” to the Challenge of Integrating QSEN Competencies with Foundational Nursing Interventions*

Department: Nursing

Summary: Integration of the 6 QSEN Competencies (person-centered care, safety, teamwork and collaboration, informatics, evidence-based care, and quality improvement) requires critical thinking and is essential for providing safe, quality nursing care (Amer, 2014). Integrating the competencies with nursing interventions can be challenging for beginning nursing students. This project sought to determine if implementation of interactive hybrid nursing interventions modules increased beginning nursing students’ critical thinking skills and application of the QSEN core competencies. The foundational nursing interventions modules included simulated patient scenarios, critiquing of videos, online quizzes, and games.

Project Title: *Making the Grade: Using Technology to Increase Performance on Standardized Tests*

Department: English

Summary: Current generation students have a wide variety of tools at their fingertips--tablet computers with touch-screen interfaces, handheld cellular phone devices that access the internet and communicate across the globe, and laptop computers that weigh around two pounds. My goal was to utilize these devices for the benefit of a group of students who need to pass two standardized tests in order to progress in their academic careers: the FCAT Reading exam and the PERT college placement exam. My research includes "The Maker Movement Connects to the Classroom" by Greg Thompson (November 2014) and "Combining Traditional and Contemporary Texts: Moving My English Class to the Computer Lab" by Tracy J. Tarasiuk (April 2010), both relatively current perspectives in infusing technology in the classroom.

Project Title: *Engaging Intensive Reading Students Through Interactive Online Resources (IOR)*

Department: English

Summary: Reading continues to be a problem area for some high school students even at the collegiate level. To be successful readers, students must have explicit instruction in specific strategies to comprehend and a variety of ways to practice, practice, and practice. The use of technology, specifically interactive online resources, holds promise to solve these problems by engaging students that need a variety of activities to use reading strategies necessary to improve reading comprehension. Satisfaction surveys for each interactive resources helped determine the effectiveness of each activity.

Project Title: *A 3-Pronged Communication Strategy to Increase Student Retention in Online Sections of an Introductory Psychology Course*

Department: Psychology

Summary: An analysis of 6 online sections of PSY2012 – General Psychology showed a student withdrawal rate between 10% and 36% per section, with an average rate of 19%. The approach being used to decrease the withdrawal rate includes: Increasing communication from and with the professor via video presentations, increased email messages, virtual office hours, and a questions-for-the-professor forum. Increasing student interaction with each other and connection with the course content via large and small group discussions. Connecting the student with the college via news announcements of campus activities and opportunities.

Project Title: *Using Technology to Provide Feedback for Independent Practice*

Department: Music

Summary: Music students are required to demonstrate mastery of their primary instrument. They receive a one hour private lesson once a week. We are researching the progress in vocal music study of students who use Media Share for real time feedback from the professor between their private lessons compared to those who do not use the software.

Project Title: *Pearson Technology Implementation*

Department: Science

Summary: As facilitators of learning, instructors have a vital need to communicate and discuss with colleagues innovative instructional strategies to “enhance the teaching and learning environment” as defined by The Florida Master Teacher Seminar. Technology innovations can make education more effective and efficient. It was observed in Anatomy and Physiology 1 that students struggle to master lab content due to the amount of material required and unique science terminology, especially in the histology unit of lab that explores the concept of bodily organs being made of specific tissue types. To develop self-validation, iPads were used to promote self-verification of structure identification utilizing Pearson Practice Anatomy Lab 3.0. This method allowed instructors to interact with additional students and respond to detailed, in-depth questions to provide a connection between the terminology and the structural models. Additionally, students were prompted to complete Mastering Anatomy and Physiology online lab practical quizzes to test their progress on tissue identification prior to the lab practical exam. These implementations have increased student success and promoted internal student motivation by modeling how the use of technologies can enhance learning.

Project Title: *Global Studies and Technology in Literature 1000 Impacts Student Success in Anatomy & Physiology 1*

Department: English

Summary: The goals of this project in Literature 1000 were to increase student global perception and to increase student use of technology in the research and presentation of literature. Three assignments were selected to increase both goals.

Project Title: *The Video-Conference Classroom*

Department: Psychology

Summary: The Video-Conference Classroom will give our students the opportunity of more class availability, specifically those students in outlying areas.

The Video-Conference Classroom provides students the benefit of taking classes not otherwise available to them due to low enrollment, travel restrictions, or lack of instructor availability. It also captures the students who want a fully face-to-face connection with the professor, or a hybrid class format. Students and professors will be connected by video-conference technology within the classroom, with the Professor alternating campuses for class meetings. Instruction is delivered in real-time in both locations.
