



2015 SIS Vignettes Table of Contents

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PROJECT VIGNETTE

Name(s):

Sherri Baker Hamilton

Grant title:

Adobe After Effects – Video/Animation Application Training

The purpose of my project was to...

support continued training and mastery of Adobe After Effects—a digital motion graphics, visual effects, and compositing software application used in film and video post-production. Mastery of the application will enable more effective software training to Visual Communication Design students enrolled in AVCD-352 Typography II, where they receive introduction to the fundamentals of the application and are assigned a project that demonstrates use of the application to create kinetic (animated) type. The kinetic type project is worth 14% of the students' overall course grade. Student understanding of the application and success in the kinetic type project correlates directly with successful teaching of the application by the instructor.

To accomplish this, I (we)...

enrolled in online training through Lynda.com to complete 30+ hours of After Effects tutorials in order to build upon my current (basic) knowledge of the application. I created two short animation tests that utilized new learning of animation and editing techniques.

Thus far, I (we) have...

improved my working knowledge of the animation and compositing capabilities of After Effects, increased my comfort teaching the fundamentals of the application, and created sample animations that can be used for technique demonstrations in my AVCD-352 Typography II course.

With the following interesting results...

In the future, I (we) hope to build on this project by...

using the tests to complete a short creative marketing video/animation promoting the Visual Communication Design program for the Art Department at Nazareth. A creative, contemporary video/animation will be an effective sales tool to attract prospective students. It will also demonstrate that the VCD program is current on visual trends and new media.

PROJECT VIGNETTE

Name(s):

Rui Cheng

Grant title:

From Consumers to Producers: Literacy Instruction with Web 2.0

The purpose of my project was to...

The purpose of the proposed project is to explore the activities and perceptions of learning academic literacy through Web 2.0 tools. I want to find out whether there is some learning curve for students to transfer from consumers of literacy to the producer of it? If there is a learning curve, did they overcome it? What helped them overcome the learning curve? I am also interested in whether students are truly engaged in more meaningful interaction and collaboration that result in more learning? What are the things that educators should avoid or take extra caution if they decide to incorporate Web 2.0 tools?

To accomplish this, I (we)...

I made some changes to my hybrid course, where the data were collected. ITSL 612 Advanced English Proficiency was converted into a hybrid class a few years ago and the main form of negotiation among students was through discussion forums. Over the years, I found students were not super motivated to contribute to the discussion with meaningful input and one of the reasons was that they regarded this type of interaction not authentic. Therefore, I converted some of the discussion questions to wiki projects in which students needed to collaborate to complete the same tasks with the hope that the wiki projects will create meaning for their collaboration. The participants of the study are students who enrolled in ITSL 612 during summer of 2015. The data collected from them included a survey about their attitude and experience about using wiki (one of web 2.0 tools) in the past, interviews about how they feel about differences of conducting discussions and using wikis in on hybrid course, how do they reflect on their role of consumer vs. producer of literacy, etc. The data collection also included a focus group and a collection of their wiki entries.

Thus far, I (we) have...

have finished data collection. ITSL 612 is composed of 6 modules. For each module, I incorporated at least one wiki project for everyone in the class to collaborate. Survey was conducted and students were interviewed individually at the end to share their experience with their roles and learning with discussion forums and wiki projects. Focus group was conducted during the last class meeting as a whole group. I have some preliminary findings.

With the following interesting results...

The data analysis indicated that the use of Web 2.0 (in this case wiki) expanded the participant's interaction and collaboration, but to a variety of degrees. The results showed that the participants went through a learning curve from consumers to producers of literacy. They were reluctant in taking on the producer role initially. Few of the students were really engaged in higher order thinking activities that enable the production of content for wider attention. Teachers must critically weigh the purposes, affordances, and limitations of Web 2.0 online tools for literacy instruction. Higher order

thinking skills need to be encouraged and supported in any attempt to use Web 2.0 tools. The findings proved again that technological tools will not lead to learning. Learning happens when they are used appropriately. This is a good reminder to faculty who plan to use web 2.0 tools in their classes. It's very important to investigate what is working and what is not working so well. The ultimate goal for us to utilize Web 2.0 is for students' learning and success.

In the future, I (we) hope to build on this project by...

exploring different types of web 2.0 tools such as blogs, facebook, twitter, etc. The current project will be submitted in the form of proposals to the conferences in the field of TESOL, Foreign Languages and Applied Linguistics. Several proposals with different focus will be developed. The intended conferences are ACTFL (American Council of Teaching Foreign Languages) TESOL (Teaching English to Speakers of Other Languages) and AAAL (American Association of Applied Linguistics). The finished manuscript will be sent for review and potential publication to the CALICO (Computer-Assisted Language Instruction Consortium) journal.

PROJECT VIGNETTE

Name(s):

Bonnie Choi

Grant title:

Harmonization at the Piano

The purpose of my project was to...

to create a resource book that provides material for students wishing to develop a certain facility in harmonizing melodies at the piano. In particular, the ability to harmonize at sight or transpose a given melody is very important. Such a resource book is an essential tool for music therapists and music educators. The materials needed for development of these skills should be familiar, plentiful and sufficient in variety.

To accomplish this, I (we)...

gather together a lot of melodies from books, websites and transcribing them into Sibelius (music notation system)

Thus far, I (we) have...

transcribed 50 traditional tunes from different culture, holiday tunes and popular tunes. I would like to include 101 tunes in total.

With the following interesting results...

Nazareth music students will be able to use this resource book for their music therapy sessions and student teaching. This can also be used as part of our undergraduate pedagogy courses and the Master of Music in Performance and Pedagogy degree program.

In the future, I (we) hope to build on this project by...

expanding the number of tunes to be included in this book. Also, I would like to make it available to other colleges that have an undergraduate program in music education or music therapy.

PROJECT VIGNETTE

Name(s):

Lisa Durant-Jones, Betsey King, Lynda Dimitroff, Linda Shriber, Stephen Demanchick, Leanne Charlesworth

Grant title:

Advancing Interprofessional Research and Scholarship: Preparing for the Future

The purpose of my project was to...

Conduct a curriculum audit and create a graduate level research methods course for students in the Health and Human Services Programs.

Background: In Fall 2015, the York Wellness and Rehabilitation Institute (YWRI) opened with the goal to provide an authentic interprofessional teaching and learning environment, where students and faculty in the School of HHS can collaborate in clinical service delivery, research, and the development of innovative practices. The excitement generated by the WRI is evident by the successful campaign to raise \$16.5 million for the building construction, and the commitment by faculty to explore innovative ways to advance interprofessional practice both clinically and academically.

In the YWRI clinics, students will learn to apply academic knowledge to holistic, person-centered, and evidence-based practice. In order to advance our interprofessional initiative, our goal is to develop a research methods course that will meet the needs of all students in the School of HHS.

This course will:

1. Improve the consistency of content in this essential course;
2. Improve efficiency in the use of teaching resources for this topic;
3. Promote interprofessional engagement of students and faculty;
4. Stimulate interprofessional student research which will improve client/patient care in the Wellness & Rehabilitation Center and, when disseminated, potentially improve quality of care in our community and beyond.
5. Continue to build an initiative that will position Nazareth College as a leader in interprofessional teaching, learning, and service beyond the local region.

To accomplish this, I (we)...

We met for five 2.5 hour working sessions over the course of the summer to review the research requirements within each of the professional programs in HHS. After the curriculum review, we developed the syllabus for a new graduate course entitled Research Methods in Health and Human Services.

Thus far, I (we) have...

We have developed the course syllabus for a new course entitled Research Methods in Health and Human Services. We have also developed a moodle site where additional documents are housed and available for other faculty to review. We have presented a draft syllabus of the course to faculty

within each of our professional programs. We will present to the HHS faculty at our divisional meeting October 30 2015. We anticipate offering this course in Fall 2016.

With the following interesting results...

We determined the need to review foundational courses (i.e. statistics and research methods) that our students complete prior to taking graduate-level research courses. We have met with faculty from the Psychology and Math Departments to review the content in existing courses and a new proposed course in research methods at the UG level. As a result of discussion, new ways to integrate content that relates to the fields of health and human services was identified.

In the future, I (we) hope to build on this project by...

Developing courses at the UG and Grad level that can be delivered interprofessionally and meet the needs of each program's curricula.

PROJECT VIGNETTE

Name(s):

Zbigniew Granat

Grant title:

“Chopin Deconstructing Schubert: The Mystery of the A Minor Prelude”

The purpose of my project was to...

prepare a scholarly paper entitled “Chopin Deconstructing Schubert: The Mystery of the A Minor Prelude,” which I intended to present at an international musicological conference in the fall of 2015. In my paper, I explored a fascinating case of musical borrowing: I demonstrated that Fryderyk Chopin used a song by Franz Schubert as the basis of his mysterious Prelude in A Minor. My discovery of this “hidden” model represents an important contribution to the international Chopin scholarship.

To accomplish this, I (we)...

conducted research in several libraries, including the Fryderyk Chopin Museum in Warsaw, Poland, where I studied the composer’s musical manuscripts and sketches. I was able to purchase some materials (books, scores, and recordings) needed for my research. I also began to engrave musical examples using musica notation software that I needed for my article.

Thus far, I (we) have...

presented my preliminary ideas about Chopin’s Prelude in A Minor at the Third International Congress “CHOPIN 1810 – 2010” that was held in Warsaw, Poland in 2010. I also presented this research at the 11th International Congress on Musical Signification, which was held in Krakow in 2010. A short version of the paper has been published in the conference proceedings, and it served as a great starting point for the more substantial paper that I developed this year thanks to the 2015 SIS grant. The grant allowed me to advance my scholarship and to produce a conference style paper with engraved musical examples.

With the following interesting results...

I have submitted a proposal to present my paper at the international conference on The European Salon: Nineteenth Century Salonmusik. My proposal was accepted, and I presented my paper at this conference, which was held at Maynooth University in Ireland from 2-4 October 2015. The paper was received extremely well and was described by one attendee as "the most important paper of the entire conference."

In the future, I (we) hope to build on this project by...

expanding my work into a fully-fledged article that will eventually be submitted for publication in a peer-reviewed journal. In addition, I plan to incorporate my recent research on Chopin’s Prelude in A Minor into several music history courses I teach at Nazareth College. I am currently teaching it in my upper division music history class on Nineteenth Century Music, and I plan to build a unit on this topic for my Musical Borrowing class that I will be teaching in the Spring 2016. My goal is to design creative activities around my topic that will foster students' creativity, self-expression, analytical thinking, communication skills, and an intimate view of the linkages between artworks and musical and/or cultural conventions.

PROJECT VIGNETTE

Name(s):

Timothy W. Kneeland

Grant title:

Assessing Experiential Learning and Outcomes in Public History: A model for Nazareth College

The purpose of my project was to...

Develop a model for assessing the competency of public history students through their internship experiences. The new major in Museums, Archives and Public History (MAP) major requires 12 credit hours of internship which are meant not only to provide the student with career experiences but to learn academic concepts of the discipline as well. Theoretically, this makes sense. Creating an actual course to take measures and require reflection has been more challenging. The purpose of this project was to develop a set of practices for each internship course.

To accomplish this, I (we)...

read texts, scholarly journals and case studies

Thus far, I (we) have...

The MAP major was only recently approved by the board, and the document is in the hand's of the State Dept of Ed. Full implementation will have to await until 2017. However, I have developed a set of practices : one pre-internship reflective assignment, one rubric based measurement of skills for museums, and an overarching portfolio for assessment, that will form part of all the internship courses offered in this major. Thus, the grant provided the opportunity to complete this task. I only wait the implementation phase.

With the following interesting results...

There is no one size fits all in the field of public history, let alone across disciplines. There are some best practcies such as prompting students to directly apply classroom learning to their experiential component and building in applications of the experiential back into the standard course based instruction.

In the future, I (we) hope to build on this project by...

After 2017, when the major is fully implemented and we have our first cohort of interns. I will assess the measurements I have developed for the internship courses.

PROJECT VIGNETTE

Name(s):

Jennifer S.A. Leigh

Grant title:

Taking stock of the management SOTL literature: A field review

The purpose of my project was to...

The goal for this research is to provide a broad systematic assessment of scholarship and teaching and learning (SOTL) across a variety of business and organization studies disciplines. Our primary research questions included the following:

1. How has SOTL field evolved over last 10 years?
2. What patterns are present in the overall field?
3. How do disciplinary areas differ in their methods approaches?

To accomplish this, I (we)...

Collaborated with my long-term colleague Dr. Joy Beatty, University of Michigan-Dearborn, to determine a data set, research methods, and analysis suitable to this project.

Thus far, I (we) have...

Collected defined our data set, collected 7,800 examples in Mendeley database, and determined our analysis approach. The project was delayed due to our analysis software (RefViz) being discontinued this summer and alternative products costing between \$7,500-\$10,400. We are currently working with the statistics office at the University of Michigan to determine other licensed and open source projects suitable for our relational and cluster analysis needs.

With the following interesting results...

We will provide follow up once we conduct our analysis.

In the future, I (we) hope to build on this project by...

We see many future extensions for this research, despite the current set back. These include bibliographic analysis examining the network structure of citation and forest plot analysis for citation performance and topic performance in different journals (See <http://scholarlykitchen.sspnet.org/2015/10/15/seeing-the-forest-plot-for-the-trees/>).

PROJECT VIGNETTE

Name(s):

Cindy McPhail

Grant title:

Improving English Language Learners' Reading Comprehension: an Instructional Model

The purpose of my project was to...

Pull together the quasi-experimental data and the pieces of a draft from a study I did some time ago and put it into a format that I could submit for potential publication in a peer reviewed journal. I've had data and a partially completed draft of a research article on my desktop for ages. I needed something to give me the kick I needed in order to get the thing "out there".

To accomplish this, I (we)...

I made the time to sit down to read, reread, edit and re-edit the article, as well as the figures and tables. I shared the article with an author whose work I greatly respect and was able to get some feedback from him. (It helped that I had been able to connect with him when he spoke at a local conference, so sending him my draft wasn't completely a cold call). Overall, the feedback was encouraging with some minor editorial suggestions to clarify titles of tables and such.

Thus far, I (we) have...

I would probably still be sitting on the article, feeling like it still wasn't ready, if not for this grant. Knowing that I was accountable for reporting on my work forced me to actually go through the final steps of actually submitting the article to a research journal. I probably never will feel like it's completely ready. (It's said that Leonardo DaVinci never felt that the Mona Lisa was completely finished, so maybe I'm in good company). I shot high. I went for a premier research journal with the full knowledge that it's highly unlikely that my article will be published there, but you never know. I hope to learn from the process.

With the following interesting results...

Given that I'm expecting it to take a very long time to move through this process, I take some degree of pleasure in knowing that I have a nice confirmation number that I can use when referring to my manuscript. I was a little surprised at both how easy and how difficult it was to go through the submission process. Since everything is online, it was actually easy to upload the document, but setting up an account through SholarOne Manuscripts, making sure that I had read all the appropriate ethical statements and confirmation of a lack of conflict of interest, etc. was a little intimidating. I already have had to make one revision in that I didn't properly blind my manuscript. I've now made that change and have resubmitted the manuscript.

In the future, I (we) hope to build on this project by...

Since I know that the likelihood of publication is slim the first time a paper is submitted, I hope that I will get some feedback that I can use in order to refine the paper in order to try, try again with a different journal. I've heard that it typically takes multiple tries in order to get an article published

and I'm sure that this experience will be no exception. I'm grateful to the SIS grant that pushed me to finally take the risk to submit the article for consideration. As they say, it is worse to have never tried than it is to fail. And if it succeeds, so much the better!

PROJECT VIGNETTE

Name(s):

Elizabeth Robinson

Grant title:

Kant's Complete Science

The purpose of my project was to...

begin work on a book manuscript and proposal for publication. In the book I will argue that, for Kant, we can understand metaphysics as a scientific enterprise only if the field is complete, that is, if we have already answered every possible metaphysical question. In order to make the field of metaphysics complete, we must exclude from it questions about God, freedom, and immortality, questions that we know we cannot answer. However, in removing these parts of metaphysics Kant is able to not only maintain metaphysics' other important goal, that of providing a basis for knowledge in general, but to formalize it as a science. The book is designed to show what the foundational nature of a complete metaphysics means for Kant's conception of the other sciences and for fields of inquiry that are not fully scientific. In particular I will focus on the possibility of having knowledge of God, freedom, or immortality within a Kantian framework. While these issues are not a central part of metaphysics, on Kant's view that have an extremely important role to play in our understanding of religion and morality..

To accomplish this, I (we)...

attended a mentoring workshop designed to help junior women in philosophy gain greater insight into the publication process. Based on the suggestions I received at the workshop I wrote and revised a "pilot project" version of the book which is currently under review at a leading journal of philosophy. I also used some of the funds to purchase additional research materials which were useful in revising dissertation chapters into something more fitting for publication in an academic book.

Thus far, I (we) have...

Completed early drafts of three chapters of the book and am at in the early stages of work on a fourth. The "pilot project" version of the book was reviewed by several senior colleagues in my field, all of whom offered helpful feedback and encouragement. I revised the paper in light of these changes. Curently the paper is under review at a relevant peer-reviewed academic journal.

With the following interesting results...

The research I completed this summer on the book manuscript will inform the senior seminar in philosophy I plan to teach this spring. It will also be useful in completeing a few smaller projects I currently have in progress. One project is a paper for an edited collection on Kant and the Scottish Enlightenment. The other is an entry into a lexicon of important terminology in Kant's works under contract for publication with Cambridge University Press.

In the future, I (we) hope to build on this project by...

completing the book manuscript and sending the proposal out for consideration to the relevant editors at academic presses.