



## 2016 SIS and CARS Vignettes Table of Contents

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# PROJECT VIGNETTE

**Name(s):**

Isabel Córdova

**Grant title:**

Bringing Latino History and the Digital Archive Alive in the Classroom through Lesson Plans

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

I sought to work with a team of Nazareth students to prepare a series of lesson plans to make use of the oral history archive, "Rochester Voices (Latino Voices)," our students had created in the past, and provide educators opportunities to bring local, Latino history into our elementary, middle school and high school classrooms. My goals were four fold. I wished to provide authentic lesson planning experiences to our education students, find ways to make use of and promote our existing digital archive, develop tools to enrich and enliven local curriculum with Latino and community history, continue to grow and expand the archive by providing a structured way in which school aged children can add their oral histories to the collection as they engage in hands on experiences of "doing history" and practice historical methodology, and continue to promote and link Nazareth to the broader community. Ultimately, I hoped to provide our students with an authentic opportunity to bring local history and learning about Latinos into Rochester classrooms and community centers. The presence of Latinos in the greater Rochester area -since the 1950s- has helped shape the identity and history of the region. All of our schools have increasing numbers of Latinos and their stories need to be shared and sewn into the fabric of our rich NYS histories.

**To accomplish this, I (we)...**

I assembled a team of five students (Kelley Ginster, April Mashaw, Terrence McArdle, Paul Lippert, Alexis Blydenburgh) to develop a series of user-friendly lesson plans for teachers with step-by-step instructions and complete with content (background) information, classroom activities, printable materials, and specific references to our digital collection. To do this I had the team meet with me on several occasions to attend presentations on Latinos, we read materials together, and met regularly during the summer to work together and report/workshop our lessons and ideas. All students also met with me individually. Once each student had a framework and had decided what grade level to focus on, they did a bulk of their work independently. For the latter part of the summer we communicated mostly via email and Google Drive.

**Thus far, I (we) have...**

We prepared and formatted 4 full lessons for 1<sup>st</sup>-2<sup>nd</sup> grades, 3<sup>rd</sup> grade, 4<sup>th</sup> grade and 7<sup>th</sup> grade. Another several lessons were initiated and drafted but remain incomplete. These lessons are linked to the NYS Common Core ELA and Social Studies standards. Because our teachers and community educators are so busy, the lessons contain all the materials and information teachers need to successfully implement the lessons (other than having to locate library books in a few cases). The lessons are largely motivated by a previous related project: the oral history collection, "Latino Voices" housed in the Rochester Voices digital archive of the Rochester Public Library.

**With the following interesting results...**

We currently have a beautiful set of complete lessons ready to be pushed out and presented to teachers and the broader community to be piloted. In addition these lessons will help support, put to use and promote the work previous grants supported on creating an oral history archive on Latinos in the Rochester area. The archive was officially launched in October of 2016 and is ready for use.

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

We wish to have the Monroe Public Library link these lessons on the "Rochester Voices" website -- as they have partnered with us thus far on the related projects. This way we can refer teachers and other members of the community to access the lessons and materials on this website. My Research Assistants will be working on ways to promote and push these lessons out into the broader community and follow up on the results.

# PROJECT VIGNETTE

**Name(s):**

**Lynda J. Dimitroff**

**Grant title:**

Mindfulness in undergraduate nursing students.

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

The purpose of this study is to determine the effects of a 15-week mindfulness course on outcome measures (perception of stress, mindfulness skills, and salivary cortisol levels) in undergraduate students in a Bachelor of Nursing (BN) program. The study will test the hypothesis that a 15-week mindfulness course will sustainably reduce both subjective and objective stress levels as determined by self-reported outcome measures and cortisol levels, a physiologically marker of stress. The specific aims of the study are to:

1. examine the effect of the mindfulness course on subjective and objective stress levels;
2. determine if the mindfulness skills taught in class are implemented longitudinally – baseline (week 0), midterm (week 7), end of course (week 15), and post-course (6 months after course); and,
3. correlate changes in mindfulness practice with salivary cortisol levels longitudinally – baseline (week 0), midterm (week 7), end of course (week 15), and post-course (6 months after course).

The study will compare the outcomes measures in nursing students who volunteer to take part in this pilot study and who are enrolled in HHS 400 Mindfulness in Clinicians (intervention group) and NSG 350 Evidence-Based Practice for Clinicians (control group).

**To accomplish this, I (we)...**

To move forward with the goals of beginning this research project, I completed and submitted a grant to help fund the project this summer. In addition, I applied for HSRC approval.

**Thus far, I (we) have...**

This SIS Funding has allowed me to finalize a data collection plan, create source documentation (data collection tools) in Qualtrics, identify a possible research assistant in the collection of data (once she has agreed to participate as the RA, she will be trained), and complete the HSRC process at Nazareth College (the proposal has been revised and resubmitted to HSRC).

**With the following interesting results...**

No results to report at this time.

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

The goals is to find funding to support the entire project.

# PROJECT VIGNETTE

**Name(s):**

Jacob Ertl

**Grant title:**

Performance and Teaching Tour of China

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

The main goal of this project was to build international connections with Chinese universities and music schools in hopes of establishing a recruiting base for Nazareth College's Music Department. In addition, this tour furthered my own performing and teaching scholarship through recitals and master classes on the international stage.

**To accomplish this, I (we)...**

With the generous help and support of many people at Nazareth College and colleagues at Chinese universities, I was able to set up a recital and master class tour, where I visited three cities, performed four recitals at different universities, and taught nine public master classes. In Ji'nan, I performed a recital at Shandong Normal University and taught six master classes. Also in Ji'nan, I visited Shandong University of the Arts where I performed a recital and taught a master class. I then traveled to Anqing, where I performed a recital and taught a master class at Anqing Normal University. In Anqing, I also gave a presentation to hundreds of students about Nazareth College's music department and our offerings. Lastly, I traveled to Suzhou, where I performed a recital and taught a master class at Soochow University School of Music. To help build relationships with these universities I also met with numerous music professors, deans, and students, to establish communication about our programs at Nazareth College and the opportunities for international students interested in studying at Nazareth.

**Thus far, I (we) have...**

Thus far, I have completed the performing and teaching tour of China, which went from May 10-24, 2016.

**With the following interesting results...**

Results of the project include the recruitment of a few students for the music department, as well as several others who are interested in pursuing our programs. Connections have also been established with all universities and efforts to maintain relationships are in place. Additionally, performing and teaching in China brings high visibility for Nazareth College's Music Department on the international stage, as all concerts and master classes were open to the public, well attended, and well publicized. Additionally, this tour helped build my international performing and teaching profile, which is very important as a music professor because it is attractive for prospective students wishing to study piano at Nazareth College.

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

In the future I plan to maintain all connections with the institutions that I visited on this tour, and remain in contact with deans, professors and students, who were all very interested in our programs at Nazareth. I also plan to coordinate regular return visits to China, as it is so important for building our international presence and awareness of the programs we offer. I am happy to report that all of the institutions I visited on this trip have verbally invited me to come back in the future.

# PROJECT VIGNETTE

**Name(s):**

**Maria Hopkins and Meg Callahan**

**Grant title:**

Perceptions of Teaching English in the Common Core Era

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

The ultimate goal of this project is to contribute to the ongoing debate and dialogue regarding the impact of Common Core State Standards in New York State as well as on a national level. We will make this contribution through an informed analysis of the experiences of high school English teachers working in classrooms during the infancy of the Common Core implementation. As politicians and state education officials debate the future of education in the U.S. and are the dominant voices in media coverage of this topic, the voices of teachers – those living and breathing Common Core-based instruction every day—are seldom asked to shape the direction of education policy. In fact, it is sometimes true that they are not even asked their opinions related to the direction of curricula in their own schools and classrooms. Our goal with this project is to do some much need asking – to provide the space for English teachers in a variety of settings to explain what is happening in their classrooms and how the Common Core is impacting their teaching and the learning of their students. Beyond providing teachers with a venue for shaping the discourse around Common Core, our goal is to analyze these seldom heard perspectives in order to more fully inform fellow teacher education faculty in New York State on the realities of teaching English in today’s high schools and middle schools.

**To accomplish this, I (we)...**

We secured HSRC approval for our study, recruited participants, and collected data through participant interviews.

**Thus far, I (we) have...**

- Conducted interviews with nine participants (eight of whom interviewed twice)
- Transcribed all interviews
- Began to analyze data using methods of qualitative data analysis (i.e., coding) and quantitative methods based on coding

**With the following interesting results...**

There are many interesting themes that have begun to emerge related to the following topics: District and school-level leadership, treatment of fiction vs. non-fiction in Common Core Standards and curriculum, the influence of standardized testing, evaluation of teachers, teacher autonomy, prescribed curriculum, emotions and philosophies of teaching. However, while there are common themes across interviews, the differences are also interesting. English teachers' experiences with the Common Core are both positive and negative, depending on where a teacher is employed. Given

this finding, the next set of questions we will begin to explore is why the difference. For example, what makes some teachers satisfied with their levels of autonomy while others feel powerless?

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

This project remains a work in progress. We continue to analyze our data according to emerging themes, as well as consider our data in light of current political discourse at the national level. Within the next 3-6 months we anticipate that we will have prepared a draft of a manuscript to be submitted to one of our field's scholarly publications.

# PROJECT VIGNETTE

**Name(s):**

**Matt Koetz & Heather Ames Lewis**

**Grant title:**

Inquiry Based Learning Multivariable Calculus text

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

collaboratively revise the materials used for our Multivariable Calculus course (Calculus II). These materials will form the textbook for that course. We have also received requests from faculty at other schools to share the material more widely.

**To accomplish this, I (we)...**

met regularly throughout out the summer. We made substantial revisions, not just to the individual problems but to the order and approach of the topics, keeping in mind that we wanted to be able to cover everything in one semester. We also met with Yousuf George to get his input on each of the problems.

**Thus far, I (we) have...**

finished revising most of the chapters. We are testing the materials this fall in our MTH 212 class, and making additional revisions based on how the notes are used in class.

**With the following interesting results...**

The biggest surprise has been the changes to how we approached the big ideas of Calculus. In order to make the problems flow as naturally as possible we ended up presenting a lot of the material in a non-traditional way that mimics how students learn rather than how mathematicians traditionally teach. [For example, in most texts a definition is followed by several examples that motivate or illustrate the big ideas in the definition. We have given the examples and problems first, and only after students understood the main concepts did we give a formal definition.]

The next surprise has been just how well this change in approach has worked. In using our revised notes this fall there have been a few places where additional modifications were needed, but the changes have been minor. The students are able to grasp the big ideas more quickly and more naturally than in the past.

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

disseminating the notes. We have already shared the notes with a few colleagues, and once they have been fully tested this fall we will submit them to be considered for publication by the Journal of Inquiry Based Learning in Mathematics. In addition, we are attending the Joint Mathematics Meetings this January and Heather will be presenting a talk about this process of writing mathematical textbook notes.

# PROJECT VIGNETTE

**Name(s):**

**Carolyn Lagoe**

**Grant title:**

Using Meta-Analysis to Measure the Impact of Mass-Mediated Health Campaigns on Youth Audiences

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

The purpose of this project involved the completion of a meta-analysis examining the overall impact of mass-mediated health campaigns on positive health behavior change among youths (i.e., < age 18).

**To accomplish this, I (we)...**

To move forward with this study, I initially recruited and trained three undergraduate Research Assistants from the English and Communication Department. I was granted the opportunity to divert part of my stipend to support these students. Once the students were hired, I taught them how to search for relevant literature and review articles to ensure their applicability to study goals.

Second, I worked collaboratively with students to conduct a literature review, establish inclusion criteria, and code for moderators. The search utilized an extensive list of terms related to campaigns, health diseases/conditions, and channels of mass communication. Strict inclusion criteria was established to determine which studies could remain in the analysis. The PI and RAs independently coded studies for the presence/absence of moderator variables (e.g., campaign topic) that could potentially impact the relationship between campaign implementation and effectiveness.

Third, I calculated effect sizes (using the Hunter and Schmidt analysis method) and conducted tests for moderation. With these results, I worked to draft a manuscript outlining study findings.

**Thus far, I (we) have...**

Thus far, I have been able to achieve all of the goals set out for this project. I sought out relevant literature, established inclusion criteria, coded for moderators, and conducted analyses. I am currently finalizing a research report that illustrates all relevant findings. This manuscript will be submitted for conference review within the next month. Once conference feedback is obtained, it will be submitted for review at a health communication journal. My Research Assistants will also be listed as co-authors on the conference paper and subsequent journal submission.

**With the following interesting results...**

The meta-analysis identified a number of interesting and relevant results. First, investigations included in the analysis spanned the range of approximately thirty years. The mean weighted effect size within these analyses indicated that mass-mediated health campaigns usually have small, but significant, effect on behavior change in youth audiences. Audience age and the utilization of theory in campaign implementation were found to moderate this effect. In particular, campaigns demonstrated weaker effects on young children than teenage audiences. Surprisingly, campaigns that utilized theoretical approaches had weaker effects on behavior change than those that did not. This result signals that current campaign initiatives may need to emphasize theoretical approaches that are applicable to youth audiences and also develop frameworks that acknowledge differing levels of childhood development.

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

I hope to build upon this project by using these findings to help inform a local community campaign centered around promoting health among children in the Rochester area. In the near future, I will seek out local and federal grant calls to support these goals. I will collaborate on this initiative with a local partner who has a strong track record of acquiring external funding.

In addition to this, I will use current study findings to help inform an advanced course in pro-social campaigns. The present findings will inform lecture content and practical activities in which students develop their own campaign initiatives. This course will expand offerings in the English and Communication Department, provide students with hands-on campaign experience, and allow students in other majors (e.g., health professions) to work on an experiential initiative related to social and behavioral health.

# PROJECT VIGNETTE

**Name(s):**

**Rochelle Ruffer**

**Grant title:**

Implementing Flipped Classroom Techniques into Principles of Microeconomics

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

create a flipped classroom for many topics within the ECO 102.Q – Principles of Microeconomics classroom.

**To accomplish this, I (we)...**

Reviewed the possible programs for use, including REVEL from Pearson and FlipItEconomics from Macmillan Learning. I also looked for some new activities to use in the classroom and developed some new materials for new topics.

**Thus far, I (we) have...**

piloted REVEL from Pearson in my classroom in order to completely flip the classroom. We are providing weekly feedback to the publisher in exchange for a free trial of the product. Students read watch videos, interact with the material and answer questions ahead of time. Classroom time is used to reinforce the material through group activities and problem solving.

**With the following interesting results...**

Students have anecdotally told me that they enjoy the REVEL program. I have found a little more space in the classroom to spend time on current events, review for exam, and interactive activities.

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

I would like to continue to find ways to make the classroom experience as meaningful as possible. I would like to figure out how students are understanding the material and test whether there has been a difference by using the flipped classroom model.

# PROJECT VIGNETTE

**Name(s):**

**Leah Stacy**

**Grant title:**

Boomtown Table: The Life of Local Food & Drink

**Type of grant:** CARS SIS

**The purpose of my project was to...**

Work with a team of three Nazareth College students who had proven proficiency in social media, writing, photography, and public relations to create content and grow the audience for Boomtown.

**To accomplish this, I (we)...**

Treated the Nazareth students as though they were staffers of an online magazine. One was tasked with editorial, another with multimedia, and a third with public relations/marketing. They attended events, brainstormed stories, acted as ambassadors for the brand, and created myriad forms of content for the website. In addition, they were able to see what it's like to run a startup organization.

**Thus far, I (we) have...**

Achieved everything we set out to do, and then some. It was an incredible experience to watch not only the publication grow, but also the students themselves as they became more confident in their respective areas of responsibility.

**With the following interesting results...**

We were able to uncover the demographic for this young publication, and hone content to fit those needs. In addition, the students are still being recognized around town (Rochester) due to their involvement with Boomtown, which has helped them with networking opportunities. Two of their current internships/part-time jobs were a direct result of working with me/Boomtown this summer.

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

Continuing to bring Nazareth students to the team. The students I worked with over the summer - Devin MacHenry, Olivia Bauso, and Maria Posato - began a wonderful buzz on campus (and off) with their peers. Several more students have shown interest in creating content for and/or interning with Boomtown Table in the future, and many are following us on various online outlets as a result.

# PROJECT VIGNETTE

**Name(s):**

Nancy Strelau

**Grant title:**

A Sight Reading Book for String Players Addressing Fluency, Comprehension and Engaged Learning

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

create a tool and unique approach in supporting the skills needed to read music 'at a glance' for middle school and high school string orchestras. The skills involved are eye scanning fluency, rhythm and pitch recognition, and the perception and skill of recognizing patterns. The objective is to create large and quick eye movements across the page in order to promote faster comprehension and musical reaction to the written page, thus allowing the musician to easily read music at a first glance; very much like picking up a book and just reading it.

**To accomplish this, I (we)...**

used five published but out of print string orchestra pieces (middle school/high school level) that are written by myself from which to create music sight-reading examples/activities to support the sight-reading of each piece. I then invited several recent music graduates to create a team in dividing the workload and to bring new ideas to the 'table'.

**Thus far, I (we) have...**

formatted one piece that I plan to pilot in late December at Penfield High School and/or Middle School. Sight-reading activities related to each piece will be very different in terms of eye movement and rhythmic/pitch vocabulary, so the piloting of this first formatted piece will set the stage as to how we modify our approach and streamline this concept.

**With the following interesting results...**

I can see that this concept is truly outside the realm of the traditional approach to sight-reading music. The creative team has come back to me with their ideas, examples and exercises and surprisingly each student has created very traditional materials; the approach that we are trying to 'debunk' as ineffective.

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

compiling the creative activities for the five orchestra pieces into an easy to use book for the string orchestra classroom. I hope to pilot the entire book in Victor, Fairport, Penfield and Pittsford. After that pilot project, I will revise the activities based upon student/teacher feedback and then pitch the book to music publishers. I will be presenting this concept and the pilot project results at the Eastern Division Conference for NAFME (National Association for Music Educators) in April in

Atlantic City, New Jersey. [See attachments as to the individual parts created for our first project piece 'Hoedown']

# PROJECT VIGNETTE

**Name(s):**

**Octavio Vazquez**

**Grant title:**

New Woodwind Quintet: premiere recording, concert, and tour

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

I was approached by a leading European wind quintet, the Airas Ensemble. They wanted me to write a piece for them, that would be premiered in a main music festival in 2016 and then taken on tour. They would also record it commercially at the Galicia National Auditorium with renowned sound engineer Pablo Barreiro. The CD would be distributed by the Barcelona-based specialized label "La mà de Guido." In addition, the celebrated American wind quintet Zephyros Winds had also expressed a desire to give the American premiere and take the piece on tour in the US.

**To accomplish this, I (we)...**

I composed "Pentagrammon", a wind quintet in five movements, lasting about 20, intended to be a major addition to the wind quintet literature.

**Thus far, I (we) have...**

I finished the piece in August, and the world premiere concert took place on October 1<sup>st</sup>, at the Great Hall of Santiago de Compostela University in Galicia (Spain). The piece was very well received by both audience and critics, and was recorded by the Galician Radio. The commercial recording will follow in the next few months. The commissioning ensemble was extremely pleased.

**With the following interesting results...**

Instead of being recorded for "La mà de Guido", an offer was made and accepted to have it recorded for "Columna Musica", an equally prestigious but better known and distributed classical music label. We are currently waiting for the final edited recording made by the Galician Radio to have a meeting with Zephyros Winds and program the US premiere. Other US wind quintets have already shown their interest in programming the piece. The score will be available world-wide through Amazon in December.

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

Increasing Nazareth College, the music dpt., and my own world-wide visibility in the classical woodwinds world. I am confident that other opportunities will come out of this project.

# PROJECT VIGNETTE

**Name(s):**

Mark Weber

**Grant title:**

Simulation Games to Enhance Graduate Marketing Classes

**Type of grant:**  CARS  SIS

**The purpose of my project was to...**

The objective is to research simulation games to enhance MS Integrated Marketing Communications classes. Simulation games are specialized computer software that enables teams of students to compete with each other based on a business problem. The graduate courses are weekly two-hour and forty-minute evening sessions. Given lectures and discussions maintain interest for about ninety minutes, a simulation game that reinforces the academic content, and engages the students, will improve the student learning outcomes for the course.

The purpose of the project was to investigate potential marketing simulation games, assess them, and determine if they will enhance the MS Integrated Marketing Communications Program.

**To accomplish this, I (we)...**

The first step was to determine the optimal simulation attributes that will benefit the program. They are:

- Fit within an hour of class time;
- A sustainable game with 8 to 10 decision events throughout the semester;
- Applies and reinforces marketing subjects discussed in the class;
- Bolsters teamwork experiences;
- Simple enough for students with marketing academic and job experiences to understand;
- Competitive enough that teams are motivated to optimize their decisions in order to outperform their opponents;
- Cost effective enough to align with books and other non-tuition cost expectations.

The next step was to investigate the number of potential marketing simulation games. Five simulation games by four companies were uncovered. The supplier web sites were assessed. A live demo was requested and offered. This enabled specific questions. Finally, there was a search of blogs and forums to better understand customer feedback.

**Thus far, I (we) have...**

There are many common denominators among simulation games. An event is a theoretical business quarter or year. Individuals or teams are provided their own website which contains basic assumptions about a theoretical product or service, like a smartphone. Basic market, economic and technical research is provided. An individual or team may purchase more research with a theoretical budget. Each week the individuals for teams must submit answers to specific questions on pricing, costs, marketing budgets, forecasts and other information. The simulation company sends the instructor an event summary which ranks the individuals and teams based on how their decisions

changed revenue, profits, and/or market share. The individuals or teams analyze the results and make new decisions for the next event.

Each simulation company directly charges the \$35 to \$50 fee to individual students. The fee must be considered in the overall book budget for the course. The games offer a standard four to fourteen events. There are enough events to provide a competitive environment for a semester. Each simulation company offers a customized option to adapt the game to the course for a premium fee. All options provide one to two training events to educate the teams on how the simulation game operates.

**With the following interesting results...**

There is a wide range of complexity among the marketing simulation offerings. Some are very specific. An example is simple that applies student skills toward improving search engine optimization for a camera company. Some are very broad and complex. An example is students become country managers outside America. The responsibilities are broader than marketing. Additionally, the simulation software creates incidents, like a currency or political crisis within the country, to challenge critical thinking and teamwork.

Another interesting result was the various supplier approaches. Some marketing simulation games are designed to supplement the primary academic content of the class. Other simulations are designed to be a class. In that case the simulation supplier is selling books, presentations, videos and other academic tools in addition to the simulation.

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

The next step is to test the simulation games in two MS Integrated Marketing Communications classes in Spring 17. MKT 507 Marketing Concepts and Strategy will test the StratX Simulations' MarkStrat simulation game. MKT 557 Digital Marketing will test Student's Digital Marketing simulation game. The plan is to observe the individual and team behavior. Students will be interviewed after the semester for feedback and improvement ideas.

Marketing simulation games are a very small portion of the simulation game industry. Many institutions, outside business, may benefit from a simulation experience. This includes health, non-profit organization, education leaders, and performance groups. The goal is to share the marketing simulation game results with the broader Nazareth College Community.