Vision 20/20 Proposal

Title: Increasing Student Retention through High Impact Practices for EDUC-U100

Team:

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Abstract:

Dream with me! Imagine significantly impacting the academic success of 417 EDUC-U100 freshmen. These are the University’s most at risk students. They enter college with SAT’s as low as the mid-700’s and possess minimal skills to navigate college. More than 41% of them have an Expected Family Contribution of $0.

If the University is to increase retention, then it must invest in courses like EDUC-U100 that provide rigorous, relevant, and relationship centered experiences for these students. In Chancellor Allison’s, Installation Address, he cautioned us to avoid the black hole of negative, directionless complaining and focus our energies on ways to empower our students’ success. “Let’s put aside some questions like, “How did this student ever make it to college?” or “Why don’t our students study like they should?” and begin to ask a new set of questions. “What can I do to help this student?” “How can I help our students better manage their time and their other resources?”

This grant proposes a three prong approach to enhance student retention:

1. Develop engaging pedagogy that uplifts our students’ critical thinking skills (Gaming/Videoscribe) and utilizes a significant campus experience that brings relevancy to such learning (Campus Reads).
2. Pilot learning communities that strengthen relationships between students, position students to form study groups, and reinforce critical thinking and writing between the linked courses (EDUC-U100 and ENG-W130).
3. Educate EDUC-U100 instructors and peer mentors on the essentials of Financial Aid. Financial aid would be a component of the EDUC-U100 curriculum and students would be mandated to meet with their financial aid counselor near the mid-term.

1. **Narrative for Critical Thinking and 13 Fallacies Card Game** – To be implemented Fall of 2014

**About the Game**

**13 Fallacies** is a card game that is loosely based on Apples to Apples or Cards Against Humanity. Students must determine which fallacy card in their hand best addresses the scenario card which will detail up to three fallacies. The game relies on a group facilitator who determines the winner of the hand. It is also possible for the group to disagree with the facilitator’s decision. Then the group votes on the individual with the best argument for identifying the fallacy.

**Why Collaborative Gaming**

Collaborative gaming as a way of learning and reviewing content has become an increasingly popular way to engage students (Swanson, 2014). The **13 Fallacies** game has the potential, through collaborative gaming opportunities, to build a learning community and motivate students (Garris, Ahlers, & Driskell, 2002). In games mistakes becomes offloaded to the activity of play; therefore, students focus on the larger goals of the game as a way to productively frame mistakes rather than associating them with failure (Gee, 2003).

The **13 Fallacies** game connects to Kuh’s (2008) high impact practices because it is a problem-based, collaborative, game-based learning approach designed to improve undergraduates’ critical thinking skills while building a community of learners. **13 Fallacies** has the potential to be adapted to the context of other courses as a way to not only promote students’ critical thinking and argumentation skills, but to also deepen their understanding of domain-specific course content.

**Goals**

There are two broad goals of **13 Fallacies**. Our first goal is that, through playing this game, students will develop a deeper, enduring understanding of common fallacies in thinking. This will include not only their ability to identify these fallacies in others’ thinking, but also avoid them in their own reasoning. Our second goal is to improve students’ argumentation skills and foster their development of well-reasoned, supported arguments. From these goals, our assessment of student learning will be guided by the following overarching research questions:

1. How does engaging in **13 Fallacies** game play promote students’ understanding of common fallacies in thinking?
2. How does engaging in *13 Fallacies* game play influence and promote students’ argumentation skills?

**Research and Assessment**

We plan to use multiple assessment measures to improve student learning in *13 Fallacies*. To assess the effectiveness of our game-based initiative, we will leverage a design-based research approach. Design-based research (e.g. Brown & Campione, 1996; Collins, 1992; The Design-Based Research Collective, 2003) will be used to iteratively assess the validity of our intervention. After each iteration of implementation, we will make modifications to the game intended to improve student learning.

Specifically, to assess the effectiveness of the game, students will complete an individual pre-test prior to engagement and an isomorphic post-test to understand trends in individual student learning outcomes. Since we are also interested in understanding the role of social collaboration and the process of argument and justification, we also plan to capture video data of small groups and study small group processes and dynamics through conversation analysis methodologies (Hutchby & Wooffitt, 1988). Moreover, because of the iterative nature of design-based research, in addition to evaluating student learning within each class, adopting this research design will enable us to make comparisons across iterations of implementation.

Our team intends to not only assess the effectiveness of our educational card game for our campus but also to develop an article for submission to the Games+Learning+Society Conference. We intend to present our findings next year at the GLS conference.

**Budget**

In order to get *13 Fallacies* into the hands of U100 students we need to have the cards published by someone who has experience creating card games. After looking at other vendors who were either too inexperienced with card games or were too expensive, we decided to price out our entire first run at The Game Crafter (URL).

Each deck, able to accommodate 5-7 players, will consist of 150 cards, possibly more or less based on playtesting. Based on buying 35 decks, which should be enough for all sections to have a deck during a given class, **The Game Crafter will charge $480 plus shipping of $30 = $510**

We will need **$80 (10 x 2 pizzas x 4 meetings)** for pizzas to thank our game players for testing the game. We will meet four times.

*13 Fallacies* card game will also need to be designed. Thanks to the collaboration with Instructional Media Services, the following cost will be absorbed by this department:

-- **$212.50 (25 hours of graphic design)**
-- **$800 (40 hours of design work on the game mechanics)**
Fiscal Sustainability

Additional fees for future years will be minimized since only individual cards will need to be replaced.

Games+Learning+Society Conference, June 11-13, 2014, Madison, Wisconsin
This conference is one of the largest gatherings of academics and designers in the games and learning field. Workshops provide opportunities to see the new techniques hear the difficulties in implementation and understand the pedagogy being used behind-the-scenes in all educational game design.

Registration Fee: $150 Early Bird
Hotel: $150 a night x 3 nights = $450
(Transportation and Meals will be contributed from another source)

Total Budget for 13 Fallacies/conference: $1190

2. Narrative for Enhanced Engagement through VideoScribe – To be implemented Fall 2014

About VideoScribe
A computer-based software package, VideoScribe enables faculty to create whiteboard-style animations for highly engaged learning. This award winning software is a completely unique way to create engaging animated videos quickly and easily. Often called Whiteboard animation or sometimes Fast Drawing, VideoScribe replicates the stop-motion capture style of drawing that is so popular on commercials.

Goals

In Daniel Goldman’s work, Focus the Hidden Driver of Excellence (2013), he discusses the tragic loss of concentration in contemporary students and the need to help them regain focus in the classroom. By introducing instructional material developed though VideoScribe, student focus and engagement will increase and learning will accelerate. Since the various components of EDUC-U100 are transferable to the students’ other classes, the introduction of VideoScribe will enhance the translation of such principles as time management, goal setting, self-regulated learning and critical thinking to the students’ other courses.


- Students learn better when corresponding words and pictures are presented simultaneously
• Students learn better when corresponding words and pictures are presented in close proximity (e.g. VideoScribe presents words and pictures at the same distance whereas a whiteboard and text book are far apart)
• Students learn better from animation and narration than from animation and on-screen text

If VideoScribe does prove effective through our assessment efforts, Kathleen Sullivan will be on a campaign to teach others how to use this technology. Videoscribe will be revolutionary in capturing the attention of students and enhancing their chances for success! Promise!

Since all 22 sections of EDUC-U100 utilize the same curriculum, the same Powerpoints, over 400 students will benefit from this engaging technology that teaches to various learning styles

Assessment

Instructors will ask students to evaluate their attention span with VideoScribe compared to their focus with PowerPoints absent of VideoScribe. Students will be asked to keep a check sheet – each time student loses focus in class, place a checkmark on the sheet. Are the checks significantly less when viewing VideoScribe? This process is already being used in some of the EDUC-U100 classes to raise awareness about focus and to find a way for students to “get back in the game.” Now we will use a comparative model – Powerpoints with and without VideoScribe.

We will also survey students about their ability to stay focused with VideoScribe as well as ask faculty to assess the benefits of VideoScribe.

Budget

Kael Kanczuzewski, Instructional Technology Specialist, confirmed that Indiana University South Bend, does not have a program like VideoScribe. Kael wrote, “I’ve spent some time playing with VideoScribe and overall it’s a pretty neat tool that I believe can fulfill your needs”

One Year License: $276

Fiscal Sustainability

If I would need to create additional VideoScribes the following year, I would seek a monthly service that would significantly reduce the rate. If we find that others would also like to subscribe to VideoScribe, there are reduced rates for multiply subscribers. (UCET, School of Education, and Distance Education might be interested in this service.)

3. Narrative for creating the Campus Reads program with EDUC-U100 students as the core participants of the program --To be implemented November of 2014

About Campus Reads
In the fall of 2012, EDUC-U100 and One Book, One Campus partnered on “Michiana and the American Dream,” a morning-long session where EDUC-U100 students interacted with community and campus leaders to discuss issues raised in the year’s One Book, One Campus work Nickel and Dimed. We would like to continue this program by inviting campus and community speaks to address the ethical issues debated in the new critical thinking unit for EDUC-U100. This unit will explore the ethical issues raised by the Redesign of Humans:

- Human Enhancement – focus on ethical issues relevant to enhancement of extreme intelligence and memory capacity, heightened sense of awareness, athletic capability and strength, and beauty enhancement
- Genetic engineering – focus on the ethics of parents “designing” their child; DNA mapping and the implications for predicting the future diseases of the child
- Human-machine design and the creation of robots for companionship – focus on the ethics of the interface between body and machine parts; on the issues raised when robots function as human companions.

Students would attend a morning-long event where they would participate in breakout sessions with two local community leaders and two campus professors discussing the multi-facets of the redesign of the human person. While the event is geared toward EDUC-U100 students, links to related readings will be made available on the Library web site, and other students, faculty, staff, and community will be welcome to attend (event is free, but due to space requirements, tickets will be required).

This event aligns with Kuh’s (2008) identification of two high impact practices: learning occurs outside of the classroom and meaningful interactions with faculty and students increases a sense of belonging. In Perkin’s book, Making Learning Whole: How Seven Principles of Teaching Can Transform Education (2013), he discusses the importance of helping students see the relevancy of their learning to their lives. Clearly the implications of emerging issues in science and technology enhance student motivation to apply critical thinking skills to these contemporary topics.

**Goals of the program**

- To encourage critical thought and discussion among students, faculty, and community leaders
- To increase student retention through student integration with campus life, faculty and the community through discussions about ethical issues pertinent to emerging science and technology
Assessment

An evaluation form will be distributed at the program to gather student feedback on how the event helped shape their understanding of the issues discussed in class, whether the breakout sessions helped them feel more connected to the campus, how many campus events they have attended, and suggestions for improving the program. An assessment form will also be given to EDUC-U100 professors at the end of the semester, getting their feedback on whether the event helped their students’ understanding of the course content and suggestions for improving the program.

Budget:

Honorariums

Two off-campus professors/community leaders – 2 x $300 honorarium = $600
Campus faculty will donate their time (not permitted to give an honorarium)

Food/Refreshments

To encourage ongoing dialogue between the students and presenters we will offer a get-together after the event. Pizza and soft drinks will be served. We will need 60 pizzas for 240 students costing $600. (16 inch pizza (8 slices) with a 2 liter beverage is $10. Each student eats 2 slices of pizza)

Total Costs: $1,200

Fiscal Sustainability

In the future perhaps the Chancellors’ fund dedicated to the First Year Experience could assist with this effort.

4. Narrative for creating a pilot for two learning communities between EDUC-U100 and W130, an introductory writing course – To Be Implemented Fall 2014

About Learning Communities

In George Kuhs’ seminal work High-Impact Educational Practices: What They Are, Who Has Access to Them, and Why They Matter (2008), he identifies leaning communities as a profound way to build a sense of connectedness between students and between students and their faculty. He discusses the transference of learning between curriculum and the greater focus on writing across the curriculum. While EDUC-U100 and ENG-W130 had in the past attempted to build learning communities, the impact was minimal because the collaboration was superficial. Now with clearly defined goals that seek integration on various levels, we believe that the two linked classes will significantly impact student success.
Goals

- To re-enforce the basic elements for effective writing in EDUC-U100
- To apply the elements of critical thinking in both classes
- To help students apply the elements of Self-Regulated from EDUC-U100 to the formation of a thesis statement and the organization of an essay
- To utilize one peer mentor for both classes who proactively makes connections between the two classes
- To meet bi-weekly to discuss strategies for student progress
- To enhance a sense of belonging as students build stronger relationships since they will be sharing two classes together

Assessment

We anticipate that a student’s grade in both EDUC-U100 and ENG-W130 will be one grade higher than the EDUC-U100 and ENG-W130 classes that are not linked. We will compare the grades in EDUC-U100 and ENG-W130 to assess if students in the link classes did better than those who independently took EDUC-U100 and W130.

Budget

To accommodate the additional planning time for integrating the two curriculums and for the bi-weekly meetings, we will pay one adjunct faculty for ENG-W130 an additional $500 plus fringe benefits = $715. Since all the other instructors are full time faculty, there will be no additional pay.

Fiscal Sustainability

In year two it is possible that the Chancellor could find an expansion of this effort since significant monies are being allocated to the First Year Expansion. We believe that the impressive outcome of the link classes for EDUC-U100 and ENG-W130 will warrant this consideration by the Chancellor.

5. Narration to incorporate financial aid and scholarships into the EDUC-U100 curriculum – To be implemented Fall of 2014

About EDUC-U100 and Financial Aid and Scholarships

Bowen, Chingos, and McPherson in Crossing the Finish Line: Completing College at America’s Public Universities, uncovered that family income is the most successful predictor of who will graduate from college. Sadly, the bottom 25% of high school academic performers in the top 25% of family income are more likely to graduate from college than the 25% of top academic performers in the bottom 25% of family income. Chancellor Allison has proclaimed, “that a university like IU South Bend was designed to help turn around this picture, and to provide lower income students a greater opportunity to succeed. To achieve this mission,
we must be fierce in our ambition, and relentless in pursuit of student success.” For this reason, EDUC-U100 needs to be a hub for helping to broadly educate EDUC-U100 students about the benefits and the implications for financial aid, the opportunities available through scholarships, and strategies for financing their education.

**Goals**

- To train EDUC-U100 instructors and peer mentors to dedicate one class on financial aid and for their EDUC-U100 curriculum and to develop relevant and engaging teaching materials for this class presentation
- To prepare EDUC-U100 instructors and peer mentors to dedicate part of their one-on-one meetings to guide students on financial aid issues
- To require all EDUC-U100 first year students to see their financial aid counsellor by midterm to discuss ideas for financing their education.

**Assessment**

1. All Instructors and Peer Mentors will discuss financial aid with students in a dedicated class session and in their one-on-one meetings
2. 75% of all EDUC-U100 students will see their financial aid counselor by mid-term. (Students will be assessed points for meeting with a counselor and will be required to turn in a form to their EDUC-U100 instructor to verify attendance. Each instructor will submit the percentage of student fulfillment of the assignment to the Director of EDUC-U100.

**Budget for training**

- 10 pizzas @ $10 = $100
- 2 liter soft drink @ $1.99 x 8 = $16.00
- Cups and plates = $15

*Total: $131*

**Summary of Budget**

<table>
<thead>
<tr>
<th>Program</th>
<th>Monies Requested</th>
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<tbody>
<tr>
<td>13 Fallacies Card Game</td>
<td>$1,190</td>
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<tr>
<td>VideoScribe</td>
<td>$276</td>
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<tr>
<td>Campus Reads</td>
<td>$1,200</td>
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<td>Learning Communities: U100 and W130</td>
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<td>Financial Aid and U100</td>
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<td><strong>TOTAL</strong></td>
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References


INDIANA UNIVERSITY SOUTH BEND
Internal Proposal Route Sheet
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Co-Investigator:
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Project Title: Increasing Student Retention Through High Impact Practices for EDUC-U100

Amount of this request: $ 3,512

Type of Proposal:
☒ Faculty Research Grant
☒ Curriculum Development
☒ Seed Grant
☒ Research Project Initiation Grant
☒ Regional Research Grant
☒ Other Vision 20/20

Special Needs:
☒ Human Subjects
☒ Animals
☒ Biosafety: ☐ Pathogenic agent
☐ Human tissue or fluids
☐ Recombinant DNA

Brief layman's description of project:
To utilize high impact practice to increase retention of EDUC-U100 students through the creation of a critical thinking game, through speakers' workshop focused on emerging issues in technology, through the pilot of linked classes between EDUC-U100 and ENG-W130, through software technology that creates animated learning videos and through the implementation of a financial aid/scholarship unit in the EDUC-U100 curriculum.

APPROVALS:
Project Director: Kathleen Sullivan Date: 3/4/2014 Comments:

Chairperson:
(If applicable)

Dean: 3/5/2014 Excellent for inclusion