

Art and Design

[Erin Holscher Almazan](#)

[Glenna Jennings](#)

[Julie Jones & Glenna Jennings](#)

[Julie Jones & Jillian Ewalt](#)

[Suki Kwon & Michael Marcinowki](#)

[Suki Kwon & Judy Yang](#)

[Misty Thomas-Trout](#)

Biology

[Carissa Kane](#)

[Pothitos Pitychoutis](#)

[Yvonne Sun](#)

Communications

[Jesseca Simmons](#)

[Laura Toomb](#)

[Kelly Vibber](#)

Computer Science

[Tam Ngugyen](#)

Counselor Education

[Layla Kurt](#)

Criminal Justice Studies

[Martha Hurley](#)

Education

[Jackie Arnold](#)

[Mary-Kate Sableski](#)

Educational Administration

[Corinne Brion](#)

Electrical & Computer Engineering

[Amy Doll](#)

Engineering

[Jacob Cress](#)

English

[Nicky Adams](#)

[Rachel Bloom-Pojar](#)

[Meredith Doench](#)

[David Fine](#)

[Liz Hutter](#)

[Miriamne Krummel](#)

[Elizabeth Ann Mackay](#)

[Xiaoli Li](#)

[Molly Keane-Sexton](#)

Environmental Economics

[Barabara Heroy John](#)

Geology & Environmental Geosciences

[Zelamlem Bedaso](#)

[Andrea Koziol](#)

Geology & Electrical Engineering

[Andrew Rettig](#)

Global Languages & Cultures

[Nicoloa Work](#)

[Judy Yang & Suki Kwon](#)

Health & Sport Science

[Sabrina Neeley & Diana Cuy Castellanos](#)

[Haozhou Pu](#)

[Kimberly Ritterhoff & Jonathan Pincus](#)

History

[Laura Hume](#)

[Todd Uhlman](#)

Mathematics

[Alan Veliz-Cuba](#)

Mechanical & Aerospace Engineering

[Rydge Mulford](#)

[Andrew Schrader](#)

Music

[James Hiller, Courtney Belt, and Joy Willenbrink-](#)

[Conte](#)

Physician Assistant Program

[Amy Christopher](#)

Philosophy

[Zachary Piso](#)

[Ernesto Rosen Velasquez](#)

Physics

[Ivan Sudakov](#)

Psychology

[Melissa Guadalupe](#)

[Erin O'Mara & Tracy Butler](#)

[Roger Reeb](#)

Rike Center

[Jeri Taylor](#)

Sociology, Anthropology, & Social Work

[Miranda Hallett](#)

[Art Jipson](#)

[Laura Leming](#)

[Molly Sayre](#)

[Jamie Small](#)

Teacher Education

[Joni L. Baldwin](#)

Theatre

[Ryan Wantland](#)

[Jerome York](#)

University Libraries

[Jillian Ewalt & Julie Jones](#)

Art & Design

Erin Holscher Almazan—Drawing and Printmaking, SP 2019

Keywords: drawing, printmaking, identity, space, stylistic approaches, guest speaker

The artist that I seek to bring to our department is a prolific figurative artist who works with contemporary content and traditional processes in drawing and printmaking. Christopher Ganz is a drawer and printmaker who works with themes of identity and space through large-scale self-portrait charcoal drawings and multi-plate intaglio prints. Christopher will visit two of my studio classes that meet back to back. During his visit, Christopher will demonstrate his approaches to his self-portrait drawings, demonstrate his image-building process using multiple plates in printmaking, and give a presentation on the evolution of his professional work in those disciplines. The learning goals are for students to witness different stylistic approaches to drawing and printmaking and to be able to incorporate these observations into their own practice. It will also give students the opportunity to speak with the artist on how his work has grown from graduate school to his work as a mid-career artist, how he balances teaching and making art, and how he pursued and received gallery representation. Christopher is an Associate Professor of Printmaking and Drawing at Purdue University Fort Wayne and is represented by the Victor Amendariz Gallery in Chicago.

Glenna Jennings—Desert Kitchen Collective, FA 2017

Keywords: environment, community partners, water, exhibition, fundraiser

—Desert Dispatch Issue #2, FA 2021

Keywords: food justice, community partners, exhibition, pandemic, social justice

Desert Dispatch Issue #2 will be student-produced magazine sharing writing, art and design around food justice. It is produced by students in both Professor Glenna Jennings' VAR 350 Art and Social Practice and Dr. Hsuan Tsen's SEE 303 Constructions of Place in conjunction with the annual event Dinner in the Desert Kitchen, an art auction, interactive exhibition and dinner event created in partnership with Gem City Market, Hall Hunger Initiative and other community partners. I am happy to supply the larger budget if necessary, but we are only requesting funds to help cover the cost of the Desert Dispatch publication.

Julie Jones & Glenna Jennings—Desert Dispatch, FA 2018

Keywords: website design, community, archives, photography, film, interview

Julie Jones & Jillian Ewalt—Marian Apparitions: Photography and Marian Libraries, FA 2019

Keywords photography, apparition, visual literacy, analog, image sources, context

Students will have the opportunity to analyze and interpret apparition photographs from the Marian Library's archival collections and use Polaroid cameras to create and critique their own images.

Through this session, students will learn about visual literacy, Marian apparitions, and analog photographic processes. Students will gain experience with:

- Interpreting and analyzing images through discourse with others
- Evaluating the aesthetic and technical characteristics of photographs
- Assessing the reliability and accuracy of image sources
- Situating an image in its cultural, social, historical, and religious contexts
- Discussing cultural, societal, political and historical contexts of photography - from its analog beginnings to current digital climate and the shifting role of photography in global society
- Creating images based on analog photographic techniques

Students will also be introduced to primary source material from the Marian Library's archival collections (the Marian Apparitions Collection).

Suki Kwon & Michael Marcinowki—Visual Journal, FA 2018

Keywords: 20th century, houses, visual journal, field trip, research

Students will learn first hand what the quality of a truly great residence means by connecting with houses built at the turn of the 20th century that feels like it could have been built yesteryear. This learning model with EL activity will offer a completely new learning experience for the students. The combination of site visit experiences and studio experiences will be a motivational key to get students response to commit and produce quality work. We will implement diverse ways for students to reflect on what they learned through the EL activity. After a visit to Frank Lloyd Wright's prairie houses, students will write and create a response in the following methods;

1. To keep a visual journal during and after the field trip. The journal may contain sketches, photos accompanied with their own notes and writings.
2. To document all additional research through discussions of resources incorporated in the process.

Suki Kwon & Judy Yang—Dumpling and Sushi Making for Chinese and Japanese Cultural Experience, SP 2017

Keywords: food, sustainability, tradition, intercultural understanding

Misty Thomas-Trout—Facing Dayton: Neighborhood Narratives Extension, FA 2017

Keywords: human rights, community, storytelling, poster, exhibition

—Interdisciplinary Collaborative Workshop, SP 2020

Keywords: letterpress printing, posters, reflection, culture, literacy, language

— Walking with Words (Collaborative Student Project to Community-Based Exhibition with Local Poet, Sierra Leone), FA 2021

Keywords: community partners, poetry, posters, race, design, diversity, reflection

Students will be responsible for creating a series of graphic design posters that visualize Sierra Leone's poetry. In addition to their individual projects, students will be divided into collaborative design teams: promotional materials design; production design; curatorial design; social media promotion; install/deinstall. Students will learn how to work within a budget and limited access to resources, while making use of what is available and how that shapes the design form and outcomes.

Biology

Carissa Krane—Integrative Physiology Systems/Process Model, SP 2020

Keywords: budget, household, outreach

Pothitos Pitychoutis—Neuropsychopharmacology Lab Advancements, SP 2017

Keywords: neuroscience, experimental methods, research techniques, report

Yvonne Sun—American Society for Microbiology Conference, SP 2017

Keywords: science communications, research, data

—Microcosmos, SP 2019

Keywords: construction, microscope, microbiology, environment

1. Gain hands-on experience in constructing a simple microscope
2. Gain opportunity to explore the microbial world in the environment

—Biology of Infectious Disease, FA 2019

Keywords: antibiotic resistance, ecology, environment

The main learning goal for this activity is for students to develop a hands-on, minds-on understanding of antibiotic resistance as an environmental problem.

Almost all students in BIO 466 Biology of Infectious Disease are healthcare-oriented and often forget the ecological and environmental significance in health issues. This lack of interest needs to be addressed if we want to help them develop innovative mindset and get ready to face the wicked problems of the world. One of the main issues in infectious diseases is the prevalence of antibiotic resistance, which has been predicted by the WHO to cause more deaths than cancer by 2050. I, as well as my students, have all been deeply concerned with the problem. The establishment of Flyers Against Antibiotic Resistance (FAAR) student club in 2017 was a result of a shared mission to take actions. In Fall 2019, I want to, for the first time ever, engage the students in the BIO 466 class as well as FAAR members to take action. The students, I believe, are ready and want to do something. Through the activity, they will take action AND learn about strategies to combat antibiotic resistance in the environment beyond the confines of healthcare settings.

Communications

Jesseca Simmons—Audio Production, FA 2019

Keywords: microphone, building, recording, cable

In Audio Production we use industry standard XLR Cables with our variety of microphones. This experiential learning lab is meant for students to build their own contact mics using these cables. They are able to gain intimate knowledge about this cable and the unique properties of the contact mic. And at the end of the lab they can take home their microphone, use it for the duration of the class and thereafter. The students will build their own mic and then use the mic in their final projects. The lab is completely hands on. First they learn the anatomy of the cable and mic components and then build a mic of their own. The way that the students implement the use of the mic into their final recordings are determined by the student.

—Attendance and Participation at a Virtual Film Festival, FA 2020

Keywords: virtual, curation, production, filmmakers, workshops, reflection

Virtual attendance and participation at a virtual film festival - In my film marketing and distribution class I want students to be able to attend a virtual film festival in Spring 2021. This class is centered around film distribution and has a collective class project of planning, curating and executing the annual Dayton Independent Film Festival. Some students who sign up for the course are excited about film curation and film production but have actually never attended a film festival. Being able to attend a festival is invaluable as it will help students understand the full experience and will place the student in a better position to plan their own. There are many film festival options that occur throughout the semester (some examples would be Palm Springs Film Festival in California, Miami Film Festival, True/False in Missouri or the academy award qualifying Cleveland International Film Festival, among many others). One positive thing about the festivals being online due to the pandemic is that geography is no longer a barrier to entry. Students can attend screenings, participate in Q&As with filmmakers, attend workshops and reflect on the experience.

Laura Toomb—Interviewing and Business Communication, FA 2018

Kelly Vibber—Public Relations Campaigns, SP 2018

Keywords: community partners, campaign, budget, client

In this course students work directly with non-profit clients in the community and/or campus based departments/organizations as clients. They are required to do all the necessary background research about the client, the issue, and the key public. Then they develop a campaign plan which they pitch to their client. After the client reviews and approves the plan, the students implement and then evaluate the campaign. One major constraint in this course is that the clients often have no budget at all or a very limited budget. These funds would allow the students a small amount of flexibility in delivering quality campaigns for their clients as they would allow them to include at least one if not a couple small budget items in the campaign. This would also add to the students' learning experience in managing and effectively using a limited budget when running a campaign.

Computer Science

Tam Nguyen—Visual Computing and Mixed Reality, FA 2017

Keywords: coding, debugging, virtual reality

Counselor Education

Layla Kurt— Psychology of Learning Disabilities and Other Exceptionalities, FA 2021

Keywords: counselor, pK-12, international diversity, mental health practices

Criminal Justice Studies

Martha Hurley—Prison Education, SP 2018

Keywords: female inmates, tutor, GED, prison

The funds are needed for transportation. Students will tutor female inmates at a prison. Tutoring is offered 2 nights during the week. UD students would be asked to commit to going at least one night during the week to assist inmates with preparing for the GED. Thus, I am in need of a van that would drive students to the prison 2 nights per week for 12 weeks. The Dean's Office charges \$50 per day for the rental of a van which would result in a cost of \$1200 for the semester. The CJS program cannot afford to cover this cost. I am asking for \$500 to support the use of a van to transport students.

—Crimson Letters, FA 2020

Keywords: book club, death row, inmate, prison, virtual

I am proposing that in lieu of the tour CJS 101 and some CJS 303 students will participate in a 5-week book club activity. Each week a death row inmate will participate in the session and discuss their path to prison and how they find meaning behind bars. Students will have a chance to interact directly with the incarcerated via Zoom. Challenges: At this point, I am not sure how many students will be able to participate. An additional challenge is preparing students for weekly virtual interactions. I need to think through the timing for spring.

Education

Jackie Arnold—Early Childhood Literacy Methods, SP 2018

Keywords: problem-solving, diversity, children's literature, social-emotional cultural competency

Junior Early Childhood Education students will engage in a problem-based learning experience in which they will review, select and utilize high quality diverse children's literature. The students will engage in utilizing the social-emotional cultural competency framework being integrated into the Teacher Education curriculum to guide their choices that would support their lesson plans for their Kindergarten through fifth grade students. The purchased literature will be retained by the Early Childhood program to be utilized by the students in future lessons and as a model for future cohorts of students

Mary-Kate Sableski—Diversity in Children's Literature, SP 2018

Educational Administration

Corinne Brion—Leadership in Diverse Communities, SP 2020

Keywords: community, mentorship, under-resourced

Electrical & Computer Engineering

Amy Doll—Special Topics in Biomedical Engineering, SP 2018

Keywords: site visits, medicine, testing

Travel: Transportation expenses for students to travel to industry site visits in the medical field (see below for details);

Laboratory Equipment for Mini-Projects: Arduino microcontrollers, biosensors (e.g. electrodes to measure ECG, EEG, and EMG biosignals), instrumentation (multimeter, power supply, function generator, oscilloscope), and miscellaneous supplies such as resistors, capacitors, saline gel, etc.

Engineering

Jacob Cress—Industrial Mechanisms, SP 2019

Keywords: math, analysis, construction, calculation

The learning goal is to aid the student's ability to visualize/internalize the abstract mathematical concepts learned in the MCT313 Industrial Mechanisms course (including degrees of freedom, machine categorization, position vector analysis, & velocity vector analysis) with a physical four-bar mechanism that they construct with materials purchased with this grant and manufactured in the SoE Makerspace area. Each student in the class will be given the dimensions for a four-bar mechanism that they will construct over the first several weeks of the semester. Various classifications will be assigned to different students, which will allow a hands-on comparison to be given when that topic is covered. Later, when the course begins a multi-week discussion of position and velocity analyses, the students will use the mechanism they constructed to perform the calculations and then compare their analysis to that physical specimen.

English

Nicky Adams—Intro to Professional & Technical Writing, FA 2021

Keywords: information design, data visualization, writing consultant, community partners

I would like to offer the professional guests mentioned above a \$50 honorarium for their visits and insights, which will likely total \$300 (6 total guests). I'm also finalizing a list of textual resources I would like to purchase that address writing in specific industry sectors to enhance my teaching and for students to reference during their EL projects.

Rachel Bloom-Pojar—Writing in the Health Professions and Adventure Central, SP 2017

Keywords: community partners, injury prevention, child education

Meredith Doench—American Prison Literature and Culture, SP 2019

Keywords: inmate, conversation, inquiry, scholarly, argument

I'd like to take the students to Warren County Correctional Prison for a tour and a conversation with a Warden selected inmate. My course description talks about experiential learning, and this project would offer students the opportunity to see a working prison in action and speak with its Warden, guards, and possibly an inmate. It also falls underneath my third goal and outcomes for the course: Students will employ a scholarly, multi-stage inquiry and research to develop and strengthen their own written arguments engaging larger scholarly conversations. In particular, this fits under the multi-stage inquiry, as it offers students the chance to speak to people currently working in the corrections field and direct their questions to them.

David Fine—Feminist Theory and Methodology, SP 2018

Keywords: feminism, project-based learning, proposal, community-engaged research, teamwork

I will use the grant to support a culminating project. I draw inspiration for this project from Virginia Woolf's *THREE GUINEAS*, which will structure the course's three units. In Woolf's classic feminist essay, the speaker must decide how to spend her three guineas in order to promote peace. The Experiential Learning Grant will serve as the students' guineas, and they will determine—through written reflection, classroom debate, and community-engaged research—how best to spend the money in order to promote feminism today. To this end, students will write individual proposals—in Unit I—for programming or service that will advance a feminist cause on campus or in the local community. As a classroom community, we will assess these proposals—in Unit II—and identify the strongest. In the final unit, we will collaboratively implement the proposal, drawing on funding from the grant.

—Small Change in Women & Gender Studies, FA 2019

Keywords: feminism, project-based learning, proposal, community-engaged research, teamwork

I am proposing to integrate project-based learning into my WGS 310 course. I received funding for this EL activity in Spring 2018. Therefore, I am requesting to repeat the same activity with a second group of students. This will benefit students' learning (see below) and my own research. I am presenting on this EL activity at the International Virginia Woolf Conference this summer and aim to write an article or chapter on it. Given that students drive the project's shape, a second iteration of the project will give me not only a larger sample size but also a more complete sense of what this financial support makes possible. The central learning goal is for students to apply feminist theory as they determine how best to spend the grant money in order to promote feminism on UD's campus. This activity is inspired by Virginia Woolf's *THREE GUINEAS*, which serves as the course's central text. In this essay, the speaker must decide how best to spend her three guineas in order to stop war. In WGS 310, students will engage in a similar process of discernment as they manage the grant and spend it at their discretion. In addition to this overarching goal, students will build skills in teamwork, grant writing, and project implementation. They will each write a proposal for how to spend the money, and then they will--as a class--determine which proposal is the most effective (in terms of feminist theory and the best practices of community engagement). The final decision for how to spend the money rests in the students' hands.

—Small Change, FA 2021

Keywords: feminism, project-based learning, proposal, community-engaged research, teamwork

It is based around Virginia Woolf's *THREE GUINEAS*. In Woolf's text, the speaker must determine what to do with her money in order to promote peace and justice. This project intentionally places students in the position of Woolf's speaker, and they must determine how to use their funding to promote gender equity and justice on campus. In a series of scaffolded assignments, they propose what to do with the funding and ultimately choose, by Fall break, which one proposal to undertake as a class.

Liz Hutter—Making CPR and First Aid Certifications Accessible for Minority Students in and around the UD Dayton Area, FA 2021

Keywords: CPR, first aid, certification, community, minority

Our experiential learning activity is the planning, development, and hosting of a CPR and First Aid certification training event for primarily minority student members of the UD campus and surrounding community.

Miriamne Krummel—Working with Vellum, SP 2017

Keywords: community partners, art, medieval literature

Elizabeth Ann Mackay—Shakespeare Performance, FA 2019

Keywords: writing, material, theatre, performance review

A crucial experience for students studying William Shakespeare's plays--including issues of genre, form, language, character, social and cultural concerns (race, class, gender, sexuality, religious affiliations, and dis/abilities)--is to attend a performance of a play. In Fall 2019, one of the plays that students will read and evaluate in ENG 362 is *The Merry Wives of Windsor*, a play that is complex in nature and an especially challenging one for undergraduates to read without seeing a performance. In November 2019, around the time we'll study *Merry Wives* in class, the Cincinnati Shakespeare Company, a premier national acting company, will put on productions of *Merry Wives*. The goals and outcomes for this activity include: 1) establishing connections between Shakespeare's written work and his work as performed, where the performance is, in essence, a practicum of that written work; 2) making visible to students the material conditions of the theatre, which are endemic to plays, as Shakespeare embeds, in language and plot, the materials, props, settings, costumes, and etc.--seeing a performance will make visible to students studying Shakespeare how that material world is embedded within plays and facilitate their abilities to make sense of plays; 3) giving upper-class students the experience of attending arts performances, in ways that align with the goals and outcomes of First Year Arts Immersion programming; and 4) giving students experience in performance reviews, and the analytical and writing experiences necessary to successfully reviewing plays, as well as performing themselves.

Xiaoli Li—Writing for the Web, FA 2018

Keywords: community-partners, professional, web presence, contract

This assignment asks students to identify a community partner to work with. Beginning a collaborative professional relationship with a community partner could be challenging for students. They must balance their own value systems that brought them to the collaboration with the value systems of the community partner. They must be respectful and compassionate. They will meet the community partner at their workplace.

After touring the site, meeting with the essential members of the community partner, students will perform an analysis of a community partner's existing web presence and then to develop a contract for work they will perform for the partner to help improve this presence.

Finally, they have to produce a deliverable based on the needs of the community partner.

Molly Keane-Sexton—Crossover Community Development Project-Refugee Literacy Program, FA 2020

Keynotes: refugee, Sub-Saharan, tutor, English, marketing campaign, research

Environmental Economics

Barabara Heroy John—Environmental Economics, SP 2020

Keywords: water supply, sewage treatment, field trip, recycling, landfill, compost, organic

Geology & Environmental Geosciences

Zelamlem Bedaso—Geochemistry Fieldwork, FA 2019

Keywords: field, data collection, laboratory, sample, analysis, environment

The main goal of the proposed experiential learning for Introductory Geochemistry (GEO 412) and Introductory Geochemistry lab (GEO 412L) is to provide students a solid hands-on training and experience in the field and laboratory. Students will design projects that include field data collection, sample collection and laboratory sample analyses. Throughout the the project, students will have hands-on training. This experiential learning has the following specific objectives and learning outcomes.

In the field:

1. Students will learn standard environmental data collection and monitoring procedures.
2. Students will have hands-on experience on YSI water quality instruments (<https://www.ysi.com/>) and be able to generate their own environmental data.
3. Student will learn water sample collection protocols for geochemical and isotope analyses.
4. Students will collect water samples from the Great Miami River, Silver Lake and groundwater from the Miami Conservancy District (MCD) monitoring wells.

In the lab

1. Students will learn basic geochemical laboratory procedures and hands-on training on sample preparation for geochemical and isotope measurements.
2. Students will have experience working in my research lab on Picarro water isotope analyzer (https://www.picarro.com/products/l2140_i_isotope_and_gas_concentration_analyzer).

In addition, students will develop data analysis and interpretation, analytical and scientific writing skills, and able to connect academics with real-life community problems.

Andrea Koziol— Acquisition of a Document Camera for Transitioning GEO Lectures and Lab Activities to Online Delivery, FA 2020

Keywords: rocks, minerals, maps, graphs, online-learning, physical manipulation

Geology & Electrical Engineering

Andrew Rettig—Long Range Wireless Communication, SP 2019

Keywords: data collection, solar efficiency and sustainability, solar array

Goal: Setup and demonstration of LoRa (Long Range Wireless Communication) for the Internet of Things. Stream and record data on the temperature of the Curran Place student array. Outcome: Student comprehension of long range wireless capabilities. Student introduction to environmental sensing and data collection for solar efficiency and sustainability.

The class primarily has students working with wifi and cellular communication. This installation will allow the students to experience long range wireless capabilities and costs. The students will also be able to access and examine the data for the temperature of the solar array. The students will be assigned to correlate this data to the increased or decreased efficiency of the solar panels.

Global Languages & Cultures

Nicola Work—Escape Room Activity, SP 2020

Keywords: escape room, innovation, creation, French, teamwork

Judy Yang & Suki Kwon—Dumpling and Sushi Making for Chinese and Japanese Cultural Experience, SP 2017

Keywords: food, sustainability, tradition, intercultural understanding

Health & Sport Science

Sabrina Neeley & Diana Cuy Castellanos—Community Health, SP 2020

Keywords: neighborhood, tour, Dayton, social determinants, health, disparity

Haozhou Pu—Sport in the Global Community, FA 2019

Keywords: community partners, immigrant, cross-cultural competency, tournament

United Nations recognizes sport as “a fundamental human right” and acknowledges its important role in promoting peace and sustainable development objectives. The students in the class, Sport in the Global Community, will collaborate with City of Dayton Recreation and Youth Service in organizing the Dayton World Soccer Games. These games are part of the “Welcome Dayton” initiative to facilitate the integration of immigrants into Greater Dayton area community. The students will become involved in planning and implementing the soccer tournament that includes participants from Dayton’s diverse immigrant communities. Through participating in this program, students can expect to learn first-hand knowledge regarding the organization of sports for development (SFP) programs. The program also presents an opportunity for students to speak to and interact with people from diverse cultural backgrounds, which is critical in enhancing students’ cross-cultural competency and building a more inclusive community in the Dayton area. The students also benefit from the program by practicing and implementing event management skills while developing and utilizing their cross-cultural communication skills. First, the program will provide the students with hands-on experience in organizing a recreational sport event. The students will be involved in the promotion and operation of the event and volunteer on the day of the tournament. The program also creates a platform for the students to explore the impact of sports for development (SFP) programs on facilitating the settlement, integration and inclusion of immigrants, through their own participation and observation.

—Virtual eSports Tournament, FA 2020

Keywords: competitive video gaming, virtual, tournament, event management, online technology

Virtual eSports Tournament - With this experiential learning opportunity, students will delve into the burgeoning field of esports (competitive video gaming). Students will also gain hands-on experience in planning and organizing a campus-wide virtual esports tournament. Some of the main learning outcomes include: demonstrating knowledge in esports industry; developing a range of skills in planning and promoting esports events; identifying and applying new (online) technologies in event management.

Kimberly Ritterhoff & Jonathan Pincus—Human Anatomy Laboratory, SP 2020

Keywords: self-directed, cadaver, anatomy, artwork, human models

History

Laura Hume—Zibaldones and Dayton Art Institute, FA 2017

Keywords: Renaissance, self-awareness, reflection, vocation, journal

Todd Uhlman—History of UD Basketball Arena and its Relationship to the Community, SP 2018

Keywords: website design, community, archives, photography, film, interview

This project will require a significant amount to complete. I have been promised an unspecified amount by the history department but that will certainly not cover the expenses for the project. I am requesting \$500 or whatever the committee deems appropriate. The grant will be used to pay to allow student accesses to fee based online computer services for website design. It will also be used to cover the annual cost for a website domain to host the website created by the students. This will alone cost approximately \$250 dollars. The most likely host will be Wordpress.com. Students will also be using other software to develop the website, including StoryMapJS, World Map, and History Engine, among others. In addition, funding will be needed to help defray student expenses while visiting archives in the local area. Cost will include transportation costs, photocopying, photograph/film reproduction, and transferring film/VHS stock into accessible digital formats. Students will also face significant cost to carryout the oral history component of the research. In addition to transportation, we will need the necessary equipment and supplies to capture interviews presentations.

Mathematics

Alan Veliz-Cuba—Solving Concrete Problems Arising from Biology, Social Sciences, and Engineering, SP 2018

Keywords: calculus, comparison, probability, design, analysis, optimization

The full \$500 will allow me to do at least 3 activities.

1. Activity: Fulfilling dietary requirements. In this activity students will evaluate nutritional content of granola bars* and will compare to the "ideal" granola bar. Then, they will be asked to actually design a granola bar that is closest to the ideal.
2. Activity: Understanding why in certain problems option A is better than option B, option B is better than option C, yet, option C is better than option A. In this activity I will use nontransitive dice to show how non intuitive probability can be. This is extremely important to understand, as many published research that relies on statistics has to be carefully interpreted.
3. Activity: Designing a box that holds the maximum amount of candy. In this activity, students will be asked to design a box for a hypothetical manager of a candy. They will use a piece of cardboard and perform optimization analysis to achieve this.
4. Activity: Designing and solving a mathematical representation of how pH changes with respect to time in a changing environment.

Mechanical & Aerospace Engineering

Rydge Mulford—Fluid Demonstration Rig for Student Engagement of Fluid Behaviors, FA 2021

Keywords: fluid dynamics, drain systems, hands-on building, demonstration cart

I propose the development of a Fluid Demonstration Cart (FDC). This cart will feature several fluid flow components, including large, transparent graduated cylinders, small graduated cylinders, transparent pipes of various sizes, valves to control fluid flow, a fish tank pump and several liquids of various viscosities and densities.

Andrew Schrader—A Temperature-Controlled Heat Fin Demonstration Rig, FA 2021

Keywords: numerical model, physics, math, heat fin, heat transfer, demonstration rig

Development of a fully-instrumented, temperature-controlled platform being cooled via a series of thermal fins of varying cross-sectional shapes. (demo rig)

Music

James Hiller, Courtney Belt, and Joy Willenbrink-Conte— Providing Therapeutic Telehealth Services for Persons in Community Healthcare Facilities, FA 2020

Keywords: Telehealth, mental health, music therapy

Philosophy

Zachary Piso—Philosophy Mini-Conference, SP 2020

Keywords: professional, presentation, speaker, event-planning

Ernesto Rosen Velasquez—Latin American Philosophy, SP 2020

Keywords: conference, presentation, issue, Latin American, philosophy, writing

Students will present their work in a public venue to their peers at an undergraduate conference that focuses on the issues from course. Funds will be used to provide transportation as well as snacks and waters for university hosting conference.

Physician Assistant Program

Amy Christopher—Physician Assistant Program Supplies, 2019

Keywords: clinics, medical, pharmacy, pharmacology, patients

Physician assistant students, Wright State medical students and pharmacy students (Cedarville or University of Cincinnati) will assess residents at St. Mary's Development properties for various free clinics including smoking cessation, comprehensive medication review, or insomnia clinics. Students will consult with residents utilizing pharmacist standardized forms for previous smoking cessation, comprehensive medication review, and insomnia clinics at St. Mary's Development. Pharmacist preceptor will be consulted for a non-pharmacologic and pharmacologic therapy recommendations as well as counseling residents regarding smoking cessation, medication regimen counseling, or insomnia. Interprofessional students will educate residents regarding recommendations and fill out patient action plans/clinic forms for prescriber follow up.

—Short Assessment of Health Literacy (SAHL) Translation into African Immigrant Languages, FA 2020

Keywords: American health, medical care, barriers, diversity, community, translation

Physics

Ivan Sudakov—Physics of Bowling, FA 2019

Keywords: bowling, physics, group project, presentation, tournament

The two physics of bowling lessons will be held in the Hangar of the Kennedy Union. The first lesson will be devoted to observations of student initial skills in playing bowling and a short introduction to the physics of bowling. After that students will gain knowledge on the physics of bowling through the self-guided small group project work as well as through playing bowling outside of the classroom as a group. The second lesson will be devoted to the discussion of the different aspects of bowling (physics and sports) through project presentation and playing bowling. Finally, we will hold the bowling tournament where they can find not only the best players but also the best interpreters of physics into sports and Vice Versa.

Psychology

Melissa Guadalupe—Developmental Psychopathology, FA 2018

Keywords: female inmates, tutor, GED, prison

The funds are needed for transportation. Students will tutor female inmates at a prison. Tutoring is offered 2 nights during the week. UD students would be asked to commit to going at least one night during the week to assist inmates with preparing for the GED. Thus, I am in need of a van that would drive students to the prison 2 nights per week for 12 weeks. The Dean's Office charges \$50 per day for the rental of a van which would result in a cost of \$1200 for the semester. The CJS program cannot afford to cover this cost. I am asking for \$500 to support the use of a van to transport students.

Erin O'Mara & Tracy Butler—Advancing Scientific Literacy, FA 2017

Keywords: primary sources, research, guest speaker, accuracy

Roger Reeb—Engaged Scholarship for Homelessness: A Service-Learning Course, SP 2019

Keywords: homelessness, social science, research, methods, community, awareness

To accompany the traditional objectives associated with SSC200 Courses for the Common Academic Program, the following objectives will be in place. Note that "E" is particularly pertinent to the experiential (service-learning) component of this particular SSC 200 Course ("Engaged Scholarship for Homelessness -- A Service-Learning Course). -----A. Students will become familiar with (a) historical perspectives on homelessness, (b) definition of homelessness, (b) demographic characteristics of the homeless population, (c) common myths and stereotypes, and (d) epidemiological findings (incidence and prevalence). -----B. Students will become familiar with (a) contributions from social science disciplines in understanding and addressing homelessness, (b) social science research methods, and (c) interdisciplinary conceptual models of homelessness and service delivery. -----C. Students will become familiar with the practical applications of social sciences in attempts to address homelessness. -----D. Students will become familiar with the full range of (a) risk factors for homelessness and (b) negative outcomes of homelessness. -----E. PARTICULARLY RELATED TO EXPERIENTIAL (SERVICE-LEARNING) COMPONENT OF COURSE AND RELATED ACTIVITIES AND ASSESSMENT: Through service-learning, students will: (a) become familiar with ethical principles for professional conduct; (b) demonstrate an ability to conduct themselves professionally in both research and delivery of services; (c) demonstrate proficiency in assisting with the implementation of a community research project; (d) demonstrate an ability to connect direct service experience with course material in ways that enhance their learning and preparation for future community service; and (e) show pre- to post-semester civic-related changes (i.e., increases in community service self-efficacy, decreases in stigmatizing attitudes toward homelessness, increases in awareness of privilege, and improvements in environmental attitudes).

— **Participatory Community Action Research Project in Homeless Shelters, SP 2020**

Keywords: service-learning, homelessness, community partners, food desert, social justice

Rike Center

Jeri Taylor—Intensive English Program, FA 2018

Sociology, Anthropology, & Social Work

Miranda Hallett and Katy Kelly—Migration and the Human Process, FA 2018

Keywords: profile, immigrant, community, research

Students will research, write and develop realistic profiles of hypothetical immigrant families in the Miami Valley, and construct realistic but simplified models of public, private, and nonprofit institutions that interact with immigrant communities. This will involve direct interaction with community members as well as open-ended online or community-based research activities. Students will be involved in designing the research plan and making any necessary modifications in the plan as they go. The institutional and family profiles they create will be used by participants in the Immigration Simulation.

— **Ask a Real Social Scientist! FA 2020**

Keywords: social science, conversation, Q&A, research, dialogue, contemporary issue
Ask a Real Social Scientist! for SSC 200 - I will be inviting guest speakers from diverse social science disciplines to come to my three SSC 200 sections, which are all taught back-to-back on M/W/F for an unconventional guest appearance in a "talk show" style. The encounters involve a short conversation between myself and the guest, a Q&A with students about the person's research, and then a dialogue activity where the students engage with the guest on a contemporary issue related to the guest's research.

Art Jipson—Community and Music, FA 2021

Keywords: local, music industry, American society, community partners, information literacy

Laura Leming—Interfaith Leadership, SP 2019

Keywords: interfaith, planning, community, congregation

Developing Skills for Interfaith Leadership - students will plan an interfaith experience for their class, the CORE SSC 200 section, students from the UD Interfaith Alliance, and young adult members of local congregations in Dayton.

Molly Sayre—Community Practice and Research, SP 2019

Keywords: social services, community, conversation, communication

1. Through participant observation, students will learn about provision of social services at the community level in West Dayton. 2. Students will learn about community life in neighborhoods in West Dayton through conversations with community members over lunch and reflect upon the meaning and context of those interactions. 3. Students will observe interactions among low-income West Dayton community members, most of whom are African-American, and reflect upon the meaning and context of those interactions. Students will be asked to participate in the community lunch that is offered at McKinley United Methodist Church, which is the location of the John Moore Center and where Community Practice and Research (SWK 303/SOC 309) will be held in the Spring 2019 semester. Students will be asked to participate in the lunch: receive the food that is offered, sit with community members, and have conversations with people around them. In doing so, students will be active, hands-on participants in the weekly community lunch. The learning will be self-guided in that students will decide how to engage in conversations with community members, including with whom they speak, topics they discuss, and how they respond to verbal and nonverbal communication of others.

Jamie Small—Gender and Society—FA 2018

Keywords: community-engagement, volunteer, ethnography, gender, poverty

The Gender Poverty Project is part of a semester-long community engagement project. Students will complete 6-8 volunteer hours (depending on enrollment and partner capacity) at the St. Vincent de Paul Gateway Shelter. After each volunteer shift, they will write detailed ethnographic field notes about their observations on site. In class, we will regularly discuss the students' experiences at the shelter, building analytical take-away points as we move forward. Through our readings and other course materials such as documentary films, we will anchor the students' observations in the broader scholarly context that examines the intersection of gender and poverty. At the end of the semester, they will submit a final paper that analyzes the intersection of gender and poverty vis-à-vis their field observations. In addition to the ethnographic component, students will engage in hands-on learning by deciding collectively and in collaboration with our community partners how to utilize the ELIFF resources. I will not have a predetermined plan for the resources, but I will create a structured process through which students decide on a plan that is both feasible and high-impact. Possibilities may include food and movie nights, yoga classes, resources for children, and so on; ultimately, we will let the needs on the ground determine the pathway forward. This process of project design and implementation will offer the students significant opportunities for self-guided learning.

Teacher Education

Joni L. Baldwin—Math Manipulatives for Teacher Education, FA 2019

Keywords: math, K-12, community, evaluation

Teacher Candidates will learn to use assessment results to plan, deliver, and repeat the cycle for the teaching of NumberSense to Kindergarten and/or 1st grade students.

Teacher Candidates will learn to monitor progress of K-1 students in their math knowledge and use that knowledge to adjust instruction as needed.

Teacher Candidates will use data to differentiate learning for K-1 students.

Teacher Candidates will use the content knowledge learned in class and through readings and activities, to transfer that knowledge to direct instruction with a K-1 student(s).

Candidates will learn the Math Recovery like assessments related to NumberSense in EDT 442 Assessment, and will use the results to plan instruction, complete the instruction, and reflect/monitor the responses to continue to help the K-1 student learn mathematics content. This will be a part of their EDT 444 Instructional Strategies course.

Candidates will work in pairs at Primary Village South in Centerville, I do have a letter of support from Bob Yox, Assistant Superintendent in Centerville for Curriculum and Instruction if the committee would like to see it. Resources and materials will be available to borrow from the Teacher Education Department to assist with teaching the K-1 students. Candidates will be expected to use the available resources to guide them in their teaching and evaluations.

Theatre

Ryan Wantland—Up-scaling Small Scale Models with 3D Printing, FA 2017

Keywords: engineering scenery, performance technology, construction, design

Jerome York—Community Engaged Theatre, SP 2018

Keywords: physical and applied theatre techniques, masks

University Libraries

Jillian Ewalt & Julie Jones—Marian Apparitions: Photography and Marian Libraries, FA 2019

Keywords: photography, apparition, visual literacy, analog, image sources, context

Students will have the opportunity to analyze and interpret apparition photographs from the Marian Library's archival collections and use Polaroid cameras to create and critique their own images.

Through this session, students will learn about visual literacy, Marian apparitions, and analog photographic processes. Students will gain experience with:

Interpreting and analyzing images through discourse with others

Evaluating the aesthetic and technical characteristics of photographs

Assessing the reliability and accuracy of image sources

Situating an image in its cultural, social, historical, and religious contexts

Discussing cultural, societal, political and historical contexts of photography - from its analog beginnings to current digital climate and the shifting role of photography in global society

Creating images based on analog photographic techniques

Students will also be introduced to primary source material from the Marian Library's archival collections (the Marian Apparitions Collection).