


Online Classrooms

Whitney Abbott, Psychology Major



This research looks into how online students view online instruction, how it can affect the students learning, and the motivation it takes to success in this classroom environment. The findings were that students and instructor presence, appearance, and communication affected the motivation of the online environment. Students that work has a factor in whether or not they are putting in the work for online classrooms, like face-to-face classrooms. Online students miss peer to peer interaction more than the classroom environment, and find that online course is more stressful.



Online Classroom Motivation and Performance

Whitney Abbott & Amanda Kraha, Ph.D.

Abstract

This research looks into how online students view online instruction, how it can affect the students learning, and the motivation it takes to success in this classroom environment. The findings were that students and instructor presence, appearance, and communication affected the motivation of the online environment. The research is mixed on whether female students more than males students are more motivated in online classrooms, also age has a factor in these findings. Students that work has a factor in whether or not they are putting in the work for online classrooms, like face-to-face classrooms. Online students miss peer to peer interaction more than the classroom environment, and find that online course is more stressful.

Introduction

The purpose of this research was to understand what factors play a role in successful online education and what factors play a role in the motivation of the student's participation in this type of academic setting. In order to find out information on this topic the IUE library catalog was used to do research using key words such as: online motivation, face-to-face vs. online classrooms, distant learning, motivation, online education, online students, and online student's attitudes.

Main Findings

Baker's (2010) research was interested in exploring instructor immediacy and presence in an online learning environment and how this affects student learning, cognitive and motivation. The researcher found that there is a relationship between instructor immediacy and cognitive. When instructors established a sense of presence in the online environment, students were more motivated and had higher levels of course understanding.

Knowledge and Kerkman (2007) hypothesized that students change their attitude toward online learning from the beginning of the class to end of the class, which factors were correlated with deep or surface study approaches, which factors were positively correlated with high exam grades? This study looked at 17 participants who were enrolled into introductions to the visual arts online. The researchers used a questionnaire the first and last week of the course. This study determined that online course took more time than face-to-face classroom learning and required more reading than the participants expected. The participants did not find reviewing information online easier, and felt that there was more information to retain. The participants indicated that their learning was better through online than face-to-face classrooms. There was more feedback than the participants expected from the instructor and did not miss getting to know the instructor. The participants did, however, miss student to student interaction. Overall the finding was that online courses are more stressful than expected and this could be the reasoning that the exam score lower.

Chang, Liu, Sung, Lin, Chen, and Cheng (2014) looked into three different things. First, is there a significant difference between the influences of internet self-efficacy on the motivation of college students? Second, is there a significant difference between the influences of internet self-efficacy on the online learning performance of college students? Third, are there significant gender differences associated with internet self-efficacy, motivation, and online learning performance? What the researcher found was internet self-efficacy was found to strongly influence confidence and relevance. Internet self-efficacy plays a key role in the influence of learning performance. The study shows a significant difference between male and female student in online discussion participation, females participated and engage more in online discussion. Overall, internet self-efficacy is an important factor in online learning performance and motivation.

Lin and Tomas (2015) were interested in finding out whether professors' attractiveness matter to students online. They hypothesized that students would be more motivated to learn in the online course when the professor is attractive. The thought was that students will perceive the instructor to have more expertise, learn more, and be more effective when the professor is attractive. The study sample was 50 undergraduate students and 72 graduate students that were enrolled in online courses and participated in a voluntary survey. To compare student learning and motivation with high and low attractive professors the researchers used two different situations to rate the online professors. First was a rating method website. And then another situation similar to recall a professor attraction while taking the course. What the researchers found was that professors' attractiveness matter to student in online courses, it has a significant effect on...

Conclusion and Future Directions

Communication between students and instructors, as well as presence, helps online learners feel more engaged with their studies. In addition, outside resources can help the online work that many outside sources may overload the student and be more stressful. Future research may want to look at how much of the communication is needed to successfully learn in the distance environment. The research that has only looked mostly at how communication affects motivation and successful completion of the course.

Future Research

Future research could look into video lectures and video chat and how that affects student learning and motivation. Research suggests that students that do not work with their professors should investigate what aspects of the students' work can be changed to better accommodate working students in the present of the online education practice.

Figure 1: Research Correlations

Variable	Correlation
Internet Self-Efficacy	0.45
Motivation	0.38
Online Learning Performance	0.52
Gender Differences	0.25
Instructor Attractiveness	0.30
Student Motivation	0.40
Course Understanding	0.35
Exam Scores	0.20

Treating Children of Natural Disasters

Grace E. Allred, Psychology Major



This paper discusses children and adolescent victims of natural disasters. It clarifies how socioeconomic status is not always relevant to the trauma experienced from a natural disaster. It compares children with consistent trauma in their lives to those children who have been sheltered most of their lives.

Findings reveal that sheltered children will experience greater trauma after a natural disaster. Therefore, counseling children after a natural disaster requires different approaches, and it needs to keep in mind the different levels of previous trauma before and after a natural disaster.

Natural Disasters and Children

By Grace E. Allred and Dr. Amanda Kraska

INTRODUCTION

When the interest in the mental health of children of disasters and disasters, the findings clearly show that the consequences to the children are far more complex than a simple disaster. It compares children with consistent or previous trauma to those children who have a consistent or previous trauma. It compares children who have a consistent or previous trauma to those children who have a consistent or previous trauma. It compares children who have a consistent or previous trauma to those children who have a consistent or previous trauma.

ABSTRACT

Children who are victims of natural disasters suffer from post-traumatic stress disorder symptoms, anxiety and depression longer than they should because they have been exposed to multiple levels of traumatic events. This is usually made known by the symptoms such as the panic, PTSD and the depression after the disaster. The symptoms such as the panic, PTSD and the depression after the disaster are not always relevant to the trauma experienced from a natural disaster. It compares children with consistent or previous trauma to those children who have a consistent or previous trauma.

Treating Traumatized Children after Disasters: Karman Project Four - de La

Project Four de La (PTFD) is a research project that provides a formal approach to treat children experiencing trauma symptoms after disasters. Karman, PTU, provided these data of children's trauma symptoms in children exposed to disasters (2008, 2009).

- The National Institute of Mental Health (NIMH) funded the research project in partnership with PTD, to create a research-based program for children with PTSD to create a guide to help children understand their trauma in the future. (Cohen, 2008)

A century of disaster in the U.S.A.

Disaster	Year	Deaths
Great Flood	1864	100,000
Yellow Fever	1879	28,000
Cholera	1817	20,000
Smallpox	1800	15,000
Measles	1800	10,000
Dysentery	1800	5,000
Scarlet Fever	1800	5,000
Whooping Cough	1800	5,000
Polio	1800	5,000
Measles	1800	5,000
Dysentery	1800	5,000
Scarlet Fever	1800	5,000
Whooping Cough	1800	5,000
Polio	1800	5,000

Commonly reported symptoms to trauma among children

Children age 6 and under (10%)

- Shake, jitter, or fear
- Cling to parent or caregiver
- Cry or wail
- Worries or panic
- Regressive behaviors such as thumb sucking
- Aggression or hostility
- Regressive toilet or bed habits

Children age 6 to 11 (15%)

- Isolation behaviors
- Withdrawal from friends, family, and activities
- Play with toys, interests, experiences
- Loss of interest in school
- Loss of interest in activities
- Loss of interest in school
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Children age 12 to 17 (15%)

- Loss of interest in school, activities, or things
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How to help children cope with trauma

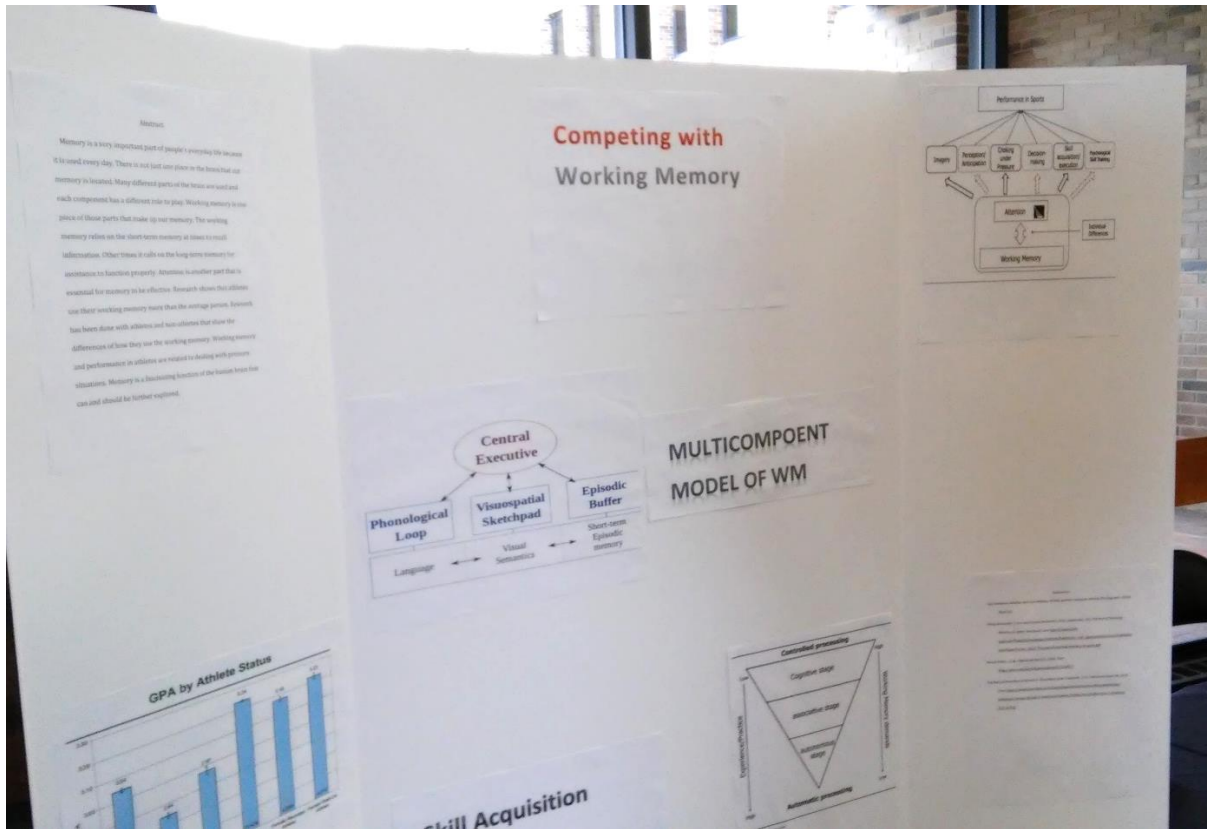
If a person does not receive what they need and support and support in the children that they need. This can be the result of their need to be heard, and they are heard. Most of all, they need to be heard, and they are heard. Most of all, they need to be heard, and they are heard. Most of all, they need to be heard, and they are heard.

Memory in Motion

Huston Clark, Psychology Major



My research is about the working memory of athletes. The research I have done includes many different aspects that play a role in working memory. Some topics of working memory that I am exploring are long-term and short-term memory and how the three work together to form our memories. The working memory has a major role in people's lives and I will be researching some of the different ways it is used in sports. I also point out the relationship between working memory and performance of athletes.

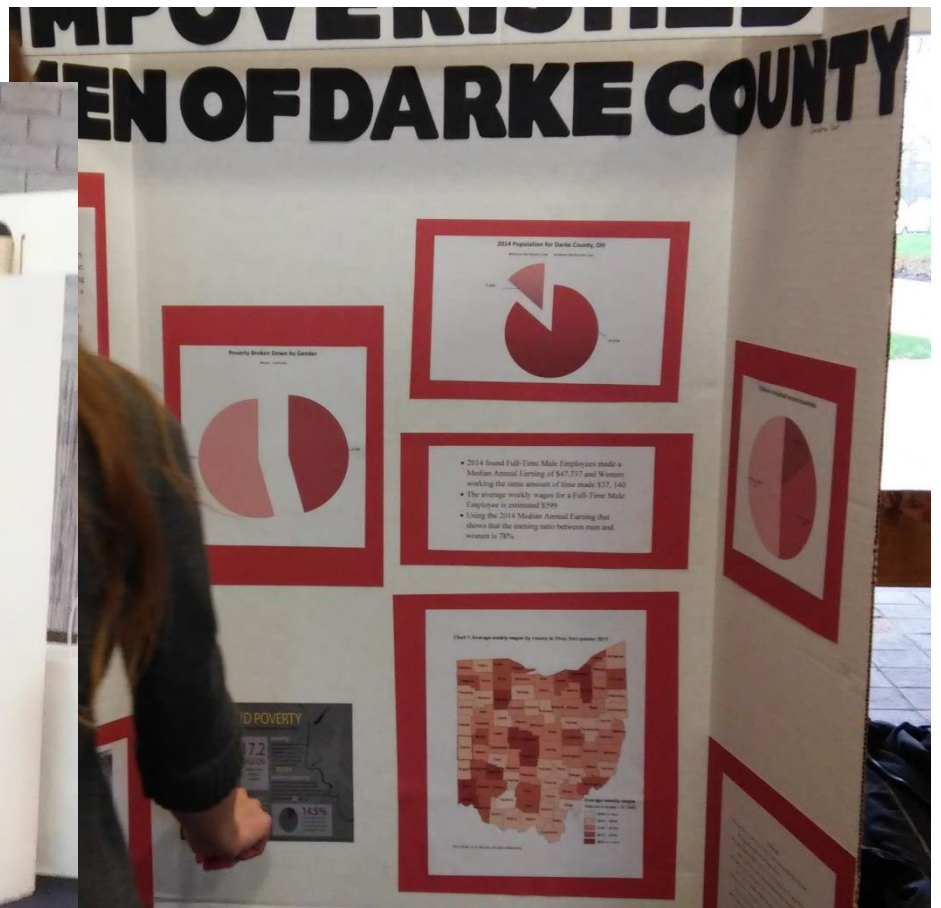


Poverty and Single Mother Households

Christina Cost, Humanities & Social Sciences Major



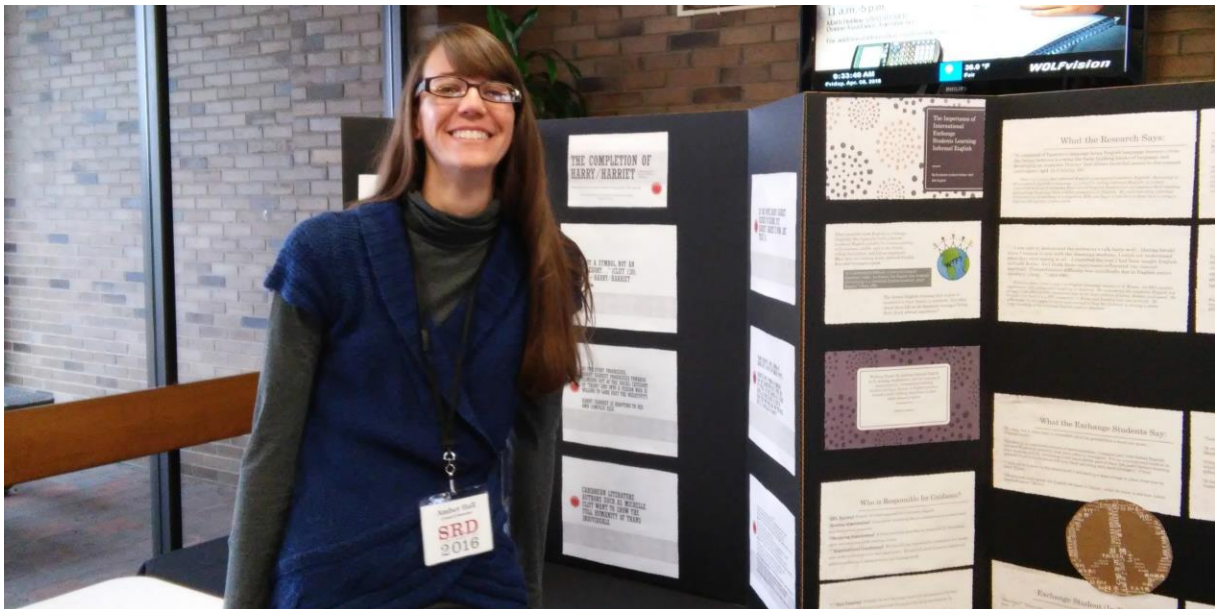
Poverty is an ever-growing and pervasive social issue with multiple contributing factors such as a broken education system, social stigma, and a cycle of poverty ridden lives for continuous generations. While this project takes a look at the history of poverty in the most generalized sense reporting on findings such as when poverty was first documented, where the word came from, and how it has survived and sustained through the generations of expansion and revolution, the majority of the project will focus on the poverty that affects single women; particularly households that are headed by a single mother.



The Importance of International Exchange Students Learning Informal English

Amber Hall, Graduate Student in English

Should international exchange students learn informal English such as slang, euphemisms, and even profanity? International exchange students learn an academic English to enhance their educational experience when studying abroad in the United States. This academic English is essential in their quest to become a well-rounded student, but what about their experience in being an American teenager? Working thesis: International exchange students' fluency in English will increase and their social well-being will improve if they are given the opportunity to learn informal English. Thus, their experience in their study abroad program will be more beneficial.



The Completion of Harry/Harriet

Amber Hall, Graduate Student in English

Michelle Cliff's novel *No Telephone to Heaven* is a story about two characters navigating their way through a difficult life in Jamaica and America during the 1960s. Among these characters is one in particular, Harry/ Harriet.

Harry/Harriet is special in that he (or she) is attempting to live a life which is not acceptable in Jamaican society. Harry/Harriet is a transvestite, a man living his life as a woman. In my research, I have discovered that even though Harry/Harriet may appear to be uncertain as to his intentions or placement in life, he actually is the most complete character in the book. His choices, education, political standing, and attitude have made him a main character in a secondary character role.

Human Trafficking: The 21st Century Slavery

Liza Hosbrook, Fine Arts Major

Human Trafficking is a worldwide problem just like hunger, homelessness, and poverty. However, human trafficking is a very different worldwide problem, separated from most in that it is a problem rarely discussed. Since it is rarely discussed, some people are completely ignorant of the fact that it even exists. I was someone who did not know human trafficking existed. When I did my research about it, I was completely horrified. I decided to do something effective about it; I want to educate people. This presentation will bring light to others about this problem that occurs every day, and everywhere.



Science Writers: Bridging the Gap

Elizabeth Miller, Biochemistry Major

Science writers bridge the gap between the science community and general public by presenting complex advances in a way that can be understood by all. Sara Reardon, a reporter for Nature, writes mainly about biomedical research and policy, but also enjoys reporting on science's impact on society. This poster presents my interview with Reardon about her life as a science writer, and the path that she's taken to achieve her dreams. Additionally, Reardon describes the qualities of a good science journalist and presents advice on how to prepare for a career in science writing.



Sara Reardon: Nature Reporter

Did You Know? Universities such as MIT, John Hopkins, and NYU offer graduate degrees in science writing

Check It Out! I'll have my own science writing blog this summer, at irismaeblog.wordpress.com

Science Writers: Bridging the Gap
Elizabeth Miller

Science writers bridge the gap between the science community and general public by presenting complex advances in a way that can be understood by all.

What does a science writer do?

Where does a science writer work?

What qualities and skills are required for a writer to be science writer?

Other Famous Science Writers

- Charles Darwin 1809-1882
- Rachel Carson 1907-1964
- Jane Goodall 1934-Present
- Stephan Gould 1931-2002
- Carl Zimmer 1966-Present
- John Hawks 1972-Present

"Doing this kind of gives me a 30,000 foot view." - Reardon

"I can call up famous scientists and get them on the phone quickly to ask about the most interesting research at the drop of a hat. And what that lets me do, is just be a constant student." - Reardon

Other text on the poster includes a bio of Sara Reardon, a list of science writing programs, and a list of famous science writers with their dates.

Psychology Graduate Student Loan Debt and Salary by Type of Academic Institution

Jennie R. Newman, Psychology Major

The current study provides an analysis of psychology graduate student debt and salary by type of institution (i.e., public, private, etc.). 592 graduate students and 691 early career psychologists completed a survey over debt load, average costs per year for tuition and other expenses, sources of financial support, and the impact of debt on participants' personal and professional lives (See Doran et al., (2016) for full paper). We suspect that participants in private institutions will have more debt than those at other types of institutions. We do not expect to find differences in salary by institution type.



Student Loan Debt and Salary by Type of Academic Institution

Jennie R. Newman and Amanda Kraha
Indiana University East

Abstract

The current study provides an analysis of psychology graduate student debt and salary by type of institution (i.e., public, private, etc.). 592 graduate students and 691 early career psychologists completed a survey over debt load, average costs per year for tuition and other expenses, sources of financial support, and the impact of debt on participants' personal and professional lives. Results indicate that anticipated debt was higher in private institutions compared to public. For early career psychologists (ECP's), participants in for-profit private institutions have the largest amount of debt, followed by participants from not-for-profit private institutions. Participants from public institutions had the lowest levels of debt. No differences in salary by institution type were found.

Objectives

After adjusting for inflation, the price of higher education has increased by 250% over the last 30 years (Horn & Ma, 2012). In the United States, student debt is now more than one trillion dollars, of which \$860 billion is from federal loans (Johnson, Van Oort, & White, 2012). According to a recent review of data from the Department of Education, the largest portion of this debt (47%) is held by current students in graduate and professional programs (DeJolie, 2014). A recent article by Doran, Keehn, Reid Marks, Amson, and El-Ghorbary (2016) examined student loan debt and earnings for various psychology professions. The current poster analyzes on this paper by providing an analysis of student debt and salary by type of institution (i.e., public, private, etc.).

Method

Using the American Psychological Association's membership database, 592 graduate students and 691 early career psychologists were invited to participate in a survey of debt load, average costs per year for tuition and other expenses, sources of financial support, and the impact of debt on participants' personal and professional lives. A total of 592 graduate students and 691 early career psychologists (ECP's) fully completed the survey.

Conclusions

Jennie R. Newman, psychology major
Dr. Amanda Kraha, advisor

Results: Anticipated Debt

Comparisons of anticipated graduate debt by institution type violated assumptions of homogeneity of variance per Levene's test, $F(2, 448) = 31.74, p < .001$. Results indicated differences in anticipated debt by institution type, $F(2, 320.50) = 86.88, p < .001, \eta^2 = .21$. Post hoc comparisons revealed that students at public universities ($M = \$69,963.88, SD = \$59,441.63$) have lower levels of anticipated debt than students at both private for-profit universities ($M = \$157,275.96, SD = \$62,322.53$) and students who attend private not-for-profit universities ($M = \$143,189.98, SD = \$95,824.05$), both $p < .001$. There was no difference in anticipated debt between students at private for-profit and private not-for-profit universities, $p = .839$. See Figure 1 for a visual representation.

Results: ECP Debt

Comparisons of graduate debt by institution type violated assumptions of homogeneity of variance per Levene's test, $F(2, 515) = 27.30, p < .001$. Results indicated differences in debt by institution type, $F(2, 174.33) = 45.31, p < .001, \eta^2 = .19$. Post hoc comparisons revealed that students who attended private for-profit universities ($M = \$124,797.30, SD = \$86,583.05$) have the highest debt loads, followed by students who attended private not-for-profit universities ($M = \$113,711.51, SD = \$69,980.18$), with students who attended public universities facing the lowest debt loads ($M = \$67,430.22, SD = \$46,475.94$), all $p < .05$. See Figure 2.

Results: Salary

Comparisons of first year salaries by institution type did not reveal any differences, $F(2, 215.65) = .79, p = .457$. See Figure 3.

Comparisons of current salaries by institution type did not reveal any differences, $F(2, 244.04) = .12, p = .887$. See Figure 4.

Implications

Debt levels among students from private institutions, both for-profit and not-for-profit, were significantly higher than those from public universities. However, there were no differences in salaries among students from all types of institutions.

When choosing which university to attend in the pursuit of higher education, students deserve to be fully informed about how much they can expect to pay, and what they can expect to earn once they enter the workforce. Unfortunately, this data is hard to find, and students often don't know to search for it.

Doran et al. (2016) suggest a multifaceted educational approach concerning debt-related issues, particularly as many students are not aware of the fine print when taking out loans (Mueffer, 2014). The current poster provides preliminary data on these issues and should be considered as students make the decision to attend graduate school.

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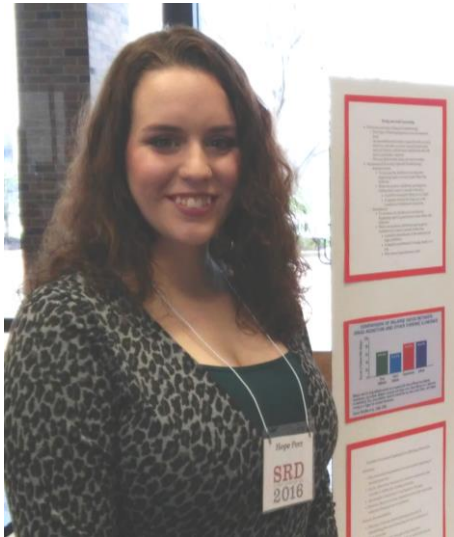
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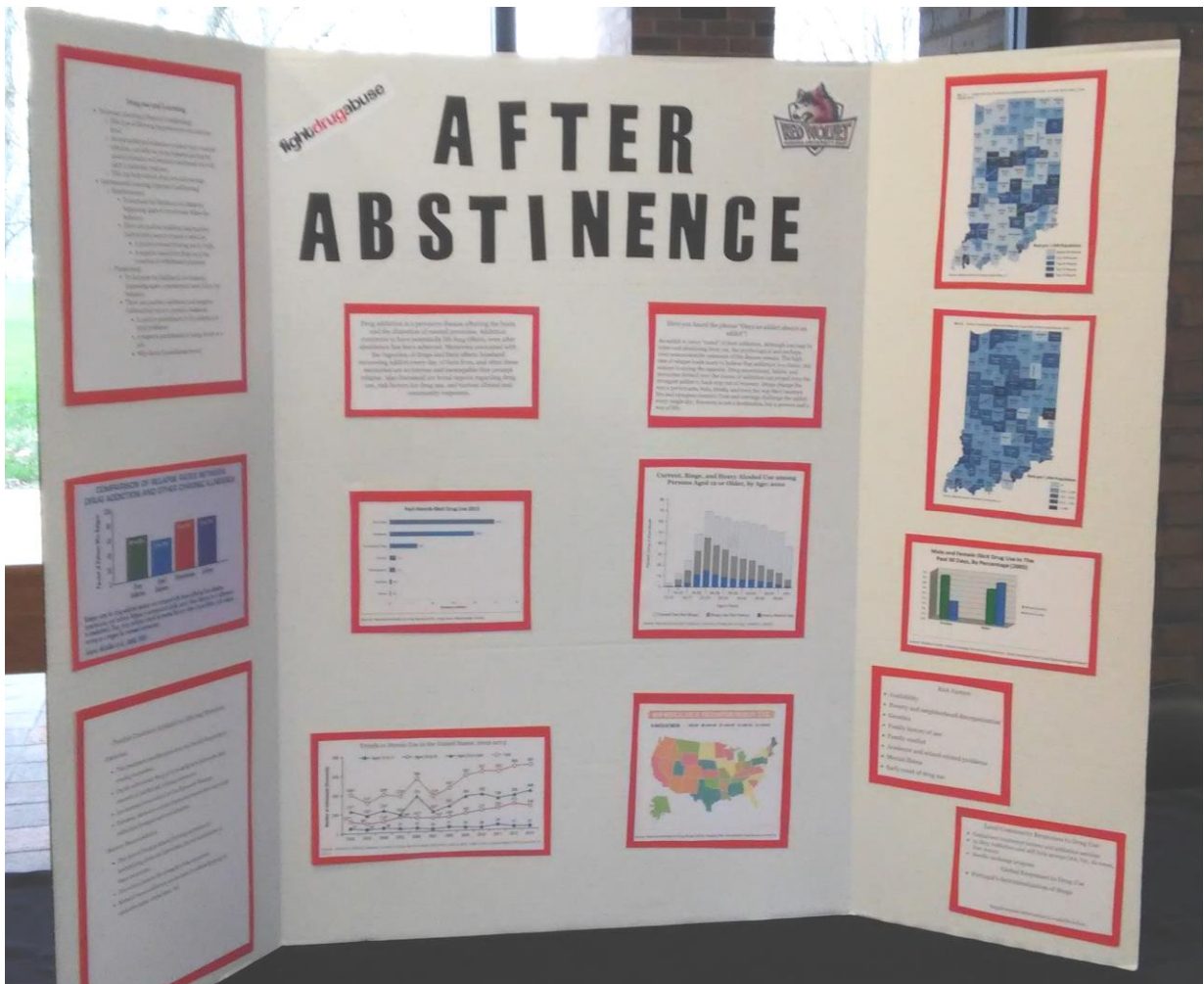
After Abstinence

Hope Peer, Psychology Major



Drug addiction is a pervasive disease affecting the brain and distortion of mental processes. Addiction continues to have potentially life long consequences, even after abstinence has been achieved. Memories associated with the ingestion of drugs and their effects bombard recovering addicts every day of their lives, and often these memories are so intense and inescapable they prompt relapse. Here it is discussed the effects of addictive drugs on different memory-associated areas of the brain, as well contemporary research findings discovering ways to combat the challenges of

drug related memories, including cue extinction exercises and the disruption of memory reconsolidation.



Aging and Memory

Megan Reifeis, Psychology Major

Myths have clouded the truth about our understanding of the aging process. How much is the decline of memory is due to growing older or the medications people take?

Alzheimer's, which is often associated with aging, is considered one of the most feared diseases of the 21st century. It is a subset of dementia that slowly consumes the brain. One of the first things it strikes is memory. Despite the complexity of the disease, new ways to slow the progression of dementia show promise for the future.



Abstract

Myths have clouded the truth about our understanding of the aging process. How much is the decline of memory is due to growing older or the medications people take? Alzheimer's, which is often associated with aging, is considered one of the most feared diseases of the 21st century. It is a subset of dementia that slowly consumes the brain. One of the first things it strikes is memory. Despite the complexity of the disease, new ways to slow the progression of dementia show promise for the future.

AGE & MEMORY

By: Megan Reifeis

ALZHEIMER'S DISEASE

Year	Europe	USA	China	Brazil
1980	~10	~10	~5	~5
1985	~12	~12	~6	~6
1990	~15	~15	~8	~8
1995	~18	~18	~10	~10
2000	~22	~22	~12	~12
2005	~25	~25	~15	~15
2010	~28	~28	~18	~18

MYTHS & AGEISM

As the population of baby boomers grows older, many myths about aging and what appears as normal in mixed together with false biology. A number of these myths may stem from ageism. Ageism occurs when people, not only younger than people, but also themselves, are treated because of their age.

- Myth #1: Aging is inevitable.
- Myth #2: Older people are incapable to learn new things.
- Myth #3: The memory culture belief that older adults have poor memory.
- Myth #4: Getting old means outliving your health.
- Myth #5: Older people cannot do as much as they used to.
- Myth #6: Medication will help the older people remember.
- Myth #7: Confusion happens with age.

NORMAL AGING

ALZHEIMER'S DISEASE

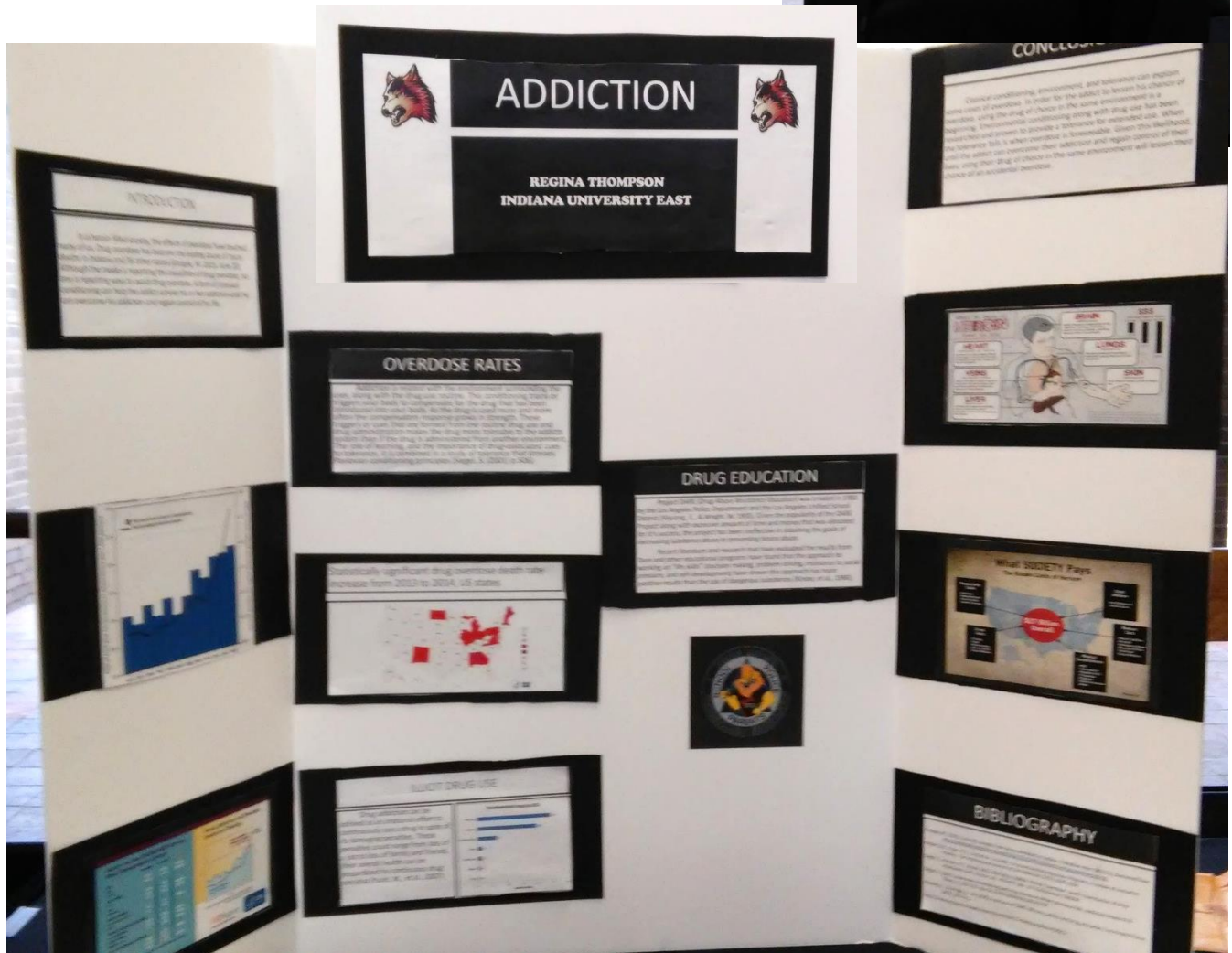
- Alzheimer's disease is a form of dementia, the scientific term for cognitive decline. As also shown in the graph above the DSM-5 states that age is one of the strongest factors in getting Alzheimer's (2013).
- Seny-amyloid plaques, which can be seen through specialized PET scans (DSM-5, 2013) and neurofibrillary (or tau) tangles are prominent features of Alzheimer's disease.
- A large twin study found that women tended to have slightly higher prevalence rates than men, but not too significant were controlled for age (Catz et al., 2006). The disease is also highly heritable at 70% (Kring et al., 2014).

ORGANIZATIONS

Lessening Your Chance of Overdose

Regina Thompson, Psychology Major

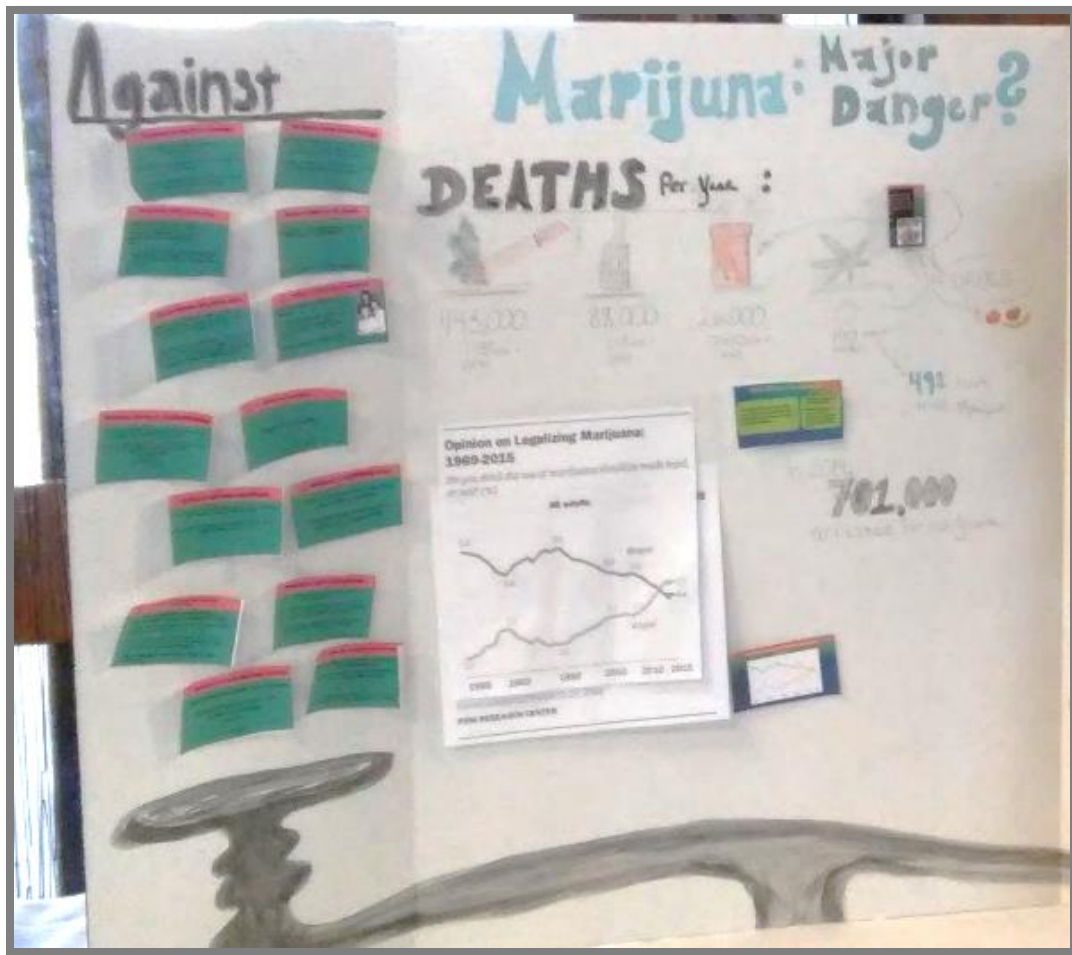
In a heroin filled society, the effects of overdose have touched many of us. Drug overdose has become the leading cause of injury deaths in Indiana and 36 other states (Groppe, M. 2015, June 20). Although the media is reporting the casualties of drug overdose, no one is reporting ways to avoid drug overdose. A form of classical conditioning can help the addict survive his addiction until he can overcome his addiction and regain control of his or her life.



Marijuana: Major Danger?

Katey Tolly, Psychology Major

The review provides a look at marijuana from multiple perspectives: legalization, health issues, statistics, opinions, etc. Visitors to the poster will interact with the poster by selecting issues as against or for legalization. The poster uses a balance-scale image to visually help visitors to determine the information provided place on the scales.



Personality Factors in Successful Online Learning

Alicia Hazelwood, Psychology Major

As technology is growing and expanding, our way of everyday life is transforming. Specifically in education, online learning changes the role of a traditional classroom into an easily accessible home setting. With the amount of students taking courses online, we are beginning to study the differences between a traditional student and an online learner. I was interested in what makes an online learning student successful. There are several personality factors that are said to lead to successful online learning. Items such as self-efficacy, effective communication and self-regulation are all contributors the online learners success.

Presentation onscreen and animated at SRD 2016:

