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Niklas Ernst, advised by Prof. Luis da Vinha Valley City State University, North Dakota Sponsor: SOAR Grant [Internal University Grant]

The Unfinished Presidencies: Why Incumbent Presidents May Lose Their Re-Election Bids



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Valley City State University, North Dakota



Sponsor: SOAR Grant (Internal University Grant)

Research Problem

With the conclusion of the 2016 presidential election in the US, presidential scholars are shifting their attention not only to the Trump presidency but also towards his possible re-election campaign.

Throughout the history of the United States incumbent presidents have usually won their bid for a second term in office. The presidency offers incumbents several inherent electoral advantages – e.g., party nomination and unified party base, name recognition and political experience, access to government resources.

However, some incumbent incumbents have been unable to capitalize on these advantages. The current research analyzes the electoral bids of Presidents Ford, Carter, and Bush identifying the factors that can invalidate the advantages intrinsic to holding the office of President of the United States.

The Advantages of Incumbency

- Party Nomination
- Recognition of incumbent's brand name
- Experience and winning electoral coalition
- Access to government resources

Case Studies

Gerald R. Ford: The Unelected Incumbent

- fallout of his presidential pardon of Nixon
- near defeat by Ronald Reagan in the Republican primaries and the contested Republican Convention in 1976
- economic recession in late 1974
- political scandals of previous administration (secret bombings of Cambodia, release of the Pentagon Papers, My Lai massacre)
- Ford's signature of the Helsinki Accords and its political backlash



Jimmy Carter's Defeat: The Beginning of a Political Realignment

- hard fought primary campaign against Ted Kennedy
- general political shift of American society towards conservatism
- electoral impact of 'Reagan Democrats'
- struggling US economy (high unemployment and inflation in 1980)
- international crises and its impact on the president's image (Iran Hostage Crisis, Soviet invasion of Afghanistan)



George H. W. Bush: The Unbeatable Incumbent?

- voters' perception of an underperforming economy
- flawed foreign policy strategy of economic performance in



Prospects of President Trump's Re-Election Bid

As with every incumbent, Trump will have at his disposal a wide array of assets which can propel him to a second term. In other words, he will have the incumbency advantage over his challengers and will not even be hindered by partisanship dynamics. More precisely, first party-term incumbent candidates – i.e., candidates that succeed a president of the opposite party – have a greater probability of winning their re-election bids.



If Trump can successfully guarantee his party's nomination by creating a unified party base and if he can use the political experience he acquires in the coming years to efficiently manage the government's resources to his electoral advantage the odds are in his favor. Time will tell if President Trump dedicates the necessary resources to prepare what will unquestionably be a fabled electoral bout.

Conceptualization

All three analyzed election bids were highlighted by a combination of:

- hard fought primary campaign
- struggling US economy
- unusual strong challenger in the general election
- president weary of campaigning
- low approval rating in the months leading up to the election
- unsuccessful implementation of the Rose Garden strategy
- failure to change their campaign strategy accordingly

Understand how a campaign for the White House campaign from inside the White House

Niklas Ernst
takes research to
Washington D.C.



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SOAR ♦ Student Scholar Symposium
The Forge ♦ INBRE ♦ Graduate Studies
Student Scholarship ♦ Faculty/Staff Scholarship



THE FORGE 2017

Welcome to the October 2017 edition of The Viking Scholar. This publication is made possible as a result of dedicated faculty who mentor and challenge their students to present papers at professional conferences, as well as recent initiatives and established programs that have fostered and supported student research. The result has been an increase in the depth and breadth of research taking place across the campus.

The cover image is of Niklas Ernst in Washington D.C. at the *Posters on the Hill* event in April 2017.

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Mission

Valley City State University is a public, regional university offering exceptional programs in an active, learner-centered community that promotes meaningful scholarship, ethical service, and the skilled use of technology. As an important knowledge resource, the University offers programs and outreach that enrich the quality of life in North Dakota and beyond. Through flexible, accessible, and innovative baccalaureate and master's programs, VCSU prepares students to succeed as educators, leaders, and engaged citizens in an increasingly complex and diverse society.

Student Opportunities for Academic Research (SOAR)

Rare is the scholarly activity that is more intellectually rewarding than research; driven by inquiry, discovery unfolds for the student who practices independence, ethics, and grit, a principle feature: development of a skill set that will continuously benefit all involved.



Annually in early May at the Valley City State University, President Mason and Vice-President Dahlberg host a celebratory banquet to recognize undergraduate academic research.

The Student Opportunity for Academic Research was inceptioned for VCSU in 2012, implemented in 2014, and now considered to be growing beyond its initial phase of innovation.

The SOAR program features: VCSU faculty design, focus on student learning, one-by-one learning is extended in a direct contact with a faculty mentor, students practicing essential inquiry, creativity, critical thinking, and problem solving skills, and most often as a researcher in an arena never fully crossed before.

To date there have been five calls to students for proposals, where 20 projects have been funded for 22 students, those projects involving 17 different faculty mentors and who represent 7 of the 11 academic departments, suggesting then that inclusivity is evidenced as a program goal.

Uniquely to VCSU, the SOAR program is a vehicle for discovery, nimbly responsive to individual students who request mentor-facilitated scholarly works be funded, most project timelines extending beyond 100 hours.

What is considered as “research” for a mathematician is likely consistent to the definition used by the scientist, even the social scientist, but what about the musician, the artist, the art teacher, or a staff member in the admissions department who seeks to discover why VCSU recruits on average hail from within 50 miles of Valley City?

Broadening “research” into “scholarship” and “creative



Students attending the third annual Spring Scholar banquet. (front, l to r) Madeline Bennett, Stephanie McCann, Megan Olson, Callie Smith, Deborah Haley (back) Grayson Marty, Max Kollar, Niklas Ernst, Hayden Zander, Jacob Schlecht, Miles Libak, Tanner Clark.



Stephanie McCann sharing her SOAR research project with those in attendance at the banquet.

activities” is important for this rural liberal arts and teacher focused institution because of its innate student demographics. SOAR strives to service the most inquisitive students from any of these three arenas, inviting participation from all VCSU academic departments, matching student and faculty excellence, coaching for discovery, and demonstrating understanding through professional presentations of student works.

SOAR - what is in its name? Students, opportunities, academic research, implicit are new wings of discovery, a windy but sunny landscape, test flights to heights never achieved, an unanticipated crash, maybe two, tenacious remount, mastered flight, learning.

Curiously a permutation of the letters

SOAR, become OARS, that is lever arms used to steer a ship, say a Viking ship, and in that metaphor we on the SOAR Advisory Committee remain intent on developing excellence in our Viking

Scholars.

Please consider applying for, or hosting a SOAR scholarship today!



Max Kollar, 2016 SOAR recipient, sharing what he has done with his research since the SOAR grant.

Callie Smith uses SOAR grant to research effect of Dementia Simulator on Empathy



"I feel more confident going into my classes and it's an amazing feeling to be able to directly apply things that I'm learning to my SOAR research."

The SOAR program has given Callie Smith, a Junior majoring in Psychology, the opportunity to explore a topic that is important to her. Callie is investigating whether a dementia simulator affects empathy, and, if so, how long this boost of empathy lasts. Callie's mentor, Dr. Katie Woehl, has been wanting to work on this project for quite some time, and when Dr. Woehl asked if Callie would be interested in pursuing this research as a SOAR project, she was very excited for the opportunity. In addition to helping with Dr. Woehl's initial ideas for the project, Callie was also able to incorporate her own question into the study: does having a family member with any type of dementia affect the impacts of a dementia simulation.

Doing this research as an undergraduate has helped Callie build confidence in her understanding of the field of psychology. According to Callie, "I feel more confident going into my classes and it's an amazing feeling to be able to directly apply things that I'm learning to my SOAR research." Callie is also gaining broader skills that extend beyond her field of study; she is learning how to organize schedules and interact professionally with her participants, enter data using statistical software, and manage her time across her many responsibilities. When Callie graduates next May she will have many hours of hands-on research experience that will help her get accepted into a graduate program or land a job right out of college.

According to Callie, "this opportunity as an undergraduate is an extraordinary experience because I am getting to do great things all before I'm even a college graduate."

Student Scholar Symposium

VCSU's Student Scholar Symposium Showcases Undergraduate Academic Work

Undergraduate students shared their best academic work and their talents with the VCSU community during VCSU's annual Student Scholar Symposium on May 2, 2017. In May of each academic year, students display their academic work using wall posters, tri-fold table boards, and computers and then present to judges consisting of VCSU faculty, staff and administration. Judging criteria includes content, appearance, and rigor of student academic work. Monetary awards are given to the top three students with the highest judges' ratings, and the top 20% of students are recognized with Honorable Mention.

On Tuesday, May 2, 2017, 40 undergraduates presented their projects from the 2016-2017 academic year; 20 faculty, staff and administration volunteered as symposium judges.

Darrien Cantelo, a May 2017 graduate from Virden, Manitoba, in VCSU's Athletic Training program, received three symposium awards during VCSU's May 2017 Student Scholar Symposium with a research study titled "Thrower's Ten." This year's symposium was her first time presenting academic work to the VCSU community.

Cantelo received second place among this year's student presenters. This placing was based on cumulative judges' ratings. She also received the Viewer's Choice Award, based on total votes from the symposium attendees. And she was the first recipient of the Allen Memorial Library Undergraduate Research Award.

Cantelo's research study focused on reducing injury rates of VCSU's baseball team's pitchers by modifying the Thrower's Ten Program with increases in ROM and the strengthening

of intrinsic muscles used in the ball throwing motion. She compared 2015 injury data without her modified Thrower's Ten Program to 2016 injury data with her modified Thrower's Ten Program. Because Cantelo's findings concluded that her modified Thrower's Ten program decreased

injury rates, her modified Thrower's Ten Program was extended to the entire 2016 baseball team.

Cantelo was "thrilled" with her three symposium awards stating, "I spent the whole semester working on this project, and when it was finally done I was very pleased with my results. Being able to present my study with the VCSU community was very enjoyable. I was honored that my research study was the first athletic training study to receive recognition at this event."

According to Cantelo, "My advice to students thinking of presenting at a student scholar symposium is to just go for it! For me, the symposium always felt out of reach because my projects wouldn't be good enough. But presenting hard work is always rewarding, and it actually pays off!"



Shaun Kourajian, a VCSU Baseball player who benefitted from Darrien's modified Thrower's Ten program.



Darrien Cantelo receives three awards for her symposium research study "Thrower's Ten"

"I spent the whole semester working on this project, and when it was finally done I was very pleased with my results."

The team project receiving the highest Honorable Mention rating was an ENGL 350 Young Adult Literature class project titled "An Interactive View of Today's Young Adult Novels." Heather Gensler, Jolene Woodbury, and Katelyn Willer teamed up to present their class project, a collection of student-created interactive fact sheets, each about a young adult literature novel, with the fact sheets presented in a website



portfolio program.

Willer, a May 2018 Math Education major from Jamestown, North Dakota, stated, "After hearing we received a symposium Honor Award, I was very proud as a team presenter of our class's novel projects; this award goes to the whole class." This was Willer's first time as a symposium presenter. She advises future student presenters to "not be nervous. Present with confidence in your project and know that the work you put into it is worth it."

Graduating in December 2017, Woodbury, a first-time symposium presenter, is an English Education major from West Fargo, North Dakota. Gensler, a

two-time symposium presenter, is a May 2018 English Education major from Steele, North Dakota. In May 2015, she presented her world literature project titled "Changing Face in Mephistopheles."



Left: VCSU Athletic Training students in clinical practice.

Right: Heather Gensler, Jolene Woodbury, and Katelyn Willer presenting their class project "An Interactive View of Today's Young Adult Novels"

The 2017 Student Scholar Symposium Awards

FIRST PLACE



Niklas Ernst

*The Unfinished Presidencies:
Why Incumbent Presidents
May Lose their Re-election Bids*

SECOND PLACE



Darrien Cantelo

Thrower's Ten

THIRD PLACE



Alexis Getzlaff

The Pickled Fish Project

VIEWERS CHOICE



Darrien Cantelo

Thrower's Ten

ALLEN MEMORIAL LIBRARY UNDERGRADUATE RESEARCH AWARD



Darrien Cantelo

Thrower's Ten

HONORABLE MENTION

Heather Gensler, Jolene Woodbury, and Katelyn Willer
An Interactive View of Today's Young Adult Novels

Ellwood Ellenson
Discourse Community Project

Hannah Wittenburg
Jehovah's Witnesses in the Classroom

Veronica Reisenauer
Lars and the Real Girl

A New Home For *The Forge*: Literary Publications



**Cover Image:
Photography**

Hoarfrost

Brenna Winter

As of 2016, VCSU's literary and arts journal, *The Forge*, is now produced by student editors in English 213: Literary Publications, and taught by Dr. J. Gregory Brister. When Professor Lee Kruger started the journal in 2002, he and a few student volunteers compiled and published *The Forge* as a labor of love to showcase the creative talents of our campus community. Since my first year at VCSU, Dr. Brister served as a faculty poetry and fiction judge, and that gave me some indication of the process—and the amount of effort—Professor Kruger had to undertake to put out the publication each semester. When Dr. Brister was

asked to teach this new course, with *The Forge* as the focus, Dr. Brister saw an opportunity to continue Professor Kruger's mission of fostering and celebrating the creativity of VCSU's students—and Dr. Brister wanted student editors taking the class to gain some experience with the demanding, but very marketable skills of promoting, designing, and publishing a literary journal.

Dr. Brister is particularly proud of the first two editions of *The Forge* put out by the Literary Publications editors. They worked individually to carefully edit and faithfully present the submissions of artists and writers assigned to them and, as a group, we learned about the current literary marketplace and the design of a variety of campus and national literary magazines. We also worked as a team to establish an aesthetic for our publication and a style sheet that would make for a readable and inviting text. Because many of the editors are English majors who enjoy writing, *The Forge*'s original group of editors decided to maintain the policy that faculty volunteers would serve as judges of anonymous

submissions of student work. This allows students in the course to submit their work for consideration without the suggestion that being an editor ensures inclusion in the issue. Our goal is to produce a journal that represents the best art and writing our students can offer.

Dr. Brister was fortunate to have two groups of excellent student editors in the first two iterations of the course. After the faculty judge's votes were counted and the submissions to be published determined, each editor was responsible for proofing the entry and formatting the work to the specifications of our layout design. Because we received submissions well into Spring semester, we had to work against a publication deadline. Dr. Brister was particularly impressed with how responsible, conscientious, and determined my students were. After the roll out of the issues, we hosted an end-of-the-semester open mic night, where we invited all of the writers and artists included in *The Forge* could read or share stories about their work. It was clear that the students published in the journal appreciated the journal and the effort of the editors.

In the most recent *Forge*, we published the wonderful writing of Jackie Owen in a new faculty showcase feature. Additionally, with the help of VCSU English Club members, 2017 marked the inclusion of a new section and prize category: best early entry narrative essay (submitted by dual credit composition students from Valley City High School). We received some excellent writing from these students, and plan to continue this feature in the future to help strengthen the ties of our campus to the community—and, with hope, to encourage these students to become future VCSU students (and *Forge* editors!). One of the Publications students suggested "Hi-Liner Highlights" as the new prize category, and the other editors unanimously endorsed the title. Since 2015, *The Forge* has included awards categories in personal and academic essays in order to exhibit a wider, inclusive range of examples of the best writing on our campus.

The Future

After hearing from those published in *The Forge*—and from the editors—students value seeing their work in a print journal. It's been Dr. Brister's goal, as the Instructor of the course, to keep the journal as such (we produce a full-color version for each person included in the journal and for the editors, and a black and white version for the campus-at-large). While *The Forge* can be viewed as a full-color PDF via the Language and Literature website—and we hope to make each issue also available in e-reading editions in the coming years—we will keep our focus on putting out the best printed publication we can. *The Forge*'s mission is to help encourage and promote art and writing on our campus. The period for submission is currently open, and all students, faculty, and staff are encouraged to send us your work. Please consider being a part of our next issue—or, better yet, becoming a student editor.

**First Place:
Photography**

Wishful

Brenna Winter



Forge Prizes

First Place: \$30, Second Place: \$20, Third Place: \$10

Poetry

First Place	Elisabeth Ostrem	Mud
Second Place	Abby Greff	Hunting
Third Place	Deborah Haley	Crooked Rows
Runner-Up	Heather Gensler	Only Child

Fiction/Drama

First Place	Kelsey Gaukler	Help Me
Second Place	Deborah Haley	First Day Jitters
Third Place	Alexa McCulloch	Piano Man

Personal Essay

First Place	Savannah Buderus	No Regrets
Second Place	Samantha Gavin	A Not So Humorous Fracture

Academic Essay

First Place	Deborah Haley	The Contrapasso Effect
Second Place	Abby Greff	The Importance of a Good Leader: The Eating of Hyperion's Flocks in <i>The Odyssey</i>
Third Place	Elisabeth Ostrem	The Discourse Community of High School English Teachers

Hi-Liner Highlights: Early Entry VCHS Student Essays

First Place	Mackenzie Leroux	The Visit
Second Place	Tanner Thomsen	'67 Camaro
Third Place	Patience King	Safe Place

Mud

Elisabeth Ostrem

Mud lays goood
in patches on the ground.
lcky, gritty, sticky black—
is all that's seen in you.

That's wrong though. It isn't true.
If people just tried—
they would see there's much more to you.

Your crumbled, ebony surface looks
like the velvety center of a warm brownie.
Your uneven wrinkles curl-up like
the waves of the Black Sea.
Your molded chunks shimmer a rich hue—
like black diamonds undug and raw.

When your full potential is considered,
It yields no surprise why—
children so often spend hours
baking, raking, and digging you.

Mud,
Unappreciated and unnoticed you stay
though it was from you, dirt
which human creation first came.

You are a giver of life.
The evidence is fresh seen everyday
as dried oval shapes seeds—
planted in you leaf-out green
and spiral upward towards the sea-like skies.

Come, Research the Silence

Jackie Owen

Come, research the silence
the spaces between
the voices unspoken
the visions unseen.
Study the secret
the thoughts unexpressed
the partial truths hiding
the stories distressed.
Code the untold . . .

. . .Behold what unfolds.

THE INBRE PROGRAM

For more than a decade, the North Dakota INBRE program has been providing opportunities for VCSU students. Since the program's inception in 2004, more than 50 students have gained valuable research experience, travelled to scientific meetings to present their results, and earned extra money to help pay for school. These experiences have helped VCSU students gain admission to Ph. D. programs, medical and dental schools, and a wide variety of other professional programs. Program alumni are working in careers ranging from research, to health care, to education. This program has been instrumental to building research capacity at VCSU, providing more than \$3,000,000 in student and faculty support, research materials, and travel funding over the last decade, and will continue to be an invaluable

opportunity for our students moving forward.

The INBRE program (IDeA Network of Biomedical Research Excellence) is a nationwide program administered by the National Institutes of Health to help build biomedical research capacity and provide increased research opportunities for faculty and students, particularly in states where these opportunities have been limited in the past. The success of the program at VCSU and the other institutions in the North Dakota network has enabled the state to secure three consecutive grant awards from this program. This grant has helped promote a culture of undergraduate research at VCSU and has been a driver of other efforts to create research opportunities beyond the INBRE program.

Several different VCSU faculty

mentors have participated in the INBRE program. Drs. Andre Delorme and Hilde van Gijssel were VCSU's first participants. Dr. van Gijssel's research investigates the link between herbicides and cancer using fruit flies as a model, while Dr. Delorme investigated the impact of herbicides on macroinvertebrate species in aquatic environments. Drs. Jerzy Bilski and Sam Keasler are currently participating in the program. Dr. Bilski has been an INBRE participant since 2009 and runs a research group studying the growth of plants in coal fly ash. Dr. Keasler is a new participant in the program, starting in 2014. His research uses computational modeling to better understand how sulfuric acid and other pollutants can impact climate.

Casey Engelhard conducts water quality tests

Casey Engelhard is a junior majoring in environmental science and chemistry. Since coming to VCSU, Casey has had the opportunity to participate in two different research programs. During the summer of 2016, Casey worked with Andre Delorme.

"At Prairie Waters Education and Research Center, I conducted water quality tests on different lakes and rivers around the state of North Dakota, surveyed zebra mussels around the Red River Valley, and assisted with a ND EPSCoR project that documents dragonfly distribution around the state. Since you are doing hands-on research in the field, working at Prairie Waters equips you with real-world experience that is not possible in a classroom setting. In addition to research, I frequently led activities when elementary school students came for field trips. The experience significantly increased my leadership skills and sparked my interest for environmental science. Overall, the experience was very rewarding. I am very thankful that I had the opportunity to improve my education and so much more."

Starting last spring, Casey has joined Sam Keasler's research group, performing computer simulations of atmospheric aerosol formation. Casey presented the results of this research the Midwest Undergraduate Computational Chemistry Consortium annual meeting at the University of Illinois in Urbana-Champaign, at the VCSU undergraduate science research symposium, and

will present at the INBRE symposium in October.

"The INBRE program is a tremendous way for students at Valley City State University and other colleges and universities to gain research experience. It has positively impacted me and many other students in too many ways to count. I feel that this research experience has greatly increased a variety of my skills as both a student and a person, and that it will make me a better candidate for being accepted into graduate school and obtaining a future job. It has been truly rewarding. I have also enjoyed travelling to other schools and conferences to share our own research and learn about other students' research. It's been cool to see so many students' education experiences enhanced through INBRE and other similar programs. I have been truly fortunate to be involved with this program, and I would like to thank everyone who has made this possible."

"I feel that this research experience has greatly increased a variety of my skills as both a student and a person."



GRADUATE STUDIES

Teachers Helping Teachers: EL Teachers in ND Create EL Instructional Handbook for Grades K-12



Joan Oigawa Aus, Ed. D.

The United States has experienced a large growth in the number of immigrant students who speak English or English Learners (ELs) as a non-native language in the last decade. According to the National Center for Education Statistics (2015) more than 9.4 % or 4.6 million of the students in US public schools have a language other than English as their first language. Regionally, in North Dakota, over 3.5% of the 106,863 public school students are identified as EL students (NDDPI, 2016). These EL/ELL students bring their cross-cultural expectations and language challenges into dominant culture classrooms and teachers must be prepared to interact and teach culturally and linguistically diverse students. The awareness of culture and language and how they impact content learning is a subject of critical importance, and possessing culturally relevant and linguistically appropriate instructional methods is a necessity for all classroom

teachers. The vast majority of teachers in ND are monolingual in English and do not share the language of their EL students, consequently they struggle to communicate and make their teaching understandable or comprehensible to the EL student. ELL education is not mandatory coursework for all teacher education candidates, so often teachers in the field feel ill-prepared to adequately teach EL students.

In order to meet this critical need, a

"These EL/ELL students bring their cross-cultural expectations and language challenges into dominant culture classrooms."

cadre of graduate students in VCSU's M.Ed. with ELL Concentration program, co-authored a comprehensive K-12 instructional handbook for teaching EL students content core material, while adapting for linguistic proficiency. The handbook provides lesson plans in teaching the domains of language (reading, writing, listening and speaking) that are aligned with the ND English Language Arts Content Standards as well as levels of English language proficiency (ELP). This means that the lessons provide grade-level academic instruction in a way that new learners of English can understand. There are also teaching units in algebra, geometry, biology and earth sciences. The units were designed to offer actual examples of content curriculum that was appropriate for EL students that have varying degrees of English language proficiency. The contributing teachers were doubly certified in their content area and ELL instruction. For example, Heather Kenkel and Courtney Anderson, both from Fargo High School, Fargo Public School District, are certified math education teachers and also certified in ELL education. They submitted actual lesson plans in algebra and geometry

with the requisite materials that they use in high school math to teach EL students. Other contributing teachers were Michelle Bloom, Lodoen Kindergarten Center, West Fargo Public Schools, Andrea Butler, Fargo South High School, Fargo Public Schools, Judy Riley (Ret.), South Elementary, West Fargo Public Schools Sara Roth, West Fargo High School, West Fargo Public Schools, and Diana Schroeder, Magic City Campus High School, Minot Public Schools.

These teachers contributed lessons plans, with authentic project-based assessments that they've developed

to use with their students.

All of the contributing teachers for the secondary education portion of the handbook were in-service teachers who completed their ELL graduate certificate in VCSU's Masters of Education with ELL concentration and wanted to share their knowledge and experiences with ND teachers. It's a valuable, authentic resource and one that's applicable for all K-12 teachers.

Instructional Strategies for Elementary and Secondary Classroom Teachers to use with English Language Learners



By

Joan Oigawa Aus, Ed. D., Valley City State University
Michelle Bloom, M.A., Lodoen Kindergarten Center, West Fargo Public Schools
Andrea Butler, M.Ed., Fargo South High School, Fargo Public Schools
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Heather Kenkel, M.Ed., Fargo South High School, Fargo Public Schools
Judy Riley (Ret.), South Elementary, West Fargo Public Schools
Sara Roth, M.Ed., West Fargo High School, West Fargo Public Schools
Diana Schroeder, Magic City Campus High School, Minot Public Schools

Action Research Spotlight



Susan Milender

Hybrid instruction in cooperative extension service: friend or foe?

The United States government created the Cooperative Extension Service in 1914 to bring evidence-based information from state universities to outlying counties. County Extension educators receive information and educational resources from universities, and they disseminate the information through educational programs to residents in their communities. The goal of North Dakota Cooperative Extension is to create learning partnerships, which help youth and adults improve the quality of their lives. Historically, county Extension educators have effectively created community-based learning systems by building personal relationships with county residents through face-to-face instruction. Today, community members are beginning to expect educational opportunities via technology and distance education.

Extension educators cannot ignore or fall behind in applying the advances in computer and internet technology that are changing the way society works, learns, and plays. According to Rainie (2013), 84% of American adults accessed the Internet at least periodically in 2013, which is an increase of 22% from 2003. Internet usage has increased to 98% of young adults, ages 18-29, using the Internet regularly and 80% of adults living in rural America having access to the Internet (Rainie, 2013). Perrin (2015) details a tenfold jump in adult social media usage since 2005. The trends show an acceleration in Internet usage across all demographic lines. By offering a strong online presence, Extension educators can not only reach clients with information but also engage them with an interactive online process that encourages behavioral change (Working Differently, 2011). To be a vibrant and accessible organization in the 21st century, the Cooperative Extension Service will need to incorporate advanced technologies into information dissemination and education.

The purpose of this study was to explore the effectiveness of a hybrid class format, using Facebook as a support mechanism, by examining Extension clients' satisfaction to learning using the instructional design, perceptions of knowledge transfer, and intentions to make behavioral

changes based on their learning. Extension agencies must evolve to meet clients' educational desires by providing instruction in formats that meet their needs. As states are reducing funding, staffing, resources, and as educators find workloads and time limitations increasing, using technology may be the bridge between client and educator needs (Seger, 2011).

Overall, the findings showed the majority of participants were satisfied with the hybrid format, increased their cognition level related to the topic, and anticipated implementing

positive behavioral changes as a result of taking part in the coursework. A minority of participants felt they would improve cognition and implement more behavioral changes if there was an accountability component planned into the classwork and more social media platform options for online

collaboration. Though still limited in terms of generalizing impacts to other Extension curriculum, the hybrid method of instruction holds promise for meeting clients' needs for learning without boundaries of time and place.

Susan presented her research to the North Dakota State University (NDSU) Extension Leadership Team who are interested in expanding Extension's online educational opportunities.

"Extension educators cannot ignore or fall behind in applying the advances in computer and internet technology that are changing the way society works, learns, and plays."



Student Scholarship

Dedicated faculty at Valley City State University inspire their students toward excellence. One of the ways faculty do this is to mentor and encourage students to submit research to regional and national professional conferences or other venues. This section highlights the depth and breadth of student presentations over the 2016–17 academic year. For a complete list of student presentations, see page 17.



Niklas Ernst takes his research to Posters on the Hill in Washington D.C.

Niklas Ernst with his mentor Dr. Luis da Vinha

During his sophomore year at VCSU, Niklas Ernst was assigned a term paper in the ‘American Presidency’ course he attended. Little did he know that it would be the start of a far-reaching undergraduate research career, taking him to Washington, DC and beyond.

With the help of Prof. Luis da Vinha, Assistant Professor of Geography & Political Science, Ernst’s class assignment on Jimmy Carter’s unsuccessful 1980 re-election bid turned

into a proposal for VCSU’s SOAR scholarship titled “The Unfinished Presidencies: Why Incumbent Presidents May Lose Their Re-Election Bids.” “From the initial idea

to conduct independent research all the way to finalizing the findings into an academic article, Prof. da Vinha has been an enormous help and inspiration. I give him great credit for encouraging me to get involved in research and I thank him for his mentorship and commitment,” Ernst explains the impact Prof. da Vinha had on his research project.

After his acceptance into the SOAR program, Ernst spend the following school year analyzing all post-war presidential elections, aiming to construct a theoretical framework explaining the failure of the incumbency advantage. Focusing on the unsuccessful re-election bids of Gerald Ford, Jimmy Carter and George H.W. Bush, he concludes that a failure of the incumbency advantage in presidential elections correlates with a hard-fought primary campaign, a struggling US economy, an unsuccessful implementation of the Rose Garden Strategy, and a campaign strategy which was not altered accordingly. “All three analyzed election bids were highlighted by a failure to understand how a campaign for the White House differs from a campaign from inside the White House,” Ernst states while explaining his findings.

During the 2016-17 school year, Ernst presented

his research at VCSU’s annual Student Scholar Symposium (honored as the best research project) and the Northern Great Plains History Conference in St. Cloud, Minnesota. Furthermore, he was selected to represent North Dakota at the Council of Undergraduate Research’s Posters on the Hill event in Washington, DC at which he presented his research findings to members of Congress. Moreover, a journal article titled “The Unfinished Presidencies: Why Incumbent

Presidents May Lose Their Re-Election Bids” has been submitted to an academic journal and is currently under review.

Because of Ernst’s

impressive research achievements and role as VCSU’s Student Body President he was selected to participate in this year’s Transatlantic Summer Academy at Jacobs University Bremen, Germany. During the summer, a handful of students from both sides of the Atlantic came together to enhance the Transatlantic relationship and to study the crucial challenges of our time. “The research methodologies I acquired during my time at VCSU were an indispensable tool in my successful participation in the program,” Ernst summarizes his experience overseas.

Currently, Ernst is finalizing his presentations for two conferences he will attend next month. He will present his research on “Government and Academia: A Comparative Analysis” in Grand Forks, ND and on “Keep America Great: Utilizing the Incumbency Advantage in 2020” in Maryville, Missouri. Moreover, he is preparing his applications for graduate school and a possible PhD track. It is apparent that wherever his academic career leads Ernst, he is well prepared for the challenges ahead. Precisely, he can rely on the sound analytical skills and professional connections he acquired during his undergraduate career at VCSU.

“The research methodologies I acquired during my time at VCSU were an indispensable tool in my successful participation in the program,”

Members of the Valley City State University Choir perform in the British Isles



Concert Choir culminated its tour with a performance in Christ Church Cathedral in Dublin, Ireland.

Members of the Valley City State University Concert Choir embarked on a performance tour of England, Wales, and Ireland from May 12-May 24, 2017. The tour ensemble performed six concerts in ten days, beginning with a farewell concert in Valley City and continuing with formal performances in London and Stratford-upon-Avon, England; Llandudno, Wales; and Killarney and Dublin, Ireland. The choir also performed informally at Oxford University, on the ferry between Wales and Ireland, and at the Killarney Music School. The tour set list included an hour of unaccompanied choral literature in a variety of styles, including American folk song and spirituals, American and European sacred music, as well as traditional English and Irish music. Students learned the literature during the course of the school year in full Concert Choir rehearsals and performed it in the regularly scheduled choral performances on campus. However, the tour group began meeting separately in January for additional rehearsals on Sunday evenings to prepare for the tour performances. In addition to the performance schedule, students learned of the

culture and traditions of the host countries through cultural exchanges and events. Included in the itinerary were walking tours of London, Oxford and Dublin, attending a performance of *Julius Caesar* by the Royal Shakespeare Company, a tour of Warner Bros. Studios where the Harry Potter films were recorded, a scenic drive through a portion of the Ring of Kerry, and finishing the tour by staying in student accommodations at Trinity College in the heart of Dublin.



Concert choir performance at St. Mary's Church of Ireland in Killarney.

Faculty Emeritus

New to this edition is scholarly activity from retired faculty. For this edition, Linda Whitney is highlighted. She retired in 2014.

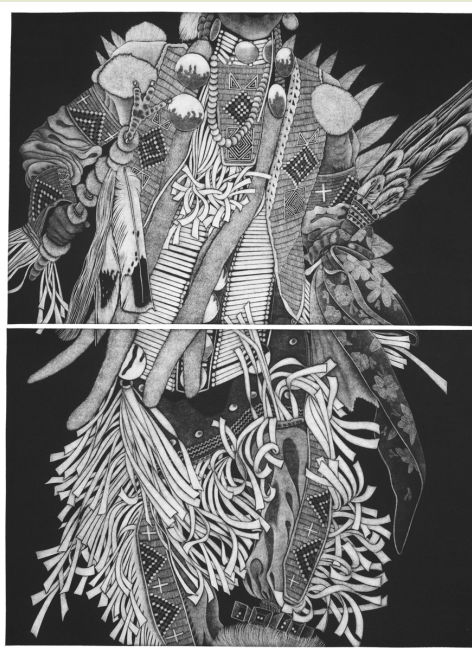


Rock on Linda Whitney! Faculty Emeritus

Linda Whitney is Professor Emeritus from Valley City State University where she taught Art and was the chair of the department for twenty years. She earned her MFA from the University of North Dakota while creating full color intaglios which won numerous awards and earned her two national grants, Arts Midwest Fellowship Award and an Arts Minnesota Interdisciplinary Award. She was also given the North Dakota Governor's Award for the Arts for her work with children and the arts. In 2002 she was awarded North Dakota Council on the Arts Fellowship Grant to research mezzotint printmaking.

In 2014 she retired to her home studio with an etching press in the center of a former living room and began to investigate and create large scale mezzotints. She also became an active member in the International Mezzotint Society, a group of mezzotint artists from throughout the world. IMS sponsors an annual print exchange and Whitney facilitated exhibiting those exchange mezzotints at numerous venues in the US. Today she is the assistant director of the IMS. In 2013 she began to exhibit her work at the International Mezzotint Festival at the Yekaterinburg Museum in Russia and became the organizer for accepted US prints. At the 2017 Festival, where over 700 mezzotints were exhibited, her seven large scale mezzotints and her efforts in promotion of the Festival she was appointed an International Mezzotint Ambassador. Her current body of mezzotints, created in the last three years, have been exhibited in over 55 national and international juried exhibitions throughout the United States and in Armenia, Serbia, Russia, China, France, Mexico, Northern Ireland, Poland, and Iran. Her mezzotints have also won twelve awards including three Best in Show and six purchase awards. Her solo exhibition, *Regalia* is installed at the Plains Art Museum as part of the Mothers of Invention exhibition series. Mothers of Invention celebrates Midwest

women artists whose work deserves greater critical review and elevated art museum audiences. During her exhibition at the Plains Art Museum Whitney will be an Arts-in-Residence teaching a mezzotint workshop at NDSU's Renaissance Hall in collaboration with P.E.A.R.S. She will also give a Creative Voices Talk at the Museum. In January her exhibition will travel to the Northwest Art Center on the Minot State University Campus, where she will also juror the international exhibition *America's Works on Paper 2018*. In May it will be installed at the Arts Center in Jamestown as part of a Native American cultural celebration.



Cold Moon Dancer,
mezzotint,
24"x18" 2016

Faculty and Staff Scholarship

Faculty and staff across campus engage in research to present at conferences or for publication. For a complete list of staff and faculty publications and conference presentations during the 2016–17 academic year, see pages 18–20.



Karri A. Dieken Assistant Professor and Chair of VCSU Art Department

Karri Dieken weaves cycling inner tubes to create a 110lb. 6ft x 9ft floor sculpture for the Roads and The Swarm Exhibition at the Plains Art Museum.

Assistant Professor and Chair of Art Department at Valley City State University, has been working through printmaking by way of bike and community. Each year she takes on a project that utilizes her skills as an artist and brings awareness and appreciation to the community.

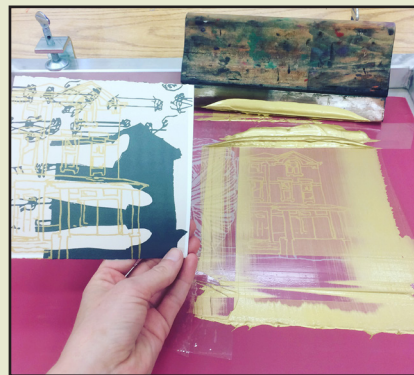
Artist Process

As a printmaker, Dieken is interested in fibers and polymers as mediums for documenting perceived moments in time, considerations for collecting data, re-creating patterns, and engaging in community based performances.

Relying on the repetition of imagery found in relationship to domesticity of common place and nostalgia. With the use of various techniques within handmade art making practices. Her work is about making marks via material exploration. She works with both traditional fibers, to cast porcelain, to found material sculpture. Resulting products range from cross stitched food, domestic interior installations, prints and paintings about “home.” Dieken references outdated technological use of communication with everyday objects and repeated patterns. Type writers, telephones, sewing machines, and bicycles become surrogate objects within each narrative space. Much of the work is instigated by a collection of narratives informed by life experiences growing up in the Midwest to current daily interactions.

Print Exchanges

2012-17: working in serigraph and block prints, to create multiple editions for the Left Over's Print exchange in Boise, ID, Community Exchange across ND, Seven Print Exchange in Fargo, ND. Each is an opportunity to work with people across the region to create work based on a theme and have a part of a collection.



Top: Demonstrating a pulled screen print for the Left Overs Print exchange and fundraiser to feed the hungry in Boise, ID.

Bottom: The finished print for the Left Overs Print Exchange. Untitled. Screen Print 5"x5"



Great Cycle Challenge, Midwest

Every June, Professor Dieken, continues to cycle over 1000 miles, while documenting images for future printmaking and photography projects, she is also raising money for Team Callie. The funds raised why cycling assist Callie and her family fight Cancer.

Midwest Artist Studio Project

Selected as the representative for North Dakota, through the Midwest Artist Studio project. Dieken spent the year working with Frank Juarez to develop art works that would be used for future K-12 art curriculum projects and exhibitions. The completion of studio visits, in progress documentation, and exhibitions culminated with the end of the project.

Viking Scholar Bibliography

Student Opportunities for Academic Research (SOAR)

Bennett, Madeline. *(Re)Drawing Borders of Peace and War: A Political Geography of State Partition*. Mentor: Dr. Luis da Vinha.

Clark, Tanner. *Spirituality and Religiosity in University Students*. Mentor: Dr. Kathryn Woehl.

Haley, Deborah. *The Study of Social Class in Dracula, The Picture of Dorian Gray, and Hard Times*. Mentor: Dr. J. Gregory Brister.

Libak, Miles. *Unintended and Intended Consequences: U.S. Government Policy towards Native Americans*. Mentor: Dr. Anthony Dutton.

Smith, Callie. *The Impact of Personal Experience in the Effects of an Empathy-Building Simulation*. Mentor: Dr. Kathryn Woehl.

Student Scholar Symposium

Cantelo, Darrien. Thrower's Ten. HPER 454 Evidence Based Practice.

Ellenson, Ellwood. Discourse Community Project. ENGL 310 Writing in the Major.

Ernst, Niklas. The Unfinished Presidencies: Why Incumbent Presidents May Lose their Re-election Bids. SOAR Undergraduate Research Project.

Gensler, Heather, Jolene Woodbury, and Katelyn Willer. An Interactive View of Today's Young Adult Novels. ENGL 350 Young Adult Literature.

Getzlaff, Alexis. The Pickled Fish Project. SOAR Undergraduate Research Project.

Reisenauer, Veronica. Lars and the Real Girl. PSYC 370 Abnormal Psychology.

Wittenburg, Hannah. Jehovah's Witnesses in the Classroom. PSYC 250 Developmental Psychology.

Graduate Students

Arness, Eric. *The comparison of effectiveness and engagement of a traditional paper vocabulary assignment and an online interactive vocabulary.*

Brown, Colin. *Effect of a document camera on the demonstration of a physical process.*

Cassell, Melissa. *21st Century Skills and learning: It's impact on student learning.*

Cole, Teresa. *Instructor-Centered teaching vs Learner-Centered teaching.*

Dahlsad, Heather. *The effects of supplemental Mathematics activities on Numeracy Skills.*

Delvecchio, Carole. *Assessing the impact of engagement, technology and team learning on student motivation and behavior.*

DiMichele, Joseph. *Effectiveness of the Timberstone Modular STEM Lab and program of study at Timberstone JH School.*

Ericson, Erin. *The impact of technology on reading comprehension.*

Gibson, Chad. *An assessment of female participation in non-traditional Career and Technical Education areas at the secondary level within Wyoming.*

Havelka, Amy. *How does parental involvement affect student success?*

Hodgins, Devin. *Technological enhancement of booktalks in the library.*

Kriewald, Jennifer. *Factors that influence a student's motivation to read.*

Krumwiede, Elisa. *Using digital technology for formative assessment.*

Lindbo, Annelisa. *Using an electronic portfolio to communicate standards and assessments in a Kindergarten classroom.*

Lindteigen, Lizabeth. *Communication in standards-based reporting.*

Manlove, Joelle. *Implementation of interactive science notebooks.*

Mannie, Clayton. *Incarcerated youth: Perceptions of engineering.*

Mildender, Susan. *Hybrid instruction in cooperative extension service: Friend or foe?*

Murphy, Amy Jo. *Librarians as the resource provider for ELLs and faculty.*

Nelson, Emily. *Impact of genius hour on study creativity, motivation, and research skills.*

Olstad, Rachael. *An action research study of foreign language anxiety and Voice Thread® and their effect on achievement and participation.*

Osborn, Vikki. *Action research: Effective technology-based teaching strategies for high school students.*

Owens, Stacey. *Improving student self-assessment of radiographic technique.*

Rakow, Erika. *Increasing female enrollment in Technology Education courses in a South New Jersey high school.*

Ranum, Timothy. *The effects the iPad has on traditional literacy.*

Rexine, Kelly. *A study of creating innovative learning spaces within schools.*

Rogers, Mary. *The effects of flipped learning on a sewing classroom.*

Rumpca, Alison. *Effect of LEGO WeDo 2.0 on First Grade Students.*

Sandness, Robert. *Blind date with a book and its effects on students' literacy.*

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Scott, James. *Evaluation of authentic assessment methods for Project-Based Learning.*

Swanson, Dustin. *The effects of technology on motivation in Physical education.*

Tait, Alyssa. *Game-Based learning: The effects on students' engagement and achievement. during vocabulary instruction*

Thomas, Amanda. *Using technology to build fluency in diverse emergent and developing readers.*

Williams, Sarah. *Technology's impact on attendance rates at traditional parent-teacher conferences.*

Wisnewski, Wylie. *Project-based learning as a method to increase attendance, motivation, and productivity of at-risk High School Science Students.*

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Aranda, Brandi. Performed as Soloists and ensemble with the *Dakota Festival of Singing* on “A Night on Broadway,” (October 2016).

Ernst, Nickolas. *The Unfinished Presidencies: Why Incumbent Presidents May Lose Their Re-Election Bids*. Northern Great Plains History Conference in St. Cloud, MN (September 2016).

Fuller, Megan. Exhibition: *Sevens*. Plains Art Gallery. Fargo, ND (2017).

Fuller, Megan. Public display in McCarthy Hall, Valley City State University. (2017).

Gress, Hannah. Performed as Soloists and ensemble with the *Dakota Festival of Singing* on “A Night on Broadway,” (October 2016).

Gustafson, Mikayla. Presented a *Marketing Plan* at the State Career and Development Conference at Fargo, ND (February 2017). Mikayla received first place which qualified her for the International Event.

Gustafson, Mikayla. Presented a *Marketing Plan* at the International Career and Development Conference in Anaheim, California (April 2017). Mikayla placed in the top 30 percent.

McCann, Stephanie. *Heroes of Barnes County*. Dakota History Conference, Sioux Falls, SD. (April 2017). Stephanie was the recipient of a Western Studies Endowed Student Award for her paper.

Riemann, Jennifer. Performed as Soloists and ensemble with the *Dakota Festival of Singing* on “A Night on Broadway,” (October 2016).

Van Bruggen, Rochelle. Semifinalist at Minnesota NATS Auditions (November 2016).

Wright, Joseph. Performed as Soloists and ensemble with the *Dakota Festival of Singing* on “A Night on Broadway,” October 2016.

Zander, Hayden. Poster Presentation: *Dragonfly Distribution Changes May Indicate Climate Changes in North Dakota*. The Society for Freshwater Science in Raleigh, North Carolina (June 2017).

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