

**NCAPP Poster Session Assignments  
Monday, June 26, 2017**

First Name	Last Name	Email	What is the title of your poster?	Poster Location	Time Block
					A: 7-7:30 PM B: 7:30-8 PM
Bal	Barot	barot@lakemichigancollege.edu	Fusion Approach: Traditional and POGIL	Table 1	A
Gale	Bishop	gbishop@geotrec.org	Modeling Integrated Science & Hybrid POGIL Methodology in a Place-Based Geoscience Program	Table 1	B
Teresa	Bixby	bixbytj@gmail.com	Assessment of Problem-Solving Skills in General Chemistry	Table 2	A
Ehren	Bucholtz	Ehren.Bucholtz@stlcop.edu	Who gives a darn? A guided inquiry workbook that improves student perceived relevance of organic chemistry	Table 2	B
Steve	Dunham	dunhams2@moravian.edu	Use of PhET simulations as interactive models for POGIL activities	Table 3	A
Kayla	Dwelle	drdwelle@gmail.com	Do Math Long and Prosper: An Experiment in "Gamifying" an Active Learning Classroom	Table 3	B
Kathleen	Dwyer	kathleen.dwyer@mrhschools.net	Frequency of POGIL implementation	Table 4	A
Stephanie	Erickson	stepherickson76@gmail.com	POGIL for the diverse middle school classroom	Table 4	B
Caryl	Fish	caryl.fish@email.stvincent.edu	Utilizing open ended exams to assess process skills in Analytical Chemistry With Jennifer Schmidt-McCormack, Anne Falke, Renée Cole	Table 5	A
Sue Ellen	Guillaud	sguillaud@bsu.edu	Creating and Measuring an Ecology for the Classroom: SoTL and POGIL in FR 101/102	Table 5	B
Urik	Halliday	urhalliday@cps.edu	Results from schoolwide POGIL use. (Tentative)	Table 6	A
Megan	Hoffman	hoffmanm@berea.edu	Working with undergraduate students to design POGIL activities.	Table 6	B
Beth	Jensen	jenseeli@aquinas.edu	Implementation of ANA-POGIL Activities for Analytical Chemistry	Table 7	A
Joseph	Keane	keane@muhlenberg.edu	Developing a POGIL workbook for Inorganic Chemistry	Table 7	B
Daniel	King	daniel.king@drexel.edu	Assessing the effectiveness of using climate change activities to teach general chemistry content	Table 8	A
Juliette	Lantz	jlantz@drew.edu	Enhancing Learning by Improving Process Skills in STEM: Development of Materials	Table 8	B
Chris	Mayfield	mayfiecs@jmu.edu	IntroCS POGIL	Table 9	A
Bryson	Mortensen	bmortensen@vwc.edu	POGIL in the non-STEM Setting	Table 10	A
Susie	Nicholson-Dykstra	susie.dykstra@gmail.com	Impact of Counter-Stereotypical Scientist Spotlight on Secondary Student Perspectives about Who Does Science	Table 10	B
Joyce	Overly	joverly@clarion.edu	POGIL Activities for a Large Lecture Course in Basic Chemistry	Table 11	A
David	Parkin	parkin@adelphi.edu	Adelphi University Chemistry Department's POGIL Environments Promote Student Learning and Improved Chemistry Self-Concept	Table 11	B
Carl	Salter	salterc@moravian.edu	Hydrogen Atom Spectroscopy: Lab Experiment	Table 12	A
Marcia	Shofner	mshofner@umd.edu	Course Redesign: BSCI160 Principles of Biology	Table 12	B
Andri	Smith	andri.smith@qu.edu	Inductive v Deductive Learning in Nutrition	Table 13	A
Santiago	Toledo	stoledoc@stedwards.edu	Using standards based grading and specifications grading to promote learning in the general chemistry classroom	Table 13	B
Shannon	Wachowski	shannonwachowski@gmail.com	The Effect of Self Reflection on Attitude Toward Group Work	Table 14	A
Rosemary	Whelan	rwhelan@newhaven.edu	Effective flipping of a POGIL-centered Biochemistry course	Table 14	B
Rob	Whitnell	rwhitnel@guilford.edu	Studies in SPIRAL: Two examples of POGIL laboratory experiment development and testing	Table 15	A
Rob	Whitnell	rwhitnel@guilford.edu	The SPIRAL (Strengthening the use of Process, Inquiry, Reflection, and Application in the Laboratory) Project: First Steps and Future Prospects	Table 15	B