



**ELMHURST COLLEGE**  
*Faculty Women's Caucus*  
*Annual Symposium on Research & Creative Work*

*Sponsored by the Dean of the Faculty*

*In celebration of Women's History Month*

Thursday, March 18, 2004  
4:00 to 6:00 p.m.  
Founders Lounge, The Frick Center

**WELCOME**

Dr. Debra Meyer, *Department of Education*

**INTRODUCTION OF PRESENTERS**

*Invited Chairperson*

**Dr. Lynda Slimmer**

*Former Professor, Deicke Center for Nursing,  
and Director of Service Learning*

**CLOSING REMARKS**

Dr. Helga Noice, *Department of Psychology*

**FWC Symposium Steering Committee:** Dr. Catherine Crawford, *Mathematics*, Dr. Therese Wehman, *Education*, Dr. Helga Noice, *Psychology*, and Dr. Debra Meyer, *Education*.

## *Abstracts*

Dr. Helga Noice, *Psychology*, Dr. Tony Noice, *Theatre*, and David S. Tharp, *Psychology*

### ***Improving Cognitive Functioning in Older Adult Residents of a Continuing Care Facility***

Engaging in stimulating mental activities has often been shown to enhance healthy aging (e.g., Friedland, et al., 2001; Wilson, et al., 2000). More recently, research has focused on identifying the types of interventions that bestow maximum benefits. For example, Noice, Noice & Staines (in press) presented evidence that four weeks of theatre training could result in an increase in mental abilities and quality of life in older adults (average age : 73). However, the participants in that study were community-dwelling and maintained relatively active lifestyles. The present investigation addressed whether even older adults (average age: 82) who are living in a continuing care facility would demonstrate similar improvements. The intervention produced a significant increase in cognitive abilities and demonstrated a relationship between people's memory beliefs and their ability to derive benefits from stimulating activities.

Dr. Kimberly Lawler-Sagarin, *Chemistry*

### ***Peer Tutors: Helping to Achieve Active Learning in a Larger Classroom***

In the fall of 2003, student enrollment in a chemistry course designed for pre-allied health majors rose by 71% over the previous year. In order to accommodate active learning techniques in this larger classroom, one day a week was designated as an "in-class problem day". On these days, students worked on assignments in small groups and three peer tutors were present to help students. The peer tutors were all pre-allied health majors that had previously excelled in the course. Student perceptions of the project, course outcomes, and the influence of the project on the peer tutors will be discussed.

Dr. Heather L. Hall, *Kinesiology*

### ***Effects of Echinacea Purpurea on the Mucosal Immune Response and Upper Respiratory Tract Infections***

This investigation examined the effects of echinacea on mucosal immunity (s-IgA) and the incidence and duration of upper respiratory tract infection (URTI). Each participant was subjected to an exercise intervention previously shown to decrease mucosal immunity and then consumed either a placebo (C) or echinacea supplement (E). After a four-week period, the exercise intervention was repeated. A repeated measures ANOVA indicated that s-IgA was significantly decreased pre-intervention and post-intervention for C but only pre-intervention for E. No significant difference was found in the number of URTI between groups but the duration was significantly different. In summary, echinacea may be able to attenuate the mucosal immune suppression known to occur with intense exercise as well as the duration of URTI.

Dr. Dianne Chamber, *English*, and Susan Swords Steffen, *Library*

### ***Reading About Reading: Literary Theory, Children's Literature, and Pre-Service Teachers***

In our presentation, we will share our methodology and our experiences with a January term course for undergraduate majors in English and education using children's and young adult literature to teach four critical literary theories: reader response, gender studies, deconstruction, and cultural studies. For our students, the experience was a transformative one that empowered them as readers, thinkers and teachers. They reported a new confidence in both their own reading and future teaching of literature and reading. They believed they had discovered a key to analysis that freed them from their dependence on the teacher's understanding of the text. And they were excited about reading and eager to apply their newly discovered skills to their own reading and teaching.

Dr. Kathleen G. Rust, *Center for Business and Economics*

### ***Instructional Technology Preferences: A Profile of Management Faculty***

The purpose of this research is to investigate faculty members' preferences regarding the use of technologies as instructional tools in management courses. Surveys were mailed to 500 management faculty members nationwide and 124 were returned with useable data. Instructional technology preferences were strongest

for the use of overhead transparencies/PowerPoint with whiteboard and weakest for courses fully online. Although course subject or classroom environmental factors did not prove to be a limiting factor in faculty's use of preferred technology, time constraints was an issue for most of the faculty, particularly for females. Female faculty were also more likely than their male colleagues to see their perception of students' learning style as limiting the effective use of their preferred instructional technology.

Judy M. Fiene, *Education*

***Understanding pedagogy through the eyes of a critical friend***

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My part of my dissertation includes trying to understand pedagogy through the eyes of a critical friend. Warrington School District (pseudonym) has increased my interest and development in this relationship and enabled me to observe how the presents of a critical friend can influence one teacher's practice. Through this study, I discovered how a teacher in this school district has implemented and adapted a district-based assessment tool and how she chose to use this tool to guide her instruction. In addition, I included myself as a "critical friend" to find out what influence this had on her comprehension instruction.

Dr. Michelle Applebee, Dr. Charles Ophardt, and Dr. Eugene Losey, *Chemistry*

***Chemical Demonstrations as the Laboratory Component in Non-Science Majors Courses: An Outreach Targeted Approach***

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A successful outreach-focused demonstration course taught in January Term for elementary education majors has been transformed into the laboratory section of a full-term non-science major general chemistry course. Twice during the semester, students from the Chemistry in the Natural World course prepare and present two demonstration shows as an outreach program to 3rd – 5th graders at local elementary schools. The demonstration format provides the college students with an active learning experience that provides motivation and generates interest among our non-science students. This pedagogy also provides purpose for studying chemical concepts and direction, as students strive to explain concepts to young children.

Ayanna Gaines, *Library*

***Librarians and Fanboys: A Look at the "GNLIB: Graphic Novels in Libraries" List***

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Several articles in library and bookselling professional periodicals have recently noted the library community's growing interest in graphic novels. However, the idea of libraries owning and distributing items in comic format is not a particularly new one. "GNLIB: Graphic Novels in Libraries" is an electronic mailing list that has, since 1999, been a vital resource for people interested in the collection and dissemination of graphic novels. Library professionals as well as comic storeowners, book jobbers, and comic artists regularly post items to the list, and many more individuals "lurk" silently. This poster will examine this unique online population.

Dr. Mary E. Weyer, *Nursing*

***Fostering Community-based Partnerships***

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Promotion of health and continuity of care is a major concern as nurses and their clients collaborate with many service providers in the community. In nursing education, positive partnerships in the community are important to the quality of clinical learning experiences. This poster identifies some of the major factors faculty must consider in fostering partnerships in the community. Examples from two partnerships, one with an organization for housing for independent but low-income seniors (Senior Home Sharing); the other with a school district in are used to demonstrate issues and challenges in fostering and maintaining partnerships in the community.

Dr. Catherine Crawford, *Mathematics*

***Periodically Forcing Traveling Waves and Worms***

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Pattern formation is the study of periodic or ordered patterns observed in nature or experiments. Examples include zebra stripes, fingerprints, sand ripples, and stripes in fluid flows. Of particular interest are observations of a small, isolated region containing a patterned state that is surrounded by a non-patterned

state. These localized structures are studied using mathematical and numerical techniques. It was found that periodically turning a parameter off and on will lead to the creation of localized states. The continued investigation studies how this periodic forcing affects an already existing localized structure. Results are compared to experimental observations of localized structures called “worms”.

Dr. Ann Frank Wake, *English*

***Developing "Romantic" Aesthetics and the French Revolution: "sympathetic imagining" in late eighteenth-century British literature***

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This project explores some literary outcomes resulting from British preoccupations with "authenticity" of experience as it impacted on an evolving "Romantic" aesthetic. The gap between 'real' and 'imagined' witness of events, particularly within the context of the French Revolution, posed a dilemma for British writers concerned with interpreting and conveying experience that was not based on first hand accounts. Adam Smith, among others, had promoted a skeptical attitude toward "sympathetic imagining," or the ability to write authentically without actually "being there." The broader Romantic project evolved into a means by which these writers (such as Wordsworth, Burke, Wollstonecraft and Opie) turned their doubts about legitimacy of experience into an aesthetic that depended upon notions of imagined shared suffering.

Dr. Elisabeth Kale' Haywood, *History*

***Explaining Capitular Heterogeneity: A Comparative Analysis of the Dioceses of Michoacán, Durango, and Mexico.***

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Using the Bishopric of Michoacán, located in west-central Mexico, as a socio-economic microcosm of late-colonial Mexico, my research examines the development and causes of the split between the clergy and crown which led to Mexican independence from Spain in 1822. I argue that while some church leaders belonging to the Michoacano cathedral chapter accepted the crown's increased economic and political control of Spanish American religious affairs, others were instrumental in ushering the members of their flock away from Spain and urging them towards independence. My work seeks to identify the characteristics creating this heterogeneity of thought and action among Michoacano prebends and to determine if these characteristics were similarly present and equally divisive in other Mexican cathedral chapters.

Jennifer Paliatka, *Library*, Dr. Tamara Marsh, *Biology*, and Ayanna Gaines, *Library*

***The Benefits of Information Literacy Instruction for Non-Major Biology Students***

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The ability to find, use and evaluate information is at the core of research. Unfortunately, instructors may mistakenly assume that students have mastered these skills. This and other erroneous assumptions were the impetus for a project designed to improve the quality of student assignments and to enrich the quality of the students' education. This project examines the impact of Information Literacy on students in an introductory class. Students receive pre- and post tests to determine the incorporation of Information Literacy into their research skill sets. Student evaluations, grades and anecdotal evidence will also support the evaluation of this instructor/librarian collaboration.

Terry Johnson, *Nursing*

***Teaching Bioterrorism Preparedness through Experiential Learning in the TopOff 2 National Emergency Drill***

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In response to the 9/11 terrorist attacks, schools of nursing across the country have developed content related to Disaster Preparedness. The Nursing Certification and Licensure Exam (NCLEX) taken by nursing graduates to obtain Registered Nurse licensure now includes items written to test knowledge in this area. On May 15th, 2003, senior nursing students had an exceptional opportunity to apply this content as they participated in a medication distribution exercise as part of the TOPOFF 2 national emergency drill.