

Room 308 Poster Session 3 Abstracts

Alexandra Skrocki, Dr. Barry Garst, and Dr. Ali Dubin

(Society) Our research team is exploring camp providers' role in responding to health issues faced by children, adolescents, and young adult staff during summertime, including workplace fatigue, communicable disease spread (including COVID-19), and mental, emotional, and social health (MESH). Through this research agenda our team is identifying current needs within the camp (and broader summer learning) community and providing evidence-informed strategies and resources to camp health care service providers and administrators. Exploring Youth and Young Adult Mental, Emotional, and Social Health Issues and Supports During Summertime

Research indicates an increase in mental health concerns, such as anxiety and depression, among youth and college-age young adults. These issues have been studied in various youth settings, but little research has been conducted on mental, emotional, and social health (MESH) in the camp community, despite its critical importance. This study, informed by Cavioni et al.'s (2020) comprehensive health promotion framework, examined MESH from the perspective of camp health care service providers and administrators, exploring the most challenging issues and available supports for both youth program participants and staff. The study used a two-phased mixed-methods design. The first phase involved collecting qualitative data through Zoom listening sessions with 100 participants and using Padlet online tool to capture additional feedback. In the second phase, an online questionnaire informed by the listening sessions and Padlet responses and audited by an expert panel was developed and administered to 438 Alliance for Camp Health organizational members. The questionnaire captured information about MESH challenges for youth and staff, staff training targeting MESH topics, parent communication and MESH, and needed MESH resources and supports. Eighty responses were collected and analyzed using descriptive statistics in SPSS version 26. The results showed that 75% of respondents reported an increase in MESH issues among staff in the past two years compared to previous years. The most challenging MESH issues identified were ADHD, anxiety, depression, and difficulty regulating emotions, affecting both youth and staff. Implications for practice and future phases of the research will be discussed.

Shamella Cromarie

(Diversity) EDI in Libraries, Recruiting Underrepresented Populations Libraries, Organizational Performance and Improvement Science, and Research Methodology

Researchers from Clemson University (Cromarie and Hinnant-Crawford), Western Carolina University, and Purdue University's Library and School of Information Studies are the recipients of an IMLS-funded planning grant to design a mixed-methods multi-state library workforce. The study focuses on the experiences of traditionally underrepresented people of color working as academic library paraprofessionals. Project results will include strengthened national and state partnerships; an established and representative advisory board; a research plan and research instruments, a dataset on historically underrepresented paraprofessionals working in academic library settings; and a viable plan for a future study. The project will benefit historically underrepresented paraprofessionals and academic libraries committed to diversity, equity, and inclusion.

One promising idea for more successful inclusive recruiting can be found within the same data that confirms the problem. Previous studies showed that library "paraprofessionals" (non-librarian clerical and support staff) as a group are more diverse than their professional librarian counterparts. While only 11% of degreed academic librarians are non-white, almost 25% of paraprofessionals in academic libraries identify as members of underrepresented groups. This data raises interesting possibilities for research to inform future minority recruiting efforts.

The study is generating new insights and understanding of Black, Indigenous, and Latinx paraprofessionals' status in libraries (numbers, distribution, demographics, levels of educational attainment, activities, etc.), their professional interests and aspirations, and potential barriers (financial, cultural, personal, other) that might hinder recruitment, training, and placement programs.

This poster presentation will detail the ongoing study and gathered datasets on historically underrepresented paraprofessionals working in academic library settings.

Jody Cripps

(Diversity) Music in Signed Language

Aesthetics research in Signed Music is much needed. This new inter-performative art form includes lyrical and non-lyrical non-auditory-based musical performances deeply rooted in the culture of deaf people who use signed language. Lyrics/words are expressed musically in signed languages. Non-lyric musical notes, include handshape variations with unique

movements like circles, motioning up-and-down, back-and-forth, or to-and-fro (Cripps & Lyonblum, 2017; Cripps et al., 2017). Sociocultural (macro) and signed musical note (micro) analyzes identify features from signed music performances that parallel musical properties found in audible music. Sociocultural analysis focuses on musical enculturation such as identity and belonging related to signed music. Examples are when “listeners are consoled by and take pride in [signed] music whose style or genre is consistent with a sense of self-identity or social belonging” and “experienced listeners regularly take pleasure in recognizing musical quotations or allusions to other works” (Huron, 2016, p. 239 & 240). Evidence of identity and belonging among cast and production team members from The Black Drum signed musical performance is found in Cripps et al. (2022). Lyrical performances are investigated phonologically through a linguistic lens (i.e., handshapes, locations, and movements) for their internal structure and notes. Non-lyrical signed music performances are examined for their external structure and notes. Aesthetics in signed music involve comparing and contrasting signed musical sociocultural analysis and notes from all three performances. Findings from both sociocultural and signed musical notes in signed music would shed light on a new perspective of music and beyond.

Jody Cripps

(Diversity) Signed Languages & Genealogy

From Lambert to West Families: Deaf Genes on Martha’s Vineyard, 1700s to 1950s

This research project investigates the deaf genetic lineage and deaf family members who sign Martha’s Vineyard Sign Language to see how it lasts from the 1700s to the 1950s. This project begins with the history of the Lambert and the West families and deaf genetics. Then, the team traveled to Martha’s Vineyard to collect data from Martha’s Vineyard Museum, town halls, and libraries. Also, the team used the US Census Bureau and archives from Banks (2021) to investigate the lineage of the West family, who is believed to have been the original carrier of the deaf gene to Martha’s Vineyard since the 1700s. This may have been when the gene for congenital deafness from the Weald of Kent in the United Kingdom was introduced in the West lineage. This deaf lineage begins with Jonathan Lambert, the first deaf person carrying this type of gene, who moved to the island in 1692. Eva West Look, who passed away in 1950, was the last native deaf individual carrier of this deaf gene lineage. Indeed, the West family, regardless of their deafness, had strong history tied to the town of Chilmark in many ways. For example, Katie West’s (a deaf lady from Rhode Island who married Benjamin West in 1920) 1790 house was purchased by the town

of Chilmark after her death in the mid-1950s. It was moved to the town center and became the library, and the town substantially preserved her house when the current library structure was built in 2004.

Scott D. Swain

(Industry) Consumer Behavior, Technology Adoption, and Psychological Ownership
A Scalable Framework for Dynamic Interface Testing of Augmented Reality Marketing Applications

Scott D. Swain, Christian Sonnenberg, and B. Andrew Cudmore

The development of augmented reality (AR) applications comes with many challenges, including higher costs of development due to physical customization requirements, uncertainty about user preferences and characteristics due to low levels of adoption, complex systems and testing requirements for interaction mechanisms such as speech, gestures, touch, and eye-tracking, and a lack of standard standards for AR interface testing. This exploratory research examines developers' experiences with a framework designed for scalable development and testing of AR interfaces, one that can dynamically adjust AR elements without a full application development. This framework can also serve as a tool for marketing researchers who need the ability to generate and test mock-ups and visualizations of in-person retail displays, packaging information, and promotional materials.

Scott Swain

(Industry) Consumer Behavior & Technology Adoption

Title: Higher Levels of Compensation for Service Failures Induce Consumer Guilt When Firms are Close and Future Transactions are Distant

Researchers: Scott D. Swain (faculty, Clemson) and Matthew Zemitis (student, Clemson)

Services are intangible, perishable, produced in real time, experienced in a highly subjective manner, and often consumed at the same time as purchase. Thus, it is virtually impossible to ensure that service processes and outcomes are completely free of error. Additionally, consumers often perceive failure even when there is none. Prior research finds that such service failures, whether real or imagined, are a significant driver of customer dissatisfaction, switching behaviors, and negative word-of-mouth. In an effort to

mitigate these kinds of negative outcomes, service providers often attempt to compensate consumers with a tangible benefit (e.g., reimbursements, refunds, replacements, repairs, credit). While traditional wisdom holds that it would better for firms to err on the side of providing too much (versus too little) compensation, there is reason to expect that this may not always be the case. Specifically, equity theory predicts that providing too much compensation may engender consumer guilt due to perceived inequities in the distribution of resources between the customer and the firm. We find empirical support for this prediction. Further, we also find that guilt is strongest when customers are in close relationships with companies and that the effect of guilt of attitudes towards the service provider are greatest when consumers do not believe they will have many opportunities in the future to restore equity through patronage.

Kris Frady

(Learning) My research agenda focuses on innovations in workforce development at educational and career transitions. The context of my workforce development research emphasizes three primary areas specifically focusing on two-year college and secondary STEM and career education, educational innovations, and the middle skill workforce.

Two-year colleges play a vital role in educating and awarding advanced credentials to America's future scientists and technicians. National Science Foundation (NSF) CAREER research project emphasizes the importance of and expands understanding of the role that two-year colleges play in the engineering education and career pipeline. Yet, racial and location inequity in vertical transfer highlights a lack of access to life-changing educational opportunities. This research focuses on identifying unique geographic and cultural assets to make pre-transfer engineering students more successful thereby increasing the number and preparedness of transfer students.

In the first year, this research has focused on gathering data in a mixed methods study. The research is informed by Laanan's theory of transfer student capital. This poster will share data that has been collected and emerging analysis from three primary sources: (a) documentary evidence of transfer information from partnering institutions; (b) interviews with nationally renowned transfer experts, influencers, and programs, and (c) survey responses from students at four different institutions who have either successfully transferred, intended to transfer, or who are interested in transferring in an engineering or engineering-related field of study.

Findings from this project are intended to reveal important insights designed to push practice forward in the area of engineering student vertical transfer. The data will also be used to support the next phase of this CAREER research project which asks additional

research questions aimed at developing and evaluating a student-centered digital platform focusing on strategies and resources to improve individual transfer student capital and transfer success.

Danielle Latham

(Learning) Undergraduate Education

Instructors require a metric to gauge student understanding and assess student base knowledge to better understand where to direct or how to instruct students. Here we introduce a Biophysical Conceptual Inventory Survey (BCIS), a 20-question, multiple-choice survey to quantitatively measure student learning regarding biophysical concepts. The BCIS contains five different question types: knowledge, comprehension, application, analysis, and synthesis. These questions probe the student's ability to apply the knowledge to various situations. We applied the BCIS on 32 undergraduate students over three-year cohorts of ~10 students. Each cohort participated in a 10-week summer research experience for undergraduates (REU), where each student leads their own interdisciplinary research project. Students take the BCIS twice; once right before the start of the REU (the pre-survey) and then again right at the end of the REU (the post-survey). The score from the pre-survey and post-survey are compared to determine the fraction of the maximum possible gain realized. This gain is compared against various factors of the students and REU situations. The BCIS shows no biases on gender, diversity, class ranking, or home university Carnegie classification. Further, most students showed a net gain with a mean of 0.124, with 75% showing no loss. The positive gain reflects the benefit of active learning with little to no traditional instruction. Thus, the BCIS is a robust, unbiased assessment tool for biophysical undergraduate education.

Emily Howell

(Learning & Diversity) Multilingual Learners, Professional Development, Caregiver Engagement

In this multi-year study, we analyzed how design-based research can be utilized to design more responsive professional development for teachers of multilingual students. The study was conducted in a 100% online, asynchronous masters' level program at a research university in the Southeast United States. We describe mixed methods of data collection

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and analysis from a first cohort of 30 teachers, K-12. To reach the study goal of designing more responsive professional development, the intervention enacted was multilayered and included two implemented essential elements: (1) Provide teachers with evidence-based practices of instruction in professional development, and (2) Assess self-efficacy for both multilingual students and teachers. This presentation addresses the following research question: How can design-based research be enacted to meet teacher needs for multilingual learners? Findings illustrate the modifications made between years one and two of the study based on the inhibiting, enhancing factors, and unanticipated outcomes and conclude on how these factors informed the modifications. For instance, actions were taken to design and include a writing module and a small group instruction module to include in the orientation course for teachers, to create and deliver synthesized district resources available, and to develop a module introducing digital tools that can be used in class with multilingual learners. These targeted modifications were made following initial needs assessment, teachers' feedback, and per semester survey results and suggest local, pedagogical actions taken to realize professional development designed to follow social cognitive and dual-capacity building theories.

Timothy Brown

(Society) Design as research/scholarship. Architecture and the crossings of public, social, and civic space. Spatial Justice. Design for equity.

THE CIVIC SHEDS PROJECT

E PLURIBUS UNUM - This was the motto of the United States from 1776 until 1956 (when a new divisive motto was adopted by Congress). Out of many, one seems to be among the most admirable quality of this democratic project. But what does that mean today?

The Civic Sheds Project is a counter to those working to devalue the worth of deep on-going civic engagement. To those trying to erase the notion of shared aims, of collective effort. The resulting erosion of public and civic life has, in turn, decimated our public and especially our civic spaces in the United States. The idea of the citizenry is in desperate need of expansion and elaboration. Along with the spaces that support civic engagement. Such as a place for civic gathering. But what does that look like today?

As architects our highest calling is making places. Significant places, deeply tied into communities and the land. The Civic Sheds Project is radically simple: build a roof in each community under which the citizens can gather to talk, discuss, and debate. Where we can

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all come together and do the work of the citizenry. All together, under one roof. Under this roof we might hammer out a stronger civic society.

The first iteration of a nation-wide building effort is nearing groundbreaking in nearby Six Mile, South Carolina.

This project poster will exhibit the project's framework, genesis, and the final design.