

**University of North Georgia  
Presidential Incentive Awards  
FY 2023**

**Presidential Semester Incentive Award:**

- *"A History of Selling Out" - Book Project*  
Dr. Ian Afflerbach, Assistant Professor, English

Proposal Abstract:

Since the 1980s, cultural discourse in the U.S. has increasingly come to focus on what theorists like Charles Taylor and Nancy Fraser call “the politics of recognition.” Whereas political debates in this country once focused on creating conditions of equality—in law or in the market—today’s political discourse instead emphasizes recognition of group differences, whether those be based on gender, sex, race, ethnicity, religion, or creed. Because of this newfound emphasis upon recognition, cultural depictions of these identities have gained a newfound political importance, as critics argue about who should be seen in stories and on screens, and how they should be represented. This shift has clearly increased the diversity of American literature, film, and television. And yet this discourse has also begun to expose fault-lines within these identity communities, as group members—invested in “authentic” representations of their identity—have found it increasingly necessary to establish boundaries around group membership and to police those who, according to their point of view, seem to betray the group’s collective interests.

My book project, “A History of ‘Selling Out,’” examines this controversial, contested, and yet undeniably meaningful struggle by tracking the emergence of “selling out” as a central anxiety in modern American culture. Beginning in the late 19th century, when this phrase caught on as an epithet for individuals who betray some cause for gain, I show how the concept developed alongside our nation’s growing emphasis on cultural recognition. I argue that American literature has played a particularly important staging ground for hosting these accelerating debates about the politics of recognition, and for working through the subtle questions about personal identity and group representation raised by such accusations. Examining a diverse set of fiction writers, I place them into conversation with political theories of pluralism and multiculturalism, while also drawing upon interdisciplinary scholarship ranging from music history to social geography. My book approaches questions of belonging and betrayal not as a simple matter of right and wrong, but as a window into the struggle for minority recognition in democratic state. I approach accusations that someone has “sold out,” in short, not to judge them, but to understand how these fractious moments capture larger questions about the politics of group recognition.

In 1991, for example, Frank Chin published a revised edition of *The Big Aiiieeeee!*, the first ever anthology of Asian-American writers—an important moment of cultural recognition. But Chin also infamously opened the book with a polemic essay entitled “Come All Ye Asian American Writers of the Real and the Fake,” in which he accuses Maxine Hong Kingston and Amy Tan of “selling out” to white readers, offering them denigrating stereotypes of Asian Americans. Many critics pointed out that Chin’s own definition of Asian American identity was restrictive and

condescending. But if most critics finally sided with Kingston and Tan, Chin's essay triggered a larger dispute about authentic or reductive notions of "Asian American" identity in the US, a dispute illustrating the recurring challenges of our era of cultural politics.

I have published one chapter from this project, on the notion of the "racial sellout," with *African American Review*, and I have another chapter, focused on creative writing programs and cultural pluralism, forthcoming from PMLA in 2022. In Fall 2022, I hope to complete the introduction and a book proposal for this project in order to try and secure and advance contract for the book.

- *"¿Adónde vas?": The influence of Latin America on Afrofuturism*  
Dr. Melissa Schindler, Assistant Professor, English

Proposal Abstract:

The proposed UNG Presidential project examines the influences of Latin America on African American culture. Specifically, the project focuses on afrofuturism: an umbrella term used to identify forms of creative expression that imagine more equitable futures for all people, but especially for people of color. Over the past two decades, research on afrofuturism--sometimes called "black speculative art"—has exploded, particularly after the 2018 release of the blockbuster film, *Black Panther*. Much existing scholarship explores how afrofuturism is in dialogue with the continent of Africa. Indeed, there is a profound movement among scholars to "recover" a tradition of African inheritances in black speculative art that dates back to the nineteenth century. This exciting aesthetic movement unites the academic world with popular culture, reaching back to the past to discover paths to better human futures.

To date, most scholarship on black speculative art in the Atlantic world focuses on the movement's ties between Africa and the United States, at the expense of other cultures in the region. Just as black artists have been inspired by the cultures of pre-contact and ancient Africa, they have also taken inspiration from Latin America. In fact, the oldest known afrofuturist text is Martin R. Delany's *Blake, or the Huts of America*, which tells the story of a community of people of color who escaped slavery and founded a new nation. Instead of glorifying a return to Africa, however, Delany made South America the new home for the black community in his novel. Indeed, from the nineteenth century until today, black artists have habitually taken Latin America as a source of inspiration. My book project, *Dreaming South: Latin America in the African-American Imaginary*, exposes the subtle, consistent influence of Latin America on black art and thought, thereby addressing a prominent gap in research on transnational connections across the Americas. I began the book project in 2019 and was meant to start research in 2020 with funding from a UNG Presidential Summer Award. Unfortunately, COVID-19 travel restrictions prevented me from completing the full project, but in 2021, I was able to do part of the research and write an academic article that I will incorporate into *Dreaming South*. The anonymous peer reviewers of this article were enthusiastic in their feedback, calling my approach a "fresh and fascinating engagement" with afrofuturism.

Support from a 2022 Presidential Incentive Award will significantly advance my project. During the award semester, I will conduct necessary archival research at three different institutions across the United States. Additionally, I will write: a second chapter of my book project; a book proposal to send out for publication consideration; and one national grant application. I also plan to organize a panel about hemispheric afrofuturism for the largest conference in my field, where I will also shop the book proposal to publishers. Finally, I will give a talk at a local public

library on the topic. My project will advance the UNG mission by contributing to the fields of black and latinx cultural studies, by supporting faculty development and by fostering community partnerships.

- *Broadening the Understanding of How Undergraduate Biology Students Engage with Primary Literature*

Dr. Miriam Segura-Totten, Professor, Biology

Proposal Abstract:

Reading primary literature is a popular classroom practice that exposes students to the process of science and that leads to gains in scientific literacy, critical thinking, the ability to evaluate data, and the understanding of how science is done. Because of the gains associated with this practice, many classroom approaches have been developed and published. However, the process of how undergraduates learn to read research articles is understudied. To address this knowledge gap, we previously compared how faculty experts and student novices read and analyze scientific literature. Our results showed that faculty: 1) have more complex and rich organizational networks of information (called schemas) than students, 2) more often reduce the demand placed on their short-term memory by the text (termed cognitive load) through two main mechanisms: summarizing and note-taking, and 3) engage with articles at a higher cognitive level when compared with students. These differences between faculty and students may help explain why faculty encountered fewer comprehension difficulties than students in our study. While these results were informative in beginning to describe how biology undergraduates analyze research articles, our previous study was limited by a small sample size and the fact that all participants were from the same institution. We seek to expand the applicability of our prior published results by performing our study in other student and faculty populations, with an emphasis on Black and Latinx biology undergraduates. To do this, we propose a collaborative research effort involving UNG and the following institutions: a public research-intensive Hispanic serving institution (HSI; Florida International University, FIU) and a public research-intensive historically black university (HBCU; North Carolina A&T University, NC A&T). Our past work suggested that specific pedagogical interventions will lead to increased student understanding of research articles. We propose that the current study will expand and deepen our knowledge of the thinking tools that will be most advantageous for a larger and more diverse population of students. To our knowledge, there are very few published studies on how Black and Latinx biology undergraduates read and analyze research articles, since majority white research-intensive institutions are overrepresented in biology education research. The proposed study will address this knowledge gap by investigating the techniques and thinking tools that Latinx and Black students use compared to faculty when reading research articles. To do this, we will conduct think-aloud interviews of students and faculty at FIU and NC A&T. We will qualitatively analyze the transcripts from these interviews to reveal the experience of our participants while they read primary literature, using methods that were successful in our prior study. Our results will contribute to the knowledge of how Black and Latinx students at public, research-intensive institutions approach reading scientific literature, which will expand the generalizability of our past work and will result in evidence-based approaches to support a diverse population of undergraduates in the analysis of research articles.

- *Financialization in Latin America*

Dr. Dwight Wilson, Associate Professor, Political Science & International Affairs

Proposal Abstract:

This project analyzes the sources and effects of financialization in Latin America from the 1980s to the present. Financialization here refers to the increasing size and power of an economy's financial sector, composed of banking and other financial services, and a shift away from production and industrial capitalism. Though a process often accompanied by neoliberal economic policies, financialization operates on a logic of its own. We examine data from the last four decades on levels of financialization, social spending, and social welfare from across the region to evaluate financialization's impact on social programs and conditions that foster human capabilities and development.

The book will treat financialization as a foreign import to Latin America that has resulted in a paradigm shift in public policy in the region. For governments of a region in which financial sectors were relatively underdeveloped until penetrated by international finance, financialization entails a shift toward international financial markets as a significant source of investment and resultant government commitment to budget austerity as a means of attracting financial investment. While prior studies have contributed to an expanded understanding of some of the macroeconomic implications of financialization, our interest is in financialization's impact on governmental spending on social programs and the subsequent changes to socioeconomic determinants of human capabilities and development. We empirically investigate how various aspects of financialization, such as financial openness, monetary independence, exchange rate stability, and exposure to financial crises, affect social spending on such areas as education and health, and how it influences inequality. The proposed study builds on the prior empirical work of coauthors while the applicant will provide the theoretical framework that situates the quantitative analyses and the summation of the findings and prospective extrapolation of the findings to the post-Covid era.

This proposal is important for two reasons. First, it represents the first study that we are aware of that proposes such a broad-based investigation of the social effects of financialization in Latin America. It will also be the first account of financialization in Latin America to reserve a central role for the power of ideas, in the form of a constructivist theoretical approach, to account for the persistence of social austerity policies.

The outcome of the project will be a completed book manuscript to be submitted to Lexington Books. The book proposal has been accepted by Lexington with a submission date of December 2022. The Presidential Semester Award will allow for the timely completion of the manuscript in the fall semester of 2022 as well as the production of papers suitable for presentation at academic conferences and at UNG community events.

## Presidential Summer Incentive Award:

- *Crossover, Exchange, Appropriation: Editing a Music Pedagogy Collection for Routledge*  
Dr. Esther Morgan-Ellis, Associate Professor, Music

### Proposal Abstract:

I am editing a volume titled *Crossover, Exchange, Appropriation: Navigating Stylistic Boundaries in the Music History Classroom* for inclusion in the Routledge series “Modern Musicology and the College Classroom.” Volumes in this series target early-career college music instructors who are interested in engaging with cutting-edge research and pedagogy but might not have the time or resources to seek out useful information. The object of my volume is to help instructors denaturalize the practices of Western art music and invite students to engage with other traditions—vernacular, popular, non-Western—on their own terms. It will include eleven chapters addressing specific cases in which an artist or community engages in what might be termed “crossover” (bringing a set of skills developed in one stylistic world to another), “exchange” (absorbing influence from another style by means of immersive learning), or “appropriation” (surface use of another style without the acquisition of deep understanding). I circulated a call for papers (CFP) in September and have already accepted ten chapters. My own chapter will concern the use of Appalachian fiddle tunes in the music of American composer Aaron Copland. It will engage deeply with Copland’s sources, demonstrating in the process that they stem from a complex and fascinating musical tradition that Copland himself did not fully understand or appreciate, as evidenced by his approach to borrowing.

I will spend Summer 2022 writing my own chapter and editing the ten other contributions, the authors of which represent a variety of scholarly fields and cultural backgrounds. Initial chapter drafts are due to me on June 1, and I have set periodic deadlines for revision with the goal of having all chapters finalized by September 15. The editorial process will include extensive iterative feedback from myself in addition to external reviews as needed. The volume will be published in 2023. I intend to propose conference sessions in collaboration with the other authors to publicize the volume in advance of publication.

The topic undertaken by this edited collection is timely and essential. There have been increasingly urgent calls in recent years to “decolonize” the college music history curriculum, which has long focused exclusively on the values, practices, and products of the European concert and sacred music tradition. When vernacular and non-Western traditions are invoked, it is usually in a tokenizing fashion. In most cases, they are presented as unpolished “source” material for Western composers, and are considered only in relation to Western music. This collection will provide vital support for instructors who desire to diversify their curriculum and engage authentically with global music-making.

- *Precision Calculations and Simulation Studies in High Energy Particle Physics*  
Dr. Sonny Mantry, Associate Professor, Physics

### Proposal Abstract:

This proposal is aimed at carrying out accelerated research in the field of theoretical high energy particle physics while providing a paid research opportunity to a UNG student. The proposed research will push further on various ongoing research projects, create new research directions,

and deliver key results promised to experimental analysis groups that rely on theoretical input for carrying out measurements and simulation studies for the Large Hadron Collider (LHC) and the proposed Electron-Ion Collider (EIC). The proposed research includes a project aimed at delivering the most precise measurement at the LHC of the mass of the top quark, the heaviest known elementary particle. It will be in collaboration with the "A Toroidal LHC Apparatus (ATLAS)" experimental collaboration at the LHC. In particular, I'm registered as an "Analysis and Consultant Expert (ACE)" with ATLAS in order to provide expertise and guidance for this important measurement based on my published work and numerical codes on this subject. I also serve as co-convenor of a physics working group for the EIC Comprehensive Chromodynamics Experiment (ECCE) collaboration and am tasked with co-leading a set of EIC simulation studies. Students at UNG have been very involved in my research and have made valuable contributions and achieved impressive results, including being a co-author on a publication in a high-impact journal, presenting research at various conferences, and receiving prestigious awards and external research internships. The proposed research will allow another UNG student to join the effort and contribute to high-impact particle physics research. Two major outcomes of this proposal include two joint publications, one with the LHC ATLAS collaboration and another with the ECCE collaboration. In addition, the proposed research is expected to generate a few other journal publications, presentations at conferences, and opportunities for the student researcher to become a co-author on a publication and present at conferences.

- *Resource use analysis of a long-lived vertebrate in the presence of a wide-spread invasive plant species in Georgia*

Dr. Natalie Hyslop, Professor, Biology; Dr. Jennifer Mook, Professor, Biology; Dr. Abby Neyer, Assistant Professor, Biology

Proposal Abstract:

Declines in wildlife species are occurring globally and have important direct implications for economics, ecosystem stability, and public health. The biodiversity of an area provides important ecological services that are essential for human existence, such as oxygen recycling, water purification, and soil formation 1. Turtles have enormous impacts on their ecosystems and thus also help provide vital services that humans rely on, including soil formation in addition to nutrient cycling and forest regeneration 2. As part of this biodiversity, turtles have enormous impacts on their ecosystems and the functioning of these ecological services that humans rely on. Unfortunately, a majority of turtle species are currently experiencing drastic global population declines 2, primarily due to habitat loss and collection for the pet trade. Considering the significant impacts of these species on the ecosystem, and how our native wildlife are under considerable threat of extinction by a multitude of threats including habitat destruction and modification, pollution from multiple sources, and invasion by non-native species that compete for limited resources and alter ecosystem composition, it is increasingly important to investigate the causes of turtle population declines and potential solutions for conservation. Our study examines Eastern Box Turtle (*Terrapene carolina*) habitat use from several viewpoints (behavioral, ecological, and physiological) to understand their interaction with the habitats that Tumbling Creek provides, including interactions with wide-spread exotic vegetation, most notably Chinese privet (*Ligustrum sinense*). Data has been collected successively for eight years for over 40 radio-tracked turtles, with the assistance of over 75 undergraduate researchers, and has resulted in a large data set that requires extensive review and analysis with statistical software and ArcGIS. The analysis and publication of this data will 1) contribute significantly to

the literature since long-term population studies of long-lived species of turtles are vital yet limited because of funding and logistical issues 3, 2) provide additional resources for development of conservation plans for box turtles particularly in small preservation areas such as Tumbling Creek Woods, 3) represent a cumulative product representing the work of faculty and students over 8 years that has been well supported by UNG funding and 4) provide undergraduate research students with hands-on experience with data analyses, presentations at local, regional, and national scientific conferences, and publication in peer-reviewed scientific journals.

- *The Art of Practice – An Advanced Multi-Lingual Music Performance Textbook*  
Dr. Adam Frey, Associate Professor, Music

Proposal Abstract:

Recognized internationally as a leading specialist on the euphonium, I have spent nearly 20 years performing and educating around the globe. As a master teacher, I have witnessed and helped the euphonium mature and become an important fixture in wind bands and brass festivals with specific growth in South America and Asia. I completed my first textbook, *The Game of Practice*, as part of a 2019 PIA, and it has already garnered international success and adoption by UNG students. I am requesting support to complete a second textbook that will serve as an advanced manual on playing and studying the euphonium. *The Art of Practice* will present more advanced techniques and practice concepts that will aid undergraduate and graduate students. My current and previous students have enjoyed great success nationally and internationally using these techniques. This textbook will become a significant and original reference for euphonium players around the globe.

*The Art of Practice* will feature innovative and unique explanation videos (on a private YouTube or Vimeo channel) and technology tips. Unlike current texts, which have been adapted or transcribed from the trumpet or trombone, this new book will address the specific pedagogical needs of the euphonium. This method will also be unique because it includes thorough explanations in addition to musical exercises. Most current books just include routine exercises. This is a fault with many texts, which lack a deeper connection to comprehensive learning and focus instead on the “gym mentality” associated with rote exercises. Finally, the book will be translated into Spanish and Chinese in collaboration with UNG language programs and two leading South American and Chinese experts in the field. These partnerships will provide an opportunity for beta testing in other countries and will ensure that this text will be utilized internationally. I used this same approach with my first book, *The Game of Practice*, and it proved very successful.

The completed text will be made available in low-cost print and PDF versions. I have already been offered a contract by the two major publishers for low brass music the world over: the Tuba Euphonium Press, founded by the International Tuba Euphonium Association, and Cimarron Music, which publishes more than 5000+ brass titles. This innovative text will also feature video explanations and interactive chamber music tools, including music-minus-one (recordings that contain all parts except the one played by the textbook user) and play-a-long (recordings intended to guide the user on a selection). The textbook will be presented at four major international conferences (2 held in the USA, 1 in South America, and 1 in China) from late June 2022 to May 2023.

## Presidential Incentive Award for Innovation:

- *Biomechanical Modeling of the Foot and Spine*

Mr. Enes Aganovic, Assistant Director of Technology Integration, DETI

Dr. Kimberly Castle, Department Head of Physical Therapy

- Proposal Abstract:

Skeletal bone models have been used in the education of the human body for decades to provide clinicians and students with an educational tool to better understand anatomical structures. Several studies have proven the effectiveness of using 3-D models as a form of active learning to better understand the material. The goal of this project is the construction of a manipulatable foot/ankle and spine skeletal model to demonstrate arthrokinematic and osteokinematic pathologies for various musculoskeletal and neurological conditions. The skeletal model would show the effect of forces on the joints starting at the feet and progressing up the chain to the spine. For the purpose of this project, just the foot and spine are focused on. Currently, there are no manipulative foot/ankle and spine models on the market with distribution potential that show the effects of different pathologies to the extent of this project's goal. Ultimately, the foot/ankle and spine model will serve as an educational tool to students and clinicians, be used as a model during family educations, and show the effects of orthoses on skeletal alignment. The Presidential Incentive Award for Innovation would go towards funding the necessary materials to construct the foot/ankle and spine models as special flexible support wiring is required for the joint to be able to be manipulated to match the intended pathology.

- *Certified Peer Observation Program (CPO)*

Dr. Roger Runquist, Director, Center for Teaching, Learning and Leadership

Proposal Abstract:

Currently, Student Evaluations of Teaching (SETs) are the predominant means of evaluating teaching effectiveness at UNG, in addition to department head evaluation. However, research indicates that SETs are not the only effective means of such a measurement and carry concerns of bias and discrimination (Storage, Horne, Cimpian, & Leslie, 2016; MacNell, Driscoll, & Hunt, 2015; Hornstein, 2017; Braga, Paccagnella, & Pellizzari, 2014; Adams, 1997; Boring, Ottoboni, & Stark, 2016; Kelly, 2012; Spooren, Brockx, & Mortelmans, 2013.) To alleviate several of the limitations of SETs, the applicants wish to establish a Certified Peer Observation (CPO) program at UNG. Unlike other observation programs that provide single high-stakes measures, the CPO program has been developed by the applicants and will be centered on peer collaboration and faculty growth. The use of CPO data in faculty review processes will be strictly voluntary, and not compulsory, for the faculty who have gone through the observation process.

Based on a similar peer observation program at St. Leo University, the applicants' program will include an observer training and certification process to ensure consistency, fairness, and rater reliability, will require pre-observation meetings between the CPO and faculty being observed to provide transparency and training, will utilize multiple points of observation throughout the academic year to provide an indication of growth and change over time, and will and continually communicate to those being observed that the resultant data is intended for faculty growth and is not compulsory for purposes of summative evaluation. The program will utilize a previously studied instrument known as the POET: The Peer Observation and Evaluation Tool (Trujillo, J.M.



et. al, 2008). Additionally, applicants will run a pilot study of the CPO program in the Spring of 2022 independent from grant funding. The applicants hope to utilize Presidential Incentive Grant funds to pay future stipends after the initial pilot semester to train CPOs and to complete the full observation process with 5-6 faculty or teaching staff CPOs in an academic year.

- *College Algebra Summer Camp*  
Ms. Kendra Ramey, Lecturer, Mathematics

Proposal Abstract:

During the 2014-15 academic year, a study of two- and four-year institutions found that 96% of students required some form of remediation (Butrymowicz, 2017). There are many high school students that do not know what will be expected of them in college (Smith & Zhang, 2009). There has been an increase in the number of students that have earned their high school diploma, but are not prepared for the work that will be expected of them in college (Smith & Zhang, 2009). As a large number of high school graduates in the United States are not prepared for their post-secondary education, the U.S. is facing a college readiness crisis (McCormick & Lucas, 2011). According to data from the Household Pulse Survey collected by the US Census Bureau, during the 2020-21 school year, most families with K-12 students transitioned from in person education to some form of distance learning due to the COVID-19 pandemic which resulted in students of all ages endured significant challenges related to educational resources during this pandemic-disrupted learning environment (Harwin & Furuya, 2021). These challenges only add to the need for early preparedness programs for onboarding college students.

With the help of a \$5,000 Presidential Incentive Award for Innovation, UNG's Department of Mathematics seeks to increase student achievement and preparedness for the most populated math course, Math1111 College Algebra. This course also holds the distinction of having the highest DFW rate in the department. The funding provided by the PIA would go to support hosting a four-day College Algebra Summer Camp to learn if such an early preparation program can increase student's achievement in their College Algebra course. The camp, led by mathematics faculty on UNG's Gainesville Campus, will utilize mathematical skill remediation and metacognitive strategies aimed at helping students in overcoming obstacles experienced by onboarding freshman during their transition to college. The camp will include guest speakers from multiple student support services to further provide students with helpful college related resources. In addition, we plan to conduct research to further inquire about student perceptions related to their own preparedness for college mathematics towards the continued development of this early preparation program. A similar camp was held before the Fall 2021 semester and the data collected showed that the students felt more prepared for their upcoming math course.

- *Narrative North Georgia: Team-Teaching and Undergraduate Research at a Multi-Campus Institution*  
Dr. Erin Bush, Assistant Professor, History, Anthropology, and Philosophy; Dr. Melissa Schindler, Assistant Professor, English

Proposal Abstract:

Since the 1970s, scholarly research on best practices in higher education has stressed the role of active learning practices in student success. The Association of American Colleges and Universities identifies pedagogical approaches such as interdisciplinarity, team-teaching, writing-intensive coursework, collaborative learning communities and undergraduate research as high-impact practices. College courses that encourage students to engage in active learning practices not only help them understand content material better but also encourage them to develop practical life skills that they can use outside of the university.

Yet as the AAC&U also notes, “on almost all campuses, utilization of active learning practices is unsystematic, to the detriment of student learning.” In other words, for experiential learning to have the most benefit on students, it should be integrated formally and predictably into college courses. Universities that formalize the use of high-impact practices can make education far more meaningful for students. The question remains: how might active learning be integrated systematically into coursework?

Our innovation project will speak directly to this question. With the support of the Presidential Innovation Award, we will pilot a two-course curriculum that spans concurrent English and History courses across multiple UNG campuses. Students enrolled in first-year English courses will initiate historical research that will be expanded by students in an upper-division History course and curated in a digital public history website titled “Narrative North Georgia”. We expect to pilot the proposed curriculum in the Spring 2022 semester and repeat it in the Spring 2023 semester.

Our goal is to make “Narrative North Georgia” a fixed element of our respective courses, thereby systematizing several active learning processes in these undergraduate classes. The curriculum we are designing will be team-taught. It will also create learning communities among UNG students from different majors, years and campuses. Students will conduct archival research at the Forsyth County Historical Society and create digital public history projects, which will build community and demonstrate real-life applications of undergraduate research. Both courses are already writing-intensive, but the curriculum change will add additional layers to the writing process through cross-campus peer review and the creation of genuine audiences vis-a-vis a public, local history website.

In addition to creating the new learning unit, our Presidential Innovation Award will also support our involvement in a co-authored SoTL research study assessing the efficacy of the innovative curriculum we have designed. We are participants of the 2021-2022 UNG SoTL Academy and have already begun designing the study through the guidance of our mentors in the program. We expect to collect data during the Spring 2022 pilot and co-author the study during the summer of 2022.

- *The Development of Prospective Teachers' Noticing of Childrens' Mathematical Thinking – A Longitudinal Study*

Dr. John Bragelman, Assistant Professor, Mathematics

Proposal Abstract:

This proposal focuses on the development of prospective teachers in the K-8 teacher education program at University of North Georgia and on the development of their abilities as teachers of mathematics. Effective mathematics teaching requires teachers to engage in instructional practices that continually adjust and respond to children's thinking in ways that support understanding (National Council of Teachers of Mathematics, 2014). Engagement in such practices requires teachers to draw upon a variety of knowledge and skills (Ball, Sleep, Boerst, & Bass, 2009) such as teacher noticing, the ability to attend to and reason about moments of teaching and learning in the classroom (Sherin, Jacobs, & Philipp, 2011). Research on prospective teacher noticing has grown considerably over the past decade (Amador et al., 2021). Like practicing teachers, prospective teachers need to understand children's mathematical thinking, interpret what their thinking implies for their current understanding, and decide where children need to go next in order to advance their learning (Jacobs et al., 2010; Leatham et al., 2015). However, prospective teachers do not have the same wealth of teaching experiences and knowledge that practicing teachers do. Expert practicing teachers, for example, are able to recognize which features of classroom practice warrant attention and generate hypotheses about children based on available information (Carter et al., 1988; Dreher et al., 2021). Yet, many studies have demonstrated that prospective teachers can improve their noticing skills over time (e.g., Santagata et al., 2021; Stockero, 2021), including providing greater depth in their descriptions of children's thinking (e.g., McDuffie et al., 2014) and more evidence-based claims about children's understanding (e.g., Schack et al., 2013). However, these studies are frequently conducted in mathematics methods courses, taken in their final year of their preparation program (McDuffie et al., 2014; Schack et al., 2013). Studies conducted in mathematics content courses, taken in their first and second year of their program, show less consistent results with reason (Castro Superfine et al., 2015). Content courses cover mathematical knowledge for teaching, and noticing requires that prospective teachers draws on and reason with their mathematical knowledge. In other words, they are being asked to notice while developing the knowledge that informs their noticing, a difficult task without support. The purpose of this project is to explore how prospective teachers develop their noticing across three content courses during their teacher preparation program with a similarly sequenced noticing intervention. Results will inform teacher preparation in the content courses at UNG, and results will be published at local and internationally recognized mathematics education journals and conferences.

- *The Influence of Mobile Augmented Reality Applications in the Consumer Decision-making Process*

Dr. Lu Xu, Assistant Professor, Management and Marketing

Proposal Abstract:

Augmented reality (AR) technology has revolutionized how we experience goods and services. An example of AR application is IKEA Place. IKEA Place allows customers to select a piece of virtual furniture from the app and view the item in an actual room in real-time (IKEA, 2021). It combines the latest AR technology and IKEA's smart home solutions. Users can furnish a whole

room in just one tap or find the perfect product by searching with their cameras. AR has emerged as one of the major digital market trends in recent years (Whang et al., 2021). The global AR market was approximately \$10.7 billion in 2019, expected to reach \$72.7 billion by 2024 with a compound annual growth rate of 46.6% (ReportLinker, 2020). The recent pandemic has accelerated the shift to augmented retail and digital shopping by approximately five years (Papagiannis, 2020). The diffusion and growing popularity of smart devices drive multiple industries to integrate smart retailing into their business model (Nikhashemi et al., 2021). Firms like IKEA, ZARA, LEGO, New York Times, Cadbury, and Toyota have been utilizing mobile AR (MAR) features to enhance consumer experiences and leverage the power of AR to strengthen their brand image (Paine, 2018).

It is not surprising that AR has received significant attention from both academic and practical perspectives. Recently, some firms have introduced a search by image feature using MAR applications, enabling consumers to take a photo of a product on their smart devices and use the photo to search for a specific product within the mobile application (McLean and Wilson, 2019), for example, Amazon and Target. Smart retail and mobile AR apps have radically transformed the retail environment and significantly improved consumers' quality of life (Nikhashemi et al., 2021). As consumers' use of MAR applications increases, theoretical and empirical insights need to be reinforced to support these deliberations and understand its influences on consumer behaviors (McLean and Wilson, 2019).

Previous research has highlighted both the enjoyable experience with MAR and usefulness in the shopping process. However, few studies have examined privacy concerns from consumers' perspectives. Privacy concerns arise from the entire process from downloading, installing, setting up an account, and using the MAR applications. In this study, we attempt to examine the role of privacy concerns in consumer's decision-making process. Furthermore, we aim to investigate how the MAR features (interactivity, visual quality, and technicality) trigger consumers' affective reactions, which further lead to any behavioral changes. Data will be collected from college students through the Qualtrics survey online. The data will be analyzed using partial least square-structural equation modeling (PLS-SEM).

This is the first study to integrate privacy concerns and MAR attributes in users' behavioral intention model. We developed the research model from the stimuli-organism-response (S-O-R) framework. We will further empirically examine the relationships proposed in the model in the MAR context. The findings will contribute to AR theory building, application design, and marketing strategy development.

- *The Power and Potential of Nonfiction: A Workshop for Teacher Candidates*  
Dr. Danielle Hartsfield, Associate Professor, Elementary and Special Education; Dr. Danielle Hilaski, Associate Professor, Elementary and Special Education; Dr. Jennie Jones, Assistant Professor, Elementary and Special Education; Dr. Nicole Maxwell, Associate Professor, Elementary and Special Education; Dr. Tiffany Watson, Assistant Professor, Elementary and Special Education

Proposal Abstract:

This project will involve the implementation of a half-day, in-person workshop on the topic of reading, writing, and teaching with nonfiction books in the elementary grade levels. The workshop will be led by an award-winning author of nonfiction children's books, Patricia Newman, and it will include all senior-level teacher candidates enrolled in the elementary/special education major in Fall 2022 (approximately 150 students). The workshop will be offered twice in one day: once for teacher candidates on the Gainesville campus, and once for candidates on the Cumming and Dahlonega campuses.

During the workshop, teacher candidates will learn about a variety of topics; these include the reasons why children enjoy reading nonfiction, the different types of nonfiction texts, strategies for writing nonfiction in the elementary grades, the craft of writing nonfiction, and the ways nonfiction books can be integrated across content areas, including English language arts, social studies, math, and science. These topics are closely connected to two required courses that teacher candidates in the elementary/special education major take in the fall of senior year (READ 3090: Children's Literature and Language Arts and READ 3006: Reading in the Content Areas).

As a result of participating in the workshop, our teacher candidates will become more familiar with nonfiction books for children and develop their knowledge of pedagogical approaches for teaching with nonfiction in the elementary grades. This is important for several reasons; not only do state learning standards require educators to incorporate nonfiction in elementary classrooms, but reading nonfiction can motivate young learners, facilitate their comprehension of this genre, and develop their content knowledge. By participating in this workshop, the teacher candidates in the elementary/special education program will be more prepared for incorporating nonfiction in the curriculum when they lead classrooms of their own.

In addition, this workshop involves an author visit. Currently, there is a scant amount of research about the impacts of author visits on teacher candidates like our students. What is the potential of an author visit to pique teacher candidates' interest in literacy and children's literature? How can an author visit support candidates' acquisition of pedagogical knowledge? To date, these questions have been understudied within the fields of teacher education and literacy education. As part of this project, we plan to collect and qualitatively analyze data to explore the following research question: "In what ways are teacher candidates impacted by the experience of participating in a workshop led by a children's book author?"

Thus, our project has two major goals: 1) to better prepare elementary/special education majors for teaching with and teaching about nonfiction children's books and 2) to investigate the impact of an author visit on the attitudes, interests, and pedagogical knowledge of teacher candidates.