

Schedule of Events

April 18, 2024

Nebraskan Student Union Ponderosa Rooms



Thursday, April 18, 2024

- 7:30 - 9:00 am** Students set up posters, (Sessions 1&2)
Ponderosa A&B
- 9:00 – 10:30** Session 1: Natural & Physical Sciences Poster
Presentation
- 10:30 am – 12:00 pm** Session 2: Behavioral & Social Sciences Poster
Presentation
- 12:00 -1:00 pm** Poster removal (Sessions 1&2) and set up
(Sessions 3&4)
- 1:00 - 2:30 pm** Session 3: Prof & Applied Studies Poster
Presentation
- 2:30 – 3:30 pm** Session 4: Fine Arts & Humanities Poster
Presentation
- 4:30 pm**..... Closing Ceremony & Presentation of Awards

10:00 – 2:00 pm Oral Presentations

Session 5 (Ponderosa C)

10:00-10:15 Lizbeth Trejo (Pol Sci)
10:15-10:30 Paxton Robertson (Pol Sci)
10:30-10:45 Simon Clark (Pol Sci)
10:45-11:00 Jaden Longfellow (Pol Sci)

Session 6 (Ponderosa D)

10:00-10:15 Alethia Henderson (Biology)
10:15-10:30 Dana Dubas (Biology)
10:30-10:45 McKenna Cruikshank (Biology)
10:45-11:00 Mariam Garcia Escobar (Biology)

Session 7 (Ponderosa C)

11:00-11:15 Riley Grieser (Chemistry)
11:15-11:30 Mohammed Nour (Physics)
11:30-11:45 Dylan Johnson (Physics)
11:45-12:00

Session 8 (Ponderosa D)

11:00-11:15 Sadie Cooley (Biology)
11:15-11:30 Naara Ramirez (Biology)
11:30-11:45
11:45-12:00

Session 9 (Ponderosa C)

12:00-12:15 Katie Cornelio (History)
12:15-12:30 Abigail Dittmer (History)
12:30-12:45 Tatiana Moore (History)
12:45-1:00 Mason Morhain (Psychology)

Session 10 (Ponderosa D)

12:00-12:15
12:15-12:30 Kenny Mitchell (English)
12:30-12:45 Joseph Hiatt (Grad Studies)
12:45-1:00 Shanon Kempt (KSS)

4:30 - 5:00

Closing ceremony & Presentation of Awards

Oral Presentations

Room: Ponderosa C

Session 5

10:00 am---**Lizbeth Trejo**: *The Israel and Palestine Conflict using*
(Mentor – Chuck Rowling)

10:15 am ---**Paxton Robertson**: *Deterioration of Democracy in Countries*
Around the World (Mentor – Chuck Rowling)

10:30 am ---**Simon Clark**: *Violence, Reconciliation, the Northern Ireland*
Peace Process and its Applications in Regions of Conflict
(Mentor – Chuck Rowling)

10:45 am ---**Jaden Longfellow**: *Identifying Warning Signs of Democratic*
Backsliding (Mentor – William Aviles)

Room: Ponderosa D

Session 6

10:00 am---**Alethia Henderson**: *Examining Sex Differences in the*
Response of Lung Type 2 Innate Lymphoid Cells to Peanut
(Mentor – Joseph Dolence)

10:15 am ---**Dana Dubas**: *Examining How Sex Differences Influence the*
Ability of Neutrophils and Dendritic Cells to Mount Response
Following Inhalation of PN (Mentor – Joseph Dolence)

10:30 am ---**McKenna Cruikshank**: *Characterization of Staphylococcus*
Lugdunensis Biofilms Through Ethyl Methanesulfonate
Mutagenesis (Mentor – Austin Nuxoll)

10:45 am ---**Mariam Garcia Escobar:** *Characterizing High Persister Phenotypes in Staphylococcus Epidermidis Clinical Isolates*
(Mentor – Austin Nuxoll)

Room: Ponderosa C

Session 7

11:00 am ---**Riley Grieser:** *Investigating the Photophysical Properties of 2 Derivatives 1,8-Naphthalimide Nebraska* (Mentor – Haishi Cao)

11:15 am ---**Mohammed Nour:** *Continuation of Infrared Bubble Investigation*
(Mentor – Brandon Marshall)

11:30 am ---**Dylan Johnson:** *Study of Electron-Impact Scattering of Tungsten Ions* (Mentor – Jeremy Armstrong)

11:45 am ---

Room: Ponderosa D

Session 8

11:00 am ---**Sadie Cooley:** *Effect of Androgen Receptor on Over-Mark Preference in Male Mice* (Mentor Nicholas Hobbs)

11:15 am ---**Naara Ramirez:** *The potential effects of an FDA-approved antidepressant Trazodone on dyslipidemia* (Mentor Yipeng Sui)

11:30 am ---

11:45 am ---

Room: Ponderosa C

Session 9

- 12:00 pm---**Katie Cornelio:** *Documenting the Lives of Kearney Residents During the 1930's: Utilization of Primary Sources in the Secondary Social Science Classroom* (Mentor – David Vail)
- 12:15 pm ---**Abigail Dittmer:** *Ruth Matilda Anderson* (Mentor – Nathan Tye)
- 12:30 pm ---**Tatiana Moore:** *Public History in Western Nebraska: Interpreting the History of the Sioux Ordnance Depot* (Mentor – Will Stoutamire)
- 12:45 pm ---**Mason Morhain:** *From Service to Support: Evaluating Nebraska Mental Health Providers' Knowledge of military Culture* (Mentor – Julie Lanz)

Room: Ponderosa D

Session 10

- 12:00 pm--- **Kalen Krantz:** *The Adaptation of Archetypal Sites of Fear: from Beowulf to Horror Films Today* (Mentor – Rebecca Umland)
- 12:15 pm ---**Kenny Mitchell:** *"The Teeny Tiny Bird Rages Against the Man:" A Craft Talk on Time and Perception* (Mentor – Theodora Ziolkowski)
- 12:30 pm ---**Joseph Hiatt:** *Architecting Policy: Exploring the Collegiate Housing and Infrastructure Act's Impact on Fraternity and Sorority Housing* (Mentor – Alyse Pflanz)
- 12:45 pm ---**Shanon Kempt:** *A Qualitative Study on How a Coaching Change Impacts a Successful Athletic Teams Culture* (Mentor – Nita Unruh)

Graduate Posters – Online and In Person

Fine Arts & Humanities

Communication

Poster Online – Kattie Sadd

Mentor: Tiffani Luethke

Title: *MENA Women PhotoVoice Project*

The purpose of this study was to better understand Middle Eastern and North African (MENA) refugee women who have relocated to the United States. Specifically, the challenges they face during their transition, and their strengths as individuals joining a society. The refugee crisis in the MENA region is ongoing, and intense (Kira, et al., 2014). As a host country, the U.S. can implement better integration processes for these refugees to help them transition into their new lives and promote their abilities. To further investigate the strengths and challenges of MENA refugee women we used PhotoVoice, a form of community based participatory research, to capture their stories and experiences in photos. With photographs and group discussion transcripts as qualitative data, we generated findings through the inductive process of thematic analysis.

As a research assistant, I helped with IRB approval paperwork and flyers for this project. I also worked with our team to code the data from the group sessions held with participants using thematic analysis. I searched for relevant literature on this topic to construct a literature review about the strengths and challenges of MENA refugees. After extensive research, it was clear that more research is necessary to better understand the experiences of MENA refugees who relocate to the U.S. This research is important to help create long term solutions that will make the reintegration process easier for MENA refugee women, now, and in the future. By conducting this vitally important research, we hope to help refugees who resettle in the U.S. receive lasting support and the resources they deserve to live happy and healthy lives.

Teacher Education

Poster G22 - Kelcie Burke

Mentor: Dawn Mollenkopf

Title: *Teacher Perception of Play in Early Childhood Education*

This is a mixed methods study using both quantitative and qualitative methodology. This study is designed to better understand teachers' perceptions and attitudes towards the intentional use of play to promote children's development and learning, and the extent to which these perceptions and attitudes affect how they use play in their classrooms. The data was gathered through surveys, interviews, and classroom observations of early childhood teachers in central Nebraska. These methods aimed to identify: 1) perceptions and attitudes about the use of play and its role for children's development and learning; 2) perceived or actual barriers teachers experience regarding their use of play in their classrooms, and 3) the amount of play in the classroom and how it is used. The survey was completed online using the UNK Qualtrics system and was comprised of 23 questions, most of which were multiple choice or chose all that apply. The interview was conducted via telephone or Zoom and was broken into two sections, classroom setup and personal views with five and ten questions, respectively. The observations took place over two sessions of two hours, or one four-hour session whichever worked better for teachers, two authentic environmental assessment tools were used to evaluate the classroom. The instruments used were the Early Childhood Environment Rating Scale (ECERS) and the Classroom Assessment Scoring System (CLASS). Thirteen teachers completed the online survey, eight of those participated in the 15-minute interview and six of those who completed the interview agreed to 4 (total) hours of observation in their classrooms.

Poster G25 - Kristen Wetovick

Mentor: Martonia Gaskill

Co-Authors: Martonia Gaskill

Title: *Undergraduate Students' Perceptions and Experiences with Artificial Intelligence (AI) in Education*

Artificial intelligence has made its way into educational settings amidst rising concerns over its efficacy and ethical usage. Kasneci et al. (2023) believe that AI is the key to innovation in education, and further discusses the benefits and challenges for both students and educators in navigating these technological advancements. The purpose of this mixed method study was to examine undergraduate students' perceptions of artificial intelligence within higher education. The study's participants were three hundred and thirty-one undergraduate students pursuing education-related majors at the University of Nebraska at Kearney. The study used an online survey powered by Qualtrics software for data collection. The online survey contained various question formats such as Likert scale, multiple choice, and open-ended questions. Quantitative data from the survey were analyzed using descriptive statistics and mean scores, while the qualitative data from open ended questions were analyzed using coding strategies to highlight key themes and trends. Results of the survey indicated that undergraduate students perceived artificial intelligence to be impactful in both positive and negative manners. Additional analysis determined that students' perceptions were predominantly negative in scope and depth. Participants emphasized that college instructors should talk about AI, encourage student exploration, and use AI themselves to model application and value in the education process. A gender imbalance in participation was noted, signaling the need for increased male representation. To enhance undergraduate participant diversity in the future, the scope of the study should be expanded to encompass various institutions and across state boundaries to ensure a more comprehensive and inclusive representation of perceptions of artificial intelligence in higher education.

Index of Participants



Participants

Abels, Noelle
Alimi, Lateefat
Andreasen, Natalie
Angle, Trinity
Arai, Yuki
Ascherl, Theresa
Bahe, Lauren
Bartak, Bre
Becerra Gonzalez, Melisa
Bengston, Maddie
Bennett, Karley
Berggren, Kaitlyn
Bernthal, Alexis
Boatright, Karina
Bock, Amber
Boley, Jesse
Broadwell, Lacey
Brodd, Kenan
Brosius, Britney
Brown, Conner
Bruno, Maggie
Bryant, Macy
Buhlke, Ella
Burke, Kelcie
Bursaw, Samantha
Cantillo, Francisco
Carfield, Jordan
Carlson, Zane

Rother, Caleb
Ryan, Falan
Sadd, Kattie
Schardt, Jonathan
Schroeder, Samuel
Seal, Makayla
Searle, Carleigh
Settles, JD
Shackelford, Noah
Sharma, Bhavya
Simpson, Ellery
Sindelar, Payton
Snelling, Kelly
Snider, Sam
Spengler, Janet
Steinman, Paige
Steinman, Piper
Sutton, Bryce
Swisher, Courtney
TenBensel, Megan
Thoendel, Brooke
Tobias, Mallory
Tracy, Delaney
Trejo, Lizbeth
Truex, Kiley
Turk, Belle
Twohig, Ethan
Uhing, Sadie
Vargas, Hernan
Verba, Braelyn
Volk, Elise
Vosoughi, Elina
Wahls, Caitlynn
Waller, Ella
Wetovick, Kristen
Yamamoto, Kei
Yarnell, Seth
Young, Cady
Youngdahl, Libby
Zamorano Morales, Jazmin
Zimmerman, Hannah