

Service-Learning Attitudes and Project Engagement in a Larger Classroom Setting

Summary of Original Proposal

Lauren Reiter (Apparel Merchandising and Interior Design)

The purpose of this research is to better understand the attitudes towards service-learning and course engagement of students in a service-learning project based course in a larger class size. Service-learning is a concept of great importance. It can be used as an added tool in the classroom to promote engagement and further mastery of materials covered. Service-learning can also be a great tool to encourage attitudes and skills regarding community engagement. This research incorporates a better understanding and exploration of how a larger class can affect the attitudes and engagement of students in service-learning. Qualitative and quantitative measures will better help to understand the full impact of service-learning in such a large classroom setting (60 students). Research regarding this niche has not yet been of focus.

This study will utilize the Community Service and Attitudes Scale (CSAS) (Perry, 2010) to measure student attitudes, the Student Course Engagement Questionnaire (SCEQ) by Handelsman, Briggs, Sullivan & Towler, (2005) to measure student engagement, and a qualitative open ended reflection given to the participants at the end of the semester. As well as a mid and post semester qualitative survey completed by the community partner. Pre- and post-test as well as qualitative analysis will be conducted to understand the variances between the start and end of the semester with the treatment of service-learning between.

The findings and dissemination of this research can help to aid educators and community partners on the benefits and challenges that occur during larger setting service-learning based projects. The ultimate goal of this research is to determine methods of how to fully engage students while promoting positive attitudes of students towards service-learning and the experiences associated with them. Educators should ultimately be able to integrate service-learning into their classrooms in lieu of the challenge of class size.

Service-Learning Attitudes and Project Engagement in a Larger Classroom Setting

Principle Investigator

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Phase 1

Spring 2016 (Course and Data Collection) Summer 2016 (Data Analysis and presentation-possibly fall 2016)

Abstract: The purpose of this research is to better understand the attitudes towards service-learning and course engagement of students in a service-learning project based course in a larger class size. Service-learning is a concept of great importance. It can be used as an added tool in the classroom to promote engagement and further mastery of materials covered. Service-learning can also be a great tool to encourage attitudes and skills regarding community engagement. This research incorporates a better understanding and exploration of how a larger class can affect the attitudes and engagement of students in service-learning. Qualitative and quantitative measures will better help to understand the full impact of service-learning in such a large classroom setting (60 students). Research regarding this niche has not yet been of focus. This study will utilize the Community Service and Attitudes Scale (CSAS) (Perry, 2010) to measure student attitudes, the Student Course Engagement Questionnaire (SCEQ) by Handelsman, Briggs, Sullivan & Towler, (2005) to measure student engagement, and a qualitative open ended reflection given to the participants at the end of the semester. As well as a mid and post semester qualitative survey completed by the community partner. Pre and posttest as well as qualitative analysis will be conducted to understand the variances between the start and end of the semester with the treatment of service-learning between. The findings and dissemination of this research can help to aid educators and community partners on the benefits and challenges that occur during larger setting service-learning based projects. The ultimate goal of this research is to determine methods of how to fully engage students while promoting positive attitudes of students towards service-learning and the experiences associated with them. Educators should ultimately be able to integrate service-learning into their classrooms in lieu of the challenge of class size.

Project Description

The proposed project includes a mixed method research study looking at the attitudes and engagement of students in a service-learning project based class with a higher number of student participants. The course included in this study is R404 International Textile and Apparel Trade a senior level required course in apparel merchandising and interior design at Indiana University. Service-learning facilitation and contracts for spring 2016 have already been negotiated with community partner, UGo Bars. The students will be doing project reports of various apparel manufacturers in different companies that could possibly be utilized by UGo Bars to source their promotional apparel items (i.e. hoodies, t-shirts, singlets, etc). The students will research an identified company and the specific factories human resource issues, trade issues and agreements of the country and how it affects that factory, as well as cultural implications of doing business with that specific location. Service-learning is generally focused around a smaller group of students to promote more fluid engagement. This study aims to understand if with a larger group there is still a measurable level of impactful engagement. The current enrollment for this course is 60 students. Two quantitative scales will be used to measure students' attitudes regarding service-learning and student course engagement. Pre and posttests will be collected prior to the start of the semester and after the semester. A qualitative questionnaire will be given at the end of the semester to better understand the student perspective of service-learning in a larger classroom size and their overall considerations during the project. Additional mid and post semester qualitative surveys will be completed by the community partner. Future research and implications of the study will be discussed. This research poses to reach a niche of service-learning experiences that have yet to be research and examined.

Purpose

What we currently know about service-learning being successful, is largely based on flexibility of small class sizes. In order to benefit more students and expand service learning into more classes, this study aims to examine the effectiveness of project based service-learning in a larger class and to further explore ways to make service learning experience successful from the student professor and community partner in a larger classroom setting.

History and Background

In 1979, Robert Sigmon defined service-learning as an experiential education approach that is premised on "reciprocal learning" (Sigmon, 1979). Sigmon (1979) discussed the learning from service activities as both those who provide service and those who receive it or "learn" from the experience. Sigmon's (1979) concept of service-learning occurs only when both the providers and recipients of service benefit from the activities. Reflection and reciprocity are key concepts of service-learning (Sigmon, 1979). Service-learning can be used as an added tool in the classroom to promote engagement and further mastery of materials covered. Simons, Williams, and Russell (2011) discuss that service-learning can be not only a great tool to encourage attitudes and skills within community engagement but also within the classroom. The authors state, "students improve their diversity and social justice attitudes, acquire competence and leadership skills, and increase their desire to make a difference through participation" (Simons et al., 2011, p. 6). Additionally, Curran and Rosen (2006) found in their study looking at attitudes and behavioral intentions towards classes they take, that "factors related to the physical environment in which the course is conducted, the course topic, and the course execution, in addition to the instructor's personality, are significant influences on students' attitudes toward

their classes. The evidence also indicates that emphasizing student participation in the class can have a positive effect on student commitment to excellence and appreciation of other students' contributions to the learning experience" (p. 135). If students have more favorable attitudes towards a subject they are more likely to be more engaged and have more positive feelings towards experiences in the classroom.

According to Moely, McFarland, Miron, Mercer, and Ilustre (2002) students who took part in service-learning ended the semester with more satisfaction regarding their courses. Based on this finding of 541 students in 26 courses leads to the assumption that just because a course is larger doesn't mean that service-learning can be impactful. Additionally, the study resulted in "reporting higher levels of learning about the academic field and the community than did students not participating in service-learning" (Moely et al., 2002, p. 18). Additional researchers, Zhao and Kuh (2004) agree. In their study looking at the relationships of participants in learning communities and their engagement in first year activities the authors found that learning communities are specifically linked to engagement and positive student outcomes, as well as overall satisfaction with the college/university experience.

Bringle, Phillips, and Hudson (2004) state that "systematically collecting information positions educators to make informed decisions that can improve their craft, enhance their understanding about why certain outcomes were achieved and increase the confidence with which they represent their work to others, including colleagues and the general public" (pg. 11). Additionally, the authors discuss that utilizing general research regarding service-learning not only aids in the improvement, strengthening and increasing students' focus on critical and reflective thought, but also furthers learning objectives (Bringle et al., 2004). Therefore this concept stated by the authors of collecting data and continual research of service-learning to better educator's effectiveness in the classroom leads to the significance and purpose of this study. What we currently know about what makes service learning successful is largely based on flexibility of small class sizes. In order to benefit more students and expand service learning into more classes, this study aims to examine the effectiveness of service learning in a larger class and to further explore ways to make service learning experience successful in a larger classroom setting.

Significance

This research incorporates a better understanding and exploration of how a larger class can affect the attitudes and engagement of students in service-learning. Qualitative and quantitative measures will better help to understand the full impact of service-learning in such a large classroom setting (60 students). According to U.S. News (2015) 18.4% of classes at Indiana University have 50 or more students in them. Research regarding this niche has not yet been a focus.

Outcomes

The findings and dissemination of this research can help to aid educators and community partners on the benefits and challenges that occur during larger setting service-learning based projects. The ultimate goal of this research is to determine methods of how to fully engage students while promoting positive attitudes of students towards service-learning and the experiences associated with them. Educators should ultimately be able to integrate service-

learning into their classrooms in spite of the challenge of class size. In terms of course outcomes there are a number of benefits included in service-learning for all parties involved. Benefits for students include positive effect on personal development, the ability to work well with others, and leadership and communications skills. Service learning is also proven to enhance academic learning, when compared to similar courses that are not integrating service-learning. Projected outcomes for the community partner include a more organizational capacity to achieve the business problem. Finally, outcomes for faculty include an enhanced quality of student learning and also creating connections and betterment with and for the community (Eyler, Giles, Stenson, and Gray, 2001).

Methodology

This is a mixed methods study measuring student attitudes towards and engagement with service-learning in a larger classroom. Both quantitative survey and qualitative questionnaires will be utilized to fully understand and better explore the experiences students have when taking part in service-learning in a larger classroom context.

This study will utilize the Community Service and Attitudes Scale (CSAS) (Perry, 2010). The CSAS is a tool developed by service-learning practitioners and used nationally to measure student perceptions about service-learning. The scale consists of 34 items regarding attitudes of helping the community on a 7 point Likert scale (1 = strongly disagree, 7 = strongly agree) and 12 items measuring the impact service-learning can have on the student, also on a 7 point Likert scale (1 = extremely unlikely, 7 = extremely likely). Students are asked to rate their agreement with items such as “Volunteer work at community agencies helps solve social problems,” “It is important to me to gain an increased sense of responsibility from participating in community service,” and “Community service is a crucial component of the solution to community problems.” Additional questions regarding the students being impacted (likely to unlikely) by service-learning are also included. For example, “I would have forgone the opportunity to make money in a paid position,” and “I would make valuable contacts for my professional career.” See appendix A.

Additionally, the Student Course Engagement Questionnaire (SCEQ) by Handelsman, Briggs, Sullivan & Towler, (2005), which includes 23 items, will be used as a pre and posttest. Examples of items include rating personal characteristic strengths in the course on items such as, “Participating actively in small-group discussions,” and “Being confident that I can learn and do well in the class.” This survey is broken up into skills, performance, emotional, and participation engagement. The surveys will be taken by participants prior to the start of the semester and then again at the end to understand differences in attitudes and engagement after a service-learning classroom experience. See Appendix B.

Coupled with the quantitative surveys (CSAS and SCEQ), is a qualitative open ended reflection given to the participants at the end of the semester. This portion allows students to give written feedback on the service-learning course experience. What did students enjoy most? What would they change? How did the service-learning project impact them and community partners? This portion of the research will help in the exploration of how the students feel regarding their experience and can make suggestions for future use. See Appendix C. This data will be compared to similar data collected on smaller classroom sizes to understand the differences if

any, of the service-learning experience in a larger classroom setting compared to a smaller traditional setting. This method differs from IU's current assessment tactics in that it measures the engagement at the end of a semester with more immediate data collection comparing a pre and post change in attitudes and self-engagement, as well as an exploratory understanding of the possible viewpoints of service-learning from a student perspective. Additional, qualitative, open ended surveys will be given to the community partner to assess their understanding and level of experienced success with the project at the midpoint and endpoint of the semester (see appendix D).

Because this particular study deals with unbroken groups (in other words, the groups are the same at the beginning of the semester all the way through to end of the semester- barring any unexpected student class drops) it does not disrupt the existing research setting. This component lessens the possibility of reactive effects of the experimental procedure and improves the external validity of the design. However, this method is more sensitive to internal validity problems due to interaction between factors as selection and maturation, selection and history, and selection and pretesting (Dimitrov and Rumrill, 2003).

Data Analysis

Quantitative

Reliability will be calculated using Cronbach's alpha, in which Cronbach's alpha >0.7 is considered acceptable (Stephens, 1992). Using SPSS 23.0 paired samples t-tests will be conducted to compare the mean scores of the pre and post test results of the students. Item differences will be noted to determine the specific attitudes that are positively affected and negatively affected through the treatment of a service-learning project over the course of the semester. Independent samples t-test will also be run in order to determine the differences, if any, of demographics among participants such as gender, race, etc. for both pretest and then again in posttest.

Qualitative

Additionally, the qualitative portions of both the students and the community partner will be analyzed in Nvivo 11. The software will code words into variables and common themes will be determined to understand perhaps better classroom and teaching considerations of project based service-learning in larger classrooms.

Reflective Teaching Techniques

Whether there are significant differences in student attitudes or not, the findings will help inform future teaching by either pointing to activities and or practices that are working, and/ or demonstrating difficulties that arise in these situations. The students will create final reports and presentations to the community partner with feedback from both the instructor and community partner. The post semester qualitative data will then provide students with the chance to consider and reflect on their service-learning experience and is a critical component of an effective service-learning course. It will also provide the community partner a chance to reflect on the interaction from their viewpoint. The qualitative data will be important in pinpointing specific aspects of the service-learning experience that either are supporting the development of positive service learning attitudes and course outcomes, or that may be limiting the effectiveness of these practices in a large-class setting. Future service-learning instructors of larger class sizes can use

this information to not only be encouraged to incorporate service-learning, but also to better adapt their classroom setting to further facilitate positive attitude change and project-based engagement.

Measure of Success

The measure of success will be understood if there are large positive differences in the means of the pre and posttests. Finding significant changes in the paired t-tests will show if a large class participating in service-learning can still be engaged in the process. The qualitative portion will provide exploration into what more can be done to make the experience a more seamless and enjoyable process of all involved.

Dissemination of Results

Results will be disseminated through U.S. conference presentation and manuscript submission to a scholarly journal (See plan and timeline).

References

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	Budget
<u>Spring 2016</u>	
NVivo 11 software (w/ IU discount)	\$125
NVivo 11 online course	<u>\$100</u>
TOTAL for Spring:	\$225
 <u>Summer 2016</u>	
Professional editing (editage.com)	\$289
National Conference Travel (Approximate)	
<i>Flight</i>	\$500
<i>Conference fees</i>	\$300
<i>Hotel (3 nights@\$125)</i>	\$425
<i>Meals (11@\$10)</i>	<u>\$110</u>
TOTAL for Summer (possibly fall):	\$1,624
GRAND TOTAL:	\$1,849

Explanation of Budget: NVivo 11 software will be used to code the qualitative data. The researcher in this project has not used NVivo prior and will want to take an online course to familiarize themselves with it. The subscription for NVivo is the IU educator/faculty cost. A professional editor will be used due to the fact that there is only one researcher on the project. Another set of eyes will help maintain the professionalism of the manuscript producing the most proficient product possible. A conference has not yet been determined therefore the conference travel costs are strictly an approximation based on past conference travel experience.

Plan and Timeline

Spring 2016

December 2015-January 2016- IRB paperwork and approval
 January- Pre surveys distributed and collected (data collection)
 February- Reflection of research, Research conferences
 March- Reflection of research, Research conferences (possibilities: ITAA, ACRA, AMS, Other)
 April- Reflection of research, Conference abstracts due (possibly May)
 May- Post survey and qualitative questionnaire distributed and collected (data collection)

Summer 2016

May- Data analysis (Quantitative SPSS)
 June- Data analysis (Qualitative NVivo)
 July- Manuscript development
 August- Manuscript development/editing

Fall 2016- If Needed

September- Manuscript submission (Target Journals: International Journal of Higher Education, other)
 October- Possible conference presentation
 November- Possible conference presentation

JANUARY 2016- AUGUST 2016

	Dec.	Jan.	Feb.	Mar.	Apr.	May	Jun.	Jul.	Aug.	Sep.	Oct.	Nov.
IRB	x	x										
Pre Survey		x										
Reflection			x	x	x							
Post Survey						x						
Questionnaire						x						
Data Analysis						x	x					
Writing							x	x				
Publication/ Dissemination									x	*Possible fall conference		

Appendix A

Service-Learning Attitudes Scale (CSAS)- Pre and Post Survey

Please choose the category which best describes yourself.

Age 17 18-20 21 22 23-29 30-39 40 and above

Race African American Hispanic Native American Asian Multiracial White Other

Gender Female Male Neutral

College rank Freshman Sophomore Junior Senior Graduate

Major: _____

Previous community service experience Yes No

Previous community service frequency Once per year 2-4 times per year Monthly Weekly Not applicable

Please indicate how much you agree with each statement with 1 being that you strongly disagree and 7 being that you strongly agree with the statement. 1 = strongly disagree, 7 = strongly agree

1. Community groups need our help.
2. There are people in the community who need help.
3. There are needs in the community.
4. There are people who have needs which are not being met.
5. Volunteer work at community agencies helps solve social problems.
6. Volunteers in community agencies make a difference, if only a small difference.
7. College student volunteers can help improve the local community.
8. Volunteering in community projects can greatly enhance the community's resources.
9. The more people who help, the better things will get.
10. Contributing my skills will make the community a better place.
11. My contribution to the community will make a real difference.
12. I can make a difference in the community.
13. I am responsible for doing something about improving the community.
14. It is my responsibility to take some real measures to help others in need.
15. It is important to me to have a sense of contribution and helpfulness through participating in community service.
16. It is important to me to gain an increased sense of responsibility from participating in community service.
17. I feel an obligation to contribute to the community.
18. Other people deserve my help.
19. It is important to help people in general.
20. Improving communities is important to maintaining a quality society.
21. Our community needs good volunteers.
22. All communities need good volunteers.
23. It is important to provide a useful service to the community through community service.
24. When I meet people who are having a difficult time, I wonder how I would feel if I were in their shoes.
25. I feel bad that some community members are suffering from a lack of resources.
26. I feel bad about the disparity among community members.
27. Lack of participation in community service will cause severe damage to our society.
28. Without community service, today's disadvantaged citizens have no hope.

29. Community service is necessary to making our communities better.
30. It is critical that citizens become involved in helping their communities.
31. Community service is a crucial component of the solution to community problems.
32. I want to do this (service-learning) activity.
33. I will participate in a community service project in the next year.
34. Would you seek out an opportunity to do community service in the next year.

Please indicate how participating in service-learning is likely to impact you with 1 being extremely unlikely and 7 being extremely likely to impact you. 1 = extremely unlikely, 7 = extremely likely

1. I would have less time for my schoolwork.
2. I would have forgone the opportunity to make money in a paid position.
3. I would have less energy.
4. I would have less time to work.
5. I would have less free time.
6. I would have less time to spend with my family.
7. I would be contributing to the betterment of the community.
8. I would experience personal satisfaction knowing that I am helping others.
9. I would be meeting other people who enjoy community service.
10. I would be developing new skills.
11. I would make valuable contacts for my professional career.
12. I would gain valuable experience for my resume.

Appendix B

Student Course Engagement Questionnaire (SCEQ)- Pre and Post Survey

To what extent do the following behaviors, thoughts, and feelings describe you, in this course. Please rate each of them on the following scale: 1 = not at all characteristic of me, 2 = not really characteristic of me, 3 = moderately characteristic of me, 4 = characteristic of me, 5 = very characteristic of me."

SKILLS ENGAGEMENT

1. Making sure to study on a regular basis.
2. Putting forth effort.
3. Doing all the homework problems.
4. Staying up on the readings.
5. Looking over class notes between classes to make sure I understand the material.
6. Being organized.
7. Taking good notes in class.
8. Listening carefully in class.
9. Coming to class every day.

EMOTIONAL ENGAGEMENT

10. Finding ways to make the course material relevant to my life.
11. Applying course material to my life.
12. Finding ways to make the course interesting to me.
13. Thinking about the course between class meetings.
14. Really desiring to learn the material.

PARTICIPATION/INTERACTION ENGAGEMENT

15. Raising my hand in class.
16. Asking questions when I don't understand the instructor.
17. Having fun in class.
18. Participating actively in small-group discussions.
19. Going to the professor's office hours to review assignments or tests or to ask questions.
20. Helping fellow students.

PERFORMANCE ENGAGEMENT

21. Getting a good grade.
22. Doing well on the tests.
23. Being confident that I can learn and do well in the class.

Appendix C

Student Post Qualitative Questionnaire

- 1) How was this course similar to and different from your other classes?
- 2) What were the benefits of participating in this service-learning course?
- 3) What were the challenges you faced in your service-learning experience? Did you overcome them or were they left unresolved?
- 4) What impact, if any, do you believe your service-learning activity had on the organization or people you worked with?
- 5) Do you believe this course is relevant for your future? How so?
- 6) Are you inclined to continue the sort of service you performed in this course, or some other volunteer activity, in the future?
- 7) What was your outlook about service-learning before you started the course and now?
- 8) How do you view your own ability to make a difference in your community and the world?
- 9) How did the size of the class (60) affect your experience? Be explicit.
- 10) Do you think the project in this course was beneficial to your future aspirations? Please explain why or why not.
- 11) Would you take this course again? Why?
- 12) Would you recommend a service learning course to your peers? Why or why not?
- 13) If you could change anything about your service learning experience what would it be? Be explicit.
- 12) Would you say you have a positive opinion or service learning? Why or why not?
- 13) What about the class, if anything, did you particularly enjoy? Why or why not?

Appendix D

Community Partner Midpoint Qualitative Questionnaire

Name of Community Organization Evaluator: _____

Email: _____

Phone: _____

Name of Faculty Member _____

1. What is the need the students are addressing for your business?
2. Is the need the student(s) are addressing important and not served by other programs through your organization?
3. Thus far, is the quality of the students' work at an effective level?
4. Do you feel the students' project is designed to serve the organization's clients/needs?
5. Is there adequate communication between your organization, faculty, and student(s)?
6. Do you feel the students were prepared before service? If not, what recommendations would you suggest to improve their preparedness?
7. Do you feel that the project is allowing you to build your organizational capacity? If not, what can be changed to ensure this goal is met?
8. Additional comments welcome.

Community Partner Final Qualitative Questionnaire

1. Was the need the student(s) addressed still considered important and not served by other programs at your organization?
2. Do you feel the project allowed you to build your organizational capacity? What specifically did the students do? Please quantify if possible, such as the number of clients they served/helped serve, number and types of any deliverables produced for your agency, etc.
3. Was the quality of the student(s)' work at an affective level? Will you be able to use their projects in the future? If not, what would you like to see in the future?
4. Do you feel the students' project is designed to serve the organization's clients/needs?
5. Do you think the student(s)' work will have a long lasting effect?
6. Were there any unintended effects caused by the student(s)' work?
7. Was there adequate communication between your organization, faculty and student(s)?
8. Do you feel that student(s) were prepared before service? If not, what recommendations would you suggest to improve preparedness?
9. What would you like to see done differently in the future?
10. Would your organization participate in service learning again? If no, why not?
11. Additional comments welcome:

Principle Investigator CV

Lauren Reiter, PhD

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EDUCATION -----

Ph.D. Human Ecology, Apparel and Textiles, *Emphasis: Sustainable Apparel and Social Media*, **May 2015**
Kansas State University, Manhattan, KS

Advisor: Dr. Kim Hiller Connell

Dissertation: *Increasing Consumer Demand of Environmentally Sustainable Apparel through Employment of Social Networking Sites*

EMPLOYMENT-----

TEACHING

Visiting Assistant Professor, Department of Apparel Merchandising and Interior Design, **August 2015- Present**
Indiana University, Bloomington, IN
Instructor of Record

- **R319: Professional Techniques in the Retail Industry:** fall 2015, spring 2016, Sophomore-Senior level course
- **R404: International Textile and Apparel Trade:** fall 2015, spring 2016, Senior level course

Teaching Assistant, summer 2015
Zhejiang Sci- Tech University, Hangzhou, Zhejiang, China

- **AT 545: Global Apparel and Textile Production and Distribution**
 - Approximately 50 Chinese Students
 - Assisted professor with class attendance, grading, lecture delivery, quiz and test development

Teaching Assistant, Department of Apparel and Textiles and Interior Design, **August 2012- May 2015**
Kansas State University, Manhattan, KS
Instructor of Record

- **AT675: Computer Technologies for Merchandising**, fall 2013, Senior/Graduate level course
- **AT445: Professional Development**, spring 2014, Junior/ Senior level course

- Developed and managed guest lecture series comprised of professionals within the industry from Zappos, Elie Tahari, Pomellato, Stylecareers.com, Nordstrom, Fossil, Lions in Four, Taylor Martin Group, Allure Bridals, Modern Society, etc.
- **AT375: Computer Technologies for Merchandising**, Studio Course, fall 2014, spring 2015,
Sophomore level course
 - Developed personal branding assignment, lectures related to portfolio production and careers in the industry related to AT375, and managed development of weekly lectures and applied skills curriculum

Teaching Assistant Experience

- **AT670: Apparel Pre-production Processes**, fall 2012, Junior level course
- **AT655: Apparel Pattern Development I**, fall 2012, Junior level course
- **AT675: Computer Technologies for Merchandising**, Spring 2013, Senior/Graduate level course
- **AT325: Introduction to Retailing**, Spring 2013, Sophomore level course

RESEARCH -----

RESEARCH UNDER REVIEW

McHaney, R. and **Reiter, L.** (under 2nd review). Immersive simulation in constructivist-based classroom learning. *Submitted to Decision Sciences Journal of Innovative Education.*

Reiter, L., McHaney, R., & Hiller Connell, K. (under review). Social Media Influence on Purchase Intentions of Online Apparel: Instrument Validation. *Submitted to Journal of Marketing Communications*

Reiter, L., McHaney, R., & Hiller Connell, K. (under review). Online Shopping and Social Media's Influence on Purchase Intentions of Apparel. *Submitted to Academy of Marketing Science World Marketing Congress, Paris, France, July 19-23, 2016.*

Reiter, L., & Hiller Connell, K. (under review). U.S. Consumers Environmentally Sustainable Apparel Purchase Intention: Investigating the Role of Social Influence of Peers to Use Social Networking Sites Applied to the Theory of Reasoned Action. *Submitted to Academy of Marketing Science World Marketing Congress, Paris, France, July 19-23, 2016.*

Reiter, L., & Kozar, J. (under review). Chinese Students' Knowledge of Environmentally Sustainable Apparel and Sustainable Purchase Intentions. *Submitted to Academy of Marketing Science World Marketing Congress, Paris, France, July 19-23, 2016.*

Reiter, L., & Kozar, J. (under review). Chinese students' knowledge and attitudes of sustainable purchase intention. Submitted for presentation at the American Collegiate Retailing Association Conference, Secaucus, NJ, April 2016

Granger, M. and **Reiter L.** (Under Review). Entrepreneurs' impression of social media use in small business practices. Submitted for presentation at the American Collegiate Retailing Association Conference, Secaucus, NJ, April 2016

RESEARCH IN PROCESS

Reiter, L., Hiller Connell, K. Y., & LeHew, M. L. A. (in process) Clothing care practices of young adults: An exploratory study. Target journal: *Family and Consumer Sciences Research Journal*

Reiter, L. and McHaney, R., & Hiller Connell, K. Y. (in process). Technology acceptance model as applied to social networking sites: A preliminary study regarding Facebook, Twitter, Instagram, and Pinterest. Target journal: *Journal of the Academy of Marketing Science*

Granger, M. and **Reiter L.** (in process). Entrepreneurs' impression of social media use in small business practices. Target Journal: *Journal of the Academy of Marketing Science*

Zhao, L., & **Reiter, L.** (in process). Understanding the relationship among key sustainable events, corporate social responsibility and brand image. Target Journal: *International Journal of Sustainability*

Reiter, L. & Hiller Connell, K. (in Process). Investigating the Role of U.S Consumer Social Media Use and Perceptions, Social Influence of Peers to Use Social Networking Sites, and Subjective Norms Applied to the Theory of Reasoned Action Regarding Purchasing Environmentally Sustainable Apparel. Target Journal: *Clothing and Textiles Research Journal*.

Reiter, L. & Hiller Connell, K. (in Process). Investigation of U.S. Consumer Social Influence of Peers to Use Facebook, Twitter, Instagram, and Pinterest and Subjective Norms in Addition to Knowledge and Attitudes Regarding Environmentally Sustainable Apparel Purchase Intention. Target Journal: *Social Marketing Quarterly*.

Reiter, L. & Hiller Connell, K. (in Process). Investigating the Role of Consumer Characteristics and Knowledge on Attitudes When Applied to the Theory of Reasoned Action Regarding Purchasing Environmentally Sustainable Apparel: A National Study. Target Journal: *International Journal of Consumer Studies*.

INVITED BOOK CHAPTERS

Reiter, L. "Chapter 12: Digital Media and Visual Communication," *The Fashion Industry and its Careers: An Introduction* by Michele M. Granger (2015). Bloomsbury Publishing: New York, NY.

REFEREED PROCEEDINGS (* indicates presenter)

Reiter, L., & Hiller Connell, K. Y.* (Accepted). Investigating the Role of Social Networking Sites in Creating Consumer Demand for Environmentally Sustainable Apparel: An

Exploratory Study [Abstract]. *Submitted for presentation at the International Textiles and Apparel Association*, Santa Fe, NM, November 9-13, 2015.

Reiter, L.* & Hiller Connell, K. (Accepted). Investigating the Role of Social Networking Sites in Creating Consumer Demand for Environmentally Sustainable Apparel: An Exploratory Study [Abstract]. Submitted for presentation at the American Collegiate Retailing Association Conference, Miami, FL, March 4-7

Reiter, L.*, & Hiller Connell, K. Y. (Accepted). Understanding the effects of social networking sites on consumer purchase intentions of environmentally sustainable apparel: A preliminary study [Abstract]. *Submitted for presentation at the International Textiles and Apparel Association*, Charlotte, NC, November 12-16, 2014.

REFEREED POSTER PRESENTATIONS (* indicates presenter)

Reiter, L.* and Hiller Connell, K. Y. (faculty advisor). (2014). *Increasing consumer demand of environmentally sustainable apparel through the employment of social media*, Kansas State University Annual Research Forum, Manhattan, KS, March 23.

Reiter, L.* and Hiller Connell, K. Y. (faculty advisor). (2014). *Increasing consumer demand of environmentally sustainable apparel through the employment of social media*, Kansas State University Apparel, Textiles, and Interior Design Showcase of Excellence Juried Runway Show and Mounted Exhibit, Manhattan, KS, May 2.

Reiter, L.* and Hiller Connell, K. Y. (faculty advisor). (2014). *Social Networking Sites Viability for Increasing Consumer Demand of Environmentally Sustainable Apparel*, American Association of Family and Consumer Sciences Annual Conference, St. Louis MO, June 26.

REFEREED PAPER PRESENTATIONS (* indicates presenter)

Reiter, L.*, Hiller Connell, K. Y., & LeHew, M. L. A. (2014). *Clothing Care Practices of Young Adults: An Exploratory Study*, American Association of Family and Consumer Sciences Annual Conference, St. Louis MO, June 28.

PROFESSIONAL DEVELOPMENT-----

ONGOING

Information Literacy Grant Committee, Indiana University, fall 2015- spring 2016

Center for Innovative Teaching and Learning, Professional Development Series, Indiana University, fall 2016

Service-learning Collaboration, R404, Indiana University, Community Partner: UGo Bars, Bloomington, IN, spring 2016

Auditor, Spanish 105: First Year Spanish, fall 2015

Auditor, Sociology 410: Social Networks, fall 2015

Retail Studies Organization Chicago Field Seminar, Chicago, IL, Chaperone, Indiana University, October 22-23, 2015

YMA Case Study Reviewer, October 2015

STUDY TOUR-----

ORGANIZER

INDIANA UNIVERSITY, Bloomington, IN, *Department of Apparel Merchandising and Interior Design*

Guatemala, May 2016

Study Tour Co-Coordinator with Professor Mary Embry

KANSAS STATE UNIVERSITY, Manhattan, KS, *Department of Apparel, Textiles and Interior Design*

Hangzhou, China, May 25- June 28, 2015

Study Tour Assistant to Lead Coordinator Dr. Joy Kozar

- Manage and create marketing materials and Informational Sessions
- Assist in budget and study tour application for Human Ecology Dean's Office and International Programs
- Aid in syllabus creation and schedule of events
- Assist in creation and implementation of pre-Departure meetings and activities
- Attend study tour to China for 35 days (May 25, 2015- June 30, 2015) and assist in management of all activities, tours, classes, etc.



INDIANA UNIVERSITY

DEPARTMENT OF APPAREL MERCHANDISING
AND INTERIOR DESIGN
College of Arts and Sciences
Bloomington

November 6, 2015

George Rehrey
Center for Innovative Teaching and Learning

Dear colleagues,

I would like to convey my support for Dr. Lauren Reiter's application for a Scholarship of Teaching and Learning grant. Dr. Reiter joined AMID this semester as a Visiting Assistant Professor with a PhD from Kansas State University. Although she is relatively new to pedagogical research, I have no doubt that Dr. Reiter is able to carry out an appropriate study. R404 is a large upper-level class required for Apparel Merchandising majors, serving approximately 100-120 students per year. AMID has a cohort of faculty (Mary Embry, Ashley Hasty, Jon Racek) engaged in service-learning pedagogy, so this proposal is very much in line with ongoing curriculum development. Dr. Reiter is currently teaching R404 and will be scheduled to teach it at least twice more in the next two years.

Thank you for considering her application.

Sincerely,

A handwritten signature in blue ink, appearing to read 'H. Akou', is written below the word 'Sincerely,'.

Dr. Heather Marie Akou
Chair and Associate Professor of Design and Merchandising