

Discipline-Based Education Research

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Professor

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- Ph.D., Chemistry, Purdue University
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Areas of Expertise

- Chemistry Education
- Biochemistry Education

Research Summary:

I am interested in using qualitative research techniques to examine and improve undergraduate chemistry teaching and learning. Currently, this involves looking at how students understand concepts and solve problems in chemistry classes, how they visualize different chemical concepts, how they use language to make sense of chemical concepts, and how a systems thinking approach to chemistry teaching might be used to help students learn chemistry more meaningfully. I have also been involved in a number of projects that provide professional development opportunities to faculty and K-12 teachers.



Postsecondary Underrepresented Minority STEM Students' Perceptions of Their Science Identity

Schetema Nealy MaryKay Orgill Charles R. Drew University of Medicine and Science
University of Nevada, Las Vegas

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Introduction to Systems Thinking for the Chemistry Education Community

MaryKay Orgill,^{*,†} Sarah York,[†] and Jennifer MacKellar[‡]

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Multicultural
Education

Supporting English Language Learners in College Science Classrooms Insights from Chemistry Students

Eshani N. Lee, MaryKay Orgill, & CarolAnne Kardash

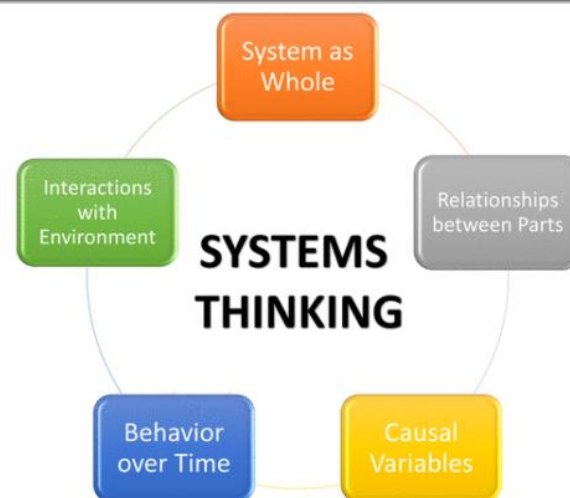
THEORETICAL
FRAMEWORKS
for RESEARCH in
CHEMISTRY/SCIENCE
EDUCATION

GEORGE M. BODNER
MARYKAY ORGILL

RESEARCH REPORT

Faculty Perceptions of the Factors Influencing Success in STEM fields

Eshani Gandhi-Lee¹, Heather Skaza, Erica Marti, PG Schrader, MaryKay Orgill
University of Nevada, Las Vegas, USA



DOI: [10.1039/C4RP00256C](https://doi.org/10.1039/C4RP00256C) (Paper) *Chem. Educ. Res. Pract.*, 2015, **16**, 731-746

Biochemistry instructors' perceptions of analogies and their classroom use

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Measuring student motivation in chemistry classrooms

- **Dr. Guizella A. Rocabado**
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Expertise

My expertise lies in chemistry education research, with a particular focus on the development of instruments and the application of advanced measurement and statistical techniques to evaluate the effectiveness of evidence-based instructional practices. A central passion and area of expertise is understanding and measuring student attitudes and motivation, particularly as they relate to engagement and success in chemistry learning environments. I specialize in designing tools that capture meaningful learning outcomes, affective dimensions, and instructional impacts. In addition to my methodological strengths, I bring experience in science communication, translating complex scientific ideas into accessible language for diverse audiences. I also have expertise in program evaluation, using data-driven approaches to assess and improve the design, implementation, and outcomes of educational initiatives in STEM fields.

Dr. Alison Sloat

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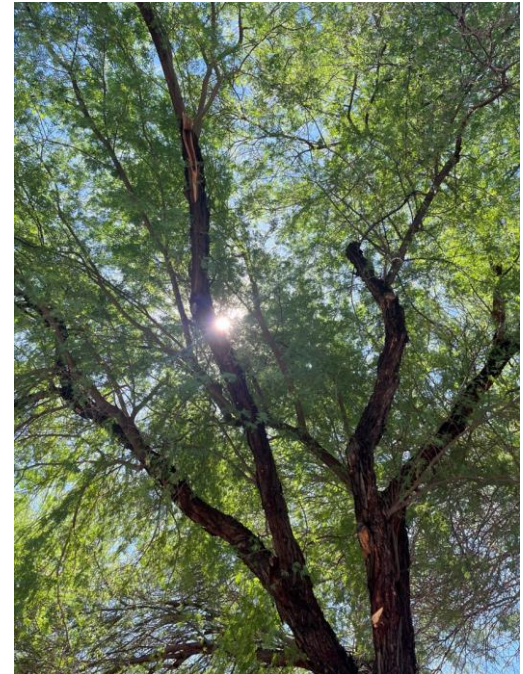


STEM Outreach Programs

- Las Vegas Urban Forest Center
- STEM Teacher Development Academy and Resident Scientists-in-Schools Program
- Rebel Science Camp
- Rebel STEM Explorers Summer Camp
- Science & Nature Discovery Summer Camp

Las Vegas Urban Forest Center

- Plant 3,000 trees in underserved areas of Clark County
- Educate 45 Arborists-in-Training
- Community tree planting education and workshops
- 5-years, \$5 million from USDA Forest Service



Want to help? Contact:

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STEM Education Research

Dr. Jenifer C. Utz

Associate Professor in Residence

School of Life Sciences

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Expertise

- Undergraduate STEM education
- Digital learning resources
- Mammalian hibernation

Facilitating academic achievement for a diverse undergraduate population

- Effects of self-testing:

Voluntary Web-Based Self-Assessment Quiz Use is Associated With Improved Exam Performance, Especially for Learners with Low Prior Knowledge

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Abstract

This study examined students' voluntary use of digital self-assessment quizzes as a resource for learning in a large anatomy and physiology lecture course. Students ($n = 238$) could use 16 chapter quizzes and four analogous unit quizzes to rehearse and self-assess knowledge. Most students (75%) engaged in occasional use of self-assessment quiz items; repeated use was uncommon (12%), as was lack of use (13%). Exam performance differed between quiz use groups. Quiz use improved exam performance more among students who entered the course with low prior knowledge of concepts from the prerequisite course. Cumulatively for all students and all exams, repeated self-assessment quiz users significantly outperformed occasional users (+7.5%) and non-users (+11.9%) on course exams. Incorporation of optional learning resources can enhance the learning success of students.

- Effects of skill training:



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Can a Brief, Digital Skill Training Intervention Help Undergraduates “Learn to Learn” and Improve Their STEM Achievement?

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University of North Carolina, Chapel Hill

Lucie Vosicka and Jenifer C. Utz
University of Nevada, Las Vegas

Students who drop out of their science, technology, engineering, and math (STEM) majors commonly report that they lack skills critical to STEM learning and career pursuits. Many training programs exist to develop students' learning skills and they typically achieve small to medium effects on behaviors and performance. However, these programs require large investments of students' and instructors' time and effort, which limits their applicability to large lecture course formats commonly employed in early undergraduate STEM coursework. This study examined whether brief, digital training modules designed to help students apply learning strategies and self-regulated learning principles effectively in their STEM courses can impact students' behaviors and performance in a large biology lecture course. Results indicate that a 2-hr *Science of Learning to Learn* training had significant effects on students' use of

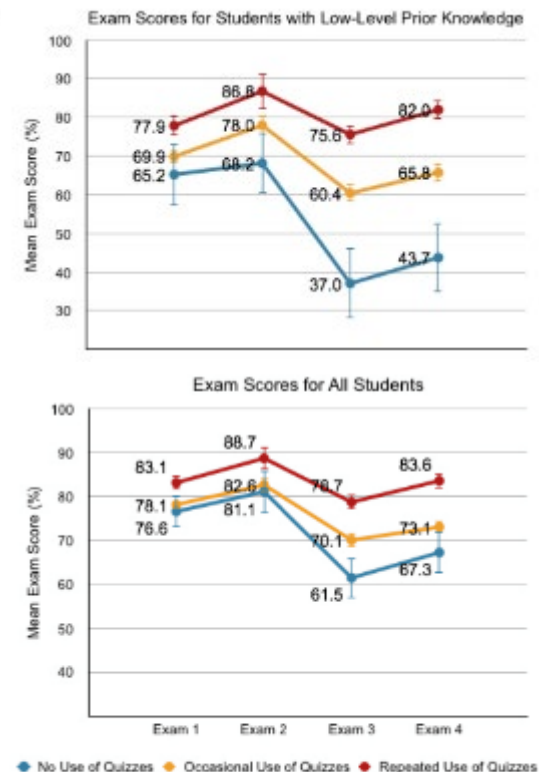


Figure 3. Effect of Self-Assessment Quiz Use on Exam Performance
Symbols represent means \pm standard error of the mean.

Developing the Skill and Will to Succeed in STEM Scholarship Program

A primary goal of this scholarship program is to diversify and increase the number of students entering STEM professions



- The School of Life Sciences welcomed the first cohort of 17 Succeed in STEM Scholarship recipients in 2019
- Over \$420,000 of scholarship support will be distributed across the lifetime of this 5-year program

Hibernation physiology

- Rewarming from torpor:

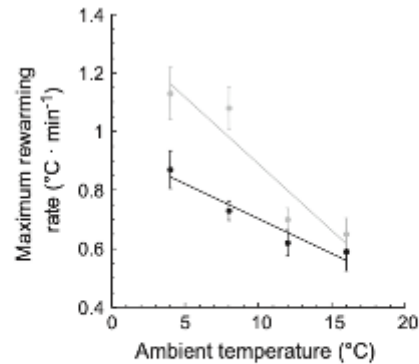


Fig. 3. Effect of ambient temperature on maximum rate of rewarming for natural and prematurely induced arousal from torpor. Symbols represent means \pm SE for natural (black) and induced (gray) arousal; $n=5$. There is a significant effect of T_a on the maximum rate of rewarming for both natural and induced arousals, $p < 0.05$, $r^2=0.93$, $r^2=0.88$ respectively. There is a significant effect of arousal type on the maximum rate of rewarming, $p < 0.05$.

- Resistance to bone disuse atrophy:

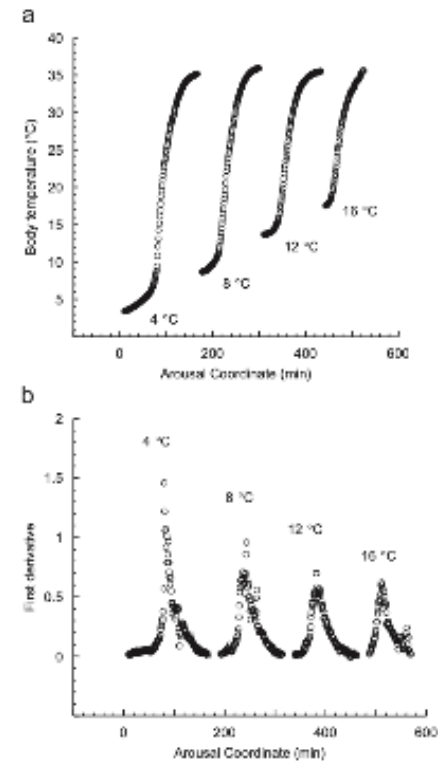
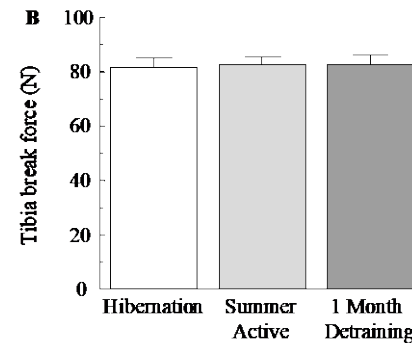
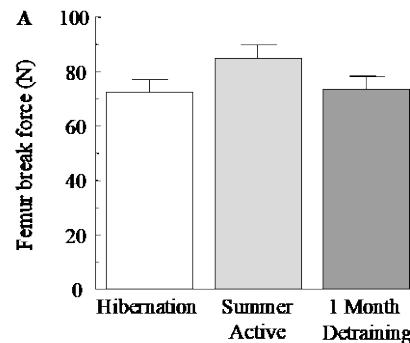
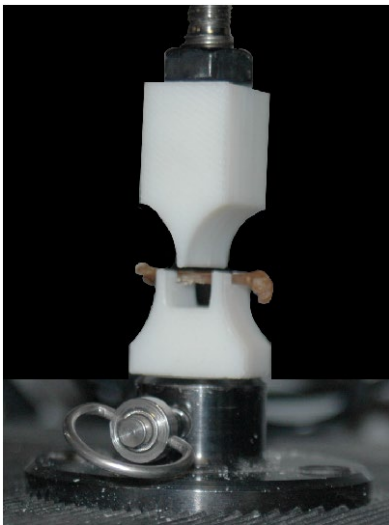


Fig. 2. Body temperature as a function of time during arousals from one individual. (A) Body temperature was measured every minute for a squirrel housed at 4, 8, 12, and 16 °C. (B) Instantaneous rate changes as demonstrated by plotting the first derivative as a function of time across the same range of ambient temperatures.