

2017 Conference Theme:

Teaching and Learning for a Civil Society

Tuesday, August 15, 2017

(WAEC = Weisberg Applied Engineering Complex)

PLENARY ADDRESS

8:30 – 9:15 AM, WAEC 1205

Presented by **Kelli Prejean**
Associate Professor of English
2017 Reynolds Outstanding Teacher Award Winner

Being Wrong, Uncomfortable, and Okay with the Journey

Fear of the unknown, of what we feel we're not good at, of what seems out of reach turns some of the most capable people away from opportunity, from learning new things, and from forming relationships that can alter our intellectual paths in meaningful ways. In our current political and social climate, we are often more concerned with being right and remaining in spaces that reaffirm our beliefs rather than spaces that challenge our thinking and that bring about changes in our perceptions of the world. In light of this, I will share ways I have been challenged intellectually, emotionally, and socially throughout my education and why those moments were key to my success as a teacher and mentor. I will discuss ways I have created spaces for students to take risks and to wallow in life's complexities in an effort to acknowledge that being uncomfortable—and even scared—of trying out something new is absolutely necessary for intellectual and civic growth.

CONCURRENT SESSION 1

Option 1A: 9:30 – 10:45am, WAEC 1101

Revamping the Human Element: What EDGE Mentors Can Learn about Students

Format: Interactive Presentation

The Marshall University EDGE Mentoring program gives first-year students an “edge” in navigating the transition to college and making good decisions on the road to a timely graduation. In its third year of experimentation EDGE Cohort II mentors will discuss what they have learned from their first year of mentoring and how they have implemented that knowledge into serving these students. This program seeks to encourage relationship building, maturity, and the skills to keep on track to graduation. EDGE mentors value each mentee's worth as a person, their well-being, their ability to settle in to campus life, and their progressing maturity. The program seeks to create a community and a sense of belonging to encourage success throughout their time at Marshall.

Facilitators: Eryn Roles (MU Libraries), Marybeth Beller (Political Science), Amine Oudghiri Otmani (English), Mark Timmons (Kinesiology)

Option 1B: 9:30 – 10:45am, WAEC 1103

Promoting Civil Discourse in the Classroom: Lessons from Linguistic Anthropology and Conversation Analysis

Format: Interactive Presentation

How can we encourage students to think and argue more civilly in the classroom, especially in an atmosphere of divisive public discourse? This presentation will offer lessons from linguistic anthropology and conversation analysis to help teachers facilitate interactions in their classrooms that promote civil discourse and inquiry. By closely examining the linguistic details of classroom interaction, we will review methods for understanding how teachers and students collectively negotiate knowledge and values through particular interactional practices. We will explore specific interactional strategies that can help students listen better, present their own ideas more confidently, and be more empathetic to different perspectives.

Facilitator: Robin Riner (Anthropology)

~~**Option 1C:** 9:30 – 10:45am, WAEC 1105~~

SESSION CLOSED

Using Innovative Grading Systems to Enhance Learning and Make Your Life Easier

Format: Interactive Presentation

Innovative grading systems replace traditional numerical grades with alternative grading methods that focus more directly on student learning and mastery. The goals include reducing students' myopic focus on numeric grades, and making grading more accurate, easier, and more enjoyable for instructors. Examples include "standards grading", "specs grading", "contract grading", and more. Panelists from multiple colleges will discuss their real-life experiences using several innovative grading systems in classes at Marshall. Audience members will discuss the pros and cons of these systems with the panelists, and imagine how innovative grading systems might be used in their own classes.

Facilitators: Carl Mummert (Mathematics), Kristen Lillvis (English), Nicole Winston (Pharmaceutical Science & Research), Michael Castellani (Chemistry)

Option 1D: 9:30 – 10:45am, WAEC 3121

An Engineer's Take on Civic and Ethical Responsibility

Format: Panel Presentation

Without engineers, the dams, bridges, buildings, roads, vehicles, airplanes and other systems that make up our 21st-century society would not exist. Engineers use a combination of critical analysis, quantitative

reasoning, ethical principles and professional standards to design structures and systems to safely and efficiently serve the public interest.

This presentation will give an engineer's perspective on civic responsibility and how engineers, like many professionals, participate in a civil society. Also, we will discuss suggestions for how educators can introduce professional and civic values in their courses, such as ethical behavior, objectivity, uncertainty and the lost art of compromise.

Facilitator: Gregory Michaelson (Engineering)

Teaching Clinic 1E: 9:30 – 10:00am, WAEC 3237

Original Research Projects as a Tool for College Transition

Format: Teaching Clinic

Educators sometimes think students will be ready to participate in conducting original research only after they have successfully learned to use the reading, writing, and thinking skills college-level work requires. But the process of designing and conducting research serves as an excellent tool for helping students develop the skills needed not only to succeed in college, but for the development of civic-minded values. Participants in this teaching clinic will learn how students in two 100 level classes designed and executed original studies, in the process learning skills for 21st century civic learning and democratic engagement.

Facilitators: Molly McClennen (English), Saba Gebrehiwot (English)

Teaching Clinic 1F: 10:15 – 10:45am, WAEC 3237

Voting Power: Equality versus Representation

Format: Teaching Clinic

In this presentation, we will explore the basic structure of the U.S. Electoral College. Discussion about allotment of electoral votes representing each state and the "voting power" that occurs as a result of those designations. The mathematical content in this activity requires estimation, basic arithmetic, and simple ratio and percentage comparisons. Participants are asked to decide for themselves if this system works for them as the session provides an opportunity to explore other plausible measures of voting power.

Facilitator: Shannon Miller-Mace (Mathematics)

CONCURRENT SESSION 2

~~**Option 2A:** 11:00am – 12:15pm, WAEC 1101~~ **SESSION CLOSED**

Motivating Students to Learn: How Point-less Assignments Equate to More Than Just Achievement of Course Outcomes

Format: Interactive Presentation

*This session will provide insight into the teaching and grading practices described in the book *Specifications Grading: Restoring Rigor, Motivation Students and Saving Faculty Time*. The presenter will highlight how a graduate course was revised to encourage independent learning, decrease stress for students, and solidify knowledge and application of clinical skills without awarding points for students' work. Both faculty and student perspective will be provided.*

Facilitator: Pam Holland (Communication Disorders)

Option 2B: 11:00am – 12:15pm, WAEC 1103

Our Civic Duty to Combat the Opioid Crisis

Format: Interactive Presentation

As citizens of the both the City of Huntington and the State of West Virginia, it is our duty to inspire our students to lead efforts to combat the opioid crisis in our community. Students at the School of Pharmacy have volunteered hundreds of hours to educate the youth of the community about prescription and illicit drug abuse. Interactions between our students and a community in need will result in mutual respect and education. We will provide opportunities and ideas for you to motivate both health science and non-health science students to volunteer and lead efforts to mend our community.

Facilitators: Nicole Winston (Pharmacy Practice & Administration), Brittany Riley (Pharmacy Practice & Administration), Chris Booth (Pharmacy), C.K. Babcock (Pharmacy Practice & Administration), Lisa Nord (Pharmacy Practice & Administration), Hasan Koc (Pharmaceutical Science & Research), Abigail Hay (Pharmacy Practice & Administration)

Option 2C: 11:00am – 12:15pm, WAEC 1105

Civic Ethos, Literacy, Inquiry, and Practice: Exploration and Implementation in a Second-Year Honors Seminar

Format: Panel Presentation

Panel Facilitator: Susan Gilpin (Honors College)

During high school and college, students are challenged to think about their career goals and the paths they will take to achieve them. Less often are they challenged to consider the kinds of persons they want to become, the broader social responsibilities they could assume, and societal contributions they might make beyond their chosen professions. HON 200: Seminar in Leadership, Ethics, and Civic Engagement provides the latter challenge and opportunity. In this panel, four HON 200 instructors will demonstrate assignments featuring reflective inquiry designed to fulfill the four aims from A Crucible Moment described in the conference call.

Hot Topics: Exploring Civic Ethos, Values, and Public Mindedness

The ability to have a candid conversation about an ethical issue based on critical thinking, logic, and thoughtful response, is a necessary skill we should be teaching all of our students. In HON 200, we put this skill into practice through an assignment we call Hot Topics. Group presentations with student guided discussions allow the class to practice respect, open-mindedness, tolerance, and execute critical thinking skills in a safe environment. Through these activities, students have reported that they garnered a deeper respect for human worth and the ability to listen and learn from perspectives that differ from their own.

Panelist: Sarah Davis (INTO)

The Action Plan Assignment: Analyzing Historical Struggles, Campaigns, and Social Movements

In this assignment, teams of students researched a social movement (using mainly primary sources), presented their findings to the class, and created three primary sources of their own. In a journal entry after watching all presentations, students had to allocate an imaginary \$100 and 100 hours to the movement(s) of their choice (they couldn't choose their own) and write about why they selected the movement(s).

Panelist: Kelli Johnson (MU Libraries)

Problem-Solving in Community: An Analysis of Civic Engagement in Action

We encourage our students to be engaged citizens who apply their education to solving real-world problems. Civic inquiry--understanding how decisions affect people and communities--is a necessary first step for effective civic engagement. Through literature and film, students examine how four communities addressed their problems: Buffalo Creek, WV rebuilding after the flood; Chicago's south and west sides trying to stem gun violence; the trash-pickers of Tijuana living with poverty; and McDowell County, WV facing population loss. Through exploring how these communities solved problems in a manner consistent with their values, students develop an understanding of the many forms civic engagement can take.

Panelist: Molly McClennen (English)

Seeing Civic Action as Lifelong Practice: The Civic Engagement Project

The "Civic Engagement Project" that I assign my HON 200 students is designed to help them see the variety of ways they can be involved in the community, both on campus and in Huntington or their hometown. Each student chooses three community activities to participate in and then writes a reflection and gives a brief presentation to the class. I will highlight some of the community activities students found particularly meaningful and share student feedback on the project.

Panelist: Elizabeth Niese (Mathematics)

Option 2D: 11:00am – 12:15pm, WAEC 3121

A Community Based Learning Opportunity in the Context of Family Centered Care

Format: Interactive Presentation

This session will present an example of a community based service learning experience that incorporates inter-professional education and collaboration, core foundational concepts of physical therapy curriculum, family centered care, and cultivation of professional empathy. Attendees will be encouraged to identify opportunities that exist locally and regionally that can provide similar enriched and immersive learning environments in which students can learn. The presenter will discuss how stretching beyond the walls of the classroom not only impacts the perspectives of our students, but also the lives of those in our state that need our services to improve their quality of life.

Facilitator: Gretchen Pfof (Physical Therapy)

~~Option 2E: 11:00am – 11:30am, WAEC 3237~~ **SESSION CLOSED**

Encouraging Source Credibility Through the IF I APPLY Test

Format: Teaching Clinic

Evaluating sources for credibility is the first step to healthy civic learning. Traditionally, systematic source evaluation remained focused on source content. MU Librarians recognized that twenty-first century source evaluation must begin reflectively. First, one must take personal inventory on one's emotions attached to the investigative topic. Often, the open internet is a place to find hyper partisan information that does not correctly reflect fact. In this clinic, Sabrina Thomas and Eryn Roles provide a new simple acronym to foster intellectual integrity during inquiry thinking. The IF I APPLY test is a fresh way to introduce students to source evaluation in order to encourage lifelong learning.

Facilitators: Sabrina Thomas (MU Libraries), Eryn Roles (MU Libraries)

~~Option 2F: 11:45am – 12:15pm, WAEC 3237~~ **SESSION CLOSED**

Navigating the Information Ecosystem: Finding Scholarly Overviews of Complicated, Controversial Topics

Format: Teaching Clinic

Background experiences, personal biases and predispositions effect the way we seek out information and present it to our peers. Challenging students to explore broad overviews of complex, controversial topics is the first step in advocating for open minds. Rather than simply pushing controversial topics into pro versus con positions, encourage students to view these issues through a bi-partisan lens. In this teaching clinic, I will demonstrate the best MU Libraries resources that provide scholarly overviews of emotionally charged complex issues in order to foster civic learning and problem solving beyond ideological doctrine.

Facilitator: Sabrina Thomas (MU Libraries)

CONCURRENT SESSION 3

Option 3A: 1:30 – 3:30pm, WAEC 1103

Integrating Civic Teaching and Learning Principles Related to Individuals with Disabilities into College Curriculum

Format: Workshop

This session will address ways in which faculty can incorporate civic learning opportunities related to individuals with disabilities into their current courses by a) creating a classroom culture that encourages inclusivity for all students, b) integrating information about policies, issues, and/or past and present social movements involving individuals with disabilities into course content, c) encouraging student inquiry into how local, state, national, and international policies and practices within their field affect individuals with disabilities, and d) identifying potential ways for students to engage in hands-on practice in civic planning and engagement within their field.

Facilitators: Carrie Childers (Communication Disorders), Becca Hansen (WV Autism Training Center), Kelly Rutherford (Communication Disorders)

Option 3B: 1:30 – 3:30pm, WAEC 1201

Thriving in the Classroom: Teaching Strategies for Graduate Teaching Assistants

Format: Workshop

Teaching for the first time can be a daunting experience, especially for teaching assistants, who have a unique dual role in the university. In this workshop we will identify teaching practices and common teaching strategies for surviving the first day (and week), stimulating and facilitating class discussions, developing effective and manageable assessment strategies, and exploring available pedagogical tools. This session is open only to graduate teaching assistants.

Facilitator: April Fugett (Center for Teaching & Learning)

~~**Option 3C:** 1:30 – 3:30pm, WAEC 1232~~

SESSION CLOSED

Improving STEM Students' Writing

Format: Workshop

In this two-hour workshop aimed at STEM instructors who incorporate writing of any kind in their classrooms, Writing Center affiliates will present pedagogical materials composed after a year of providing writing workshops for students in STEM courses, and attendees will be guided through a series of activities designed to provide ideas for incorporating writing instruction in the content-heavy classroom.

This workshop is designed to aid faculty as they teach students how to negotiate the discourse demands of their discipline.

Facilitators: Anna Rollins (English), Kristen Lillvis (English), Shoshannah Diehl (English), Cynthia McComas (Graduate Student, English)

Option 3D: ~~1:30 – 3:30pm, WAEC 3235~~

SESSION CLOSED

Scholarship of Teaching and Learning: Incorporating it into the Daily Practice

Format: Workshop

The purpose of this presentation is to help faculty understand the process of meeting requirements for conducting social science research, the differences between different types of instructional review board review (IRB) review needed depending on the type of student information measured and the importance of a support group during this long process. Scholarship of Teaching and Learning Faculty Support Groups can provide this needed support in the process of measuring the effect of teaching practices.

Facilitators: Brittany Riley (Pharmacy Practice & Administration), Jill Underhill (Communication Studies), Tina Allen (Elementary Education), Rick Walker (Biological Science)

CONCURRENT SESSION 4

Option 4A: 3:45 – 5:00pm, WAEC 1101

Integrative Thinking Assignments to Support Civic Literacy

Format: Interactive Presentation

If you are looking for additional ideas to energize your classes, develop assignments that you will love grading and position your students to make meaningful contributions to the world, this fun, interactive session is for you! Our presentation will report the highlights of the 2016-2017 Faculty Learning Community on Integrative Thinking and connect those findings with the conference theme. You'll see innovative assignment ideas from a variety of disciplines as well as small-scale teaching exercises (under 5 minutes) that you can customize for your own classes. Regardless of your academic field, you will find something useful and immediately actionable in this session.

Facilitator: Kateryna Schray (English), Lori Howard (Special Education), Laura Stapleton (Mathematics)

Option 4B: 3:45 – 5:00pm, WAEC 1103

Taking the Remedial Out of Remedial Education: Co-requisites as Strategies for Retention and Empowerment

Format: Interactive Presentation

To help increase retention, students who previously took developmental courses before their gateway math or English now take co-requisite courses, including both the course material and required prerequisite material without the stigma of remedial labeling.

Students “mainstream” into non-remedial courses, unhampering them from the burdens of extra financial debt and time toward degree, in addition to providing them with more support from instructors and peers facing similar difficulties.

In this session, we will discuss best practices for working with students in corequisite classes, including improving study skills, designing assignments that do not sacrifice academic rigor, and addressing non-academic challenges.

Facilitator: Anna Mummert (Mathematics), Elizabeth Niese (Mathematics), Kelli Prejean (English), Rachel Rinehart (English)

~~Option 4C: 3:45 – 5:00pm, WAEC 1105~~

SESSION CLOSED

Teaching and Learning with Social Media in the University Classroom

Format: Interactive Presentation

This interactive session provides insights into using social media platforms as instructional and learning tools in the university classroom. Based on my experiences teaching about the psychology of social media using social media, we will discuss: using social media sources to facilitate developing critical thinking skills; using social media platforms as discussion forums with the potential for prolonged student engagement; and using blogging and microblogging as writing and reflecting tools. Using these insights as a springboard, participants will work together to discuss and plan ways to incorporate social media as authentic and relevant teaching and learning tools in their own classrooms.

Facilitator: Brian Kinghorn (Educational Foundations & Technology)

Option 4D: 3:45 – 5:00pm, WAEC 1232

Digital Humanities in the Classroom

Format: Interactive Presentation

Faculty who ask their students to bring together the digital and physical worlds engage with digital humanities (DH) pedagogy. In this interactive presentation, learn about and try out a variety of DH strategies, including digitizing and analyzing print texts, comparing and critiquing electronic literature and videogames, and creating video essays. Participants will also discuss how DH strategies impact their own research/creative work, how DH is shaping our departments and colleges, and how we might continue to expand DH research and teaching at Marshall.

Facilitators: Kristen Lillvis (English), Robert Ellison (English), Ian Nolte (English)

Option 4E: 3:45 – 5:00pm, WAEC 3121

Foreign Cultures and Foreign Pedagogies as Models for Civil Societies

Format: Panel Presentation

The goal of the Humanities Program is to help us deepen our understanding of ourselves and our culture, by exploring the ways human beings find meaning in their experience. A cornerstone of our method is our interdisciplinary, team-taught seminars. This panel will be conducted like a session of one of our seminars in order to demonstrate how some of the practices specific to our disciplines help inculcate skills vital to navigating a multipolar society, and how the interactions of the team-teachers model both civic and civil behaviors.

Co-Presenters: E. Del Chrol (Classics), Jeffrey Ruff (Religious Studies)

~~**Option 4F:** 3:45 – 4:15pm, WAEC 3237~~

SESSION CLOSED

Using Online Scheduling for Office Hours: Benefits for Faculty and Students

Format: Teaching Clinic

Last year I stopped holding open office hours and now instead use an online scheduling application. I will detail how this new approach has significant benefits both me and my students: I schedule my time more effectively, I meet with more students, and I am more prepared for each meeting.

Facilitator: Shawn Schulenberg (Political Science)

Option 4G: 4:30 – 5:00pm, WAEC 3237

Teaching Is Hard; Learning Can Be Even Harder: Reaching the Reluctant Learner

Format: Teaching Clinic

Talking at cross-purposes, we sometimes call it. When people seem to misunderstand each other almost willfully, to forcibly resist the other position. Whether it takes place in an analysis of the news on television, in the comments section of an internet posting, or in the classroom, it rarely, if ever, leads to the acquisition of knowledge or enlightenment. I will offer five strategies for breaching this impediment to exactly the kind of teaching and learning a civil society requires.

Facilitator: John Van Kirk (English)