

# iPED: Inquiring Pedagogies

6th Annual Conference on Teaching and Learning

## Conference Session Abstracts

Tuesday, August 19, 2014

### PLENARY ADDRESS

#### “Getting the Selfie Generation to Read, Discuss, and Think Critically about Texts”

Dr. William Palmer, Professor of History  
2014 Hedrick Outstanding Faculty Award Winner

Memorial Student Center Multipurpose Room (MSC BE5)  
8:30-9:15am

*While lectures, films, and group projects are all appropriate teaching methods, in my view, the essence of education remains finding ways to get students to read, discuss, and think critically about what they have read. The problem of course is getting them to actually do it. This has never been easy, but has become even more challenging in recent years as our culture invents more and more devices and entities that distract students, including the internet, Facebook, YouTube, texting, 200 cable channels, and reality TV. The students think they should never have to be bored, and they are used to changing the channel or their device of choice, if, after a few minutes, they have lost interest. Is it possible to get today's students to read texts, much less to read complex ones? I think the answer is “yes,” and I would like to offer some strategies that have worked for me along with some that have crashed and burned.*

MSC = Memorial Student Center  
Drinko = Drinko Library

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### Concurrent Session 1

9:30-10:45am

#### Option 1A: MSC 2W22

##### Improving Reading Comprehension Across the Disciplines

*Format: Interactive Demonstration*

Do you find that students say they read the material for class but can't remember or didn't understand it? Are you looking for new ways to assess whether they read at all? Research on college readiness suggests that, regardless of the reason (testing culture, competition with non-scholarly activities, teacher preparation, etc.), many matriculating students do not have reading comprehension skills appropriate for the higher education workload and classroom. Worse, they do not know they don't have

them. This interactive session will provide you with some research-based strategies and activities to help students monitor their own reading comprehension and help you assess their level of understanding without quizzes. Attendees will rotate through interactive stations designed to model various methods for deeper understanding of informational texts that can be used for any subject area.

**Facilitator:** Hilary Brewster, English

### **Option 1B: Drinko 349**

#### **Lesson Plan and Instruction: Navigating the New Information Literacy Framework in Your Class**

**Format:** Interactive Demonstration

Information literacy is not bound to the classroom or even one specific discipline. A student's ability to find, evaluate and use information ethically and effectively is paramount regardless of the discipline. However, the Digital Age is moving so fast that even the definition of information literacy is evolving. Faculty must reshape research assignments and activities to include practice and assessment of crucial new informational literacy skills. Beginning with a new framework of information literacy outlined by the Association of College and Research Libraries (ACRL), we will explain how we can assist in building lesson plans and assignments specifically tailored to your discipline and your students' needs. This session will begin with a brief review of the library instruction request process but will emphasize how faculty and librarians can collaborate in creating high quality information literacy assignments that help students develop not just a set of research practices but also a more supple "disposition" for navigating a new "information ecosystem." This session complements the 11am-12:15pm session, "Not Just Sticking with the Familiar: New Resources for Student Research" by Christine Lewis, Tim Balch and Kelli Johnson.

**Facilitators:** Eryn Roles, Libraries; Sabrina Thomas, Libraries

### **Option 1C: Drinko 138**

#### **It's HIP to be *There*: Service Learning as a High-Impact Practice**

**Format:** Panel Presentation

How are you currently motivating your students and getting course information to "stick"? Would you like your students to experience deep learning and discover the relevance of their learning through a number of "high impact practices" (HIPs)? The American Association of Colleges and Universities (AAC&U) has identified ten high impact educational practices that have been widely tested and shown to offer significant improvement in student learning relative to the time and resources invested. This session will introduce you to these ten HIPs and then focus more squarely on the benefits of service learning as a pedagogical method and high-impact practice. Guided by faculty in credit-bearing academic courses, service learning students are provided with repeated opportunities to gain practical competence in working with others, to apply academic skills and knowledge in real-life situations, and to reflect upon these experiences while working to bring out measurable change in the community. In this panel session, service learning faculty and students from multiple disciplines will share undergraduate success stories that go well beyond GPAs and make a significant impact on student lifelong learning.

**Panelist:** Kristi Fondren, Service Learning Program, Sociology

## Option 1D: MSC BE5

### Utilizing the “Objective Structured Clinical Examination” Concept to Help Pharmacy Students Develop Business Planning Skills Embedded in a Pharmacy Management Course

*Format: Interactive Demonstration*

MUSOP faculty in conjunction with the Assessment Committee developed a new teaching and assessment tool and embedded it in a Pharmacy Management course. This tool was in the area of taking a complex business venture or service line of interest to the student and developing a full scale implementation and monitoring plan to be developed in both a written format and a presentation format to faculty. This was accomplished using the OSCE format. Procedures are designed to be easily reproducible, emphasize a real life experience, and are usually summative but in this case offered feedback to enhance the learning process.

*Facilitators: Craig Kimble, Pharmacy Practice, Administration and Research; Chris Gillette, Pharmacy Practice, Administration and Research; Eric Blough, Pharmaceutical Sciences and Research; Robert Stanton, Pharmacy Practice, Administration and Research*

## Option 1E: Drinko 402

### How Do Students Learn in the Digital Age?

*Format: Panel Presentation*

#### Hacking the Classroom: Using Social Media and Internet Memes to Engage and Social Engineer Students

Not all students adopt Blackboard with ease, but they grew up with the Internet. The Internet has become their chief form of communication and entertainment. By leveraging the power of existing platforms and moving learning outside the classroom, via Facebook, Twitter, YouTube, etc., students are engaged by using existing Internet technology, and not forced to learn new technologies that they are not likely to adopt.

*Panelist: Bill Gardner, Integrated Science and Technology*

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#### Keeping Up with the Kardashians or Keeping Up Appearances: Us v Them Pedagogy

A famous comedian has a bit in which he describes keeping a frog in a mayonnaise jar, to which he adds a leaf and a twig to recreate what the frog is used to. Similarly, we dress core disciplinary concepts in the guise of vampires and zombies; we utilize students' methods of leisure interactions for learning; and we equip rooms with the latest technology because, well, that's the environment in which our digital-age students thrive. But are we treating our students like the frog in the jar? Are we actually keeping up with the way our students learn and what they need to learn? Or are we simply creating a façade of a modern learning environment? What is the “modern classroom?” What should it look like? And what should happen there?

*Panelist: David Hatfield, English*

## Option 1F: MSC Shawkey

### Why WAC?

*Format: Interactive Demonstration*

What components are essential to a course with the writing intensive designation? How might that designation benefit our students and our teaching? This session focuses on the pedagogy of Writing Across the Curriculum. The goal of this session will be to explore the "write to learn, learn to write" focus of WAC. Discussion will focus on how WAC pedagogy can inspire students and instructors and help instructors connect with their students. This will be followed by a discussion of evidence-based practice and a general overview of WAC. The session will close with a very brief overview of certification options.

*Facilitator: April Fugett, Center for Teaching and Learning, Writing Across the Curriculum Program, Psychology*

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## Concurrent Session 2

11:00am-12:15pm

### Option 2A: MSC 2W22

#### Client Stories, Client Cases: Integrating Professional Skills

*Format: Panel Presentation*

##### **Herd Collaboration**

Current changes in policy aimed at decreasing health care costs, caring for an aging population, treating chronic diseases and limiting medical errors place a growing emphasis on team delivery of holistic care and coordination across specialties and health care settings. In response to these changes, education of student health care providers is evolving to include Interprofessional Education (IPE). The purpose of this session is to describe a unique and feasible model for IPE involving students across seven different graduate and undergraduate disciplines.

*Panelists: Rania Karim, Physical Therapy; Penny Kroll, Physical Therapy*

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##### **Goldilocks and the Three Bears--Too Hot, Too Cold, Just Right: The Application of Story Theory to Motivate Students and Facilitate Learning**

The purpose of this session is to present the application of story theory to classroom learning to engage, excite and motivate students. Story theory involves the use of collected stories by clients or faculty and the collection of themes threaded throughout the stories which are applicable to the lesson content. Lesson material can be developed or enhanced by story collection, analysis and discussion. The final project for students can include a written paper, live presentation or recorded interview.

*Panelist: Susan Booton, Nursing*

### Option 2B: Drinko 349

#### Not Just Sticking with the Familiar: New Resources for Student Research

*Format: Interactive Demonstration*

We know that students turn to Wikipedia & Google for answers to everything. Librarians discourage this and professors often forbid it. Students persist because these familiar sources are easy to use and provide quick answers. We will lead a hands-on demonstration of library resources that go beyond the ordinary to encourage and support student learning and engagement through exploring topics over

an extended time period and across various collections. Resources include videos that can be streamed into Blackboard or viewed individually, archived content dating back to 1888, useful sources for learning about contemporary issues, and e-books. This session will allow ample time for hands-on use of these resources so laptops will be provided; attendees are encouraged to bring their own tablets, laptops, and smart phones. This session complements the 9:30am-10:45pm session, “Lesson Plan and Instruction: Navigating the New Information Literacy Framework in Your Class” by Eryn Roles and Sabrina Thomas.

**Facilitators:** *Christine Lewis, Libraries; Tim Balch, Libraries; Kelli Johnson, Libraries*

## **Option 2C: MSC Shawkey**

### **Border Crossings: Linking Courses to Promote Integrative Thinking**

**Format:** *Roundtable*

The Association of American Colleges and Universities (AAC&U) has researched and documented ten important “high impact practices” (HIPs) that markedly influence student academic success and persistence. One such HIP involves course-based interdisciplinary learning experiences. Honors programs across the country have long relied upon interdisciplinary curricular experiences to build a rigorous honors curriculum for their students. But what about the rest of our students? How do we create structured opportunities for students to explore “big questions” and, in the process, integrate learning across courses and across disciplines?

Faculty with an interest in, or a desire to learn more about, interdisciplinary studies and integrative learning are invited to join this roundtable discussion. Faculty who teach FYS, Core I or Core II courses are also encouraged to attend. Roundtable facilitators will begin by introducing one possible model—course clusters that share both a cohort of students and a broad problem-based theme—and then invite participants to share expertise, offer other models, examine some of the literature, consider possible challenges and identify several big questions that might govern student interdisciplinary inquiry across several linked courses.

**Facilitators:** *Karen McComas, Center for Teaching and Learning; April Fugett Fuller, Center for Teaching and Learning, Writing Across the Curriculum Program*

## **Option 2D: MSC John Spotts**

### **Encouraging Classroom Civility: Joining the Conversation**

**Format:** *Interactive Demonstration*

At the 2013 iPED conference, several faculty members met to address a perceived increase in classroom incivility. In a discussion guided by recent research in classroom behavior and P. M. Forni’s *Choosing Civility*, we looked at ways we might change our own teaching practices to effect the change we want to see in our students. Participants received a set of readings and a copy of *Choosing Civility*.

The 2014 iPED classroom civility session invites participants, old and new, to extend the conversation, this time taking the approach that with a more nuanced and informed understanding of our students, we will be better equipped to create the mutually respectful classroom culture we desire. To focus our conversation, all participants will receive a set of research articles and essays that considers today’s college student attitudes and attendant classroom behaviors. We will discuss strategies suggested for modifying them and offer some of our own. We also will look at excerpts from Arthur Levine and Diane Dean’s (2012) *Generation on a Tightrope: A Portrait of Today’s College Student*. We will not have copies to give away, but they may be borrowed in advance through Drinko Library’s PALCI E-Z Borrow service (ISBN 978-0-470-37629-4), and five copies will be available at the session for loan from the CTL office. For attendees joining the discussion for the first time this year, a limited number of last year’s

readings will be available for you to take with you. If you are interested in increasing civility in your classroom, we urge you to join the conversation.

**Facilitator:** Susan Gilpin, Honors College, Communication Studies

### **Option 2E: MSC BE5**

#### **Graduate Student Professionalization**

**Format:** Interactive Demonstration

Whether new to a program or completing the final semester, graduate students should always be preparing for the professional world. This session will address strategies for professionalizing while working on a graduate degree. We will discuss techniques for targeting coursework toward presentations and publications, and we will also generate plans for establishing networks for professional development and support. Graduate students, advisors, and mentors will leave this session with ideas on how to build a CV/resume and get ready for the job market during graduate school.

**Facilitator:** Kristen Lillvis, English, 2014 Pickens Queen Teaching Award Winner

### **Option 2F: MSC 2W16 (SRC Conference Room)**

#### **Working with International Students**

**Format:** Roundtable Discussion

With the establishment of the INTO Marshall Center in 2013, Marshall University is poised to see a significant increase in its international student population. The addition of more and more students from all corners of the globe is sure to impact the average classroom, bringing both benefits and challenges. This roundtable session considers cultural and linguistic factors relevant for any teacher working with international students.

**Facilitator:** Ben White, INTO-Marshall

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## **Concurrent Session 3**

**1:30-3:30pm**

### **Option 3A: MSC 2W22**

#### **Silver Tips, with Emphasis on $E^3$ (Explain, Explain, Explain)**

**Format:** 2-hour Workshop

This session will begin with a brief presentation of Judy Silver's *Ten Tips for Teaching*, developed during her thirty-two years "before the chalkboard". Emphasis will be placed on the teacher's responsibility to explain, in multiple ways if necessary. Participants will be organized into groups to expand their explaining skills in creative ways. The session will conclude with joint sharing of ideas.

**Facilitator:** Judy Silver, Math, 2014 Reynolds Outstanding Teacher Award Winner

### **Option 3B: Drinko 138**

#### **Tell Me a Story, Digitally: Discovering the Writer Within**

**Format:** 2-hour Workshop

Today, the use of digital storytelling is being practiced in neighborhood community centers, K-12 school, higher education, libraries and businesses, by novice technology users and those with advanced skills. In the field of education, teachers and their students, from early childhood classrooms through graduate school, are using digital storytelling in many different content areas and across a wide range of grade levels. This presentation will introduce participants to digital storytelling and its implications in higher education. Participants will be introduced to techniques in planning, creating, producing, and publishing digital stories in a variety of subjects and formats.

*Facilitator: Harold Blanco, Educational Foundations & Technology*

### **Option 3C: Drinko 349**

#### **Surfing the Wave of Online Learning: Tips and Tools for Meaningful Student Engagement**

*Format: 2-hour Workshop*

Whether you teach face-to-face, hybrid, or totally online, student engagement can be a challenge. This workshop will present to you some wonderful online tools that can be used to enhance any course and help get your students more excited about learning. Come and see how these tools can be used in your courses to bring our students of the digital age into a class that is better equipped to meet their needs and provide you some easy helps as well.

*Facilitators: Lori Ellison, Counseling; Laura Stapleton, Math*

### **Option 3D: MSC Shawkey**

#### **Tricks of the Trade: Lessons from Advertising**

*Format: 2-hour Workshop*

Research suggests that our experiences are influenced just as much by perception as by reality. How do you get your kids to eat carrots? Tell them they're from McDonalds. MRIs have shown that the pleasure centers in our brains actually light up more if we think the wine we're drinking is expensive, regardless of quality. How, then, can we construct our syllabi, assignments, or content in a way that might make students perceive our subjects as interesting and important? What tricks can we learn from advertising that might help us engage and motivate our students?

*Facilitator: Jamie Warner, Hedrick Faculty Fellow in Center for Teaching and Learning, Political Science*

### **Option 3E: MSC BE5**

#### **Thriving in the Classroom: Teaching Strategies for New Graduate Teaching Assistants**

*Format: 2-hour 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, managing groups and group work, and developing effective and manageable assessment strategies. [This session is open only to graduate teaching assistants.](#)

*Facilitator: Karen McComas, Center for Teaching and Learning*

**Option 4A: MSC 2W22****Sharing Best Practices in Using Writing in the Classroom**

*Format: Roundtable*

This session features several experienced instructors discussing their best practices in incorporating writing in any classroom. Because the session facilitators have used these methods in both their writing intensive and their non-writing intensive courses, all faculty—not just WAC-certified faculty—are invited to participate in this roundtable.

Successful pedagogical strategies that involve writing include using online discussion boards during a face-to-face class session, employing “tricky” assignments that sound fun but tap into critical thinking skills, scaffolding smaller writing assignments around a single larger assignment, and using graded and guided in-class discussions that build to a writing assignment.

*Facilitators: April Fugett, Center for Teaching and Learning, Writing Across the Curriculum Program, Psychology; Rachel Peckham, English; Nicole Perrone, Theatre; Penny Koontz, Psychology*

**Option 4B: MSC Shawkey****So I Won't Do That Again: Student and Mentor (Great) Expectations in Undergraduate Research**

*Format: Interactive Demonstration*

The prospect of working alongside and learning directly from a scientist can be exhilarating for a student and rewarding and recharging for the faculty. Often enough one or both parties do not experience these positive results. Faculty researchers do not lightly invest time and money into student researchers. The experiences of three science faculty involved are shared with the goal of helping increase the potential for mutual beneficial experiences for faculty and students. Discussed are student recruitment and motivation, establishing expectations, successful project design, tiered goal approaches, timelines and revisions, and when to end a mentor student-researcher relationship.

*Facilitators: Jeff Kovatch, Biology; Anna Mummert, Math; Marcia Harrison, Biology*

**Option 4C: MSC John Spotts****Talking about Teaching in Honors**

*Format: Interactive Demonstration*

Honors education is a laboratory for innovative pedagogy and self-directed learning in which faculty enjoy developing dream courses, working with talented students, and engaging in integrative teaching and learning. In the flexible environments of faculty-designed honors seminars, students discover their own “sticking points” relative to a seminar’s theme in concert with their motivated peers. Seminars also invite faculty to explore new content areas and to gain a more nuanced appreciation of the disciplinary motivation and meaning they find there. Honors seminars give faculty the freedom to participate as co-learners with their students.

The Honors College invites all faculty to a conversation about teaching in honors. In addition to receiving a folder of honors education resources, participants will have the opportunity to ask questions, think and write about their “dream” courses, and discuss possibilities for teaching and collaboration with their



colleagues. Whether or not participants choose to follow through with honors teaching, they will be challenged to think differently about how they inspire their students to engage.

**Facilitator:** Susan Gilpin, Honors College, Communication Studies

## Option 4D: Drinko 402

### Catalysts: FYS Scenarios and Final Exam Streamlined

**Format:** Interactive Demonstration

The 2014 FYS Summer Workgroup was tasked with revising existing FYS Final Exam scenarios and developing new scenarios. We discussed limitations, specifically copyright, posed by having paper-based scenarios. We wanted to give students opportunities for “sticking points” that engage them by creating more authentic scenarios and companion documents. We accomplished that by moving to an electronic one via MUOnline. We can link now to articles in databases and other authentic documents. This presentation will provide instructors with an introduction to the new and improved scenarios. Faculty will leave with the knowledge they will need to administer the Final Exam.

**Facilitators:** Jennifer Sias, FYS Program, Journalism; Mallory Carpenter, English; Jamey Halleck, Management/Marketing; Evelyn Pupplo-Cody, Math; Barbara Tarter, Communication Studies

## Option 4E: Drinko 349

### Simple and Advanced Technological Teaching Innovations for the Flipped Classroom and Lab

**Format:** Panel

#### ***Flipped Learning in a Laboratory Environment***

Students in professional programs who need to learn psychomotor skills often spend classroom time reviewing theoretical basis for manual skills. A better use of lab time may actually be for the application and practice of psychomotor skills. The flipped classroom is one way to provide students the content they need in advance of the lab, allowing more time for skilled practice and feedback. Participants will learn successful strategies for integrating flipped learning into a skill-building lab, with case examples and sample lab forms.

**Panelist:** Tamara Gravano, Physical Therapy

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#### ***Tech Tools for Flipped Teaching and Learning***

This segment focuses on readily available technology tools to facilitate your creation of learning resources for students. Whether you’re interested in flipped or blended learning, or you simply want to find creative ways to deliver content, the Internet offers a range of free tools and mobile apps. These tools may also be used to engage students in producing their own creative products to demonstrate their knowledge and ability. Application examples for producing audio, avatars, graphic organizers, group projects, edited images, lecture capture, presentations, shared resources, and video will be shared.

**Panelist:** Lisa Heaton, Curriculum & Instruction

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#### ***The Functionality and Feasibility of Flipping***

Flipped learning moves traditional in-class lectures and out-of-class work to in-class learning activities. An interest in implementing the flipped classroom model led to examining its

potentials, pitfalls, and best practices based on a review of literature. Notable findings will be shared with consideration given to the perspectives of students and instructors.

**Panelist:** *Jennifer Hoffman, Curriculum & Instruction*

### **Option 4F: MSC 2W16 (SRC Conference Room)**

#### **Communication Strategies for New Instructors: The New “Face” Time**

**Format:** *Interactive Demonstration*

Stella Ting Toomey articulates Face Negotiation theory in the context of interpersonal relations. But its application can be expanded to group interactions as well. This session will introduce to new faculty the need for an awareness of “face” in pedagogy. New instructors, no matter their research area, need energy, a passion for subject matter, a love for student learning, and an appreciation of communication theory in group dynamics. Saving face is a basic student need. This session will begin with attention-getting strategies, best practices in public speaking, student engagement, and face. While the theoretical construct is premised on interaction, the emphasis will be on successful versus unsuccessful communication. Face is merely a compassionate awareness of another's need for respect in common interactions. If time permits, other communications will be addressed: email, silence after a faculty question, even breaking bad news to struggling students. [New faculty and teaching assistants are highly encouraged to attend this session.](#)

**Facilitator:** *Chris Swindell, Journalism and Mass Communication*