Session 1A: 2W16 (formerly SRC)

Level Up! Taking Discussion Boards to the Next Generation

Laura Stapleton

Abstract:
This Teaching Clinic will highlight how course engagement can be enhanced through Blackboard Ultra's Discussion Board. Topics include components that make an effective discussion board, such as alignment, rubrics using Ultra's AI generator, analytics, and instructor feedback. The development of Learner-to-Learner, Learner-to-Instructor, and Community Building engagement will be covered through the presentation of various discussion board options, inclusion of video to discussion boards/replies, and autonomy.

Session type: Teaching Clinic, Face-to-Face only

Session 1B: 2E28 Shawkey

Teaching Strategies for Beginning Instructors

April Fugett

Abstract:
In this session, we will discuss common teaching practices strategies for surviving the first day (and week), stimulating and facilitating class discussions, developing effective and manageable assessment strategies, and exploring available pedagogical philosophies and tools. This session is geared towards graduate students, adjuncts, and early career faculty members.

Session type: Teaching Clinic, Face-to-Face only

Session 1C: 2W22

Practical Strategies for Writing Instruction in STEM Courses

Meghan Hancock

Abstract:
This teaching clinic will share a variety of practical writing instruction strategies to incorporate into content courses in the STEM fields. Strategies will include reflective writing exercises for reading, dense material and lab work comprehension, activities for the effective design of images, figures, and data representations, writing exercises for concision and clarity, and assignments meant to teach students to translate dense scientific concepts/studies for lay audiences. Audience members will also have structured time to discuss which strategies would work best for their pedagogical purposes, which strategies could be adapted and how, and what other writing instruction strategies not covered are ones that they have found to be particularly fruitful.

Session type: Teaching Clinic, Face-to-Face only

Session 1D: BE5

Using the Library of Congress, the Teaching with Primary Sources Teachers Network, Google Sites, Google Forms, AI, and D4D Exercises to Create a Digital Escape Room

Kacy Lovelace

Abstract:
The goal of this workshop is to help faculty members create an engaging, interactive teaching tool, specifically a digital escape room, using a wide variety of technologies. Participants should arrive with a preliminary idea but will generate other, delightful ideas using D4D exercises. Participants will learn more about the Teaching with Primary Sources Network and create a preliminary album of primary sources in TPS using the Library of Congress website. Next, participants will learn more about using Google Forms to create a simple digital escape room, and Google Sites for adding complexity to their escape rooms if they wish. ChatGPT will be used to assist with clue generation and storyline to make incorporating their LoC resources easier. Faculty members will leave this two-hour, highly interactive workshop with a new arsenal of tools, or at least new ways to apply already familiar tools. Please bring an idea and a laptop, and let Kacy know if you need to borrow a laptop (by April 29th) at kacy.lovelace@marshall.edu.

Session type: Workshop, Face-to-Face only

Session 2 Abstracts
9:15 - 9:45 am

Session 2A: 2W16 (formerly SRC)

Bringing Experiential Learning into the Classroom

Christy Zempter

Abstract:
Well-developed experiential learning opportunities have been shown to help students build critical-thinking and problem-solving skills, both of which are critical in the age of artificial intelligence. This session addresses the process of building a course curriculum around an experiential-learning project. Students in Shawnee State University's strategic communication class spent the semester creating a social media campaign strategy for the university's College of Arts & Sciences. They drew on the course content to conduct audience analysis research, identify best practices by social media platform, and develop specific content and a timeline for the campaign. In addition to developing the specific skills associated with the hands-on elements of the project, students engaged in regular reflection to ensure understanding and the ability to articulate what they had learned and translate it to new contexts.

Session type: Teaching Clinic, Face-to-Face only

Session 2B: 2E28 Shawkey

Increasing Social Connectedness and Campus Belonging in Students with Intellectual Disability

Mike Huesmann

Abstract:
This presentation focuses on supports, programs, and practices to help students with intellectual disability (IDD) succeed in college. Specifically in the area of social connectedness to campus and how an increased level of sense of belonging in students with IDD can be achieved and will help these students both in college and as adults in the community. We will explore unique problems to social connectedness and campus belonging faced by students with IDD, supports and practices that can combat feelings of isolation and increase social connectedness to campus, and benefits to individuals and the campus community that can come from this.

Session type: Teaching Clinic, HyFlex

Session 2C: 2W22

"I Have a Few Questions for You": Enhancing Learning and Engagement in Online Courses with Student-led Interviews

Tammy Johnson

Abstract:
This teaching clinic will reexamine the use of the student-led interview as an interactive learning and engagement tool in 100% asynchronous, online courses. In addition to a discussion of creative assignment and evaluation protocols for student-led interviews in virtual courses, this session will also include suggestions for increasing student engagement with peers, the course material, and professionals in the student's chosen field. Information regarding AI-assisted and AI-resistant instructional techniques, as well peer-centered and self-evaluation strategies, will be provided.

Session type: Teaching Clinic, HyFlex

Session 3 Abstracts
10:00 -10:30 am

Session 3A: 2W16 (formerly SRC)

Enhancing English Learning through Telecollaboration

Kanako Tabuchi

Abstract:
In the ever-evolving landscape of education, the internet has transformed the once distant idea of globally connecting classrooms into a tangible reality. This presentation delves into the advantages of fostering interaction in target languages within the confines of one's own classroom, a particularly valuable approach for those engaged in foreign language learning. The focus is on telecollaboration, investigating its potential to surmount geographical

barriers and amplify global connections and language proficiency. The session introduces diverse applications and activities related to telecollaboration, seeking insights into how Technology-Enhanced Foreign Language learners respond to online interactions and contribute to the enhancement of English language skills. Drawing on practical examples from classrooms, the presentation illuminates the intricacies and benefits of telecollaboration in language acquisition, providing valuable insights into its application, observed effects, results, and verified outcomes. This presentation aims to improve educators' awareness of remote cooperation and bring other cultures into the classroom. By doing so, it hopes to create a more globalized and engaging learning experience.

Session type: Teaching Clinic, Face-to-Face only

Session 3B: 2E28 Shawkey

Introducing the H.O.M.E. Framework: Designing Courses as Experiences

Mary Welch
Michelle Morrison
Shannon Miller-Mace
Laura Stapleton
Wendi Benson

Abstract:
This 30-minute roundtable discussion will introduce faculty to a set of new course design standards centered on a humanistic approach to online education. Dialogue will address the evidence informing each standard, and how that standard supports central tenets of andragogy. We are familiar with established measures for quality assurance that only look at design. Focusing on delivery as well means taking a constructivist approach that facilitates learning through discovery, prioritizes agency, promotes contextual thinking, and ultimately, makes engagement fundamental. Learning flourishes in environments where students can construct their own ideas, culture, histories, and meaning, especially when they are doing so with a sense of belonging. This aspect of belonging is central to our Humanistic Online Model for Engagement (H.O.M.E.), which is why we have incorporated two parts: structure and experience. The experience component is what marks a departure from the traditional design-only focus. We invite faculty to join us in a review of these standards. Our goal for this session is to collaborate with stakeholders as we endeavor to raise the bar for substantive interaction in online learning. In an effort to truly speak to stakeholders' interests, facilitators will include three faculty liaisons and the Director of Student Engagement for Marshall Online.

Session type: Teaching Clinic, Face-to-Face only

Session 3C: 2W22

Utilizing Ultra's Announcement Feature to Engage and Build Presence

Laura Stapleton

Abstract:
This Teaching Clinic will share the power of Blackboard Ultra's Announcements feature as a way to engage students through your professional expertise, passion, and motivation. Topics that will be discussed include how to construct a post which weaves together information, such as upcoming course content and helpful resources, while incorporating personal and instructor presence to build a positive community and rapport within an online class.

Session type: Teaching Clinic, Face-to-Face only

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Session 4 Abstracts
10:45 am – 12:00 pm

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Session 4A: 2W16 (formerly SRC)

Three-Part Panel, 20 minutes each plus combined Q & A

Panel Part A: A HyFlex-high need, Interprofessional Student Initiative: Community Based Curriculum for the Center for Healthy Aging in Appalachia

Pam Holland
Lori Howard
Ralph McKinney
Penny Koontz
Marianna Linz
Richard Egleton

Abstract:
Faculty across multiple disciplines and three school across campus received the Hedrick Grant for Teaching Innovation. The title of the grant was A HyFlex- high, high-need, Interprofessional Student Initiative: Community Based Curriculum for the Center for Healthy Aging in Appalachia. A new course was developed and offered in the spring of 2024 which focused on meeting the needs of the community with an interprofessional focus. Faculty facilitators and students will discuss the benefits of teaching and learning in an interprofessional environment, provide advocacy plans for the future, and share student learning outcomes.

Panel Part B: Making Minutes Made

Tacie Jones

Abstract:
In ART 453 Motion Design I, we take an unusual approach to the subject. Rather than focusing on technical perfection, students engage in highly experimental approaches to both form and content through philosophical inquiry, collaborative exchange, conceptual and sensorial art investigations, reflexive and experimental writing and brainstorming processes, and playful and non-committal approaches to learning software functionality. The work produced by the class in the Fall of 2023 inspired a collaboratively designed and implemented public event and one-night celebratory media art exhibit, Minutes Made. The event, a democratically named, designed and installed multimedia exhibition, was a wildly successful evening in the penthouse of the West Virginia Budling in Huntington, WV. For one culminating night of the semester, students found their voice and a space to proudly share their work with a public audience. The hands-on experience allowed students to explore alternative practices for dissemination of their work, collaboration with peers and faculty, autonomy of practice and most importantly to be seen in a light of celebration for their unique diverse experience.

Panel Part C: Innovative Pedagogies in the Creative Writing Classroom

Sara Henning

Rajia Hassib
Nicole Lawrence

Abstract:
Sara Henning, Nicole Lawrence, and Rajia Hassib propose to present a panel titled "Innovative Pedagogies in the Creative Writing Classroom," focusing on creative writing pedagogies that have cross-disciplinary uses. Their three presentations will blend theory with practical classroom applications: Sara Henning will propose a model for combining the theories of Beth Nguyen, Paolo Freire, and Jesse Stommel to enrich students' personal power and editorial eye, focusing on workshopping techniques and an innovative grading model, Nicole Lawrence will build on Shady Cosgrove's concept of Improvisational Performance to propose a "collective-centered" approach to the creative writing classroom, where students and teachers work together toward an enriching classroom environment, and Rajia Hassib will discuss the potential benefits of an interdisciplinary pedagogy of writing and demonstrate an extended lesson plan that borrows from several composition pedagogies to help fiction writers develop character-driven narratives.

Session type: Panel Presentation, HyFlex

Session 4B: 2E28 Shawkey

Three-Part Panel, 20 minutes each plus combined Q & A

Panel Part A: Leveraging LLMs and Custom GPTs for Custom Learning

Bill Gardner

Abstract:
Large language models (LLMs) and custom-trained GPT models are emerging technologies with great potential to transform STEAM/STEAM education. These models can generate human-like text and be fine-tuned for specific domains, allowing for new modes of adaptive and personalized learning. This presentation will provide an overview of the state-of-the-art capabilities of LLMs and GPTs and demonstrate through examples how they enable more engaging, effective, and equitable STEAM/STEAM learning experiences. We will review use cases that leverage the strengths of these models to enhance content creation, provide personalized feedback and assessments, and make learning more accessible. Challenges around bias, accuracy, and responsible implementation will also be discussed. Attendees will leave with an understanding of how LLMs and custom GPTs can address key pain points in STEAM/STEAM education and inspiration around designing innovative solutions leveraging these technologies to advance the field. The presentation will catalyze thinking around harnessing the power of language models while ensuring ethical, accountable, and equitable access and outcomes.

Panel Part B: Leveraging Generative AI to Create Inclusive Learning Environments

Jill Underhill
Megan Marshall
Hanna Kozlowski

Abstract:
The potential of Generative AI tools to support the creation of inclusive learning environments is just beginning to be fully realized. These tools can provide valuable support for both faculty and students. For faculty, Generative AI can support the implementation of Universal Design for Learning (UDL) principles, an inclusive pedagogy

framework that allows all students to become expert learners. Generative AI is especially helpful for designing multiple pathways for engagement, representation, and action and expression within a course. Generative AI is also compatible with the principles of UDL in that it offers learners different ways of accessing information, generating ideas, organizing thoughts, revising drafts, and receiving feedback. In this panel presentation, three faculty members will demonstrate how Generative AI has allowed them to incorporate inclusive pedagogical practices in their courses.

Panel Part C: Technological Support for Hyflex & Engagement Practices

Darrell Rudmann

Abstract:
Post-pandemic, students want greater flexibility in their educational options, with strong preferences for reading less and attending class less. In this context, HyFlex programming might provide a balance between instructor expectations for learning and students' wants. I have found better HyFlex experiences happen when institutions have equipped rooms with support for easy presentation control, and instruction time involves low-stakes on-the- spot quizzing for engagement and discussion. In contrast, traditional, slide- based direct lecture tends to regress into an online-only experience while attendance fades over time. I will discuss tools and apps for overcoming some of the challenges that HyFlex formats present.

Session type: Panel Presentation, HyFlex

Session 4C: 2W22

Marshall Skills Exchange: Empowering the Workforce through Microcredentials

Hilary Gibson
Julia Spears

Abstract:
Marshall University's Skills Exchange program offers valuable microcredential courses in high-need fields. This presentation explores the history of microcredentials, their role in the university's strategic plan, and alignment with state-wide initiatives. We'll discuss the value of microcredentials for upskilling and reskilling individuals, and what makes a microcredential course valuable. We'll also provide an overview of the process for proposing a new microcredential course, and how it can enhance current coursework or be a specialized course for people outside of the university. There will be time during this presentation to begin working on a microcredential proposal along with a Q&A for those interested in offering a microcredential through the Marshall Skills Exchange. Join us to learn how Marshall University is leading the way in microcredential education.

Session type: Panel Presentation, Face-to-Face only

Lunch on Your Own
12:00 – 1:15 pm

Session 5 Abstracts
1:15 – 2:30 pm

Gaming the Simulation for Learning Assessment

Laura Stephens
Gretchen Prather

Abstract:
Simulation and gamification modalities are increasingly utilized in education to address learning outcomes. This session will describe the development of a novel experience combining simulation and gamification implemented in the Marshall University School of Physical Therapy. Best practices for simulation and theories of gamified learning will be explored and the effect of student motivation and learning will be examined.

Session type: Interactive Presentation, Face-to-Face only

Leveraging AI Design Assistant for Course Creation and Enhancement

Chase Lucas
Diana Adams
Heidi Blaisdell

Abstract:
In this interactive presentation, we will demonstrate Ultra's AI Design Assistant and give participants an opportunity to engage with its capabilities. The AI Design Assistant, developed in collaboration with Microsoft, provides powerful tools that aid instructors in auto-generating modules, rubrics, images, and more. We'll show participants how they can use AI Design Assistant to streamline the course design process, create engaging learning experiences, and get inspired.

Session type: Interactive Presentation, HyFlex

From Barriers to Breakthroughs: Engaging Students with Appreciative Strategies & Alerts

Sarah Davis

Abstract:
Join this presentation and delve into effective methods for identifying and addressing non-academic barriers hindering student growth. Uncover the power of appreciative inquiry and advising in fostering trust and understanding, enhancing student engagement both inside and outside of the classroom. Navigate, our student support platform, can seamlessly connect students with vital campus resources thus overcoming barriers and

becoming more successful in the classroom. Join us for insights on integrating appreciative techniques with Navigate's dynamic features. This presentation will provide practical strategies to enhance students success through innovative approaches to student interactions and technology integration.

Session type: Interactive Presentation, Face-to-Face only

Session 5D: BE5

Herd Humanities: Teaching Transformative Texts

Zelideth Rivas
Deborah Thurman
Daniel O'Malley
Allison Carey

Abstract:
The Herd Humanities Program is anchored by a 2-course gateway sequence centered on transformative texts. These courses leverage Marshall's undergraduate general education requirements, offering a common intellectual experience centered on issues of "identity & community" (SCLA 101—Transformative Texts CMM) and "reality & perception" (SCLA 102—Transformative Texts ENG) while fulfilling multiple requirements. Students engage with texts that evoke enduring human questions, and these courses help students develop their skills in reading closely, writing clearly, and speaking effectively.

The Herd Humanities Program provides students coherent pathways through general education, allowing them to fulfill additional general education requirements while working towards a 16-credit hour Advanced Critical Thinking Certificate in one of several themed tracks, including Science & Technology, Environment & Sustainability, Healthcare & Medicine, Management & Organization, and Conflict Resolution & Justice.

In this presentation, we will give an overview of the Herd Humanities Program and a glimpse of "How I Teach This Text," one of the main focus points of our Faculty Learning Community for this 2023-2024 academic year. In particular, we will focus on Hemingway's "Indian Camp" and sections from Italo Calvino's Invisible Cities while also introducing Roosevelt Montás' Rescuing Socrates.

Session type: Interactive Presentation, Face-to-Face only

Session 6 Abstracts
2:45 – 4:00 pm

Session 6A: 2W16 (formerly SRC)

Copyright Essentials for Faculty

Sarah Mollette
Dena Laton
Heidi Blaisdell
Diane Palmieri

Abstract:
Copyright is ever-changing and effects both online and face-to-face classes, but not knowing the rules (or refusing to learn the rules), won't keep faculty out of trouble. Together, we will lead participants in a brief workshop to analyze their course materials, and participants will have an opportunity to ask questions. Goals: provide an overview of fair use and the need to review the 4 fair use factors before using materials; review changes to public domain and the need to look closely at each instance of use; share background on the Digital Millennium Copyright Act (DMCA), defining the three actions prohibited by the DMCA, presenting the permanent exclusions, sharing how the DMCA can adapt to new technology using the triennial rulemaking process for temporary exclusions, discussing how faculty could propose exclusions in the next triennial; and, reviewing copyright in the context of distance course reviews with examples from Blackboard.

Session type: Interactive Presentation, Face-to-Face only

Session 6B: 2E28 Shawkey

Innovative Pedagogies: Building a Project-Based/Experiential Learning TEDx Internship at Marshall University

Brian Kinghorn
Brian Hoey
Ben Eng

Abstract:
In this interactive presentation, we will detail the evolution of the TEDxMarshallU from a fully extracurricular project to a formal project- based/experiential learning internship experience for Marshall students. We will discuss what worked and is working now, what challenges we faced and changes we needed to implement, and how TEDxMarshallU provides applicable real-world experiences for the student interns. This discussion will include the transition from an extracurricular project to an official internship course, finding the right balance of leadership between faculty and students and the right level of autonomy for students, and building lasting and meaningful relationships with stakeholders across the university and community who can also help mentor our student interns. The goal of the presentation is to provide a framework and insights for attendees to consider in creating their own project-based/experiential learning opportunities.

Session type: Interactive Presentation, HyFlex

Session 6C: 2W22

Collective37: Collaborative Teaching on an Interdisciplinary, Student-Run Communications Agency

Allyson B. Goodman
Kyle J. Dyer
Terry L. Hapney, Jr.

Abstract:

This interactive session will walk participants through the process of collaborative teaching. In the session, three Marshall University professors from the College of Arts & Media will share their experiences of engaging in a year-long process to lay the groundwork for an interdisciplinary, student-run communications agency, Collective37. Collective37 is a small business created and led by graphic design students in the School of Art & Design and advertising-public relations students within the School of Journalism & Mass Communications. The session will present the professors' journey while sharing the collaboration's benefits and challenges across disciplines and schools. It will also explain how to get student participation in the process and teach collaboration with peers. Session participants are guided through implementing an interdisciplinary, community-based, and collaborative project in their disciplines.

Session type: Interactive Presentation, Face-to-Face only

Session 6D: BE5

Empowering Through Community Engagement: A Pedagogical Approach for Social Change

Britani Black

Abstract:

Community-based learning (CBL) stands at the intersection of academic rigor and community engagement, offering a dynamic approach to education that fosters reciprocal relationships between students, educators, and the community. This session aims to explore the transformative potential of CBL in empowering communities and advancing social change. With a blend of theory and practical examples, the principles, methodologies, and outcomes of CBL initiatives will be highlighted. Additionally, the challenges and opportunities of implementing CBL, including ethical considerations, logistical constraints, and strategies for sustaining long-term community partnerships, will be discussed. Ultimately, this session aims to inspire educators to integrate CBL into their teaching practices, fostering meaningful connections between academia and society while equipping students with the knowledge, skills, and values needed to become agents of positive change in their communities.

Session type: Interactive Presentation, Face-to-Face only