

Session 1 Abstracts

8:30 - 9:00 am

Session 1A: 2W16B (formerly SRC)

Enhancing Learning with AI: Case Studies from the College Classroom

April Fugett, Marshall University

Abstract:

This presentation explores examples of how Generative AI is being used in current courses. Focusing on practical classroom applications, it highlights tools and strategies that enhance teaching effectiveness and student engagement. The presentation will discuss how these AI tools and assignments are integrated into course design, how students interact with them, and how faculty evaluate their effectiveness. Additionally, it addresses emerging concerns such as academic integrity, the evolving role of instructors, and the need for digital literacy across disciplines. By showcasing these examples, the session aims to spark dialogue about best practices, challenges, and the future of AI-enhanced pedagogy in college classrooms. Attendees will leave with insights and ideas for thoughtfully incorporating AI into their own teaching contexts.

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

Session 1B: John Marshall Dining Room

Using Generative AI to Foster Critical Thinking

Stephen Deterding, Marshall University

Abstract:

A common concern among educators regarding generative AI is its potential to replace or diminish students' critical thinking skills. However, when used appropriately, generative AI can instead offer valuable opportunities to practice and strengthen these skills. This

presentation explores projects and activities that instructors can implement to enhance students' critical thinking through interactions with generative AI. Participants will leave with ideas and techniques that they can implement in their own classes.

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

Session 1C (1D Hyflex): 2W22 (8:30-10:30)

The Homework Houdini: turning Struggles into Success

[Teams Link](#)

Tiffany Davis, Marshall University

Angel Kimble, Marshall University

Michael Hambuchen, Marshall University

Abstract:

Unlock the potential for student success with this innovative homework system that empowers students to thrive through reflection, growth mindset, and flexibility! Designed to push students beyond the basics, this method encourages critical thinking, risk-taking, and the smart use of resources to tackle complex problems. The power of built-in bonus points, through multiple attempts to achieve mastery, works like a Houdini illusion, tricking students into doing more work while shifting their perception of effort and success. The extensive question bank ensures fresh challenges with each attempt, while the adaptable framework caters to all types of content, from intricate problem-solving to quick recall. Instructors benefit from the "magic" of automated feedback and the "hacking" of early student identification, helping them prevent high-stakes exam failures before they even happen. Proven successful in pharmacy courses, this method boosts performance and cultivates real-world skills through iterative learning and personalized feedback

Session type: Workshop, Hyflex

Session 2 Abstracts

9:15 - 9:45 am

Session 2A: 2W16B (formerly SRC)

Durable Skills, Lasting Impact: Why “Soft Skills” Matter More Than Ever

Mary Welch, Marshall University
Hilary Gibson, Marshall University

Abstract:

The demand for durable skills—such as communication, critical thinking, and adaptability—has never been greater. While technical skills evolve, employers increasingly cite soft skills as essential for workforce success, yet many graduates lack them. To address this, our institution has developed a series of microcredential courses designed to equip learners with career-ready, transferable competencies.

Session type: Facilitated Roundtable Discussion, Face-to-Face only

Session 2B: John Marshall Dining Room

Leveraging Technology to Empower Second Language Learning:
Exploring AI-integrated Language Education Model

Huanshu Yuan, Marshall University

Abstract:

With the increasing discussion and implementation of technology and AI in educational context, this interactive presentation reviewed current usage of technology and AI in second language education. This presentation provided a critical examination of the teaching effectiveness and learning satisfaction with language learning technological tools/platforms, as well as reviewed current language

teachers’ perceptions and preparedness of appropriately and effectively utilize technology and AI in teaching. Through analyzing several examples, this presentation aims at introducing practical suggestions and strategies for language teachers effectively and confidently utilize technology and AI to increase the teaching-learning interactions, enhance student engagements, and maximize students’ learning interests and motivations of acquiring second/foreign languages, as well as make language learning fun and engaging for an increasingly diverse student population.

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

Session 3 Abstracts

10:00 -10:30 am

Session 3A: 2W16B (formerly SRC)

Khanmigo AI for Tutoring and Learning Support: A Pilot Study and Demonstration

Diana Adams, Marshall University
Michelle Morrison, Marshall University
Allen Williams, Marshall University

Abstract:

This session is designed to introduce teaching faculty to Khanmigo AI, Khan Academy’s large language model (LLM) generative AI tutoring tool. Participants will learn about the partnership between Marshall University and Khan Academy to pilot Khanmigo to select groups of Marshall students in Spring 2025 and will see a live demonstration of Khanmigo AI tools from both the student and teacher perspective. A participant will have the opportunity to sign up for a free Khanmigo account for access to teacher tools to increase productivity and creativity in their teaching. Learn about integrating Khan Academy and Khanmigo in your Blackboard or other LMS shell and how to integrate these tools into your teaching practice.

Session type: Facilitated Roundtable Discussion, Face-to-Face only

Session 3B: John Marshall Dining Room

FOMO in the Composition Classroom: Engaging the Reluctant Writer in the Age of AI

Jessica Hutchinson, Marshall University

Abstract:

In this presentation, I will share innovative pedagogical tricks and playful strategies designed to combat unethical AI usage in the composition classroom by enhancing student engagement. By embracing the challenges of our “interesting times,” I’ll demonstrate how to use creative methods—such as problem-solving assignments and collaborative analysis—to empower students to find their unique voices in writing. Through student feedback, attendance metrics, and examples of creative assignments and activities, I will showcase how these strategies empower students to develop their unique voices, even without realizing it. Join me in exploring how good-intentioned manipulation, personalization, and spontaneity may actually get students to write-- just don't let them know!

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

Session 4 Abstracts

10:45 am – 11:15 pm

Session 4A (4D Hyflex): 2W16B (formerly SRC)

Using Blackboard’s AI Conversations: Enhancing Active Learning in Online Courses

[Teams Link](#)

Diana Adams, Marshall University

Abstract:

Experience the power of active learning with Marshall Online! We'll demonstrate how to ignite student engagement using the H.O.M.E.

Framework's Standard 5 of Active Learning, focusing on dynamic activities and real-world scenarios. Discover how we utilize Blackboard's AI Conversations to create immersive role-play and Socratic questioning experiences, transforming passive learning into vibrant, interactive engagement. Join us as we showcase how to create dynamic active learning experiences in digital education.

Session type: Teaching Clinic, Hyflex

Session 4B: John Marshall Dining Room

Centering Student Expertise in Project-Based Learning

Christy Zempter, Shawnee State University

Hope Jenkins, Shawnee State University

Hannah Kline, Shawnee State University

Jack Monroe, Shawnee State University

Abstract:

What happens when the “sage on the stage” steps back and centers student expertise in a series of classes? Students at Shawnee State University drew on their existing knowledge of social media and significant research into best practices to design and implement a highly effective social media campaign for the university’s College of Arts & Sciences over the course of two semesters. While the instructor provided conceptual foundations via lecture and in-class discussion and exercises, students became the experts in the room, running meetings with the project partners and making decisions about content and strategy. In this roundtable discussion, the instructor and three students will discuss the outcomes of this approach in terms of learning, confidence, and other important educational factors.

Session type: Facilitated Roundtable Discussion, Face-to-Face only

Session 4C: 2W22 (10:45-12:00)

Pedagogical Strategies for Empowering Expression: Tricks for Moving from Stress to Success in Writing and Oral Presentations

Georgiana Logan, Marshall University
Elizabeth Pacioles, Marshall University
Kumika Toma, Marshall University
Gregory Breeden, Marshall University

Abstract:

Writing-intensive courses enhance student learning by integrating written and oral expressions, fostering critical thinking, collaboration, and professional communication skills. However, many students struggle with written and oral presentations, potentially due to fear. The purpose of this interactive presentation is to explore ways that instructors can make writing and oral presentations welcomed opportunities for students, rather than dreaded experiences. Faculty presenters will demonstrate low-stakes, medium-stakes, and high-stakes activities and assessments used to create a welcoming classroom culture, build students' confidence, and empower written and oral expressions by students. Attendees will reflect on their own experiences with student stress and will be invited to contribute their own strategies for moving students from stress to success, with the objectives of reducing stress, fostering engagement, and improving time efficiency for both students and faculty.

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

Session 5 Abstracts

11:30 – 12:00 pm

Session 5A (5C Hyflex): 2W16B (formerly SRC)

The Human Element: Elevating Online Learning Through Video and Instructor Presence

[Team Link](#)

Chase Lucas, Marshall University

Abstract:

This presentation focuses on enhancing online college courses through strategic video use and strong instructor presence. In the digital age, fostering student engagement and connection is crucial. We'll explore practical video strategies, including various formats like lecture capture and interactive discussions, alongside best practices for integration. We'll also examine how to cultivate instructor presence through consistent communication, personalized feedback, and active engagement, creating a sense of community. Participants will gain actionable insights and tools to measure effectiveness, transforming online learning from transactional to transformative experiences.

Session type: Teaching Clinic, Hyflex

Session 5B: John Marshall Dining Room

Tricks to Increase Engagement and Motivation among Students with Disabilities

Mike Huesmann, Marshall University

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 engagement both in the classroom and on-campus and how an increased level of sense of belonging in students with IDD can be achieved and will help these students succeed both in and after college. We will explore unique problems to engagement faced by students with IDD, and those who are supporting them, supports and practices that can work to improve disability inclusivity, and benefits to individuals and the campus community that can come from this.

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

Lunch on Your Own

12:00 – 1:15 pm

Session 6 Abstracts

1:15 – 1:45 pm

Session 6A (6D Hyflex): 2W16B (formerly SRC)

Practical Poll Everywhere: A Hands-On Guide to Setup, Data Tracking, and Blackboard Integration

[Teams Link](#)

Anna Mummert, Marshall University

Abstract:

Poll Everywhere is a powerful tool for gathering student responses in real time. This session provides a straightforward, hands-on walkthrough of how to create and organize polls, track participation, and integrate Poll Everywhere with Blackboard.

Session type: Teaching Clinic, Hyflex

Session 6B: John Marshall Dining Room

Beyond “I Agree!”: Designing Discussion Boards That Spark Real Engagement

Mary Welch, Marshall University

Abstract:

Online discussion boards are essential for digital learning, yet many faculty find that discussions become formulaic and disengaging rather than fostering meaningful interaction. Students often provide vague, repetitive, or transactional responses, making it difficult to generate authentic dialogue. This session offers practical solutions for redesigning discussion boards using the H.O.M.E. (Humanistic Online Model for Engagement) experience standards, with a focus on

effective rubric design, student models, and strategies to scaffold participation.

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

Session 6C: 2W22 (1:15-3:15)

Tricky Teachers: Bringing Writing Advice to You Straight from the Streets... and Corbly

Roxanne Aftanas, Marshall University

Joni Magnusson, Marshall University

Abstract:

This workshop focuses on technical and professional writing in university courses. It aims to improve the quality of student writing by providing faculty with best practices in course design, assignment design, and assessment. The first hour focuses on research strategies used in technical/professional writing, while the second hour focuses on audience analysis and purpose in documents. The workshop will also address hot topics like AI usage and teaching more content in a packed schedule.

Session type: Workshop, Face-to-Face only

Session 7 Abstracts

2:00 – 3:15 pm

Session 7A (7D Hyflex): 2W16B (formerly SRC)

Herd Humanities and Innovative Pedagogy

[Teams Link](#)

Zelideth Rivas, Marshall University

Daniel O'Malley, Marshall University

Allison Carey, Marshall University

Dalton Monk, Marshall University

Michael Shirzadian, Marshall University

Abstract:

In this presentation, we will give an overview of the Herd Humanities Program and a glimpse of “How I Teach This Text.” We will focus on two texts: Samanta Schweblin’s “The Digger” and Crystal Wilkinson’s Praisesong for the Kitchen Ghosts. In particular, Professor Dalton Monk will discuss how translation shapes our understanding of Schweblin’s short story. Meanwhile, Professor Michael Shirzadian will introduce the Herd Humanities Innovative Pedagogy Grants through a collaboration with the Department of Dietetics. Here, students prepared familial recipes and traced vectors of history, power, and precarity that may have produced or influenced their recipes.

Session type: Panel Presentation, Hyflex

Session 7B: John Marshall Dining Room

Lights, Camera, Action: Creating Engaging Micro-Lecture Videos (with a little help from AI)

Josh Keck, Mountwest CTC

Abstract:

Want to create engaging lecture videos but don’t know where to start? This hands-on session will walk faculty through an AI-powered workflow for creating high-quality instructional videos from start to finish. Participants will watch—and even try for themselves—as we generate a PowerPoint slide deck using Custom GPTs, refine the slide design with pedagogical best practices, and use NotebookLM to create AI-assisted lecture notes. From there, we will set up a full video-recording station on-site, demonstrating OBS Studio for recording and Adobe Premiere for editing with text recognition. Finally, we will publish and integrate the video into an LMS for student access.

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

Session 8 Abstracts

3:30 – 4:45 pm

Session 8A (8D Hyflex): 2W16B (formerly SRC)

Access in Action: Cultivating Sustainable Habits to Ensure Accessibility in Online Courses

[Teams Link](#)

Heidi Blaisdell, Marshall University

Lori Howard, Marshall University

Ralph McKinney, Marshall University

Abstract:

By April 2026, all digital content must meet accessibility standards according to the new ADA Title II update, and we're here to help you get there. Join Marshall Online and the Committee for Students with Disabilities as we show how accessibility relates to Marshall’s H.O.M.E. Framework and practical strategies for success. Workshop the Ally tool in Ultra, learn about UDL strategies, and embark on a

year-long journey with us to build stackable and sustainable accessibility habits.

Session type: Interactive Presentation, Hyflex

Session 8B: John Marshall Dining Room

Pedagogical Approaches for Student Motivation and Engagement through Community-Based Learning

Britani Black, Marshall University

Abstract:

As higher education faces increasing challenges in fostering student engagement and motivation, community-based learning (CBL) has emerged as a powerful pedagogical tool. This presentation explores strategies for integrating CBL into curricula to enhance student motivation, deepen learning, and strengthen civic engagement. Drawing on research in educational psychology and case studies from various disciplines, we examine how real-world, community-centered projects can promote intrinsic motivation, critical thinking, and a sense of social responsibility. Special attention will be given to how experiential learning can increase student investment in coursework and the impact CBL can have on self-efficacy, autonomy, and long-term learning outcomes. By highlighting successful implementations and addressing potential barriers, this session provides practical guidance for educators seeking to create dynamic, student-centered learning environments. Participants will leave with actionable insights to enhance motivation, engagement, and student success through community-based pedagogies.

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

Session 8C: 2W22

Engaging Students Through Collaborative Problem-Solving: Five Interactive Classroom Strategies for Active Learning

Autumn Starcher-Patton, Marshall University

Abstract:

As educators navigate the changing landscape of higher education, innovative strategies that promote active learning and critical thinking are increasingly important. This session presents five evidence-based classroom strategies that encourage students to explore course content through collaboration, creativity, and dynamic knowledge visualization. These methods have been successfully implemented in NRE 200 (Introduction to Agriculture), NRE 300 (Principles of Soil Science), NRE 322 (Assessment I: Terrestrial Systems), and NRE 400 (Soil Fertility/Plant Nutrition), where student feedback highlights these activities' effectiveness in enhancing engagement and problem-solving skills.

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