2015 Pedagogicon Conference
Closing the Achievement Gap through Scholarly and Creative Teaching

Friday, May 22
Welcome from the Co-Chairs

Dear Pedagogicon Attendees,

Welcome to EKU and the Noel Studio! We're excited that you're joining us for the second annual Pedagogicon conference, focusing on closing the achievement gap through scholarly and creative teaching. We hope you have an enjoyable and productive experience. You can use @noelstudio and #KYP15 on social media throughout the conference to connect with presenters and colleagues. Enjoy!

Charlie Sweet, Hal Blythe, and Russell Carpenter
Co-Chairs

History of CPE Faculty Development Workgroup

Kentucky's annual faculty development conference began in 1986. In the words of Howard Altman, 1987 Consortium Chair, "Kentucky was the first [state] to bring together all of its colleges and universities to focus on the improvement of teaching and learning and on general issues in faculty growth." The CPE Faculty Development Workgroup has continued this tradition through its annual conference. Over the years, it has merged with other conferences, including Teacher Quality Summit and Convergence. Regardless of the name or form, this conference is a living testimony to the commitment of Kentucky's higher education administrators and faculty to professional growth in order to reach objectives of increased readiness, retention, and engagement through pedagogy informed by scholarship to promote critical and creative thinking.

SACSCOC Principles of Accreditation (2012) includes faculty development as a Comprehensive Standard:

3.7.3 The institution provides ongoing professional development of faculty as teachers, scholars, and practitioners. (Faculty development)

Conference Planning Committee

Jill Compton, Council on Postsecondary Education

Susan Weaver, University of the Cumberlands

Jerry Daday, Western Kentucky University

Charlie Sweet, Eastern Kentucky University

Hal Blythe, Eastern Kentucky University
CPE Faculty Development Workgroup Members

Melissa Bell, Council on Postsecondary Education
Jill Compton, Council on Postsecondary Education
Jennifer Miles, Kentucky State University
Enid Wohlstein, Council on Postsecondary Education
Charlie Sweet, Eastern Kentucky University
Marie E. Brown, University of Louisville
Hal Blythe, Eastern Kentucky University
Bill Burke, University of Kentucky
Jerry Daday, Western Kentucky University
Ame Almguist, Northern Kentucky University
Janet McCoy, Morehead State University
Jamie Justice, Kentucky Community and Technical College System
Sarah Lashley, Centre College
Deborah Castiglione, University of Kentucky

Pedagogicon Program Staff

Melissa Abney, Graphic Designer
Becky Grandgeorge, Administrative Assistant
Trenia Napier, Site Co-Chair
Jason Peerce, Technology Chair
Lynn Phillips, Operations Specialist
Brad Powell, Media Consultant
Leslie Valley, Site Co-Chair
Emily Vinson, Program Designer

About the Noel Studio

The Noel Studio for Academic Creativity supports the development of effective writing, communication, and research across campus. In other words, the program is designed to help students develop and hone communication projects (e.g., essays, presentations, research papers, and visual aids) during what we call consultations. While our primary
service is the consultation, we offer numerous related workshops and professional-
development opportunities for the EKU community throughout the year.

**Friday, May 22, 2015**

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<td>Opening Remarks: Dr. Aaron Thompson, CPE, &amp; Provost Janna Vice, EKU</td>
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**Opening Remarks by Dr. Aaron Thompson**

Dr. Aaron Thompson is the Executive Vice President and Chief Academic Officer for the Kentucky Council on Postsecondary Education. He is also a Professor of Sociology in the Department of Educational Leadership and Policy Studies at Eastern Kentucky University. Dr. Thompson has a Ph.D. in Sociology in areas of Organizational Behavior and Race and Gender Relations. Dr. Thompson has over 25 years of leadership experience in higher education and business. In addition, he has spent numerous years serving on nonprofit boards in leadership roles. Dr. Thompson has researched, taught and/or consulted in areas of diversity, leadership, ethics, multicultural families, race and ethnic relations, student success, first-year students, retention, cultural competence and organizational design. He has over 30 publications and numerous research and peer reviewed presentations. Dr. Thompson has traveled over the U.S. and has given more than 700 workshops, seminars and invited lectures in such areas as race and gender diversity, living an unbiased life, overcoming obstacles to gain success, creating a school environment
for academic success, cultural competence, workplace interaction, leadership, organizational goal setting, building relationships, and the first-year seminar. He has been or is a consultant to educational institutions (elementary, secondary and postsecondary), corporations, non-profit organizations, police departments, and other governmental agencies. His latest authored or co-authored books are: Changing Student Culture from the Ground Up; The Sociological Outlook; Infusing Diversity and Cultural Competence into Teacher Education; and Peer to Peer Leadership: Changing Student Culture from the Ground Up. He also co-authored Thriving in College and Beyond: Research-Based Strategies for Academic Success; Thriving in the Community College and Beyond: Research-Based Strategies for Academic Success and Personal Development; Diversity and the College Experience; Focus on Success and Black Men and Divorce.

Session I (9:45-10:20 a.m.)

Library 204D

What New Forums Press Can Offer You

Charlie Sweet, Hal Blythe, Rusty Carpenter, Eastern Kentucky University, & Doug Dollar, Publisher New Forums Press

Want to publish a book or an academic article? New Forums Press, a sponsor of the Pedagogicon and a well-established publishing house out of Stillwater, OK, specializing in higher education manuscripts, offers you the opportunity. Join us for a quick presentation of the possibilities as well as a lively Q&A.

Library 204G

Opening the Doors of Learning using Forensic Science Activities

David Cunningham, Eastern Kentucky University

Forensic science disciplines have developed extremely efficient, reliable, focused approaches to obtaining chemical and physical information from complex scenarios. The relative simplicity and reliability of these methods make them suitable building blocks for inquiry-based activities involving middle school and high school students.

Library 128

Two Sides of the “Flipped” Coin: Strategies for Inside and Outside the Classroom

Paige Hale, Lucy Mays, Pam Ryan, Michelle McClave, Jodi Myers, Dayna Seelig, & Cassandra Smith, Morehead State University

Flipped instruction is both popular and productive in 21st century classrooms. Panelists from the humanities, business, and STEM disciplines explore “best practices” on both sides of the flipped paradigm—what happens inside and outside of the classroom. Specific examples are drawn from philosophy, accounting, nursing, and health and wellness.
Sparking Divergent Thinking in the Classroom

*Sarah Smith, Gateway Community College*

Our society has been focused on producing convergent thinkers. Convergent thinkers are looking for a single answer. This is in line with how most exams are structured. However, what we need are more divergent thinkers. These are the types of flexible thinkers who create many answers to a single question. This workshop addresses how we can create more divergent thinkers in the classroom.

Discovery Classroom

Is there Distance in Distance Learning? A Comparison of Faculty and Student Expectations toward Online Classes

*Shannon Easte & John Huss, Northern Kentucky University*

How do student and faculty perceptions compare in online learning? In the fall of 2014 John Huss and Shannon Eastep from NKU conducted a survey of all faculty teaching in an online course. These answers were compared to the same questions asked of online students in the fall of 2012.

Conference Room

The Pedagogical Significance of Using Poetry to Introduce Cultural Diversity

*Samuel Hinton, Eastern Kentucky University*

The author presents a pedagogical approach to cultural diversity in the classroom, incorporating vignettes and original poems. Poetry is universal. Some of it can be simple and easy to understand. Other poems can be complex and difficult.

Session II (10:30 - 11:15 a.m.)

Using Reflection and Metacognition: An Interactive Process

*William Phillips, Hal Blythe, & Charlie Sweet, Eastern Kentucky University*

This session will use several rubrics to allow participants to rate their teaching skills and then think about how they can improve their instruction. The session will conclude with the development of a self-improvement plan based on the outcome of the rubrics and metacognition.

Faculty/Librarian Collaboration and Course Integration

*Sarah Morris & Nicole Montgomery, Eastern Kentucky University*
Both the faculty instructor and librarian had noticed that students in a core fire and occupational safety course were struggling with synthesizing their research despite the traditional single classroom visit from the librarian. Join us for a discussion of how we are collaborating toward integrating the librarian throughout the process.

Library 128

Engaging Lectures: Dipping Your Toe in the Pool of Active Learning

*Cynthia Miller & Michael J. Metz, University of Louisville*

Engaging lectures are an easily adopted form of active learning in which students are given short periods of lecture, followed by “breaks” that consist of minute papers, problem sets, brainstorming, etc. This session will show how engaging lectures can improve student performance, decrease distractions, and motivate millennial learners.

Library 108

Mining the Rich Veins of Faculty Expertise: The Pedagogy Exchange

*Matthew Winslow, Eastern Kentucky University*

Faculty have both expertise in teaching practices and a desire to improve instruction. But they have limited time to do so. The Pedagogy Exchange provides an on-demand, online solution. I will describe the goals and operation of the Pedagogy Exchange and the products of its brief existence.

Discovery Classroom

Using Multimedia Assignments to Increase Student Engagement and Foster Peer-to-Peer Learning

*Cindy Hayden, Eastern Kentucky University*

This session will encourage professors to meet students in their natural habitat by using technology to engage them in the teaching and learning process. By incorporating a multimedia assignment in each course that is taught, faculty can increase student participation and peer teaching and learning.

Session III (11:25-12:10 p.m.)

Library 204G

Adapting and Customizing Assignments for the Online Teaching Environment

*Pam Ryan, Janet McCoy, Jody Fernandez, Deanna Lynn Fabrielson, Randy Manis, & Lesia Lennex, Morehead State University*

Supported by their research, panelists from the liberal arts and education discuss how their teaching methods have been adapted and customized to complement the online learning environment. This includes developing an online presence, building community, cultivating effective discussion boards, integrating virtual world games, implementing performance-based assignments, and constructing evaluation tools.
Library 204D

IDEA Innovations: Strategies for 2015 and Beyond

Ken Ryalls, IDEA

Higher education is the most volatile industry in America today, with landscapes shifting daily. IDEA will present our latest innovations that respond to current trends in higher education, including a new platform powered by Campus Labs, revisions to both teaching methods and learning objectives in our Student Ratings of Instruction system, and some conceptual projects currently in the works.

Library 128

Shining the Spotlight on Students, Course Design and Faculty in Online STEM Courses

Lucy Mays, Jodi Myers, Michelle McClave, Duane Skaggs, & Eric Jerde, Morehead State University

Teaching online poses unique challenges for STEM faculty. Pairs of faculty will explore solutions to three challenges in the online environment by shining the spotlight on students, course design, and faculty members. Topics will include: experienced vs. inexperienced learners, student service projects, flipped instruction, Quality Matters, and faculty mentoring.

Library 108

Elevating Online Pedagogy to the Next Level: Practical Solutions for Adding Dimension to Online Learning

Mary Chesnut & Jeff Chesnut, Northern Kentucky University

Presenters will share the results of a study of online pedagogical trends of online instructors. In addition to addressing online teaching trends and challenges, they will offer best practice technology solutions for online instructors in a fun and engaging way, actually utilizing online teaching tools to actively involve workshop participants.

Discovery Classroom

Integrating Technology into Academic Success

Mark Woolwine, University of Louisville

This session is intended for anyone who is interested in technology and how it can be integrated into academic success. Learn about how the University of Louisville is integrating technology into Resources for Academic Achievement. Many of the resources shared are free to use and can easily be adapted to your area.

Conference Room

Flipped Instruction: A Guide to Create, Collaborate, and Engage

Jeannie Justice, Krys Lynam, & Rachel Rogers-Blackwell, Morehead State University
This conversation is designed to provide educators with basic principles and pedagogical practices on flipped or hybrid instruction, which can be incorporated into their own teaching practices. Additionally, we will offer participants a chance for hands-on practice as well as tech tools that will work for flipping their own lessons.

Session IV (1:00-1:45 p.m.)

Library 204D

Clickers, Creativity and Classroom Connection

Syd Beckman, Turning Technologies

The use of technology has become the norm. Do you remember rotary phones? Well, many of today's students have never heard of them nor seen them. Instead, smart phones, tablets, laptops, and recently smart watches have wormed their way into our students' daily lives. Teaching, on the other hand, has found it challenging to effectively integrate its use in the classroom in all but some of the most applications.

This session will demonstrate how one form of this technology—specifically interactive solutions—can be combined with other technological tools to enrich, engage and increase the effectiveness of the learning environment in the classroom.

At the end of this session, participants will walk away with ideas that can be implemented immediately to improve engagement, obtain meaningful assessment data, and enhance the overall learning environment.

Library 204G

Empowering Students, Faculty, and Communities through Service-Learning in Kentucky and the World

Janet McCoy, Kim Nettleton, Paige Hale, Lucy Mays, & Michele Walters, Morehead State University

Faculty and graduate student panelists share insights regarding partnerships between: pre-service teachers with school districts; foreign language and education students with parents of English language learners; nursing students with Haitian orphanages, schools, and villages; and education doctoral candidates with various communities of learners.

Library 128

Connecting with 21st Century Students through Undergraduate Research: What Students Say?

In Handayani, Hannah Robbins, Chelsea Holleman, Katelynn Mollett, Landon Gibbs, & Gunner Decker, Murray State University

21st century students will need to continually adapt to new expectations and technologies. To successfully enhance the learning process, today's college faculty must promote the teacher-learner relationship through undergraduate research. This interactive session will present students’ perspectives on strategies and challenges using research to connect with their future expectations.
Teaching Plagiarism with Copyright, Fan Fiction, Digital Storytelling, and Musical Sampling

Bryan Carson, Western Kentucky University

This program will discuss teaching students about copyright and plagiarism with active learning activities that use fan fiction, digital storytelling, and musical sampling. Students will gain an understanding of fair use, transformative uses, citations, and avoiding plagiarism in telling original stories while avoiding claiming others’ work as their own.

Discovery Classroom

#TestReview: Using Social Media as a Digital Study Guide

Leigh Wright & Melony Shemberger, Murray State University

Social media can be the bridge between the instructor and the student in the learning process. This session will demonstrate how Twitter and Storify can be used effectively to engage students during in-class review to help them prepare for tests. Participants will tweet a mock test review.

Conference Room

The Art of Nursing

Amy Richardson, Morehead State University

Technology utilized by today’s nursing student makes scientific approaches to teaching seem mundane. For educators to be able to compete with external variables and maintain student focus during information delivery, the integration of liberal arts into nurse education should be utilized. This facilitates learning that is interactive, effective, and challenging.

Session V (1:55-2:40 p.m.)

Library 204D

Predatory Publishing: How Faculty Can Avoid Becoming Prey

Linda Sizemore and Kelly Smith, Eastern Kentucky University

This interactive presentation will inform and educate faculty about a growing trend—the exploitative practice of predatory publishing. The presenters will describe how large predatory publishers, operating in the guise of “open access,” actually subvert the spirit of the legitimate open access movement and take advantage of authors.

Library 204G

TWO THOUGHTS OF A BUTTERFLY: Integrating Two Subject Areas to Improve Critical Thinking and Foster a Broader Academic Perspective

Julie Deyrup & Leif Deyrup, University of the Cumberlands
This interactive presentation will show how a Biology professor and a Spanish professor collaborated to teach an integrated studies course that fostered a broader academic perspective through critical thinking, personal reflection and problem-solving tasks, all while using an approachable topic: the butterfly.

**Library 128**

Facilitating Appalachian Adult Learners

*Fujuan Tan, Lee Nabb, & Daryl Privott, Morehead State University*

Appalachian culture has historically been one of seclusion and homogeneity. It is now increasingly exposed to influences of diversity and globalization, which necessitates development within these contexts. Based on educational experience with, and research concerning, adult Appalachians, the panel presenters will discuss effective teaching strategies facilitating this group of learners.

**Library 108**

Piercing Peer Review: Problems & Solutions

*Jill Parrott with grad students: Emily Hensley, Brielle White, Sarah Ferry, & Megan Kirby, Eastern Kentucky University*

This panel will define gaps in peer reviewing, specifically student perception, instructor involvement, environment, and student comprehension of writing concepts, and offer improvements for classrooms in which peer review is used. Additionally, speakers will present original research on peer review accessibility and develop a framework that benefits instructors and students.

**Discovery Classroom**

Portals for Professionals: Continued Information Literacy for Graduates in their Professional Lives

*Heather Beirne, Brad Marcum, Karen Gilbert, & Sarah Richardson, Eastern Kentucky University*

In this session, we will discuss a cooperative project between EKU Librarians and the Kentucky Virtual Library (KYVL) to create online portals for the purpose of assisting working professionals with research in the fields of social work, education, nursing, and business and demonstrate how these portals can assist faculty in serving their students after graduation.

**Conference Room**

The Challenge of Flipping the Classroom

*James Knoll & Daniel Grace, Morehead State University*

The flipped classroom is being explored by numerous faculty who are dissatisfied with student outcomes seen using a more traditional model of delivery. This presentation will explore some of the challenges encountered in flipping a content heavy 300-level course and engage the participants in brainstorming solutions to these challenges.
Session VI (2:50-3:35 p.m.)

Library 204D

A Celebration of Scholarly and Creative Teaching

*Marie Kendall Brown & Michelle Rodems, University of Louisville*

The Celebration of Teaching and Learning conferences seeks to identify and showcase scholarly and creative teaching at the University of Louisville. In this session, facilitators will share the planning, implementation, and continuous improvement process they have developed and refined over time for this successful and growing university-wide faculty development opportunity.

Library 204G

Cultivating Critical Thinking Capacity in Faculty through Targeted Faculty Development

*Roy Fuller, University of Louisville*

The Delphi Center cultivated critical thinking skills through its 2013-14 Part-Time Faculty Institute. Faculty were invited to incorporate critical thinking into their courses, promote metacognitive skills, and assess these techniques in promoting students’ critical thinking skills. This session will explore options in offering similar programs at participants’ home institutions.

Library 128

Strategies for Teaching about Race and Vast Majority White Universities

*Ric Caric & Daryl Privott, Morehead State University*

This panel focuses on teaching about race to largely white student audiences. Topics include teaching about race in U.S. and other societies from white and black perspectives, incorporating black writing into courses where most of the literature is written by whites, and dealing with student sensitivities concerning racial issues.

Library 108

Self-Regulated Learning Transforming Your Students into Independent Lifelong Learners

*Cara Worick, University of Kentucky*

Some have heard students say, “I didn’t learn anything in this course.” While this is frustrating to hear, there is a way to help students reflect on course activities to help them realize they did learn something in the course. In this interactive workshop we will take an in-depth look at how to create self-regulated learners. Building upon metacognition, self-regulated learning is the “the monitoring and managing of one’s cognitive processes as well as the awareness of and control over one’s emotions, motivations, behavior, and environment as related to learning” (Nilson, 2013, p.5). In short, learning how to learn is being self-aware and thinking about one’s own thinking. You will leave this workshop with evidence-based strategies to incorporate into your own practice that will begin to develop
the self-regulated learning skills in your own students and propel them toward being independent and successful lifelong learners.

**Discovery Classroom-Quick Byte Presentations**

**Putting the Cart before the Course**

*Gina Gonzalez & Ray Bailey, Morehead State University*

iPad apps can be a fun and engaging tool for active learning in college courses. This session will describe a successful collaboration between the library and academic faculty and provide interactive examples of iPad assignments. Presenters will also discuss best practices for purchase and management of tablets for college-level instruction.

**Make, Bend, Break: The Potential of Digital Pedagogy**

*Lee Skallerup Bessette, University of Kentucky*

This session will explore collaboratively the potential of digital pedagogy to make, bend, and break our teaching practices.

**Conference Room**

**College Students Engage in the Advocacy Process**

*Jacquelyn Jensen, Mary Wilson, & Helyne Frederick, Eastern Kentucky University*

Senior students in an ethics and advocacy course had no experience in designing community advocacy projects. Therefore, we initiated a study to examine their experiences with a needs assessment, research on a community problem, a grant and letter asking for community support, and actual completion of a small advocacy project.
1. Using Interview Assignments to Encourage Students to Apply Psychological Theories
   Amanda Watson, Murray State University

2. Mapping the Hot Spots: Zoning Approaches to Space Analysis
   Rachel Winter, Emily Hensley, Kelsey Strong, Rebecca Williams, Adam Bunnell, & Russell Carpenter, Eastern Kentucky University

3. Choose Your Own Adventure: Interactive Asynchronous Learning
   Gina Gonzalez, Duane Skaggs, Ni Wang, Christopher Schroeder, & Yuqiu You, Morehead State University

4. Creepypasta in the Classroom: “Prosumers” and Audience in First-Year Writing
   Emily Hensley, Eastern Kentucky University

5. Experiencing Japan while You Are in Kentucky
   Steffen Wilson, Yoshie Nakai, Emily D’Italia, Jeremy Gibson, & Brendan Kirwan, Eastern Kentucky University

6. Using New Standards to Develop a Dynamic Study Abroad Experience
   Pat Woods, Bill Holmes, & Linda Wray, Eastern Kentucky University

7. Minimizing Cognitive Load when Teaching Mathematical Topics
   Scott Rockwell, Eastern Kentucky University

8. Service-Learning: Can This High-Impact Practice Work for You?
   Trish Isaacs, Eastern Kentucky University

9. Use of Everyday Literature to Engage Students in Critical Thinking Exercises during Class
   Rhonda Patterson, Western Kentucky University

10. Book in Common Intellectual Experience
    Paulette Gay Baughman, Jennifer Rudy, & Christy Metzger, University of Louisville

11. Designing and Assessing Course-Embedded Peer-to-Peer Writing Consultation Programs
    Scott Whiddon, Transylvania University, & Russell Carpenter, Eastern Kentucky University
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