May 15, 2020

Hosted Online by
Eastern Kentucky University
Welcome

Dear 2020 Pedagogicon Attendees,

Thank you for joining us this year! We’re excited that you’re able to participate in the seventh annual Pedagogicon, focusing on students as partners in teaching and learning. We hope you have an enjoyable and productive experience.

Although we will miss seeing you all in person here at Eastern Kentucky University (EKU), we look forward to sharing great ideas for teaching and learning with you remotely. This year certainly brings a unique set of circumstances and challenges, given COVID-19 precautions and the move for many of our institutions to remote instruction. Thus, rather than cancelling the conference, we decided to move the opportunity online using available technologies to best reach our audience(s).

Each year in May, presenters from across Kentucky, the United States, and beyond come together to discuss and share approaches for teaching and learning. The conference has grown significantly since our inaugural year, now with over 300 participants from across the world.

You can use @noelstudio and #Pedagogicon20 on social media throughout the conference to connect with presenters and colleagues.

A downloadable version of the program is available at studio.eku.edu/2020-pedagogicon. Enjoy the conference this year!

Sincerely,

Dr. Russell Carpenter, Conference Chair
Executive Director, Noel Studio for Academic Creativity &
Faculty Center for Teaching & Learning
Associate Professor of English
Editor, Journal of Faculty Development
Eastern Kentucky University
@rustycarpenter
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Leslie LeRoy, Eastern Kentucky University
Gerald Nachtwey, Eastern Kentucky University
Shirley O’Brien, Eastern Kentucky University
Melony Shemberger, Murray State University
Susan Skees Hermes, Eastern Kentucky University
Steffen Wilson, Eastern Kentucky University
Annual Pedagogicon Proceedings

The Pedagogicon began publishing conference proceedings in 2017. The Pedagogicon Proceedings features published work focused on areas of teaching and learning related to the conference theme.

2017

2018

2019

Thank you to Laura Edwards and Linda Sizemore, in EKU Libraries, for their outstanding contributions to the publication and release of the 2019 Pedagogicon Proceedings.

2020
The 2020 Pedagogicon Proceedings, focused on Students as Partners in Teaching & Learning, will be published by EKUOpen and available as an open access project in late 2020.
Pedagogicon 2020
Schedule-at-a-Glance

Sign-in | 8:00-8:15AM
eku.zoom.us/j/9770477790

Opening Session | 8:15-8:55AM
eku.zoom.us/j/9770477790

Conference Welcome | Russell Carpenter, Executive Director, Noel Studio for Academic Creativity and Faculty Center for Teaching & Learning

Opening Discussion on Students-as-Partners | Alison Cook-Sather, Mary Katharine Woodworth Professor of Education and Director, Peace, Conflict and Social Justice concentration and Director, Teaching and Learning Institute, Bryn Mawr and Haverford Colleges

A Session I | 9-10AM

Transparency Roles in Feedback in the Student-Faculty Partnership for Teaching and Learning | Leah Simpkins & Shirley O'Brien, Eastern Kentucky University

Personalized Learning: Partnership Strategies for High-Impact Learning | Karen Clancy, University of Kentucky

Moderated by Bill Phillips, Eastern Kentucky University
**B Session I | 9-10AM**

[eku.zoom.us/j/9593495982](http://eku.zoom.us/j/9593495982)

*Seeing the Source: Teaching Ethical Image Use and Attribution in Student Projects* | Dominic Ashby, Margaret Frozena, & Trenia Napier, Eastern Kentucky University

*Book Clubs: Empowering Students to Own Course Content* | Christy Brady & Sarah Kercsmar, University of Kentucky

Moderated by Heather Pruss, Bellarmine University

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**C Session I | 9-10AM**

[eku.zoom.us/j/7994389100](http://eku.zoom.us/j/7994389100)

*Best Practices for Encouraging Instructor/Student Communication and Partnerships in Online Learning* | Amanda Joyce, Jennifer Morrison, Tanya Romero-González, & Martin Kane, Murray State University

*Debriefing as an Instrument to Promote Student/Faculty Partnerships in the Classroom* | Heather Norris, Keri New, & Cathy Edwards, Eastern Kentucky University

Moderated by Jacqueline Kohl, Eastern Kentucky University

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**D Session I | 9-10AM**

[zoom.us/j/3823235111](https://zoom.us/j/3823235111)

"You might consider . . .": Building Community and Connection Through Student-Faculty-Staff Partnerships | Kylie Korsnack, Lauren Hall, Amanda Peach, Shelby Mullins, Wendy Warren, & Jamar Yewitt, Jr., Berea College

*The Quality Literature Quadrant (QLQ): A Reflective Tool for Examining Stereotypes in Texts* | Emily Zuccaro, Sonja Yow, & Ricky Mullins, Eastern Kentucky University

Moderated by Jamie Shaffer, Eastern Kentucky University
A Session II | 10:05-11:05AM

Enhancing Career Flexibility for the English MA | Gerald Nachtwey, Dominic Ashby, & Erin Presley, Eastern Kentucky University

Using Social Constructivism to Engage Students as Partners in Peer Teaching and Learning | Cindy Hayden, Cassandra Ginn, Cheryl Carrico, Alexis Felber, & Shelby Smith, Eastern Kentucky University

Moderated by Casey Humphrey, Eastern Kentucky University

B Session II | 10:05-11:05AM

Freedom for the (Online) People: 10 Practical Ways to Bring Liberatory Pedagogy to Your Online Class | Jason Johnston, University of Kentucky

An Integrated Approach to Using Word Study for Teaching Writing | Eileen Shanahan, Eastern Kentucky University

Moderated by Laurel Schwartz, Eastern Kentucky University

C Session II | 10:05-11:05AM

Featured session #1

12 students, 1 course-embedded staffer, and 13 weeks: A Close Up Look at a Single Course-Embedded Class | Scott Whiddon & Emma Masur, Transylvania University

A Function-Based Intervention for Student Tech Use in Class | Steffen Wilson & Brianna Williamson, Eastern Kentucky University

Moderated by Susan Skees Hermes, Eastern Kentucky University
A Session III | 11:10AM-12:10PM

An Exhausting Burden: The Cost of Creating an Environment of Cultural Humility | Brianna Henson, University of Kentucky

Teaching Personal Selling Strategies and Tactics with Popular Culture Examples: An Active Learning In-Class Group Activity | Philip Boutin, Eastern Kentucky University

Moderated by Amanda Joyce, Murray State University

B Session III | 11:10AM-12:10PM

Featured session #2

Transparency in Flipping: Giving Students a Voice in an Evolving Classroom | Benjamin Freed & Adrian Bryant, Eastern Kentucky University

Using Individual Artistic Expressions to Enhance the Shared Learning Experience | April Hatcher & Katie Salmeron, University of Kentucky

Moderated by Shirley O'Brien, Eastern Kentucky University

C Session III | 11:10AM-12:10PM

TILTING Beyond the Classroom: Utilizing Transparency Components to Develop Student-Centered Administrative Processes | Casey Humphrey, Eastern Kentucky University

Canine Connections | Cassandra Ginn & John Ferguson, Eastern Kentucky University

Moderated by Dominic Ashby, Eastern Kentucky University

Food Break | 12:10-12:25PM

Opportunity for everyone to grab their lunch
Walking in the Shoes of the Homeless: Developing Empathy | Pauletta Baughman & Jennifer Rudy, University of Louisville

Making the Connection: Inviting Students to Participate in Creating Visuals with Verbal Annotations Based on Readings and Discussions | Vigs Chandra, Eastern Kentucky University

Teaching Students Effective Learning Strategies Through an In-Class Experiment | Michael Chen, Megan Thomas, Katelyn McClure, & Stephanie Kinmon, Eastern Kentucky University

Using Mind Mapping Activities to Promote Transparency and Engagement | Amanda Joyce, Murray State University

Adopting SoTL Principles in a Cybersecurity Program | Randall Joyce, Faris Sahawneh, & Brandon Dixon, Murray State University

Students’ Participation in the National Database of Nursing Quality Indicators (NDNQI) | Jennifer Merrick & Jennifer Brocata, Eastern Kentucky University

The Influence of an Audio Agent’s Voice on Student Perception and Recall | Thomas Morris & Michael Chen, Eastern Kentucky University

Developing Student Leadership Opportunities Through Mentoring | Shirley O’Brien, Elizabeth Hannon, Bethany Wheatley, & Olivia Lauer, Eastern Kentucky University

Face-to-Face Versus Online Interaction | Jonathan Phillips, Peyton Warman, Feliciti Dean, Abigail White, Alli Parker, & Michael Chen, Eastern Kentucky University

Processing of Headings in Scientific Journal Articles | Megan Thomas, Stephanie Kinmon, Katelyn McClure, & Michael Chen, Eastern Kentucky University

Students Using the English Language to Design New Peptides | David Wade, Eastern Kentucky University

Moderated by Jamie Shaffer, Eastern Kentucky University
A Session IV | 1:30-2:30PM

**Studying the Reciprocity of Faculty-Student Partnerships in a Community College Mentoring Program** | Madiha Shameem, Raquel Corona, Valerie Peyer, Brigitte Tilley, & Sybil White, CUNY Queensborough Community College

**Critical Reading for First-Year Students** | Starr Wentzel, Travis Martin, Lara Vance, Terry Chavis, & Allison Reusch, Eastern Kentucky University

Moderated by Hayley Hoffman, University of Kentucky

B Session IV | 1:30-2:30PM

**ADA Compliance in Online Courses: Free Tools and Resources for Creating an Inclusive Environment for Both Students and Instructors** | John Huss & Shannon Eastep, Northern Kentucky University

**Facilitating Integrated Critical Thinking Through Inter-Class Collaboration: Responding to and Incorporating Student Voices Into Course Content** | Geela Spira, Allen Keener, & Lacey Burchett, Eastern Kentucky University

Moderated by Michael Chen, Eastern Kentucky University

C Session IV | 1:30-2:30pm

**Featured session #3**

“Building a Student Support Program ... and Stopping Mid-Build” | Sarah Nichter & Sky Marietta, University of the Cumberlands

**The Reciprocal Nature of the Student-Educator Partnership: Understanding Student Individual Differences for Personalized Student Experiences** | Beth Polin, Eastern Kentucky University

Moderated by April Hatcher, University of Kentucky
A Session V | 2:35-3:35PM

**Student Voices: Engaging Diverse Learners in an Interprofessional Diversity Learning** | Marie Manning, Sarah Barnes, Haley Boggs, Roswell Manning, Rebecca Swartz, Julie Duckart, & Susan Skees Hermes, Eastern Kentucky University

**Involving Current and Former Students as Learning Partners in an Active Learning Classroom** | Allison Soult & Kim Woodrum, University of Kentucky

Moderated by Steffen Wilson, Eastern Kentucky University

B Session V | 2:35-3:35PM

**Ungraders Unite: How Ungraded Pedagogies Enlist Students as Partners, Democratize the Classroom, and Inspire Intrinsic Motivation** | Travis Martin/Elaina Short, Matthew Winslow/Bailey Bird, Gaby Bedetti/Hannah Tanner, Michelle Gremp, Stacey Korson, Ellen McMahan/Emily Orrender, Eric Meiners, & David Stumbo, Eastern Kentucky University

**A Child of Books: Building Little Free Libraries with Student Partners in Teaching and Learning** | Hayley Hoffman, University of Kentucky

Moderated by Jamie Shaffer, Eastern Kentucky University

C Session V | 2:35-3:35PM

**An Educational Partnership to Promote Lifelong Leaders** | Cynthia Harter, Jana Mayer, & Michelyn Bhandari, Eastern Kentucky University

**Graduate Students as Partners in Their Writing Instructor Training** | Erin Presley, Hannah McGee, Cailin Wile, & Rachel Hampton, Eastern Kentucky University

Moderated by Philip Boutin, Eastern Kentucky University

Closing | 3:30-4:00PM

**Student Voices: Engaging Diverse Learners in an Interprofessional Diversity Learning** | Marie Manning, Sarah Barnes, Haley Boggs, Roswell Manning, Rebecca Swartz, Julie Duckart, & Susan Skees Hermes, Eastern Kentucky University

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Moderated by Philip Boutin, Eastern Kentucky University
Alison Cook-Sather is the Mary Katharine Woodworth Professor of Education and Director of the Peace, Conflict and Social Justice Studies concentration at Bryn Mawr College and Director of the Teaching and Learning Institute at Bryn Mawr and Haverford Colleges.

Alison holds a Ph.D. from the University of Pennsylvania’s Graduate School of Education, an M.A. from Stanford University, and a B.A. from the University of California at Santa Cruz. She works with a wide range of learners and teachers, including Bryn Mawr and Haverford students and alumni/ae interested in educational and social justice issues, high school teachers and students who participate in the preparation of future teachers, and college faculty and students interested in partnering to explore pedagogical issues.

Between 2011 and 2015, Alison was the Jean Rudduck Visiting Scholar at Homerton College, University of Cambridge, Cambridge, England. In this role she ran an annual conference in Cambridge that brought together scholars, teachers, students, and policy makers from around the world.

Alison’s research focuses on how various metaphors and the classical anthropological concept of liminality can be used to analyze how education is and might be conceptualized and practiced and on how differently positioned participants in education can work together toward deeper learning. She is also one of the leading scholars on student voice work, particularly student voice in teacher education and professional development. Alison has published over 70 articles and book chapters and five books, including Engaging Students as Partners in Learning and Teaching: A Guide for Faculty.

Alison regularly delivers keynotes and workshops. See a recent interview with Alison and the keynote address she delivered at the Conference for Pedagogical Development, Uppsala University, Sweden. Alison’s work with student-faculty pedagogical partnerships was recently featured in Times Higher Education magazine.
12 students, 1 course-embedded staffer, and 13 weeks: A Close-Up Look at a Single Course-Embedded Class
Scott Whidden & Emma Masur, Transylvania University

This presentation, offered by a professor and a writing center staffer at a small liberal arts college, offers both quantitative and qualitative evidence for the successes in a single course-embedded section of Introduction to Classical Rhetoric (a required course for our major in Writing, Rhetoric, and Communication, as well as a popular general education course for students across programs). Our presentation introduces the concept of course-embedded/peer-to-peer writing support to newcomers via a short literature review, but then moves quickly to a detailed description of both program implementation and assessment. This presentation might be of special interest to those who teach at small colleges, or who are considering course-embedded work in sophomore/junior level writing courses. One might argue that the skills developed by both staffers and students alike via course-embedded collaboration are at the heart of liberal arts values. Finally, our presentation notes the challenges that come with course-embedded work at colleges with extremely limited resources.
Session III Featured Presentation

Transparency in Flipping: Giving Students a Voice in an Evolving Classroom
Benjamin Freed & Adrian Bryant, Eastern Kentucky University

At Eastern Kentucky University, two undergraduate student consultants were paired with a faculty partner to turn a lecture-lab course into a flipped format general education science course. By creating an open discussion with the student partners before, during, and after the course redesign, the faculty member flipped the class in a matter of three months. Biweekly faculty-partner group meetings provided the faculty insight into how to transform lectures and activities while adjusting class management. We have observed: 1) although many researchers report that students often believe that faculty are no longer working as hard in flipped versus standard lecture-labs, students now readily see the care and devotion that the faculty member puts into the course; 2) many students now recognize that the student partners and student feedback have made students stakeholders in the course; and 3) by forming a student-faculty partnership, the faculty successfully addressed several student partner concerns—concerns often shared by students in this general education course—including the need for more one-on-one interaction with the faculty member, less difficulty in transitioning from lecture to lab, and clearer, more direct online lecture materials.
At University of the Cumberlands, the tutoring services have been reimagined as a dynamic partnership between students and faculty to benefit both groups. As Peer Fellows in The Learning Commons, currently enrolled students have developed regularly occurring study groups for some of the courses with the highest dropout or failure rates. Students attending the study groups get the benefits of peer experience with success in the course, and the Peer Fellow provides feedback on the topics students are having the most issues with for the faculty teaching the course. Some Peer Fellows have taken beginning steps into developing their own instruction skills by designing workshops to teach discipline-specific core skills and concepts, such as academic paper writing. The Peer Fellows are encouraged to be active participants in their learning community by proposing services to meet the needs they have identified.
Session I  9:00-10:00AM

Transparent Roles in Feedback in the Student-Faculty Partnership for Teaching and Learning
Leah Simpkins & Shirley O’Brien, Eastern Kentucky University

Faculty devote effort and energy to promoting learner-centered opportunities, reinforcing course content. Through use of varied pedagogical strategies, appreciating the Transparency in Learning and Teaching (TILT) process, faculty-structured learning opportunities can promote students thinking critically about their performance, building a repertoire of skills needed for advancing learning at higher levels.

Personalized Learning: Partnership Strategies for High-Impact Learning
Karen Clancy, University of Kentucky

Advancing technology has personalized everyday life, from shopping and business transactions, to information-seeking and education. Contemporary college students often seek personalized learning experiences that yield high-impact outcomes. Such experiences require successful partnerships between faculty and students. This session demonstrates three examples of faculty/student partnerships that accomplish personalized learning outcomes.

Seeing the Source: Teaching Ethical Image Use and Attribution in Student Projects
Dominic Ashby, Margaret Frozena, & Trenia Napier, Eastern Kentucky University

Do you assign projects that include images? Come learn about a collaborative project between writing instructors and librarians, designed to raise students’ awareness of image copyright and how to find and attribute copyright-appropriate images. Instructors and student tutors share experiences. Presentation includes a walk-through of search tools and attribution best-practices.

Book Clubs: Empowering Students to Own Course Content
Christy Brady & Sarah Kercsmar, University of Kentucky

Book clubs are a fun way to connect with others who have similar interests, to engage with popular texts. Instructors can use the book club experience to
expand their curriculum and empower students to take ownership of some of the course material, where students work in groups and deliver key findings.

**Best Practices for Encouraging Instructor/Student Communication and Partnerships in Online Learning**
Amanda Joyce, Jennifer Morrison, Tanya Romero-González, & Martin Kane, Murray State University

Students and instructors alike benefit from open communication, transparency, and student-instructor partnerships (Nadler & Nadler, 2000; Schwortz, Burrows, & Guffey, 2017; Winkelman, 2013). However, there are challenges to applying these practices in online learning environments. This presentation will share evidence-based strategies for successfully implementing these practices in the online classroom.

**Debriefing as an Instrument to Promote Student/Faculty Partnerships in the Classroom**
Heather Norris, Keri New, & Cathy Edwards, Eastern Kentucky University

Debriefing provides an opportunity for learners to analyze the application of key concepts from didactic content, addressing higher level objectives on Bloom’s Taxonomy Hierarchy. Students serve as partners, providing the content of the debriefing experience as faculty facilitate by asking open-ended, guiding questions to ensure learning outcomes are met.

**“You might consider . . . “: Building Community and Connection Through Student-Faculty-Staff Partnerships**
Kylie Korsnack, Lauren Hall, Amanda Peach, Shelby Mullins, Wendy Warren, & Jamar Yewitt, Jr., Berea College

This roundtable discussion brings together past and present partners, program facilitators, and student-mentors to 1) reflect on their varied experiences within the Berea Student-Faculty Partnerships Program framework and 2) think with attendees about ways this framework might be refashioned for different institutional contexts.

**The Quality Literature Quadrant (QLQ): A Reflective Tool for Examining Stereotypes in Texts**
Emily Zuccaro, Sonja Yow, & Ricky Mullins, Eastern Kentucky University

In this interactive session, presenters will introduce the Quality Literature Quadrant, a reflective tool for analyzing stereotypes in texts. The QLQ provides college faculty with a tool which enables them to dismantle problematic stereotypes and stances in texts.
Session II  10:05 - 11:05AM

**Featured Session - 12 students, 1 course-embedded staffer, and 13 weeks: A Close-Up Look at a Single Course-Embedded Class**
Scott Whiddon & Emma Masur, Transylvania University

This presentation, offered by a professor and a writing center staffer at a small liberal arts college, offers both quantitative and qualitative evidence for the successes in a single course-embedded section of Introduction to Classical Rhetoric (a required course for our major in Writing, Rhetoric, and Communication, as well as a popular general education course for students across programs). Our presentation introduces the concept of course-embedded/peer-to-peer writing support to newcomers via a short literature review, but then moves quickly to a detailed description of both program implementation and assessment. This presentation might be of special interest to those who teach at small colleges, or who are considering course-embedded work in sophomore/junior level writing courses. One might argue that the skills developed by both staffers and students alike via course-embedded collaboration are at the heart of liberal arts values. Finally, our presentation notes the challenges that come with course-embedded work at colleges with extremely limited resources.

**Enhancing Career Flexibility for the English MA**
Gerald Nachtwey, Dominic Ashby, & Erin Presley, Eastern Kentucky University

In this roundtable, presenters will discuss proposed changes to the Master of Arts in English Program at Eastern Kentucky University, intended to make our graduates more competitive in the growing number of public, private, and educational careers that revolve around development of critical literacy and communication skills.

**Using Social Constructivism to Engage Students as Partners in Peer Teaching and Learning**
Cindy Hayden, Cassandra Ginn, Cheryl Carrico, Alexis Felber, & Shelby Smith, Eastern Kentucky University

This interactive workshop will offer faculty various ways to structure classroom activities to facilitate peer teaching and learning in an emotionally supportive environment. Through student demonstration and shared processing of simulated assignments, faculty will learn how to plan, structure, and instruct students in peer teaching and learning projects.
Freedom for the (Online) People: 10 Practical Ways to Bring Liberatory Pedagogy to Your Online Class
Jason Johnston, University of Kentucky

This presentation will first critique online education with the concept of industrialized education. Then the presenter will outline and apply the revolutionary approaches of liberatory pedagogy. Finally, it will explore 10 practical ways to adjust online courses so that they empower students as partners in their own learning.

An Integrated Approach to Using Word Study for Teaching Writing
Eileen Shanahan, Eastern Kentucky University

This presentation highlights a study conducted in a course on teaching grammar, which provides ideas applicable to many contents for using word study and peer review to improve student writing.

A Function-Based Intervention for Student Tech Use in Class
Steffen Wilson & Brianna Williamson, Eastern Kentucky University

This session will describe the creation and implementation of a function-based intervention for student tech use in class. Both quantitative and qualitative data to support the effectiveness of this intervention will be presented.
Featured Session - Transparency in Flipping: Giving Students a Voice in an Evolving Classroom
Benjamin Freed & Adrian Bryant, Eastern Kentucky University

At Eastern Kentucky University, two undergraduate student consultants were paired with a faculty partner to turn a lecture-lab course into a flipped format general education science course. By creating an open discussion with the student partners before, during, and after the course redesign, the faculty member flipped the class in a matter of three months. Biweekly faculty-partner group meetings provided the faculty insight into how to transform lectures and activities while adjusting class management. We have observed: 1) although many researchers report that students often believe that faculty are no longer working as hard in flipped versus standard lecture-labs, students now readily see the care and devotion that the faculty member puts into the course; 2) many students now recognize that the student partners and student feedback have made students stakeholders in the course; and 3) by forming a student-faculty partnership, the faculty successfully addressed several student partner concerns—concerns often shared by students in this general education course—including the need for more one-on-one interaction with the faculty member, less difficulty in transitioning from lecture to lab, and clearer, more direct online lecture materials.

An Exhausting Burden: The Cost of Creating an Environment of Cultural Humility
Brianna Henson, University of Kentucky

Minorities are often working “double duty.” In addition to their normal workload, minorities are frequently asked to improve inclusion and equity on their campus. An understanding of why this is occurring is necessary to raise awareness of the problem, promote research in the area, and invite solutions to the problems
Teaching Personal Selling Strategies and Tactics with Popular Culture Examples: An Active Learning In-Class Group Activity
Philip Boutin, Eastern Kentucky University

Informed by pedagogical theory and best practices, this original in-class group activity involving students-as-partners in teaching and learning required student groups in a “Personal Selling” course to identify and jointly analyze with the instructor and other students selected scenes from movies and television shows depicting personal selling strategies and tactics.

Using Individual Artistic Expressions to Enhance the Shared Learning Experience
April Hatcher & Katie Salmeron, University of Kentucky

Students in the Anatomy Portfolio Showcase were challenged to creatively express their understanding of a range of anatomy topics. Here we describe a curricular approach to partnering with students in the learning process by providing opportunities to highlight individual artistic expressions as part of the shared learning experience.

TILTING Beyond the Classroom: Utilizing Transparency Components to Develop Student-Centered Administrative Processes
Casey Humphrey, Eastern Kentucky University

Transparency in learning and teaching (TILT) has been shown to benefit students’ ability to be successful within the classroom. This presentation discusses the potential benefits of utilizing TILT components in the creation of academic policies and processes in order to promote successful student engagement within an academic program.

Canine Connections
Cassandra Ginn & John Ferguson, Eastern Kentucky University

Integrating dogs into classrooms has been an effective tool to enhance student learning. Pet therapy dogs are known to be beneficial for individuals with a variety of learning challenges including depression and attention deficits, implying that dogs in the classroom may promote a more inclusive learning environment.
**Walking in the Shoes of the Homeless: Developing Empathy**
Pauletta Baughman & Jennifer Rudy, University of Louisville

It is one thing to discuss biases in a classroom and another to have direct conversation with those different from yourself. In order to directly address this, dental and dental hygiene students visited a fully functioning hotel that is owned and operated by the largest homeless shelter in Kentucky.

**Making the Connection: Inviting Students to Participate in Creating Visuals with Verbal Annotations Based on Readings and Discussions**
Vigs Chandra, Eastern Kentucky University

Personally created visuals with verbal annotations offer a unique way of synthesizing readings, discussions, or analyses. When shared by faculty with students, and by students themselves, it creates an evolving understanding of the topic in front of one’s eyes. This is a powerful way of encoding and expressing shared meaning.

**Teaching Students Effective Learning Strategies Through An In-Class Experiment**
Michael Chen, Megan Thomas, Katelyn McClure, & Stephanie Kinmon, Eastern Kentucky University

Students often utilize ineffective learning strategies. The current study utilized an in-class quasi-experiment to teach students effective learning strategies. Our results indicated that the guided experiential learning format is more effective in bringing about behavioral change than teaching learning strategies through a traditional lecture video.

**Using Mind Mapping Activities to Promote Transparency and Engagement**
Amanda Joyce, Murray State University

Students benefit from drawing connections between various aspects of course material (see Antony; Zipp, Olson, & Cahill, 2010; Gelman, 2010; Lang, 2016). The purpose of this investigation is to examine the effectiveness of a series of collaborative in-class assignments meant to allow students to organize their knowledge through mind-mapping.
Adopting SoTL Principles in a Cybersecurity Program
Randall Joyce, Faris Sahawneh, & Brandon Dixon, Murray State University

Applying SoTL principles to a cybersecurity track to aid faculty in grasping student learning in cybersecurity courses. While providing an avenue to help faculty in maintaining courses with up to date information on cybersecurity that adds value to the students education.

Student Participation in the National Database of Nursing Quality Indicators (NDNQI)
Jennifer Merrick & Jennifer Brocata, Eastern Kentucky University

Pressure ulcers cost $11 billion dollars annually. Nurses are a fundamental part of a healthcare team and have a primary role in pressure ulcer prevention (PUP). Inadequate training about PUP is a common barrier to PUP. Student participation in the NDNQI skin rounds improved students overall knowledge of PUP.

The Influence of an Audio Agent’s Voice on Student Perception and Recall
Thomas Morris & Michael Chen, Eastern Kentucky University

Despite the prevalence of computer-generated speech in classrooms, little research has been done to specifically explore the relationship between an agent’s voice and student perception or recall performance. This study investigates these relationships when information is presented by either a classic audio engine, modern audio engine, or a human voice.

Developing Student Leadership Opportunities Through Mentoring
Shirley O’Brien, Elizabeth Hannon, Bethany Wheatley, & Olivia Lauer, Eastern Kentucky University

Graduate assistants fulfill many roles and functions within the university setting. The partnership formed with supervisors is critical for mutual development and implementation of programs, building professionalism and student confidence. Supervisors provide many opportunities through coaching, sponsoring, and connector roles. Intentional collaboration maximizes best practices supporting graduate student leadership development.
Telecommunication has been implemented in multiple fields, such as education and the medical field. The current study investigated the effects of communication method (online or face-to-face) on engagement. Our results indicated that face-to-face communication led to higher engagement level.

Scientific journal articles utilize headings to denote the specific functions of each section. The current study included two experiments that investigated the effects of functional headings in scientific journal articles. Results indicated that functional headings have robust effects in guiding readers’ top-down processing of scientific journal articles.

Peptides are ubiquitous in nature and are essential for life. Students who know the letters of the English alphabet, and know how to use those letters to construct words, sentences and phrases, have the ability to design novel peptides that may prove useful in research and medicine.
Featured Session - Building a Student Support Program ... and Stopping Mid-Build
Sarah Nichter & Sky Marietta, University of the Cumberlands

At University of the Cumberlands, tutoring services have been reimagined as a dynamic partnership between students and faculty to benefit both groups. As Peer Fellows in The Learning Commons, currently enrolled students have developed regularly occurring study groups for some of the courses with the highest dropout or failure rates. Students attending the study groups get the benefits of peer experience with success in the course, and the Peer Fellow provides feedback on the topics students are having the most issues with for the faculty teaching the course. Some Peer Fellows have taken beginning steps into developing their own instruction skills by designing workshops to teach discipline-specific core skills and concepts, such as academic paper writing. The Peer Fellows are encouraged to be active participants in their learning community by proposing services to meet the needs they have identified.

Studying the Reciprocity of Faculty-Student Partnerships in a Community College Mentoring Program
Madiha Shameem, Raquel Corona, Valerie Peyer, Brigitte Tilley, & Sybil White, CUNY Queensborough Community College

This panel will present the preliminary outcomes of a study on a collaborative pilot mentoring program between the English Department and a pre-college remedial program at a community college in Greater New York. Panelists will discuss the reciprocity of knowledge between faculty and peer mentors that were in semester-long partnerships.

Critical Reading for First-Year Students
Starr Wentzel, Travis Martin, Lara Vance, Terry Chavis, & Allison Reusch, Eastern Kentucky University

This panel will discuss the results of a 2019-20 Professional Learning Community that produced practical applications of critical reading strategies in first-year seminars. Panelists will showcase assignments created within the context of the Professional Learning Community, providing practical approaches to using critical reading strategies for session participants.
**ADA Compliance in Online Courses: Free Tools and Resources for Creating an Inclusive Environment for Both Students and Instructors**  
John Huss & Shannon Eastep, Northern Kentucky University

Online courses must be accessible to students with disabilities, yet instructor training in accessible design is often an afterthought, leading to legal vulnerability and a breakdown in the learning partnership between student and instructor. This session demonstrates free tools and important design tips for bringing all courses into ADA compliance.

**Facilitating Integrated Critical Thinking Through Inter-Class Collaboration: Responding to and Incorporating Student Voices Into Course Content**  
Geela Spira, Allen Keener, & Lacey Burchett, Eastern Kentucky University

Student-driven feedback provided the impetus to revise a theory course through collaboration with a medical content course. A triad of two course instructors and students collaborated throughout the semester. An iterative process of identification of barriers, addressing critical thinking issues, and creation of class materials was reviewed weekly by students.

**The Reciprocal Nature of the Student-Educator Partnership: Understanding Student Individual Differences for Personalized Student Experiences**  
Beth Polin, Eastern Kentucky University

A discussion about students as partners in teaching and learning begins with a thorough understanding of the reciprocal nature of a partnership. This session teaches educators how to get to know the individual differences of their students so as to meaningfully connect and allow for a tailored student learning experience.
Session V 2:35 - 3:35PM

**Student Voices: Engaging Diverse Learners in an Interprofessional Diversity Learning**
Marie Manning, Sarah Barnes, Haley Boggs, Roswell Manning, Rebecca Swartz, Julie Duckart, & Susan Skees-Hermes, Eastern Kentucky University

A student panel will reflect on revising an assignment from a simulation to an experiential learning activity. Students as teaching partners increase awareness of diversity and disability culture on the EKU campus. Students represented several majors and levels of undergraduate experiences, which also allowed modeling for roots of interprofessional collaboration.

**Involving Current and Former Students as Learning Partners in an Active Learning Classroom**
Allison Soult & Kim Woodrum, University of Kentucky

Participants will complete pre-class lessons and activities as part of an active learning classroom with assistance from a peer learning intern. The workshop will model the format used in our general chemistry courses.

**Ungraders Unite: How Ungraded Pedagogies Enlist Students as Partners, Democratize the Classroom, and Inspire Intrinsic Motivation**
Travis Martin/Elaina Short, Matthew Winslow/Bailey Bird, Gaby Bedetti/Hannah Tanner, Michelle Gremp, Stacey Korson, Ellen McMahan/Emily Orrender, Eric Meiners, & David Stumbo, Eastern Kentucky University

This panel discussion highlights experiences of faculty members at Eastern Kentucky University who participated in a semester-long Professional Learning Community (PLC) focused on developing and implementing “ungraded” curricula. Faculty and student panelists will describe real-world applications of ungraded approaches, focusing on the benefits and challenges they encountered.
A Child of Books: Building Little Free Libraries with Student Partners in Teaching and Learning
Hayley Hoffman, University of Kentucky

This presentation will explore how to engage student partners in designing, building, and installing Little Free Libraries. Through this project, students will hone their critical thinking, group communication, and problem-solving skills. The presenter will provide a look at a sample project and strategies for implementing something similar into attendees’ future courses.

An Educational Partnership to Promote Lifelong Leaders
Cynthia Harter, Jana Mayer, & Michelyn Bhandari, Eastern Kentucky University

This project describes an educational Lifelong Leaders program that partners middle school students and college students in a learning environment. Students attend training in professional skills, and then the college students act as judges in a competition in which the middle school students display those skills.

Graduate Students as Partners in Their Writing Instructor Training
Erin Presley, Hannah McGee, Cailin Wile, & Rachel Hampton, Eastern Kentucky University

This panel will address writing instructor preparation with a focus on challenges new instructors may face in traditional and non-traditional classroom settings. The panel will be moderated by a composition specialist and facilitated by four students from her course, English 800: Graduate Seminar on Composition.
All digital installations can be viewed in the Pedagogicon Digital Installation Folder, located here.

Tables are Turned-Students as Teachers: A TedEd Workshop
Maria Bane & Sarah Kercsmar, University of Kentucky

This workshop provides examples of how to incorporate TedEd Lessons into undergraduate courses. Students become partners in their own learning by creating lessons that can be shared with peers in class or at home, making this learning tool versatile for a variety of course topics and class formats.

Lessons Learned in Designing Active Learning Modules for the STEM Classroom
Anna Christianson, Bellarmine University

The presenter will share both successes and challenges encountered in designing student-friendly active learning modules in an introductory chemistry course. When well-implemented, small-group problem-solving activities can be a valuable experience for students to practice applying their knowledge and explore applications of science in society.

Students’ Perceptions and Engagement Utilizing Group Assignments
Kathleen Fischer, Tarin Williams, Joseph Hannigan, & Gay Baughman, University of Louisville School of Dentistry

The variety of teaching and learning practices available to academia are numerous and widely tested. Students come from varying backgrounds and experiences. Assignment success is dependent on choosing the best educational tool suited for the students completing the project. Considering students’ perceptions and amount of engagement will maximize assignment outcomes.
Freedom, Choice, and Differentiation: Letting Students Take the Wheel
Danna Pearsall, Washington County Schools

In this installation, teachers will discuss the benefits of providing choice in all aspects of the classroom. Presenters will provide several examples of how increasing student freedom and providing choice has increased student engagement and investment. Topics include flexible seating, choice boards, and discussion techniques, among others.

Student Learning Preferences for Digital and Print Media
Laura Stimler, Spalding University

This presentation provides research trends and preliminary data analyzing student preferences and satisfaction on the use of print and digital media in a professional program. Insight into current student habits and routines are explored through the use of evidence-based strategies to maximize students’ learning outcomes.
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