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 fifth annual Pedagogicon conference, focusing on student-centered teaching and learning. We hope you have an enjoyable and productive experience. You can use @noelstudio and #KYP18 on social media throughout the conference to connect with presenters and colleagues. Enjoy!

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

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)
About the Noel Studio

The Noel Studio for Academic Creativity programs exist to create innovative support for communication, research, and teaching and learning initiatives that enhance deep learning at EKU.

Schedule-at-a-Glance
Friday, May 18, 2018

Registration
7:45-8:30 AM | Noel Studio Foyer

Opening Remarks and Keynote
8:30-9:30 AM | Library First Floor

Session I
9:40-10:30 AM | Various Locations in the Library

Session II
10:40-11:30 AM | Various Locations in Library

Session III
11:40-12:30 PM | Various Locations in Library

Poster Presentations and Lunch
12:40-1:30 PM | Noel Studio Main Floor

Session IV
1:40-2:30 PM | Various Locations in Library

Session V
2:40-3:30 PM | Various Locations in Library

Session VI
3:40-4:30 PM | Various Locations in Library
Students’ academic success depends on a number of factors, but teaching them to be engaged learners would seem one of the most important. The theme of 2018 Pedagogicon invites us to examine and promote instruction that involves students as active participants in their learning. This session will explore three strategies for engaging students: critical thinking, metacognition, and scholarly teaching. We will participate in several activities that demonstrate how to incorporate each of these strategies into our teaching in order to help empower students to become deep learners who can flourish in a global society.
When did ‘Sage on the Stage’ become ‘Weaned to the Screen’?: Instructional Implications of the New Digital Divide
*Michael Strawser and Shawn Apostel, Bellarmine University*

In 1963, James Brown and James Thorton said: “Opportunities to explore and further develop the instructional potentials of the new media are numerous, and they are ripe. We have good models which invite further study, refinement, and application. The space age is no time to be timid about using the modern technology in higher education.” The circle continues. We are accustomed to technological innovation. Today, instructors have inordinate resources at their disposal that can enhance pedagogy: augmented reality, virtual reality, internet of things (IOT) and wearable tech, learning management systems, mobile devices, and gamification. But, are we using these tools in a way that elevates instruction? Are we using new technology to create a student-centered environment for All students? Are we using new tools to enhance learning? To answer these concerns, this session will address digital pedagogy and the presenters will speak to the new digital divide.

**Library 108**

Using Metacognition and Microactivities to Engage Students
*Wren Mills, Western Kentucky University*
Moderator: *Randi Polk*

Metacognition might seem like a “buzzword,” but it is a key to learning and student success. After this workshop, participants will be able to describe how the brain moves information from short to long term memory, define metacognition, describe microactivities and their benefits, and develop a microactivity for their class.

**Library 128**

Using an Instructional Design Model for Technology Integration in the Classroom
*Ellen Bloomfield, Midway University*
Moderator: *Eric Meiners, Eastern Kentucky University*
When integrating technology in the classroom, consideration of the dynamic and complex relationships among content, technology, pedagogy, and context is often overlooked. This presentation covers an instructional design model, drawing upon theoretical frameworks and research-based methods, to facilitate technology integration highly specialized contexts.

**Library 204D**

eTool Showcase: A “How To” Guide to Using Innovative Technology in the Classroom  
*Nikita Lewis, Amanda Lawrence, Nora Radway, and Hayley Hoffman, University of Kentucky*  
Moderator: *Jessica Vaught, Eastern Kentucky University*

This eTool showcase will demonstrate innovative technology in an interactive process to demonstrate how these tools may be used to enhance student-centered teaching and learning in the college classroom. Through audience engagement, attendees will get hands on experience with tools including Sketchboard, Public Panic, Powtoon, and Twitter.

**Library 204G**

Would You Rather...The Choice of Teaching Modality on Student Learning Outcomes  
*Holly Hapke and Leslie Vincent, University of Kentucky*  
Moderator: *Clint Stivers, Eastern Kentucky University*

The focus of our research is to understand the effect of different teaching modalities on student learning outcomes. We test the impact of multi-modal delivery using a large section of a marketing course and find that student satisfaction and performance increase in this flexible learning environment.

**Library 208**

They Just Want to See Us as ‘Human’  
*Christine R. Privott, Eastern Kentucky University*  
*Daryl Privott, Morehead State University*  
Moderator: *Dominic Ashby, Eastern Kentucky University*

Using survey and anecdotal data from student course evaluations in two graduate programs, the presenters posit that students benefit greatly from online and hybrid teaching strategies that show the instructor is
‘human’. Techniques used show the positive aspects of acknowledging the imperfections of being human to empower students to perform.

**Noel Studio Breakout 3**

Expecting Blooms but Facing Maslow: Triage for our Students (Student Success)

*Lara Vance and Lucais Wallen, Eastern Kentucky University*

Moderator: *Alexis Hadden*

Diverse student populations bring diverse needs to campus and classrooms. This session provides the audience with a one-stop philosophy and how to provide triage to college students’ needs. The audience will participate in a reflective exercise and discuss responses to student needs.

**Noel Studio Discovery Classroom 310D**

Teaching with Meaning: Pleasure and Presence in the Classroom

*Carol Sommer and Karin Van Horn, Eastern Kentucky University*

Moderator: *Bill Staddon, Eastern Kentucky University*

When faculty and students are focused on assessment, multitasking, maintaining a constant social media presence, and doing everything as quickly as possible, what happens to functions that require time and space for quiet reflection? This workshop will explore mindfulness-based practices as a means to increasing pleasure, self-reflection, and centeredness in the classroom.

**Noel Studio Conference Room 310K**

Critically Reading a Scholarly Peer-reviewed Article

*Cindy Hayden, Eastern Kentucky University*

Critical reading is a foundational skill that underlies critical and creative thinking. In any discipline specific university program, critical reading is essential for using evidence-based practice, which bases decisions on interpreting current research articles. A project involving 300 occupational science/therapy students’ participation in critical reading is shared.

**Faculty Center for Teaching & Learning 318**

Essential Questions: Themes for Courses that Go Beyond “Just the Facts”

*Cynthia Resor, Eastern Kentucky University*
An essential question creates a semester-long theme, tying facts and concepts to the wider issues of a discipline. A good EQ has no simple right or wrong answer, inspires critical thinking and inquiry, and can be the final essay question. Participants will explore and design meaningful EQs.

Session II  10:40 - 11:30AM

Library 108

Using Podcasts for Student Centered Assignments, Multiple Means of Course Content and Program Development
*Jason Johnston, Blake L. Jones, and Diane N. Loeffler, University of Kentucky*

*Moderator: Dominic Ashby, Eastern Kentucky University*

In this panel demonstration, participants will learn how to use podcasts for student created assignments, multiple means of course content engagement and program development. The student centered potential of this medium will be addressed along with the accessibility component in this practical teaching and learning presentation.

Library 128

Designing an Online Course that Promotes Deep Learning
*Firm Faith Watson, Murray State University*

*Moderator: Randi Polk, Eastern Kentucky University*

How do online course practitioners design well-organized online courses that promote deep learning? The presenter will share the best aspects of established frameworks to equip participants with practical strategies that they may use right away to design online courses. Participants will also receive the opportunity to interact and share strategies.

Library 204D

Design Thinking: Engaging Learners with Wicked Problem-Solving
*Dana Cosby, Western Kentucky University*

*Moderator: Bill Staddon, Eastern Kentucky University*

This session will introduce participants to Design Thinking in a hands-on
workshop. Working through the four spaces of this problem-solving method, participants will gain understanding of the process, while also discovering ways to integrate it into the classroom.

Library 204G

Creative Writing as Queer Process Pedagogy in the Straight-Aligned Post-Secondary Composition Classroom

James McClure, Eastern Kentucky University

Moderator: Hayley Hoffman, University of Kentucky

As the future of the composition classroom moves towards multimodality to redefine academic writing, queer students are still navigating the classroom by appropriating straight-aligned process techniques. By using creative writing course techniques during the composition process, queer and straight students alike will be able to become more effective communicators together.

Library 208

Quick and Easy Active Learning Activities to Engage Students

Alicia Pennington and Juliana Ortolani, Western Kentucky University

Moderators: Charlie Sweet and Hal Blythe, Eastern Kentucky University

Want to create an active learning environment without spending a lot of preparation or class time? Experience 4 quick and easy activities to engage your students. These activities not only increase engagement, they also increase student success. Engagement activities for both face-to-face and online classes will be demonstrated.

Noel Studio Breakout 3

Bridging the Gap: Meeting First Year Students Where they Are (Student Success)

Jaime Roberts and Melissa Vandenberg, Eastern Kentucky University

Moderator: Alexis Hadden

Join us for interactive conversation focused on providing support to first-year students transitioning from high school to college. This session will highlight strategies for engaging first year students in ways that foster campus connectivity, mentorship, academic student success, and retention into their second year.
Noel Studio Discovery Classroom 310D

The Use of Polling Devices to Increase Inclusivity and Participation in Academic Environments  
Courtney Skelly, Eastern Kentucky University  
Moderator: Eric Meiners, Eastern Kentucky University

This session, if selected, will introduce excluded populations in classrooms that use the popular “ask-and-answer” format. We will discuss these populations and why this type of teaching method does not encourage participation from all groups. Then, hands-on demonstrations of polling software will be used to get audience members involved and experience the accessible and inclusive nature or polling-enabled classrooms.

Noel Studio Conference Room 310K

First Steps in Qualitative Research: A Faculty Development Experience  
Ella Ingram and Aimee Cloutier, Rose-Hulman Institute of Technology  
Moderator: Jessica Vaught, Eastern Kentucky University

Qualitative research illuminates diverse perspectives and reveals unappreciated aspects of the student experience. Using various engagement strategies, we share our experience as qualitative-research-naïve faculty learning qualitative research skills and philosophies. We share resources so that interested faculty can increase their skills and expertise in this area of SoTL.

Faculty Center for Teaching & Learning 318

ABCs of Modeling Explicit Thinking Across (META) Communication Modalities  
Joseph Constantine, Kellie Ellis, Jade Robinson, Charlotte Hubbard, and Robyn Wahl, Eastern Kentucky University  
Moderator: Julie George, Eastern Kentucky University

A panel will present clinical teaching methods designed to scaffold and enhance students’ deep learning outcomes. Within the Communication Disorders Program at EKU, students are introduced to: A) the AACU VALUE Rubrics, B) a BRIDLE plan for learning improvement, and C) a strong, hands-on curricular emphasis on Creative Problem-Solving.
Library 108

New Technologies and How to Use Them: 3D and Makerspaces Demystified
Lesia Lennex, Morehead State University

New technologies bring learning opportunities to P-16 students. 3D technologies, in all forms, bring life to student productions. How do we support curriculum with these technologies? This panel discussion will bring perspectives and introduce projects in science, education, and design. Technical considerations for makerspaces and student production will be presented.

Library 128

Adjusting Course Format for Generation Z
Gaby Bedetti, Eastern Kentucky University
Moderator: James McClure

The session begins with a brief report of my study findings, continues in round table format to identify the learning styles of Generation Z students and share activities we use to adjust our teaching to their needs, and ends by workshopping ways to tailor our course formats to engage Gen Zers.

Library 204D

An Experiential Learning Approach to Multiculturalism for an Inclusive Learning Environment and Multicultural Competence
Dorothy Pearce-Brady and Fujuan Tan, Morehead State University
Moderator: Jessica Vaught, Eastern Kentucky University

Multiculturalism has become a desired goal in the U.S. education system. The US. Department of Education has made part of its mission to foster excellence and equal access to education through increased multicultural competence. This session discusses pursuing this goal by using culturally responsive practices through experiential learning.
Library 204G

Culturally Relevant and Sustaining Pedagogy In First-Year Writing Courses
*Khristen Echols, University of Louisville*

Moderator: *Julie George, Eastern Kentucky University*

This presentation explores and interrogates the influence of culturally relevant and sustaining teaching practices on university students enrolled in composition courses, centering on the question: How do culturally relevant and sustaining teaching approaches affect students’ attitudes toward and engagement with the activity of writing in a first-year writing course?

Library 208

Reinventing Student Engagement: The Role of In-Class Simulation
*Keri New, Catherine Edwards, Shannon Shumaker, and Brooke Bentley, Eastern Kentucky University*

Moderators: *Charlie Sweet and Hal Blythe, Eastern Kentucky University*

Classroom simulation and debriefing provide learners an opportunity to integrate didactic content into various clinical situations. This type of pedagogy allows students to critically think and apply decision-making skills within a controlled, interactive environment. Debriefing, as part of the simulation process, enables students to evaluate their action through guided reflection.

Noel Studio Breakout 3

Ownership and Learning: A Visual Approach to Rural Classrooms
*Natasha Watts, Hazard Community and Technical College*

We all have the ability to learn, to understand ideas and concepts, but we all retrieve that information, process that information and absorb it differently. Our learning abilities are a mixture of genes, environment, and opportunity. Our communities, our landscapes, and social norms often provide a framework for how we learn, in what way we learn, and the relationship we have to learning.

Noel Studio Discovery Classroom 310D

Integrating Digital High-Impact Practices in First-Year Writing: Blogs, E-portfolios, and Multimodality
Dominic Ashby and Margaret Frozena, Eastern Kentucky University
Moderator: Hayley Hoffman, University of Kentucky

We will share materials and methods for developing a multi-modal E-Portfolio project and an associated grading contract. These student-centered practices were developed in an alternate approach to ENG102, First Year Research and Rhetoric. These high-impact teaching practices lead to student-defined successes, audience awareness, and buy-in to the research process.

Noel Studio Conference Room 310K

Pod-agogy: Using Podcasts as a Teaching and Learning Tool
Troy Cooper, University of Kentucky
Moderator: Randi Polk, Eastern Kentucky University

This session will illustrate the utility of using podcasts as both an instructional tool and a hands-on learning experience. The podcast is an inventive way to deliver content in almost any discipline. This session will demonstrate how to apply the lessons of podcast content and production to the classroom.

Faculty Center for Teaching & Learning 318

Can My Students Really Multi-task? Implications for Teaching and Learning.
Steve Wininger and Jenni Redifer, Western Kentucky University
Moderator: Clint Stivers, Eastern Kentucky University

Multi-tasking is a popular modus operandi many people claim to engage in on a daily basis. In this presentation, we will ask audience members to participate in demonstrations in order to enhance their understanding of the effects of attempting to multi-task (i.e., more errors and less efficiency). Finally, we will connect the demonstrations and research findings to classroom practice and policy.
Alternative Breaks and Service Learning: A Factor of Student Success
*Dylan Bogard, Eastern Kentucky University*

Roadblocks to Success: An Examination of Factors affecting TRiO eligible K-12 Students
*Will Bowling, Eastern Kentucky University*

Behaviors in Online Environments: Cuing from League of Legends
*Richard Scott Bradford, Eastern Kentucky University*

Connecting Ed Leadership Candidates and University Faculty: Common Roadblocks to Success
*Ann Burns, Eastern Kentucky University*

Street Teaching: Sidewalks and Borders
*Tom Butler and Elizabeth Underwood, Eastern Kentucky University*

Using Mood Boards As An Alternative to PowerPoint For Student Presentations: Encouraging Creativity
*Amber Chatelain, Eastern Kentucky University*

Experiences with Course-Based Undergraduate Research Experience (CURE) to Address Authentic Research Questions for a Neurophysiology Laboratory Class
*Robin Cooper, University of Kentucky*

Incorporating Soft Skills for Student Success
*Lynda N. Donathan and Anthony T. Dotson, Morehead State University*

Learning Re-Imagined: A Curricular Approach to Student Housing
*Jillian Faith, Eastern Kentucky University*

Using Text Reminders to Learning and Performance in Class
*Dan Florell, Eastern Kentucky University*
UPgrade: A Blackboard course to teach students research-based learning strategies  
*Sara Incera, Eastern Kentucky University*

Can Visual Imagery Improve Performance in College Students?  
*Amanda Joyce, Murray State University*

The Effects of a Growth Mindset on Reading Comprehension  
*Bryan Lusby, Eastern Kentucky University*

The Colonels Mentoring Colonels Program for Individuals with Disabilities  
*Shirley O’Brien, Lisa Mendenhall, and Bailey Scott  
Eastern Kentucky University*

Student Life and Spirituality: Dorm Rooms, Devils and Deities  
*Chris Peters, Russell Springs Community Church*

Enhancing Consultant Learning through Multimodal Expansion  
*Jessica Ralston, Eastern Kentucky University*

High Impact Learning Abroad through Place as Text Approaches  
*Charlotte Rich, Jennifer White, Katie Samuel, and Karrie Adkins, Eastern Kentucky University*

Oral Histories in the Undergraduate Classroom: A Case Study and Lessons Learned  
*Melony Shemberger, Murray State University*

Using Oral History for a Graduate Research Project in a Public Relations Course  
*Melony Shemberger, Murray State University*

Fractal Rhetorics: Utilizing Natural Geometry as an Imaginary for Academic Writing  
*Robert Eric Shoemaker, University of Louisville*

Online Video Rendering and Effects on Learning  
*Megan Thomas, Eastern Kentucky University*

Resistive Pedagogy: Student-Facilitated Literacy through Zines  
*Jessica Vaught, Eastern Kentucky University*
How Do Program Completers Really Feel About Education Program Effectiveness  
*Ann Burns, James Dantic, Connie Hodge, and Peggy Petrilli, Eastern Kentucky University*

The Necessity of Review  
*Jennifer Marsh, University of the Cumberlands*

Fostering Creativity in Honors Interdisciplinary Seminars  
*Randi Polk and Charlotte Rich, Eastern Kentucky University*

Dr. Mom and Dr. Dad: Success through Balancing Academic Life and Family  
*Angela Spiers, Nathan Underwood, and Lawrence Crouch, Eastern Kentucky University*

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**Session IV 1:40 - 2:30PM**

**Library 108**

Using Basic Course Assessment Data to Create Targeted Instructor Training  
*Krisha Kimmel, Jennifer Fairchild, and John Strada, Eastern Kentucky University*  
Moderator: *Leslie Williams, Eastern Kentucky University*

As part of university biennial general education assessment, EKU’s Department of Communication collected data (n=57) from basic course speech assignments during the 2016-2017 academic year. A team of faculty members analyzed the results of the assessment, and from those results developed specific training recommendations for all communication basic course instructors. The basic course co-directors then created and implemented a targeted instructor training program for basic course communication faculty. During this panel, we will discuss the implications of creating such training programs for faculty, particularly adjunct faculty.

**Library 128**

Visualizing Composition: Using Video Technology with the “Selfie Generation”  
*Melissa Schindler and Ann Marie Francis, University of North Georgia*  
Moderator: *Shirley O’Brien, Eastern Kentucky University*
This presentation explores the use of video technology to improve student engagement and collaboration in online classes. Based on research collected from first-year, writing intensive courses, the presenters will share techniques for successfully integrating video technology into the writing process. Participants will practice making video discussion board posts.

**Library 208**

Revisiting the Gamified Practice Test Strategy  
*Michael Chen and Jaime Henning, Eastern Kentucky University*  
*Moderator: Jaime Henning, Eastern Kentucky University*

Practice testing has been shown to be effective in promoting learning. Recently, a study was designed to gamify this strategy (Chen & Lee, 2017). Although the gamified practice test was successful in promoting learning, it was not without negative consequences. The current study explored these problems and offered design recommendations.

**Library 204D**

Using H5P to Create Interactive Videos and More  
*Janice Poston, Adam Elias, Michael Strawser, and Shawn Apostel, Bellarmine University*  
*Moderator: Jessica Vaught, Eastern Kentucky University*

H5P is a free tool that allows for the creation of interactive videos among other things. In fact, there are 37 tools available via H5P. We would like to demonstrate how one can create videos that will engage students and enhance courses no matter what the method of delivery is. Participants will be able to create a short 3-5 minute video and engage with the H5P site to get an overview of how it might be used in their classroom. We will give an overview of the free website and its 37 tools that include games, timelines, html editing tools, quizzes, and more.

**Library 204G**

Team-Based Learning: An Opportunity to Model Student-Centered Learning in a Teacher Preparation Course  
*Michele Gremp, Eastern Kentucky University*

Quality post-secondary instruction must move beyond merely covering content to providing authentic opportunities for students. Implementation of Team-Based Learning into a language and literacy development course
modeled aspects of this student-centered pedagogical approach by providing insight into the organizational format and participation in application-oriented activities aligned with units of study.

Noel Studio Breakout 3

Leading from the Margins: Serving the Generation of DREAMers in the Classroom
Gaby Baca and Student DREAMers, Eastern Kentucky University
(Student Success)
Moderator: Matthew Winslow, Eastern Kentucky University

This session will benefit participants who are interested in learning strategies for engaging and supporting this generation of DREAMers within the classroom. In this session DREAMers are defined as students with DACA, Undocumented, Immigrant, Mixed-Status and Refugee. This session will provide, a brief overview of the student demographic, examples of best practices- such as creating culturally responsive spaces, provide resources for participants, and more. Session participants will also hear from a student panel of DREAMers about their experiences in the classroom.

Noel Studio Discovery Classroom 310D

Educational Escape Rooms as an Innovative Teaching Method
Jeff Cain and Danielle Wilson, University of Kentucky College of Pharmacy,
Leah Simpson, Kentucky Community & Technical College System
Moderator: Leslie Williams, Eastern Kentucky University

Based upon the popular group entertainment activity, educational “escape rooms” can provide a novel and highly engaging, student-centered learning environment. Attendees in this session will participate in an educational escape room session and learn about a variety of design implementations and considerations.

Noel Studio Conference Room 310K

Accessibility for Student Survivors
Kimberly Bowen, Eastern Kentucky University
Moderator: Hayley Hoffman, University of Kentucky

This presentation would identify problematic circumstances that limit student survivors’ accessibility to education and opportunities as well as discussing some possible solutions. This would include current research in progress by the presenter on the topic of violent content in EKU classrooms.
The presenter will also reflect on personal educational experiences.

**Faculty Center for Teaching & Learning 318**

*What Happens in Science Class, Does Not Stay in Science Class*
*Pauletta Baughman, Alma Ljaljevic Tucakovic, and Marie Kendall Brown, University of Louisville*
*Moderator: Marie Kendall Brown, University of Louisville*

Students often learn information, yet are unable to see connections between multiple classes. More importantly, they see no connection to their future careers. To educators the connections are clear. With the Cognitive Apprenticeship Model, we make the invisible visible using expert modeling and the chance to practice the thinking process.

**Session V 2:40 - 3:30PM**

**Library First Floor**

*When Students Become the Teachers: A Diverse Look at Student-Centered Teaching (Student Success)*
*Marina Coleman and Diverse Student Panel, Eastern Kentucky University*
*Moderator: Matthew Winslow, Eastern Kentucky University*

Come listen in and ask questions as our student panelists talk about their experiences in classrooms, relationships they’ve built with faculty, and the teaching methods and strategies that have most helped them excel in their courses, regardless of the subject.

**Library 108**

*The Learning Partners Model©: A Discipline-Neutral Process Approach to Promote Student Achievement & Engagement*
*Ronda C. Talley and Amanda Salyer-Funk, Western Kentucky University*
*Moderator: Julie George, Eastern Kentucky University*

The Learning Partners Model© was first developed in 2012 as an alternative means to traditional lecture-based teaching. This presentation will focus
on describing the discipline-neutral, process model and how it has been successfully employed to teach over 600 psychology, exercise science, political science, and law students across two continents.

**Library 128**

**Fusing Critical Thinking and Student Movement**  
*Rebecca Stobaugh, Western Kentucky University*

Come engage in a variety of instructional strategies that facilitate critical thinking along with student movement. Through experiential learning and group discussion, participants will leave with the knowledge and skills to transform high-energy classes into critical thinking classes. Come join us as we move towards critical thinking.

**Library 204D**

**Developing Consultant and Student-Centered Resources**  
*Marissa Massey, Darby Campbell, and Erick Collings, Eastern Kentucky University*  
Moderator: *Leslie Williams, Eastern Kentucky University*

An exciting presentation and workshop developed by Course-Embedded Consultants of Eastern Kentucky University’s Noel Studio for Academic Creativity. The focus of the presentation will be the process of developing consultant and student-centered writing resources. The audience will participate in one of the workshops developed or first-year writers.

**Library 204G**

**Engaging Agents: Students as Class Facilitators for Academic Articles**  
*Tanya Robertson, University of Louisville*

This workshop encourages instructors to consider students as class facilitators to teach academic articles. Topics presented include assignment strategies, outcomes, and the creative ways students implement the facilitation, often using technology. Workshop participants will brainstorm a class facilitation article assignment, discuss alternative ways to incorporate it, and workshop those ideas.
Breakout 3

Here’s What’s Trending: Using Google Trends for Classroom Discussion and Assignments
Melony Shemberger, Murray State University

Do you need guidance on how to help your students make sense of Google keywords and searches? Google Trends can offer rich insights by establishing correlations in internet search terms. This tool also can help students to understand data simply by analyzing a percentage of Google web searches that were explored over a period of time. In addition, students can observe what’s trending by seeing the topics that interest them and that internet users are following in real time on Google Search, Google News, or Youtube.

Noel Studio Discovery Classroom 310D

Boggarts, Buckbeak, and ‘Bewitching the Mind’: What New Teachers Can Learn from the Pedagogy of Hogwarts
Hayley Hoffman, University of Kentucky

This presentation will demonstrate how to teach new instructors (e.g., education majors, teaching assistants) basic pedagogical skills by way of responding to the pedagogical practices of teachers from the Harry Potter series. Attendees will discuss what makes an effective teacher, view clips from the Harry Potter films, and identify effective teaching practices within them—learning how to implement the activity while also partaking in it themselves.

Noel Studio Conference Room 310K

Active Learning: Blending the Classroom in 3 Dimensions
Thad Crews, Western Kentucky University

There is growing interest in hybrid, blended, and flipped instruction that effectively incorporates technology into the teaching and learning process. This session reports the results of a study of undergraduate student preferences for face-to-face and online learning. This session also presents a new perspective on classical instruction design and the role of technology for increased engagement.
Faculty Center for Teaching & Learning 318

Best Practices for Engaging Introverts

*Christopher Lockhart, Glenda Warren, and Susan Weaver, University of the Cumberlands*

Moderator: *Susan Weaver, University of the Cumberlands*

Learning preferences intersect with NSSE engagement ideas in this session with emphasis on engaging introverts and other students with diverse personalities, learning styles, and confidence levels. Participants will experience adaptations of classic strategies to establish a learning environment that empowers students for self-authorship whether in seat or online.

Session VI 3:40 - 4:30PM

Library 108

Metacognition: Using Critical Reading Strategies to Promote Critical Thinking and Clinical Reasoning

*Shirley O'Brien and Camille Skubik-Peplaski, Eastern Kentucky University*

Professional literacy requires effort in course design and implementation. Educators employ metacognitive strategies to prepare students as critical thinkers. Through the use of effortful learning and focused feedback students actively engage in preparation for occupational therapy practice. This study demonstrates a research study promoting critical reading in a professional discipline.

Library 128

Strategies to Engage Students Involving Culture Ethnicity and Mindfulness

*Theresa Jackson, Morehead State University, and Gayle Massie, Shawnee State University*

Nursing courses often cover multiple nursing concepts in one lecture period. This presentation would include an activity nursing faculty utilize to engage students in the concepts of ethnicity and cultural assessment. The concept of health and wellness would then be introduced with mindfulness and energy field activities.
Virtual Field Trips (VFTs) in Various Student-Centered Settings
Sara Police and April Hatcher, College of Medicine University of Kentucky
Moderator: Leslie Williams, Eastern Kentucky University

Virtual field trips (VFTs) promote student-centered learning by fostering student independence and self-regulation. Together, authors and participants will explore benefits and challenges of using VFTs within online and in-class scholarly settings. Participants will receive tools to utilize VFTs within any classroom, and, a variation on typical VFTs will be introduced.

Critical Reading Skills of Graduate Occupational Therapy Students
Leslie Hardman and MaryEllen Thompson, Eastern Kentucky University
Moderators: Charlie Sweet and Hal Blythe, Eastern Kentucky University

Occupational therapy faculty discuss findings from a Scholarship of Teaching and Learning project completed in a graduate occupational therapy course. Qualitative and quantitative data collected to discover student critical reading skills and perception of their critical reading skills pre and post explicit instruction in and application of critical reading strategies.

Addressing Baggage Beyond the Backpack (Student Success)
Andri Yennari and Lee Griesheimer, Eastern Kentucky University
Moderator: Alexis Hadden

Given the increasing demand for student-centered support services in colleges and universities across the nation, EKU Counseling Center and Center for Student Accessibility partner in this interactive workshop to familiarize participants with: student concerns and the latest trends in demands for services, mental health and accessibility services offered to support students’ academic performance, and how to make an appropriate referral to these offices. Participants could gain a greater understanding of concerns students face in adjusting to the university and ways to support them.
Noel Studio Discovery Classroom (310D)

Mindfulness Strategies in the Classroom-Does it Impact Metacognition?
Jennifer Hight, Eastern Kentucky University

Recent trends in the literature indicate mindfulness can promote a classroom environment more conducive to teaching and learning. By incorporating mindfulness strategies, student metacognitive abilities are fostered. This study explores the effects of mindfulness implementation in a college classroom through a mixed-method approach to better understand student metacognition.

Noel Studio Conference Room 310K

Using Theory to Transform Pointless PowerPoint Presentations to Powerful Presentations
Kelsey Moore, University of Kentucky

John Sweller (2007) stated, “The use of PowerPoint has been a disaster. It should be ditched.” Indeed, a poorly designed PowerPoint presentation is pointless, and should avoided. However, the proper design of PowerPoint presentations can be powerful. This session will present theory-driven recommendations for using PowerPoint to enhance student learning.

Faculty Center for Teaching & Learning 318

Team Science: Using Team-Based Learning Strategies to Increase Student Success in Science Courses
Tracy Knowles, Bluegrass Community and Technical College

Bluegrass Community and Technical College faculty are implementing team-based learning (TBL) strategies to positively impact student performance and success in selected science courses. Attendees will participate in an interactive session focused on the basics of a team-based learning instructional model and how to apply TBL in any course.
THANK YOU
for your commitment to academic excellence!
New Forums Press, in cooperation with the Noel Studio for Academic Creativity at Eastern Kentucky University, announces a new networking opportunity in the form of the National Innovative Faculty Development Network (NIFDN). The effort originates with a desire to engage faculty developers in an ongoing examination of a new model for their professional endeavors—an approach to enable centers for teaching and learning to weave themselves into the basic campus tapestry, including the institution’s strategic plan, budget, and relevant stakeholders’ activities. This effort includes:

- an online institutional or personal subscription to *The Journal of Faculty Development*, to include three issues and two supplements annually;
- a 20% discount for the annual Noel Studio for Academic Creativity Pedagogicon, an intensive, one-day conference sponsored by the Kentucky Council for Postsecondary Education (the 2017 event occurs May 19);
- a 20% discount on all New Forums Press titles;
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