



# **2023 UK Teaching Excellence Symposium Program**

**October 13**

**Gatton College of Business & Economics Building**

## 8:15 — Check-in Opens, Coffee/Tea and Pastries

*Kincaid Auditorium (BE 111) Lobby*

Check-in desk is open until 3:15; please check in before attending sessions

## 9:00 — Opening Address

*Kincaid Auditorium (BE 111)*

Jennifer Greer, Acting Vice Provost and Dean Liaison  
Trey Conatser, Director of CELT

## 9:30 — Break

## 9:45 — Concurrent Sessions A

*BE 157 (Lightning Talks, 5-8 minutes)*

### **“Zines: Radical Tools for Student Empathy and Introspection”**

Aanya Chugh

*Assistant Professor, School of Interiors*

In this age of automation and artificial intelligence, how do we focus on being more human? This talk explores the use of “zines” as critical tools for students to explore their positionality in the world.

### **“Radical Transparency as Pedagogy”**

Joseph M.H. Clark

*Assistant Professor, Department of History*

This talk describes an ad hoc method for inviting students to consider not only course content on its own terms, but how courses are designed and taught. In the process, the goal of this method is to encourage active, skills-based learning that will make the course memorable in the long term.

### **“Developmental Feedback and Students' Learning in Smaller Classes”**

Praneel Samanta

*Lecturer, Department of Mathematics*

In this presentation, we will discuss the assessments and evaluations we provide as instructors and their impacts on our students' learning. We will also look at some ways to make our feedback more effective and actionable in smaller class settings.

**“Challenging Hakuna Matata: Introduction to Case Studies”**Adam E. Tristan<sup>1</sup> and Elizabeth Spencer<sup>2</sup><sup>1</sup>*Postdoctoral Scholar, Department of Communication*<sup>2</sup>*Assistant Professor, Department of Integrated Strategic Communication*

In this session, participants will get a brief overview of the purpose of case studies and instructional strategies in how to use them in class. Disney animation will be used as the primary example of how to introduce students to this effective teaching strategy.

**“Use of the NCSBN Clinical Judgment Measurement Model to Improve Student Exam Performance and Clinical Reasoning”**

Angela Clark

*Assistant Professor, College of Nursing*

Use of the NCSBN Clinical Judgment Measurement Model in a course redesign helped improve clinical reasoning by baccalaureate nursing students.

**“Writing in the Classroom: Challenges and Solutions”**

Lisa Schroot

*Director, Robert E. Hemenway Writing Center, Dept. of Writing, Rhetoric, and Digital Studies*

This presentation will discuss writing challenges our students face, including crafting thesis statements, structuring arguments, incorporating sources, and providing analysis. Strategies for creating and revising assignments to help students write successful essays will be shared.

***BE 165 (Presentations, 15 minutes)*****“Pathways to Discovery: Exploring Transdisciplinary Learning with Primary Sources”**

Matthew Strandmark

*Education Archivist, UK Libraries*

This session will allow participants to gain insights into primary source information literacy and discover how they can enhance their course experiences by incorporating primary sources in intriguing and unconventional ways. Join us as we navigate the world of transdisciplinary learning with a focus on practical application and pedagogical enrichment.

**“Curating Curiosity through Archives & Primary Research”**Holly Fulton Osborn<sup>1</sup> and Craig A. Crowder<sup>1</sup><sup>1</sup>*Senior Academic Coordinator, Department of Writing, Rhetoric, and Digital Studies*

This presentation by two veteran writing instructors discusses the importance of providing opportunities for students to engage in meaningful primary research and archive creation. This pedagogical discussion will provide lessons from recent class projects that instill curiosity, self-reflection, and historical awareness.

**“Conversations by Design: Student Research Using Oral Histories”**Jennifer Bartlett<sup>1</sup> and Patrick Lee Lucas<sup>2</sup><sup>1</sup>*Oral History Librarian, UK Libraries;* <sup>2</sup>*Professor, School of Interiors*

The UK School of Interiors 50th Anniversary Oral History Project is an undergraduate student research-focused partnership between the Louie B. Nunn Center for Oral History and the School of Interiors in the UK College of Design. Through this project, students learn how to research and conduct oral histories documenting the history of the School and the field, and in the process develop interviewing and communication skills while adding to the historical record.

**BE 131 (Presentations, 15 minutes)****“Transdisciplinary Global Engagement: Teaching Climate, Energy, and Sustainability in the World Language Classroom”**Molly Blasing<sup>1</sup>, Brenna Reinhart Byrd<sup>1</sup>, and Koji Tanno<sup>2</sup><sup>1</sup>*Associate Professor, Dept. of Modern and Classical Languages, Literatures, and Cultures*<sup>2</sup>*Assistant Professor, Dept. of Modern and Classical Languages, Literatures, and Cultures*

Curious about a “climate across the curriculum” approach to teaching in your discipline? Come see how professors of world languages and cultures at UK are teaching topics in climate, energy, and sustainability at all levels of the language curriculum.

**“Imagining Ecology: Teaching Ecology Alongside *The Lord of the Rings*”**

Kenton Sena

*Lecturer, Lewis Honors College*

“The Ecology of Middle-Earth” is an upper-level honors seminar that braids together ecology and literature. This sort of transdisciplinary fusion presents exciting opportunities to re-enchant science in higher education.

**“Creating an Experiential Classroom Community Collaboration for Students Through Cooperative Extension”**Liz Combs<sup>1</sup> and Heather Norman-Burgdolf<sup>2</sup><sup>1</sup>*Senior Lecturer, Department of Dietetics and Human Nutrition*<sup>2</sup>*Associate Extension Professor, Department of Dietetics and Human Nutrition*

There is a need to identify effective methods for exposing students to community-based collaborative experiential learning. In this session, we will explore how the DHN program has consistently integrated the tri-part mission of a land grant university into the classroom through novel approaches to integrate undergraduate students into the UK Cooperative Extension Service.

**10:45 — Break**

## 11:00 — Keynote

*Kincaid Auditorium (BE 111)*

### **“Realizing the Promise of Teaching with Technology: Insights from Learning Sciences”**

Michelle D. Miller

*Professor, Department of Psychological Sciences, Northern Arizona University*

During this keynote, we will explore key principles about how the mind works and how instructors can use technology to create learning experiences that are memorable, compelling, and effective.

## 11:45 — Lunch Buffet

*Kincaid Auditorium (BE 111) Lobby and Atrium*

[View the full menu](#)

## 12:45 — Concurrent Sessions B

*BE 157 (Lightning Talks, 5-8 minutes)*

### **“What in the World Can I Do With This Degree? Showcase Profile Assignment”**

Sarah Kerckmar

*Associate Professor, Department of Health and Clinical Sciences*

Lower division students often enter college generally, and our program, specifically, without a clear understanding of what career opportunities are available to them with their major. This session will provide an overview of an "alumni profile and showcase" assignment that helps increase their career awareness and could be replicated across many disciplines.

### **“Did You do the Reading? Utilizing a Book Club Format to Encourage Students to Engage With the Literature of Their Discipline”**

Christy Brady<sup>1</sup> and Sarah Cprek<sup>2</sup>

<sup>1</sup>*Assistant Professor, Department of Health and Clinical Sciences*

<sup>2</sup>*Assistant Professor, Department of Health, Behavior, and Society*

Non-fiction shared reading experiences can be a refreshing break from slogging through a textbook alone. Learn several formats for incorporating “book club” style assignments into your course to enhance student engagement.

**“Successes and Failures in Student-Led Learning”**

Katie Mullen

*Lecturer, Department of Arts Administration*

Hear about one example of how a simple flipped-classroom framework increased and deepened student engagement.

**“Written Assignments in Math Large Lectures”**

Katherine Paullin

*Senior Lecturer, Department of Mathematics*

I introduced a written assignment in my College Algebra course, allowing me to see students' written work and better monitor where students were struggling. I've now done a few different iterations of this project with great success and would love to share the progression of this idea with others!

**“Choices and Assessments in Mega Classes”**

Holly Hapke

*Senior Lecturer, Department of Marketing and Supply Chain*

How can the “three-in-one” learning environment address assessment challenges for both learner and faculty? I will share the different options I use to address assessment challenges in a “mega” class.

**BE 165 (Presentations, 15 minutes)****“The Who, What, and How That Affects Biology Students' Perceptions of the Lab Classroom”**

Erin Richard

*Senior Lecturer, Department of Biology*

Student responses to the Classroom Community Scale were used to assess student perceptions around three factors in a biology lab course; connectedness, emotional learning environment, and instructor encouragement. The influence of instructor presence, course-level, and course delivery mode on students' perceptions of these three factors was also determined.

**“Bringing the High Impact Practice of Community-Based Learning into the Classroom using Simulation”**

Angela Carman

*Associate Professor, Department of Health, Behavior, and Society*

This session will discuss ways to bring community-based learning to the classroom including simulating the application of class concepts within real-world parameters.

**“Exploiting Prior Knowledge to Enhance Depth-of-Knowledge in a Biological Chemistry”**

Stephen Testa

*Associate Professor, Department of Chemistry*

This presentation follows the development and use of individualized, student-created homework projects in a mid-sized, upper-level biological chemistry course to enhance meaningful learning of each individual student. The rationale behind this approach, examples of unique student products, and grading logistics will be discussed.

**BE 131 (Presentations, 15 minutes)****“Norse Myth Reimagined: Public-Facing Projects for Increased Student Engagement”**

Brenna Reinhart Byrd

*Associate Professor, Dept. of Modern and Classical Languages, Literatures, and Cultures*

Guided by discussions in the CELT Teaching Innovation Institute, I decided to have students in the course GER 363 Germanic Mythology create a public exhibit, hosted by the W.T. Young library. The exhibit displayed their own artistic creations as well as short summaries to contextualize these creations, much like one might find in a museum. The public-facing nature of the exhibit increased student engagement both in the project as well as in daily discussions, as students saw a connection between the theoretical and the practical in each class.

**“Improving Student Engagement in Online Courses”**

Kay Shenoy

*Senior Lecturer, Department of Biology*

This talk will bring out ways in which student executive functioning can be supported, and how respectful exchange of ideas can be promoted in large enrollment (over 200 students) online classes.

**“Planning and Managing Class: A Case Study of EPE 301”**Spencer Crawford<sup>1</sup>, Wyatt Driskell<sup>1</sup>, Josh Hancock<sup>1</sup>, and Zitsi Mirakhur<sup>2</sup><sup>1</sup>*Graduate Instructor, Department of Educational Policy Studies and Evaluation*<sup>2</sup>*Assistant Professor, Department of Educational Policy Studies and Evaluation*

Using EPE 301 (Education in American Culture) as a case, we will highlight examples as well as opportunities and barriers for executing a range of pedagogical strategies given varying amounts of class time. Participants will gain a sense of the types of assignments, classroom activities, and curricular foci that might be useful in varying contexts.

**1:45 — Break**

## 2:00 — Concurrent Sessions C

### BE 157 (Lightning Talks, 5-8 minutes)

#### **“Connecting with Monsters and Myths”**

Liang Luo

*Professor, Department of Modern and Classical Languages, Literatures, and Cultures*

This lightning talk showcases some of the creative assignments for "Monsters and Myths," an ongoing undergraduate seminar at the Gaines Center for the Humanities. It demonstrates the importance of getting to know who the students are and making connections with what they care about: in this case, cultivating students' creative energy to engage with class materials in musical, visual, poetic, bodily, and other ways.

#### **“ ‘You Want Me to Post What??!!’ Social Media As A Pedagogical Tool”**

Frances Henderson

*Associate Professor, Department of Gender and Women's Studies*

This presentation discusses the way that one can use social media to examine popular understandings of course concepts.

#### **“Practice-based Opportunities Using Mixed Reality Simulations”**

Kera Ackerman

*Assistant Professor, Dept. of Early Childhood, Special Education, and Counselor Education*

Using virtual reality simulations for training purposes has a strong evidence base in various professions (e.g., military), but only recently have we begun to use simulations in teacher preparation. We will demonstrate how a well-constructed practice opportunity can benefit college scholars and the unique format we use to implement practice opportunities through mixed reality simulations.

#### **“Enhancing Omnichannel Consumers’ Shopping Experience Based on Human-centered Design”**

Muzhen Li

*Assistant Professor, Department of Retailing and Tourism Management*

In my “Omnichannel in Retailing” course, students are required to finish a project, proposing omnichannel solutions to enhance textile and apparel consumers' shopping experience. The aim of this project is to develop students' social awareness, let them recognize the needs of marginalized groups, and propose solutions based on the human-centered design approach. Overall, human-centered design is a useful framework to guide students to identify innovative solutions that prioritize people' well-being and satisfaction beyond the realm of retail.



**“Building Foundations and Opening Windows to the World: Undergraduate Teaching Assistants in the Design History/Theory Classroom”**

Patrick Lee Lucas

*Professor, School of Interiors*

This lightning talk addresses the positive impact of undergraduate teaching assistants on course design and operational procedures in the design history/theory classroom. Participants will come away from this talk with a well-explained and well-illustrated example of peer teaching, including the sharing of longitudinal data on impact.

**BE 165 (Workshop, 60 Minutes)****“Using AI Tools for Faculty Work”**

Michelle D. Miller

*Professor, Department of Psychological Sciences, Northern Arizona University*

The workshop will explore important capabilities of AI tools and frameworks with hands-on work and brainstorming. The workshop will also consider the problem of academic integrity by discussing and experimenting with different ways to design effective assignments. Participants are invited to bring their own device to engage.

*NB: seats at the workshop will be on a first-come basis*

**BE 131 (Presentations, 15 minutes)****“Writing Across the Curriculum: Practical Advice on Incorporating Writing Intensive Courses Into an Undergraduate Program”**

Sarah Cprek

*Assistant Professor, Department of Health, Behavior, and Society*

Writing intensive coursework is a high impact practice in undergraduate education. This presentation will explore how the UK College of Public Health has incorporated writing intensive coursework throughout their Bachelor of Public Health (BPH) degree.

**“Logistics of Alternative Grading at Scale”**

Chloe Urbanski Wawrzyniak

*Lecturer, Department of Mathematics*

Despite skyrocketing enrollment, MA 109: College Algebra has moved to eliminate exams and implemented frequent, low-stakes assessments with multiple opportunities for students to demonstrate mastery. In this talk, we will not focus on the details of the assessment setup, but instead, we will discuss what goes on behind the scenes to manage the much more complicated logistics of the process.

## **“Lead with Love: Transforming the Classroom Through Demonstrating Care for Students”**

Rasheed Flowers<sup>1</sup> and Kim Stoltzfus<sup>2</sup>

<sup>1</sup>*Assistant Professor, Department of Kinesiology and Health Promotion*

<sup>2</sup>*Instructor/Faculty Representative-CPD, Lewis Honors College*

How can instructors stand out? Join us as we discuss research and practical applications to help create a transformative atmosphere by which students embrace coursework, enjoy coming to class, and feel valued through instructor-facilitated care.

## **3:00 — Break**

## **3:15 — Concurrent Sessions D**

### *BE 157 (Lightning Talks, 5-8 minutes)*

#### **“Advocating for a Digital Mind Space: Merging Traditional and Technological Approaches to Creative Problem Solving”**

Ryan Hargrove

*Associate Professor, Department of Landscape Architecture*

Can a shared technological platform help develop creative problem solving? Moving seamlessly from verbal observation, written annotation, photography, video, sketch and the ability to share those across platforms in real time allows for a richness and depth not possible with a single mode of documentation. The iPad does exactly that.

#### **“Simulating the Sahel: Role Playing as a Pedagogical Tool”**

Jaclyn Johnson

*Lecturer, Department of Political Science*

This presentation outlines a simulation developed around security threats in the Sahel region of Africa with a specific focus on Mali. The ultimate goal of the presentation is to share lessons learned and best practices in order to promote the use of simulations across campus.

#### **“Un-muddying the Waters of Pharmaceutical Sciences”**

Penni Black

*Associate Professor, Department of Pharmaceutical Sciences*

This presentation examines a strategy for incorporating learning accountability and engagement in foundation science courses in a professional program curriculum.

**“Overcoming Students' Resistance to the Flipped Classroom”**

Koji Tanno

*Assistant Professor, Dept. of Modern and Classical Languages, Literatures, and Cultures*

In this presentation, I will share how I overcame students' resistance to the flipped classroom design by incorporating the concept of interleaving in the beginning Japanese language course I teach. Interleaving allows students to feel less overwhelmed because a topic or concept will be revisited many times over a period of time rather than only once in the curriculum.

**“ ‘Is Attendance Required?’ My Goldilocks Solution”**

erica j. Whitaker

*Senior Lecturer, Department of Mathematics*

Required attendance can be difficult for students with illness or complicated lives; and processing paperwork can be overwhelming in a large class. But if we don't require it, students can feel as if it doesn't matter to us if they show up. I'll explain a combination of assignments and resources that helps encourage attendance in large lectures, without overly burdening either a challenged student or an overworked instructor. Mostly.

**“Behind the Curtain: Demystifying GenAI”**

Steven Gerencser

*Instructor, Department of Writing, Rhetoric, and Digital Studies*

This will be a demonstration I just used for my first-year writing classes to demonstrate how GenAI works behind the scenes with the goal of revealing the limitations of the technology. It will consist of two parts: demonstrating a GenAI program and then demonstrating how GenAI can contain misleading information.

**BE 165 (Presentations, 15 minutes)****“Expanding Your Cranium: Reimagining the Structure and Purpose of Pre-Assessment Trivia”**

Lou Hirsch

*Assistant Professor, Department of Plant Pathology*

In-class trivia games that help students prepare for assessments often manifest as rather staid affairs, with students confined to their chairs for verbal trivia sessions that do not encompass a fuller range of human expression. This session will expose attendees to a more interactive form of trivia modeled after the popular adult party game Cranium, where students must convey their knowledge by acting, drawing, and molding with clay in addition to standard trivia.

**“Assessment, Proficiency, and Compassion”**

Benjamin Braun

*Professor, Department of Mathematics*

Three components of effective learning environments that have been identified by educational research are (1) frequent low-stakes assessments, (2) feedback structures that focus on student growth and development rather than only summative evaluation, and (3) classroom environments where students build relationships and support each others' learning. These aspects of assessment, proficiency, and compassion are critical to deep student learning and are mutually reinforcing. I will share strategies I have used to implement these in undergraduate courses in mathematics.

**“Teaching Mathematical Principles Using Software-Defined Radio”**

Jens Hanneman

*Assistant Professor, Department of Engineering Technology*

I will demonstrate how to teach advanced mathematical concepts like Fourier Transforms and Signal Processing using cheap hardware for software-defined radio receivers. Very abstract concepts like integral transforms and convolutions will come to life as students can immediately see the application and effect of those principles.

**BE 131 (Presentations, 15 minutes)****“GroupMe and You: Implications of Student Interviews About GroupMe Use”**

Chris Huggins

*Assistant Professor, Department of Sociology*

A presentation on the use and misuse of GroupMe in college classes based on interviews with undergraduate students with a focus on how college instructors can use GroupMe to their advantage.

**“Generative AI in the Student Research Process: Lessons from the ACRL Framework for Information Literacy”**Isaac Wink<sup>1</sup> and Jennifer Hootman<sup>2</sup><sup>1</sup>*Research Data Librarian, UK Libraries*<sup>2</sup>*Coordinator of Digital Scholarship and Data, UK Libraries*

Generative AI tools such as ChatGPT have potential as student research tools, yet they generally do not cite sources or may invent them, presenting a challenge of information disconnected from any source. This session will apply pieces of the Association of College and Research Libraries' Framework for Information Literacy to analyze this challenge and suggest opportunities to use discussions around the use of generative AI to make students more reflective researchers and consumers of information.

### **“Open Educational Resources 101”**

Stephen Krueger

*Affordable Course Content Librarian, UK Libraries*

Open educational resources (OER) are textbooks and other materials that are free and licensed for sharing and reuse. This session will offer a brief overview of the issues that OER can solve, explain how these resources function, and provide guidance for finding and creating OER.

## **4:15 — Conclude**