2025 UK Teaching Excellence Symposium Schedule

Please check in at the counter outside of Ballroom A (212-A) by the second-floor south entrance when you arrive before attending any sessions..

8:00 Check-in

Check in at the counter outside of Ballroom A (212-A). Coffee and tea in the ballroom.

8:30 Concurrent Sessions

1A. Building Community, Scholarship, and Teaching Excellence: A Faculty Learning Community Experience (GSC 331)
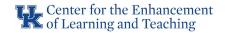
Leslie Woltenberg, Janine Schmedding-Bartley, Madeline Aulisio Miller, Joneen Lowman, Mona Carper, Chris Swartz

Faculty across health sciences disciplines will share how their participation in an interdisciplinary Scholarship of Teaching and Learning (SoTL) faculty learning community (FLC) shaped their teaching, research, and professional development. Attendees will gain insights into how faculty learning communities foster innovation, collaboration, and excellence in teaching.

1B. TEK, Durable Skills, and Student Engagement (GSC 212-A)

Reimagining Creative Spaces: Teaching Across the Commonwealth

Winter Phong, Patrick Lee Lucas, Rachel Shane

We share the collaborative teaching and learning approach we developed in Reimagining Creative Spaces Across the Commonwealth (TEK 200), a course designed around real-world engagement with Kentucky's arts and cultural organizations. By sharing both our successes and our missteps ("we were insane…we got real"), this session offers a blueprint for how collaborative teaching can prepare students to engage with communities in grounded and meaningful ways.

Digital Pedagogies, Topics of Inclusion, and Group Projects in Large Lecture Classes

Renee Bonzani

> The presentation will review curricular development which promotes student inclusion, and the understanding of different cultural identities not always discussed within a hierarchy limited to a majority point of view. The presentation outlines an assignment on gender term identities and the pros and cons of conducting such an assignment as group work and in large lecture formats. Student assessments of the assignment are also presented.

Strengthening Workforce Skills with Case Studies: An Example from Public Health

Sarah Vos, Shawna Felkins

> Case study teaching allows students to practice key workforce skills like communication. In this presentation, we describe how we revised an existing course into a series of case studies in order to develop students' communication skills in public health.

1C. Supporting and Encouraging Today's Students (GSC 330-D)

Gen Z: Expanding Horizons for Collegiate Teaching

Martina Vasil, Michelle Rutherford

> We share how we tailored college courses for Gen Z using Universal Design for Learning (UDL), focusing on media-rich resources, instant feedback, simplified texts, and AI tools to enhance learning and engagement.

Development and Implementation of the Learning-Centered Syllabus: creating courses that you love to teach and students love to take
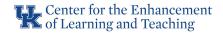
Ashley Samson

> Participants will learn how to redesign course syllabi and ultimately courses to be more learning-centered (LC), resulting in students who are more engaged, more likely to use the syllabus, and more successful in the course. They will learn about pedagogical foundations of the LC syllabus, the five components of an LC syllabus, and have opportunities for hands-on work with their own syllabi and course designs.

Libraries and Changing Humanities Fields

Peter Hesseldenz

> This presentation will provide an overview of an oral history project in which humanities faculty at the University of Kentucky were asked about diversifying curricula and making teaching more

inclusive. The themes that emerged will be examined in the light of how libraries might better support these changes.

1D. Crafting Environments: Space, Interface, Community (GSC 330-E)

Unreasonable Hospitality as Pedagogy

Joanne Rojas

What can a world-class restaurateur teach us about pedagogy? Using Will Guidara's guidelines for "unreasonable hospitality" we will discuss practical ways to craft student experiences that promote learning.

Bridging the Gap: Rapport-Building as a Pedagogical Tool

Mubasshir Khan

Content alone isn't enough. Students need to feel a real connection with their instructor and with each other. In this talk, I'll share why building rapport is at the heart of student engagement and success. I'll offer simple, evidence-backed strategies and share stories from my own experience to show how a supportive, inclusive classroom can make all the difference.

A picture is worth a thousand words; an example is worth a thousand definitions

Abida Asha

An interactive discussion for instructors on how to design a lecture in a student-friendly way.
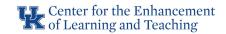
Classroom Environmental Design and TCEs

Chris Huggins

Using a simple natural experiment, I will discuss how the classroom physical environment can influence TCE scores.

Canvas (Less Can Be More): Student-Driven Feedback on Course Organization

Denise O'Dell

Learn practical Canvas organization strategies driven by student feedback to create cleaner, more navigable courses that reduce cognitive load and improve the learning experience.

9:45 Break

10:00 Concurrent Sessions

2A. UK Online Course Quality Design Pilot (GSC 331)

UK Online: Course Quality Design Pilot

Kathryn Wong

> This pilot program engages ten full-time instructors in enhancing the design, development, and quality of their online courses. Through workshops and instructional design support, instructors incorporate evidence-based practices in course design to create dynamic learning environments that foster student success and maximize learning outcomes.

From Apprehension to Access: Reimagining CIS 110 through Course Quality Design

America L Edwards

> This presentation highlights the redesign of CIS 110 Composition and Communication I, a required UK Core course often met with apprehension by students. I reflect on how the Course Quality (CQ) Design Pilot is helping to create a more accessible, engaging, and standardized online course shell that aligns with student needs and program goals.

Transforming the Student Learning Experience: How the UKO Course Quality (CQ) Design Pilot Program Changed my Outlook on Course Planning
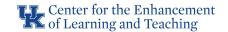
Rasheed Flowers

> This presentation delves into the activities fostered by the Course Quality (CQ) Design pilot that prompted the redesign of KHP 686 Sport Managers Lab. I share how student learning experiences are enhanced with purposeful course planning.

"May the Odds Ever Be in Your Favor": Building Meaningful Student Engagement in an Online Statistics Course

Anushka Karkelanova

> STA 210 is a UK Core course with the goal of helping students develop or refine their statistical literacy skills. The material can be eye watering, but the incorporation of proven practices in course design to spur engagement and learning are resulting in incremental improvements to achieve a dynamic learning environment.

2B. Generative AI and Digital Infrastructures for Learning (GSC 212-A)

Human, AI, or Co-Creation? Exploring Traditional, AI-Based, and Human-AI Collaborative Learning

Yeonjung Kang, Muzhen Li

This session explores how traditional, AI-based, and human-AI collaborative learning influence hospitality students' experiential outcomes, providing evidence-based strategies to integrate AI into curricula while balancing creativity, efficiency, and reflection.

Generative AI Tools in Mining Engineering Graduate Education: ChatGPT's Effects on Students' Cognitive Engagement, Critical Thinking, and Ethical Beliefs

Nicole Cunningham, Rana Alhaj-Bedar

This session explores how mining engineering graduate students' use of generative AI can affect their cognition, critical thinking skills, and ethical beliefs around the tools. We focus especially on analyzing how individual usage of the tools and personal attitudes shift from task to task.

An Open-Source Infrastructure for Electronic Laboratory Notebooks

Jens Hannemann

This session features an open-source approach that introduces students to appropriate electronic lab book notetaking. The resulting infrastructure satisfies patent verifiability and can easily be hosted on low-cost hardware like Raspberry Pi.

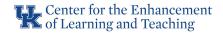## 2C. Imagining Alternatives to Standard Approaches (GSC 330-D)

Breaking Out of the Traditional Pedagogical Box: A Game-Based Educational Approach for Medical Laboratory Science Education

Ivory Simon-Okube

This presentation will explore the integration of game-based learning with an emphasis on escape rooms for the undergraduate medical laboratory science curriculum. Additional impacts of these activities on student engagement, content retention, and collaboration will also be examined.

From Points to Progress: A Teacher's Growth Through Alternative Grading

Christen Page, Savannah Hoffman, Analise Best

This presentation will explore the process of implementing specifications grading in a graduate course, focusing on how shifting from a traditional "one and done" grading model to a feedback-

driven approach impacted both student learning and instructor growth. Alternative grading improved student engagement, deepened my understanding of learning, strengthened student relationships, and realigned my teaching philosophy.

De-Mystifying Office Hours: Encouraging Undergraduate Engagement and Success

Patrick Lee Lucas, Hannah Miller

Ever experienced "crickets" during office hours with little opportunity for student-faculty engagement? In this session you will learn about a required office hours assignment that successfully rolled out in a first-year course.

Cookin' Up More Dynamic Lectures: Integrating Cooking Demonstrations into Class Sessions

Lou Hirsch

Experience how a live cooking demonstration can enliven teaching and make complex topics like fungal biology more approachable. Participants will leave with practical, food-centered strategies to spark engagement and reduce intimidation in their own classrooms.

2D. Assessment and Grading (GSC 330-E)

More Rigor, Less Arguing, More Enjoyment: A Case for Specifications Grading

Jeff Cain

After switching to specifications grading, I spend less time frittering over points and more time teaching with feedback. Students are happier, seem more motivated, perform better, and I would never go back.
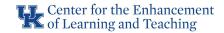
Labor-Based Grading and Large Lectures in UK Core

Matt Godbey

Labor-based grading is an opportunity to rethink how we deliver large lecturer classes that meet the Intellectual Inquiry in Arts and Creativity requirement for UK Core.

Macro Keypads: Faster Grading, Better Feedback

Jason Hans

I demonstrate how a programmable macro keypad streamlines grading while enabling detailed and reusable feedback on student writing. Participants will see a live demonstration and leave with practical strategies for implementing this approach and promoting student engagement with feedback.

Creating a Culture of Bar Passage: A Pilot Program at the College of Law

Guion Johnstone

> UK Rosenberg College of Law is developing a culture of bar exam passage by providing a bar preparation course for students in the final semester of law school. Students have reported that the course helps them to understand what to expect on the exam and how to best prepare for it.

Using Whiteboard Software for Engagement and Accountability in Group Projects

Ashley Vowels

> This presentation will show how educators can use collaborative whiteboard software to address common challenges with group work, especially in asynchronous learning environments. Using examples from real courses, participants will learn how a single shared canvas increases student engagement and accountability.
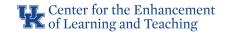
11:15 Break

All participants transition to Ballrooms A/B (212-A and 212-B) for the keynote and lunch.

11:30 Keynote

GSC 212-A/B (Ballrooms A and B) — John Gallager, "A Spectrum of AI Use in the Classroom"

> Are today's AI tools creating new challenges, or are they simply amplifying long-standing concerns? In this talk, Dr. Gallagher takes us inside a large-scale study involving nearly 900 students and writing instructors, showing how they perceive collaboration with both human and AI partners. He also draws from over 100 interviews with AI and machine learning researchers to "pull back the curtain" on how these technologies really work. The keynote concludes with practical strategies for educators to engage with generative AI.

> John Gallagher, PhD, is a professor at the University of Illinois, Urbana-Champaign, where he researches how writing technologies shape workflow habits to better understand ways that writers interact with their audiences. His work centers on denaturalizing everyday writing tools to improve how we write. He focuses on participatory writing, writing interfaces and templates, AI and machine learning communication, natural language processing, and STEM/engineering communication. His book manuscript, *AI Through the Experts' Eyes: Communicating Complex Ideas,* is under contract with the University of Pittsburgh Press for 2026.

12:30 Lunch

Lunch will be served in Ballrooms A/B (212-A and 212-B) following the keynote. [Menu]

1:30 Concurrent Sessions

3A. From Pilot Program to Final Project: Student Voice Informing Curricular Change (GSC 330-AB)

Piloting a Students as Partners Program in an Agricultural College: Spurring Opportunities for High-Impact Practices

Chloe Ebelhar, Sarah Johnson, Wyatt Driskell, Lou Hirsch
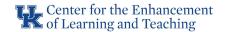
> This presentation highlights a yearlong students-as-partners initiative in which undergraduates served as curriculum consultants to co-create course innovations across agricultural disciplines. Presenters share student reflections on the value of high-impact practices and explore strategies for scaling these approaches into more traditional course settings.

Cultivating Curricular Change by Consulting with Undergraduate Student Partners

Alicia Benben, Mei Mei Baileys, Daniela Jackson

> This presentation showcases a collaboration between undergraduate curriculum consultants and an equine management instructor to redesign a traditional final exam into a creative, student-driven project. Presenters will share the redesign process, challenges encountered, and survey data highlighting students' perceptions of the project's educational value.

Dividends from Investing in Student Voice: Enhancing & Modernizing Core Curricula

Savannah Robin

> This presentation examines how amplifying student voice can strengthen core curricular experiences across a large undergraduate course. Drawing upon a project co-developed with curriculum consultants in the Growing Graduates from the Ground Up (G3U) program, the course coordinator shares strategies for scaling curricular innovations and designing creative assessments that are less vulnerable to replication by generative AI tools.

3B. Partnerships for Durable Skills and Student Success (GSC 330-D)

High-Impact Practices Abroad: What Works in Short-Term Education Abroad

Emily DeWitt, Liz Combs

This presentation outlines creative and engaging teaching strategies to balance academic rigor with experiential learning during short-term study abroad. Participants will come away from this talk with a greater understanding of how multimodal assignments can be integrated to support transformative learning and enhance cross-cultural understanding and global perspective for students of any major.

Collaborative Teaching Between the Singletary Center, Department of Arts Administration, and SAVS Fabrication Lab

Kathryn Mullen, Hannah Smith, Taylor Jewell, Madeline Mattheu

This presentation will share a cross-disciplinary teaching collaboration that brought together students and faculty from the Department of Arts Administration, the Singletary Center, and the SAVS Fabrication Lab at the University of Kentucky. It will explore successes and growth opportunities, and will demonstrate how cross-campus partnerships can create tangible learning opportunities, blending creativity, communication, and professional practice.
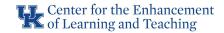
Faculty-Librarian Collaboration to Improve Information Literacy in a Course

Hannah Angel, Helen Bischoff, Isaac Wink

A sequence of library workshops were designed in the curriculum of an introductory course to help students complete a research-based group project. The goal was to enhance the student learning experience about information literacy by gradually introducing key concepts: 1) the different types of information, 2) the process of evaluating information, and 3) the individual process of searching for, accessing, and managing research data that is appropriate for the scope of the research.

3C. Student Perceptions of Cost, Content, and Assessment (GSC 330-E)

"Literally made me cry": The Results of the Student Course Materials Cost Survey

Stephen Krueger, Brandon Bradley

In 2024, over 300 UK students took a survey on how the cost of textbooks and other course materials impacted their academic experiences. The presenters will share highlights from the results and resources for finding solutions.

Low Vaccine Hesitancy and Increased Vaccination Motivation Among BIO208 Students

Erin Richard, Lin Xiang

Students in BIO208: Principles of Microbiology were surveyed before and after the course over three semesters on their vaccine hesitancy, motivational factors of vaccination, and opinions on mandated vaccination. Student responses indicate low levels of vaccine hesitancy in this group and an increased motivation to receive vaccination following the course.

From Judgment to Dialogue: Humanizing Grading Practices

Praneel Samanta

This talk aims to redefine grading as a dialogue that promotes trust, growth, and fairness instead of merely evaluating student performance. We will discuss practical strategies to make assessments feel more like conversations, making them more compassionate and supportive for students.

Choose Your Own Adventure: A Focus on Student-Led Projects

Carey Higgins-Dobney

Student-led projects—research papers, creative works, group endeavors or whatever else one can dream up—empower our students to turn their unique subject-appropriate ideas into reality with the mentorship of faculty. Through the "Choose Your Own Adventure" model, the instructor provides students with parameters and guides them from pitch to finished project.

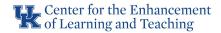# 3D. Teaching and Learning in the Health and Medical Fields (GSC 331)

Autonomous Adult Learning: Curated and Gamified

Kaitlyn Shrake, Ryan Briskie, Momina Amjad

Adult learners are a complex group requiring special attention to when and how they learn best. In this novel curriculum for learners in graduate medical education, we highlight Knowles' Adult Learning Theory and how it impacts learner motivation and knowledge acquisition.

Student Perception of Interdisciplinary Education: How Many Teachers is Too Many?

Shelby Oberst

How many teachers is too many in one course? This talk discusses the novel approach to a treatment planning course, changing from one instructor to multiple from all specialties in dentistry. This collaboration involved coordination across multiple divisions.

Molecules, Mistakes & Metacognition: Wrapping PharmD Learning

Penni Black

> This lightning talk explores the integration of exam wrappers into a first-year PharmD "Cells and Molecules" course to promote metacognitive reflection and improve learning outcomes.

From Content to Competence: Practical Strategies for Engaging Lessons That Build Practice-Ready Nursing Leaders

Angela Clark

> This curriculum approach addresses practice gaps, provides measurable learning outcomes, and keeps students engaged—ultimately preparing them to become competent nurses who can lead at the bedside and beyond.

Bridging Humanities and Sciences: Using Art, History, and Culture to Deepen Scientific Learning

Kristen Platt

> This session explores how incorporating art, history, and culture into technical courses enriches learning. Attendees will gain practical strategies for integrating humanities into their own disciplines to foster engagement and creativity.
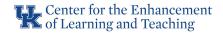
2:45 Break

3:00 Concurrent Sessions

4A. Playful Pedagogy in Healthcare Topics (GSC 330-AB)

Art and Health: Joyfully Exploring the Connection

Christy Brady

> This session describes an activity demonstrating both the cultural construction of meaning and the relationship between art and health. It's a fun way to engage scientific thinkers with a bit of whimsy.

A Day in Life as a Clinician and Health Informatics: A Fun Learning Activity Based on Playful Pedagogy

Ming-Yuan Chih

A playful and creative learning activity is designed to bridge the gap between academic theory and clinical reality in health informatics.

Conceptualizing Policy Barriers to Health through Visual / Spatial Engagement

Katie Goldey

This session describes incorporation of "pedagogy of play" through a hands-on activity for conceptualizing the impact of public policy on health outcomes.

4B. Improving Outcomes for Learning and Career Success (GSC 331)

Flashcard EDU: A Canvas-Integrated App to Improve Student Engagement and Achieve Learning Outcomes

Jason Hans

Flashcard EDU, developed by the author, is a commercial-grade, LMS-embedded flashcard tool that converts instructor-defined materials into structured retrieval practice, lowers start-up friction for students, and sustains engagement via real-time feedback, badges, and a class leaderboard. This session demos core features and cross-disciplinary use cases.

Strategies for increasing positive academic achievement emotions in STEM courses: a control-value theory perspective
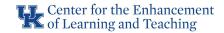
Jennifer Osterhage

This session will introduce participants to control-value theory, which describes how students' achievement emotions arise from how much control they feel over a learning task and how much they value the task and its outcome. Findings from three research studies investigating strategies to promote positive achievement emotions in UK undergraduate biology courses will be shared.

AI Integration in Engineering Curricula

Rana Alhaj Bedar

This session shares major findings from students, educators, and industry on integrating artificial intelligence into mining engineering education, highlighting stakeholder-driven priorities such as problem-based learning, industry collaboration, and AI literacy.

4C. Large Classes, Larger Contexts (GSC 330-D)

Enhancing Civil Engineering Curriculum with Engineering for One Planet

Diana Byrne, Tim Taylor

Our presentation will discuss how the Engineering for One Planet (EOP) framework is being leveraged to increase the integration and retention of sustainability concepts across a broad undergraduate curriculum.

Making Ethnicity Personal: A Term Paper Model for a Large General Education Course

Monica Udvardy

ANT 160 Global Cultural Diversity counts for the UK Global Dynamics core requirement, enrolling hundreds of students from all across campus each year. Making assignments that hold student interest is therefore a challenge. This presentation describes a term paper project I have developed which seems successfully to do so.

Innovating for Motivation in the Classroom

April Hatcher

This session explores the impact of creativity on students' investment in the learning process, including the mobilizing power of personal buy-in. Strategies for framing content in a way that resonates with the learner will be discussed for both small and large classroom environments.
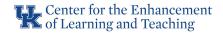
The Six-Feet Meet: Building Connections in the Classroom and Beyond

Jen Smith

In a large lecture class, a simple assignment rooted in journalistic practices helps the journalism program build connections between faculty and students and grow its enrollment numbers.

4D. Strategies for Student Engagement (GSC 330-E)

Building a Community through Teamwork in Online Asynchronous Master's Courses

Shannon Crawford Barniskis

Novice professionals in an online master's program can struggle to build a community of practice, due to asynchronous, distant, and sometimes alienating educational platforms. This talk will describe how teamwork activities evolved in two core library science courses, through peer teaching pedagogues and project management tools, with an aim to not only build community, but also deeper, richer engagement and knowledge.

Using Hypothesis for Engaged Discussion in Online Education

Lauren Batey

This session will demonstrate how Hypothesis, a social annotation tool, can move class discussion into the margins of course materials, such as research articles, websites, and blog posts. Participants will leave with practical ideas for using Hypothesis to create interactive conversations that mirror in-class dialogue and deepen engagement in online courses.

Collaborative Creativity With Analog Games

Mark Hines

This presentation advocates for the teaching of an analog (non-digital) game in an introductory humanities or creative classroom. By example, this presentation examines The Quiet Year, a collaborative map-building game.

Using Generative AI as a Tool to Enhance Student Learning in Discussion-Based Assignments

Kristine Urschel

This teaching intervention integrated generative AI into a junior-level animal physiology course through scaffolded discussion assignments that combined AI use, peer engagement, and creative graphics.

4:15 Conclude