



Pedagogy Day

March 14, 2024

"Much of how we structure training and schooling is based on learning theories that have been handed down to us, and these are shaped by our own sense of what works, a sensibility drawn from our personal experiences as teachers, coaches, students, and mere humans at large on earth. How we teach and study is largely a mix of theory, lore, and intuition...The good news is that we know of simple and practical strategies that anybody can use, at any point in life, to learn better and remember longer: various forms of retrieval practice, such as low-stakes quizzing and self-testing, spacing out practice, interleaving the practice of different but related topics or skills, trying to solve a problem before being taught the solutions, distilling the underlying principles or rules that differentiate types of problems, and so on...learning is an iterative process that requires that you revisit what you have learned earlier and continually update it with new knowledge..."

Make it Stick: The Science of Successful Learning (2014), P.C. Brown, H.L. Roediger III, and M.A. McDaniel, Harvard University Press

Schedule At-A-Glance

Morning Plenary - Recital Hall, Doudna

- 9:00a - 9:15a: Welcome & Overview
- 9:15a - 10:15a: Keynote Address, Dr. Andrew Butler, Washington University
- 10:25a - 10:40a: "Repeated, cumulative, spaced, and incremental: The Secret Recipe for Improving Assessments?"
Dr. Jeffrey Stowell, Eastern Illinois University
- 10:45a- 10:55a: "Et si vous étiez Louis XIV ? : Roleplaying for Engagement and Assessment in Advanced Courses"
Dr. Jessica Tindira, Eastern Illinois University
- 11:00a - 11:15a: "Technologically Enhanced Learning: Maximizing Absorb, Do, and Connect-Type Activities"
Dr. Kelly Best & Mrs. Gail Turner Brock, Eastern Illinois University
- 11:20a- 11:30a: "Values-Based Extra Credit: Cultivating Ethical Growth in Students"
Mr. Evan Kubicek, Eastern Illinois University

11:30a- 1:00p: Lunch Break - Free Lunch in South Quad Dining

Afternoon Concurrent Sessions - MLK University Union

1:00p - 1:50p: Session 1:

Charleston/
Mattoon Active Learning Strategies for Engaging Students (Roundtable)
Dr. Andrew Kerins, Mrs. Logan Lehmann, Dr. Misty Rhoads, Dr. Jeffrey Stowell, & Dr. Youjin Yang,
Eastern Illinois University

Arcola/
Tuscola Warming Up Your Brain: The Most Important 5 Minutes of Your Instruction Session (Facilitated Workshop)
Amy Odwarka, Eastern Illinois University

2:00p - 2:50p: Session 2:

Paper Session:

Charleston/
Mattoon Video as Connection in Asynchronous Online Coursework
Dr. Alexis Jones, Eastern Illinois University & Dr. Meghan Kessler, Illinois State University

The Feasibility and Long-term Acceptance of ChatGPT as an Automatic Tool for Creating and Grading
Short-Answer Questions in Higher Education
Dr. Jian Zhu & Dr. Jeffrey Stowell, Eastern Illinois University

Arcola/
Tuscola Teaching Skills through Retrieval and Varied Practice (Facilitated Roundtable)
Dr. Jennifer Brown, Eastern Illinois University

Small Changes with Big Impacts

At the heart of university-level education lies a set of proven practices for course design and implementation that serve as the bedrock for fostering learner-centered, accessible, and equitable learning environments. These practices, including backward course design, Universal Design for Learning (UDL) principles, active learning strategies, and inclusive course design, are foundational to the commitment to excellence in teaching and learning. However, it is within the nuanced application of these principles—through small, strategic enhancements—that we find the potential to profoundly influence student engagement and learning outcomes. Our conference seeks to spotlight these incremental adjustments, highlighting their capacity to yield significant impacts in the educational journey.

In their seminal work, “Make It Stick: The Science of Successful Learning,” Brown, Roediger, and McDaniel challenge us to reconsider traditional approaches to teaching. They advocate for a shift towards practices grounded in the science of learning, suggesting that even modest changes in instructional design can lead to improvements in content retention, retrieval, and overall learning outcomes. This message underscores the importance of continuously refining our teaching strategies in alignment with evidence-based research to enhance student learning.

In 2024, learners at our institution, and across higher education, are unique as the landscape of higher education is shifting; traditional pedagogies are increasingly unable to meet the dynamic needs of today’s students. In response, Eastern Illinois University is embracing a forward-thinking approach, as evidenced by Plan 2028 and initiatives such as the DWF collaborative redesign initiative. These efforts reflect our institutional vision and commitment to reimagining course content with a focus on innovation, equity, and learner engagement, and faculty and student success.

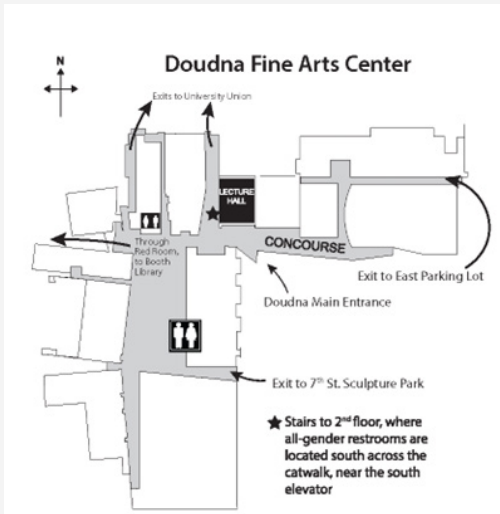
As we inaugurate Pedagogy Day at EIU, we invite you to join us in this exploration of innovative teaching and learning practices. This conference is not only a platform for sharing the successes of our community members but also a collective affirmation of our belief in the power of education to transform lives. Through thoughtful engagement with new pedagogical strategies, we are poised to enhance our students' ability to connect with course material and envision their own paths to success.

We welcome you to a day that promises to blend rigorous academic inquiry with a growth mindset, fostering an environment where educators and students alike are encouraged to pursue excellence through continuous learning and adaptation, committed to not only imparting knowledge but also inspiring a lifelong passion for learning.

Conference Information

Doudna Fine Arts Center

Location and Accessibility:



Registration on the morning of the conference will be in the concourse of the **Doudna Fine Arts Center**.

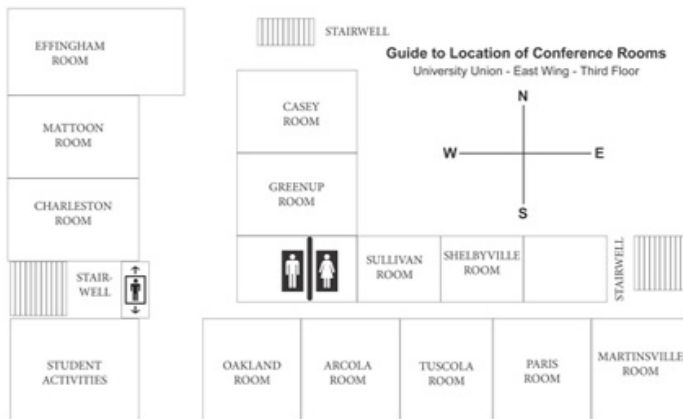
The conference **keynote address** and **morning plenary** sessions are in the **Recital Hall**, Doudna Fine Arts Center. This is the main level of the building, accessible by way of all building entrances.

The **afternoon concurrent sessions** will take place in the Charleston/Mattoon and Tuscola/Arcola rooms on the 3rd floor of the MLK University Union. There are central stairs and an elevator in the Union.

MLK University Union

Restrooms:

MLK Union 3rd Floor Map



Restrooms in **Doudna** are available on the main level concourse. All-gender restrooms are located on the second floor.

Restrooms in the **MLK Union** are centrally located on each floor, including the basement where lunch will be held and on the 3rd floor where the afternoon rotation will be held. The all-gender restroom is located in the Vending Lounge on the first floor near the elevator.

Lunch: South Quad Dining, Taylor Hall

Free lunch is available at the **South Quad Dining Center**, located in Taylor Hall on the south end of campus. It is approximately a 6 minute walk from the Doudna Fine Arts Center.

Please refer to this campus map if necessary:

<https://www.eiu.edu/map/eiumap.pdf>



You must present your Pedagogy Day name tag to check in to the dining facility.

Accessible and gender inclusive restrooms are available in the Taylor Hall lobby.

Other lunch options not included with the conference include the MLK Union Food Court on campus, or a host of local restaurants near campus.

Keynote Address

Applying the Science of Learning: Small Changes Can Make a Big Difference

“Solutions” intended to improve education often involve a complete overhaul of curricula and/or pedagogy. The science of learning offers a different approach. This session will reveal simple, but powerful principles that can be implemented within any curriculum or pedagogical approach to improve long-term retention, promote deeper understanding, and motivate engagement and persistence in the face of challenge.

Keynote Speaker: Andrew C. Butler, Ph.D.

Chair and Associate Professor of Education and Associate Professor of Psychological and Brain Sciences,
Washington University in St. Louis.

Dr. Butler is interested in the malleability of memory – the cognitive processes and mechanisms that cause memories to change or remain stable over time.



Dr. Butler’s research focuses on applying the science of learning to enhance educational practice with an emphasis on understanding the complexity of implementation within different educational contexts. He is interested in student-centered interventions that involve implementing simple but powerful principles within educational contexts to improve long-term retention, promote deeper understanding, and motivate engagement and persistence in the face of challenge. In addition, he is interested in helping teachers to acquire knowledge about how to use principles from the science of learning to improve and expand their pedagogy. Finally, he also investigates how technology can be leveraged to facilitate learning inside and outside of the classroom.

Morning Plenaries

Assessment Practices

"Repeated, cumulative, spaced, and incremental: The secret recipe for improving assessments?"

Jeffrey R. Stowell, Ph.D., Professor, Department of Psychology, Eastern Illinois University

Abstract: The method of assessment of student learning can have a large influence on how students prepare for exams and retain information. Instances of students retrieving information across time, with appropriate feedback, can serve to strengthen memory of the material. In this presentation, I will describe how the research on assessment and my own experience has informed examination practices that promote student learning by using repeated, cumulative, spaced, and incremental assessments in upper-division psychology courses. I will present the details of the assessment technique and associated underlying cognitive principles that support its use.

Lightening Talk

"Et si vous étiez Louis XIV?: Roleplaying for Engagement and Assessment in Advanced Courses"

Jessica Tindira, Ph.D., Instructor of French, Department of World Languages and Cultures, Eastern Illinois University

Abstract: Students in beginning and intermediate language classes come alive when they are invited to assume a role and improvise a dialogue, but roleplaying exercises are rarely used in advanced language courses. This omission is curious for several reasons beyond its obvious implications for student engagement. First, by inhabiting the role of literary or historical figures, students demonstrate their knowledge of the course content. They will achieve this objective in a fun way, engaging with classmates in the planning and performance of their roleplay. This is a low-stakes assessment to evaluate students' interpersonal speaking skills; Instead of completing an essay or an exam, students can demonstrate their mastery through a conversation.

Morning Plenaries, continued

Assessment Practices

“Technologically Enhanced Learning: Maximizing Absorb, Do, and Connect-Type Activities”

Kelly Best, Ph.D., Assistant Professor, School of Technology, Eastern Illinois University & Gail Turner Brock, Ed.S., Instructor, School of Technology, Eastern Illinois University

Abstract: This session will provide attendees with an introduction to using Horton’s (2011) method for designing instruction. Potential activities for each type will be presented, focusing specifically on the technological tools that can be used to enrich the learning environment and facilitate the activities. Additional components that must be considered when designing learning activities and incorporating technology will be briefly discussed. During the session, the attendees will actively participate in at least two of the three types of learning activities. A handout will also be provided with key takeaways.

Lightening Talk

“Values-Based Extra Credit: Cultivating Ethical Growth in Students”

Evan Kubicek, MBA, Instructor of Entrepreneurship, School of Business, Eastern Illinois University

Abstract: Uncover an innovative extra credit initiative designed to instill and assess core values outlined by Lumpkin College of Business. This lightening talk will showcase a weekly values reflection exercise that encourages students to rate themselves on values like Respect, Integrity, Community, and Excellence. See how this approach fosters personal growth and ethical awareness and explore ways to implement it in your own courses.

Afternoon Concurrent Session 1

1:00p - 1:50p

Charleston / Mattoon Room

Roundtable: "Active Learning Strategies for Engaging Students"

Dr. Andrew Kerins, Ph.D., Associate Professor, Department of Kinesiology, Sport, and Recreation; Mrs. Logan Lehmann, MSW, Instructor, Department of Sociology, Anthropology, and Criminology; Misty Rhoads, Ph.D., Professor of Public Health, Department of Public Health and Nutrition; Jeffrey Stowell, Ph.D., Professor, Department of Psychology; & Youjin Yang, Ph.D., Assistant Professor, Department of Teaching, Learning, and Foundations Eastern Illinois University

Abstract: Our group first convened as part of an EIU-FDIC Faculty Learning Community in fall 2023. We read the book, *The New College Classroom*, by Cathy N. Davidson and Christina Katopodis. The book critiques the traditional college lecture format, and offers a range of suggestions on activities and approaches to actively engage students/learners. Our group compared these strategies with our own teaching practices to see what has worked and what hasn't worked.

Building on these discussions, our roundtable discussion will focus on the learning strategies we have employed (e.g. think-pair-share, entry/exit tickets), the different approaches we have taken (e.g. involving students/learners in creating a course contract/course policies, collaborative notetaking), and an open discussion about our adaptations over time to meet students/learners where they are (e.g. submission of late assignments). Crucial to this conversation is to understand the challenges today's college students/learners are facing and the ways we, as faculty, can acknowledge those challenges.

Afternoon Concurrent Session 1, continued

1:00p - 1:50p

Arcola / Tuscola Room

Facilitated Workshop: "Warming Up Your Brain: The Most Important 5 Minutes of Your Instruction Session"

Amy Odwarka, Assistant Professor, First Year Experience/ Student Success Librarian, Booth Library, Eastern Illinois University

Abstract: Students often walk into a classroom with more than academics on their minds. Instead they are focused on relationships, jobs and personal interests. Their brains are not ready for the intake of new information and the challenge of deep learning we expect as teachers. How do you help students get into an "academic mindset" when they enter your class session? How can you be intentional in creating a space for students to focus in the present? Framed by the work of Zarretta Hammond, culturally relevant teaching strategies like "warm ups" allow all students the space to settle into a mindset that allows for more active participation and information intake on their part. Join First Year Experience/ Student Success librarian and 25+ year teaching veteran Amy Odwarka (she/her) to learn how the warmup can be the most important 5 minutes of your instruction session. We will base our discussion around the brain science behind these teaching strategies and get "hands on", practicing several styles of warm-ups that practitioners can use the next day or next week.

Afternoon Concurrent Session 2

2:00p - 2:50p

Charleston / Mattoon Room

Paper Session:

"Video as Connection in Asynchronous Online Coursework"

Alexis Jones, Ph.D., Associate Professor, Department of Teaching, Learning, and Foundations, Eastern Illinois University & Meghan Kessler, Ph.D., Assistant Professor, School of Teaching and Learning, Illinois State University

In this session, we will present research in progress on the term pedagogical love. Määttä and Uusiautti's conceptualization of pedagogical love is supported by others such as Freire (1997), Fromm (1956), and van Manen (1991); being a good teacher requires a loving attitude, an attachment to learners, and a strong desire to help the learner grow and develop to their best potential. This research project involves online students from EIU and ISU who have shared what they value about their online classes, what is missing, and what they would recommend instructors consider in the future. We will present the ways we use strategies such as video to mimic portions of the online classroom and the ways students have responded to these videos within Loom™ and in course evaluations.

"The Feasibility and Long-term Acceptance of ChatGPT as an Automatic Tool for Creating and Grading Short-Answer Questions in Higher Education"

Jian Zhu, Ph.D., Associate Professor, Department of Psychology & Jeffrey R. Stowell, Ph.D., Professor, Department of Psychology, Eastern Illinois University

Abstract: As the higher education embraces the presence of ChatGPT—an exemplar of generative artificial intelligence (AI) (Singer-Freeman et al., 2023), a series of important questions also begin to emerge. We are presently undergoing a process of "re-training" ChatGPT using text excerpts extracted from an instructor's lecture slides. This is aimed at enhancing ChatGPT's ability to generate short-answer questions that align with the primary learning goals in specific courses. Later on, ChatGPT will also be used to automatically assess students' written responses. Data on students' performance and acceptance will be gathered over several weeks. Results will be presented during the proposed Pedagogy Day Session.

Afternoon Concurrent Session 2, continued

2:00p - 2:50p

Arcola / Tuscola Room

Facilitated Roundtable Discussion: Teaching Skills through Retrieval and Varied Practice

Jennifer Brown, Assistant Professor of Trumpet, Department of Music, Eastern Illinois University

Through various studies, it has been proven that learning improves with retrieval or testing (Roediger & Karpicke, 2006, and Roediger, et al., 2011) within the classroom. Additionally, the incorporation of varied practice has been proven to improve motor skills (Kerr & Booth, 1978) and (Wymbs, et al., 2016). However, the default method when attempting to learn a new skill remains, "practice, practice, practice." The adage remains a shared belief, but often does not yield durable learning. This roundtable discussion invites attendees to reconsider how they teach skills through the lens of the work of cognitive psychologists Henry Roediger and Mark McDaniel, III.

Attendees in this roundtable discussion will be asked to consider the following questions in preparation for the discussion:

- What specific skills do you teach?
- What role does massed practice play in your current teaching? Varied and interleaved practice?
- How can you incorporate varied practice and retrieval in your own teaching, and encourage your students to do the same in their individual practice?

After a brief introduction/review of the terms massed practice, varied practice, interleaved practice, generation, and retrieval, attendees will share challenges related to their own discipline and teaching. We will explore ways to modify current pedagogical techniques to include frequent retrieval and varied practice across subjects. By the end of the discussion, attendees will have new strategies to take into their own classrooms and studios to enhance student learning.

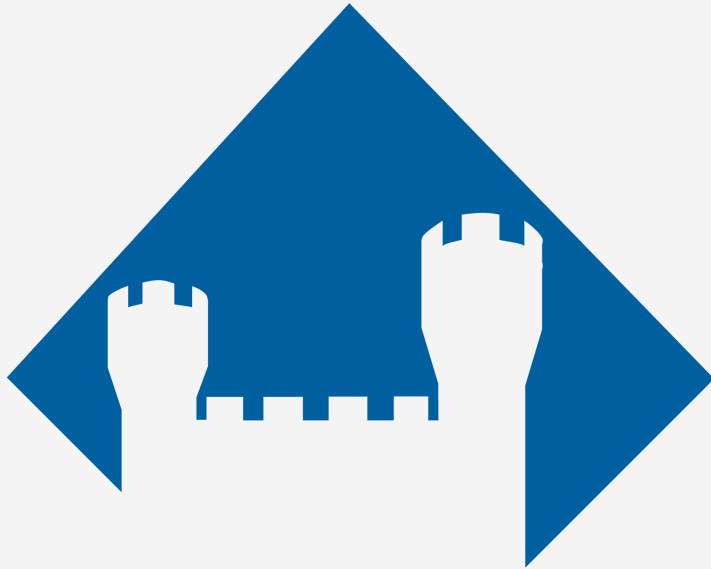
Gratitude

Thanks and appreciation to everyone who participated in today's events including all of our esteemed presenters.

Special thanks goes to the FDIC Staff, Kim Ervin, Julie Lockett, David Smith, Keerthana Saraswathula, and Elain Yaw, and Graduate Assistants Mo Rigdon, Funmilayo Oyewole, and Mikayla Fultz who were instrumental in making today happen.

Today could not be possible without the support of President Jay Gatrell and Provost Ryan Hendrickson, and Booth Library leadership and staff, especially Dean Brian Keith, Arlene Brown, Diane Highland, and Anna Nelson.

Many thanks to campus leaders from all corners of our community including Deans Barbara Bonnekesen (CLAS), Austin Cheney (LCBT), Richard England (Honors College), Laretta Henderson (COE), John Storsved (CHHS), and Robert Chesnut (Graduate College); also Mark Hudson and Chris Coffey from Housing and Dining as well as the staff in the South Quad Dining Center, and Dennis Malak and Conor Baltz, and the Doudna staff.



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