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2012

Annual Report AY 2011-12

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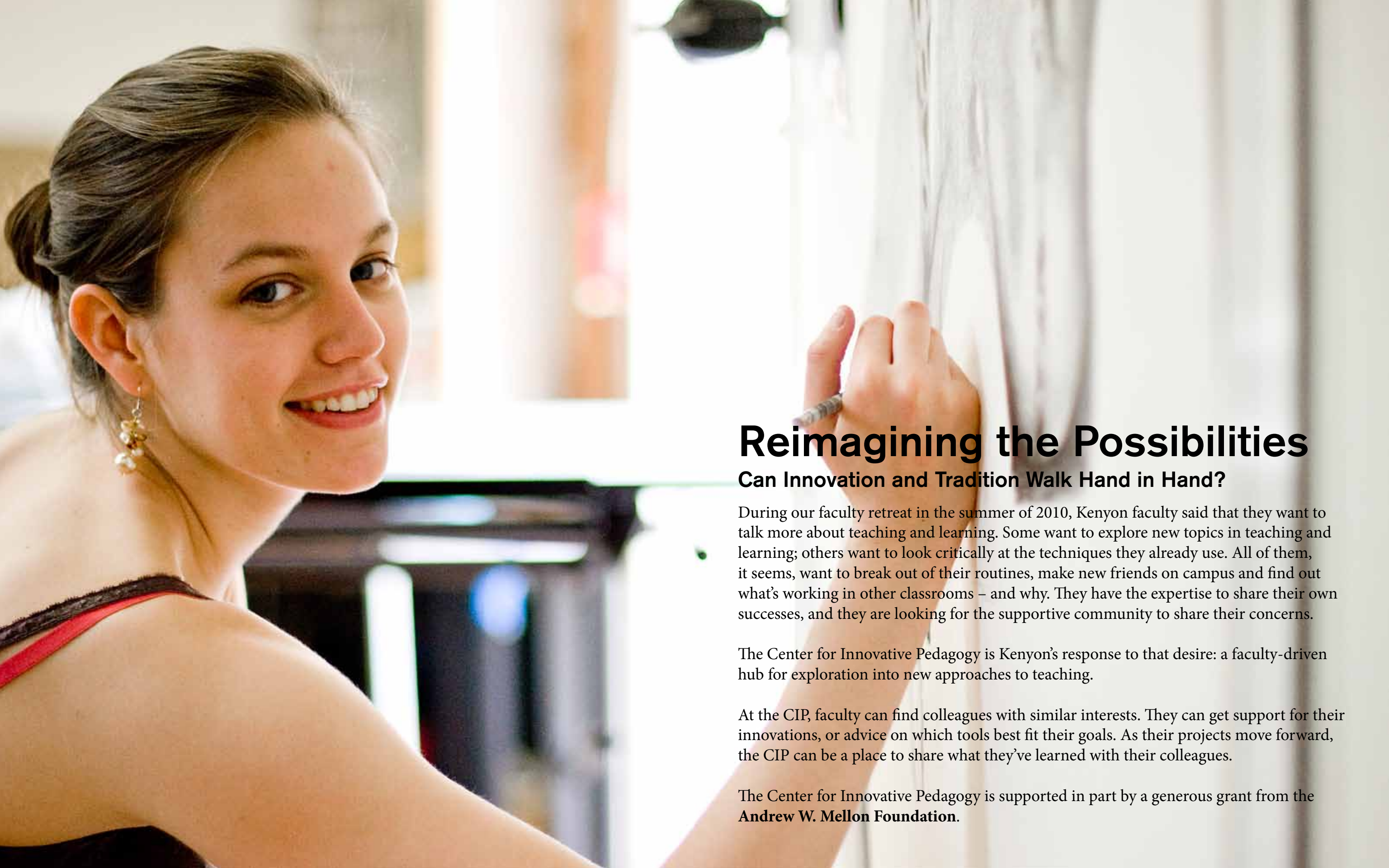
Center for Innovative Pedagogy, "Annual Report AY 2011-12" (2012). *Annual Reports*. Paper 1.
http://digital.kenyon.edu/cip_annual_reports/1

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Engaging Present, Evolving Future

AY 2011-2012 Annual Report for the
Center for Innovative Pedagogy
at Kenyon College



Reimagining the Possibilities

Can Innovation and Tradition Walk Hand in Hand?

During our faculty retreat in the summer of 2010, Kenyon faculty said that they want to talk more about teaching and learning. Some want to explore new topics in teaching and learning; others want to look critically at the techniques they already use. All of them, it seems, want to break out of their routines, make new friends on campus and find out what's working in other classrooms – and why. They have the expertise to share their own successes, and they are looking for the supportive community to share their concerns.

The Center for Innovative Pedagogy is Kenyon's response to that desire: a faculty-driven hub for exploration into new approaches to teaching.

At the CIP, faculty can find colleagues with similar interests. They can get support for their innovations, or advice on which tools best fit their goals. As their projects move forward, the CIP can be a place to share what they've learned with their colleagues.

The Center for Innovative Pedagogy is supported in part by a generous grant from the **Andrew W. Mellon Foundation**.

Programs and Presentations

Looking Back at an Exciting First Year

One of the CIP's main functions is to organize opportunities for faculty members to come together and discuss teaching. In 2011-12, the CIP hosted 12 events, reaching 79 faculty members in total (approximately 45% of the faculty). Many faculty members participated in more than one CIP event.

Topics included:

- **Writing, Plagiarism and the Turnitin System** – A discussion of the approaches faculty are using to teach the skills of paraphrase and citation in student writing, and how they are handling plagiarism issues, including the use of the Turnitin plagiarism detection system.
- **Mid-term Evaluations** - The CIP hosted a table at the “Common Ground” faculty/ staff lunch room to discuss the use of mid-term course evaluations. Faculty members who came specifically to participate in this discussion were joined by faculty and staff who had simply come to lunch.
- **Public Presentations of Student Work** - This panel discussion took a broad view of students putting their work out in public, including written work on websites, oral presentations, and students doing scholarly work with the local community.
- **“What We Talk About When We Talk About Citation”** - The Writing Center and the CIP co-hosted a lunch table to discuss how (or whether) strict adherence to citation styles fits into writing assignments.
- **Take a Walk in the Commons: Open Source and the Liberal Arts** - Matt Jadud (Assistant Professor of Computer Science at Allegheny College, K’98) and Mel Chua spoke about their experiences introducing students to “open communities” as part of their classroom experience. Participation in open communities (including but not limited to open source software communities) as part of the undergraduate experience provides ways of developing and practicing communication, teamwork, and leadership skills---and contrary to popular belief, sometimes the most valuable contributions are the nontechnical ones.

- **Designing Effective Library Assignments** - Co-sponsored with Library and Information Services, this was a hands-on workshop on incorporating library research projects to match course goals.

- **Blended Learning** - Discussion of the use of interactive computing experiences outside class time (such as homework systems which can give students immediate feedback) to alter the way classroom time is used.

- **Digital Humanities Research with Undergraduate Students** - Panelists in a NITLE webcast shared case studies showing how new digital methodologies allow undergraduates to engage in authentic, applied humanities research both in the classroom and beyond.

- **Grading** – Two faculty discussions on short- and long-term approaches to grading student work. The first session focused on the mechanics of grading, including issues of getting students to take feedback to heart. The second session focused on issues of grading consistency over the years, and across courses.

- **Geography and Interpretation of Spatial Phenomena** - Three faculty panelists provided brief demonstrations of some of the ways in which geography and spatial studies are incorporated into their lessons and work.

- **“Why Images Work”** - This talk explored the use of images to structure communication, to get at issues in the classroom or in research that are otherwise hard to get at. Mimi Chapman, Associate Professor of Social Work at UNC-Chapel Hill and Rob Colby, the Gund Gallery’s Curator of Academic and Interpretive Programs, talked about their collaboration using images in the classroom and in Chapman’s social science research projects.



The Essentials

The Academic Division on Retreat

More than 50 faculty members, as well as 3 librarians and 3 administrative staff members, divided into groups to investigate Geography and the Interpretation of Spatial Phenomena, Languages and Cultural Engagement, Oral Expression and Presentation, Quantitative Reasoning and Evaluation, Visual Literacy and New Media, and Writing Across the Disciplines. We were particularly pleased by the high participation of relatively new faculty, including five faculty newly hired for the 2012-13 academic year.

The groups met face-to-face and over email during the late spring and summer of 2012 to work toward definitions of the topics, concepts of how they might be treated as “basic” and “advanced” skills, and possible approaches to teaching these skills. The groups researched practices at other liberal arts schools and in the professional literature, and displayed their own pedagogical practice with teaching demonstrations.

The working groups produced brief reports that were disseminated to all members of all groups. Reports were three-to-six pages in length, although some groups added appendixes such as rubrics for evaluating student use of a skill.

On August 15th and 16th, the groups met to discuss the reports in relation to one another. (The 57 working group members were joined by the President, the Provost, an Associate Provost, and the Director of the CIP.) The first day of the retreat was spent gathering feedback, both in individual written form and in small group discussion. The day concluded with a keynote address from Mark William Roche, the Rev. Edmund P. Joyce, C.S.C., Professor of German Language and Literature and Concurrent Professor of Philosophy at the University of Notre Dame, on his book *Why Choose the Liberal Arts?*

The second day opened with a morning of teaching demonstrations. Each group presented one or two examples of teaching specific skills within their broader topic. These were extremely well received; the faculty were engaged both with the demonstration lessons, and with broader pedagogical analysis in the discussion that followed. In the afternoon, we broke into small groups tasked with considering different models of Kenyon's general education requirements, with a request to imagine one set of incremental changes, and one more radical re-envisioning of general education.

The groups have incorporated some of the feedback received into their final reports, which are available at <https://cip.kenyon.edu/essentials>.



Helping Faculty Explore Pedagogy

The Support Offered by the CIP

Just because “digital technologies” are everywhere doesn’t make it easy to use them to benefit education. The CIP provides direct support to faculty in evaluating instructional technology and making it work well.

We provide workshops and individual consulting on online systems including:

- Moodle, an open-source course management system used for class web pages, discussion forums, online quizzing and questionnaires, and homework submission.
- Turnitin, designed as a plagiarism detection service but also used by Kenyon faculty for its easy online grading and peer editing features.
- The online course evaluation system, which allows faculty to integrate their own course evaluation questions with the College’s required evaluation form.

We provide personal consulting and training on a variety of technologies, including geographic information systems, multimedia editing software, statistical software, and web content management systems. We’ve also advised faculty on trying out new technologies such as classroom response systems, online document sharing systems like Google Docs and Dropbox, and using Skype or Google Hangout for videoconferencing in the classroom.

Departments can also consult with the CIP on larger projects. In Fall 2011 the Mathematics faculty asked us to research online homework systems. These systems provide students with immediate feedback on their progress and let them do as many homework problems as they need to master the skill. CIP staff surveyed the marketplace, made initial determinations of which vendors met our needs, and arranged an afternoon of demonstrations for the Math faculty.

Based on the CIP research and the vendor demonstrations, the Math faculty chose a tool which met their expectations. In 2012 we are consulting with the Biology faculty on a project to help faculty members share online quiz questions, and the MLL faculty on streamlining their selection and training process for the Assistant Teachers in the Kenyon Intensive Language Model.

The Staff of the CIP



Joseph Murphy is the Director of the Center for Innovative Pedagogy. He came to Kenyon in 2001 as a Librarian and Technology Consultant, and served as the Director of Information Resources in Library and Information Services from 2006 to 2011. Mr. Murphy holds a master’s degree in library science and bachelor’s degree in English, both from the Catholic University of America. Working with faculty colleagues, Mr. Murphy designs and implements the programming and presentations that connect the CIP to the campus at large and serve as the gateway for introducing faculty to CIP resources.



Jason Bennett is an Instructional Technologist in the Center for Innovative Pedagogy helping faculty to incorporate technology into their courses and supporting student use of curricular technology. He previously served as a Librarian and Technology Consultant at Kenyon College and as a web developer and print designer for the Orbis Media Group. His primary responsibilities include support and training for Kenyon’s course management system, Moodle and web-based projects. Mr. Bennett holds a master’s degree in library and information science from Indiana University, Bloomington and a bachelor’s degree in history and english from the University of Montevallo.



Karen Gordon is an Instructional Technologist in the Center for Innovative Pedagogy, helping faculty with statistical software packages (SPSS, Minitab, SAS, STATA, etc.), Microsoft Excel and Microsoft Access, and assisting faculty and students in finding published datasets for their research. She has worked in different capacities for government facilities, business organizations and educational institutions as a customer support specialist, a systems analyst, project manager and a library and technology consultant. Ms. Gordon holds a master’s degree in Library Science and a bachelor’s degree in Computer Information Systems, and received the 2005-06 Louise Giles scholarship from the American Library Association.



Eric Holdener is Assistant Professor of Physics and Scientific Computing and an Instructional Technologist in the Center for Innovative Pedagogy. He teaches courses in geology, planetary astronomy, geographic information science (GIS), and paleobiology. As an instructional technologist, Mr. Holdener assists faculty and students with projects involving digital media technologies and with GIS projects utilizing industry-leading GIS software and online mapping applications. Mr. Holdener earned his Ph.D. in Geology from the University of Illinois in Urbana-Champaign and his bachelor’s degree in Anthropology from Washington University (St. Louis).

Not A Moment Wasted

CIP Summer Institutes

The CIP hosted 2 summer institutes for faculty interested in learning new technologies. These multi-day workshops in May (as well as some preparatory meetings during the semester) gave the faculty a chance for hands-on, project-based learning.

In the Summer Institute on Digital Storytelling, faculty members developed both storytelling skills and multimedia editing skills by working to create their own digital story. Led by a trainer from the Ohio State University Digital Storytelling Program, 11 attendees wrote 3-minute stories about their personal experiences or academic interests (or both), recorded themselves telling those stories, selected and edited appropriate images and background music, and combined them all into movies. Each faculty member ended the workshop with a digital short movie appropriate for sparking discussion in class or promoting their research interest, and also gained a clear sense of the time and effort involved in using such an exercise as a class assignment.

The GIS Boot Camp, taught by Instructional Technologist Eric Holdener, provided faculty with a structured introduction to Geographic Information System software. The content covered in this workshop was carefully tailored to the 8 participants' existing research projects, covering topics including types of GIS data, online GIS data sources, basics of maps and creating maps, gathering GPS data and uploading to a GIS, and manipulating GIS data for use (e.g., re-projecting).

Contact Us

The Center for Innovative Pedagogy is centrally located on campus, in 128 Olin Library.

You can reach the entire department at cip@kenyon.edu, or 740-427-5080; you can also contact us individually:

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The Center for Innovative Pedagogy web site is located at <http://cip.kenyon.edu>. Visit our site to find our calendar of upcoming events, notes and reflections on our activities, a selection of interesting readings relating to pedagogy, technical documentation, and teaching resources.

Plans for Academic Year 2012-2013

In the fall of 2012, the CIP convened an Advisory Board composed of the John B. McCoy-Banc One Distinguished Teaching Chair, the Associate Provost overseeing faculty development efforts, and eight members of the Kenyon faculty chosen to reflect the various academic divisions and programs on campus. The Advisory Board is an additional channel for communication with the faculty, and provides the CIP with advice, support, and guidance on both long-term goals and specific activities.

Continuing The Essentials project will be a major focus for the CIP in 2012-13. Working with the Advisory Board, we have issued a call to the faculty for proposals which develop and share new pedagogical strategies to increase our students' mastery of these essential skills. The proposal is available at <https://cip.kenyon.edu/essentials-call-participation>.

Faculty can apply for these grants individually, or to support small collaborations. All grantees are expected to meet regularly with the other faculty working on the same skill, and these interdisciplinary communities are required to hold public discussions in 2013 to share their findings with the broader faculty. In this way we will build "communities of interest" around the pedagogies used to teach the 6 skills.

The CIP will also focus on increasing as a resource center for faculty this year. We provide a list of interesting readings on teaching at <https://cip.kenyon.edu/reading> and work with our colleagues in LBIS to enhance the library collection on teaching and learning. We will also work to document the expert strategies employed by our faculty, such as the winners of the Trustee Teaching Awards and the John B. McCoy-Banc One Distinguished Teaching Chairs. We hope to work with these faculty to create a video library of teaching techniques which all faculty can consult.



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Programming offered by the CIP is sponsored in part by a grant from The Andrew W. Mellon Foundation. Any views, findings, conclusions or recommendations expressed in this publication do not necessarily represent those of The Andrew W. Mellon Foundation.