



## Teaching Innovation Learning Lab

ISSUE 3 · SUMMER 2021

# TILL TALK

the newsletter



**Dear Friends of the TILL,**

Welcome to the third edition of the Teaching Innovation Learning Lab's newsletter, **TILL Talk**, which supports our mission to cultivate and support the scholarly development, investigation and dissemination of innovative and evidence-based teaching at UofL.

In this edition of TILL Talk, we are thrilled to share the teaching innovations and winners of the inaugural **TILL Teaching Innovation Award**.

Did you know that the University of Louisville is the first **Adobe Creative Campus** in Kentucky?

We are joining other colleges and universities across the country to support the teaching and learning of digital literacy skills. Our next Faculty Learning Community will be focused on exploring and implementing media in the

classroom. **Applications are due July 16.** We hope you will consider applying.

## TEACHING INNOVATION

We were absolutely blown away by the response to the inaugural **TILL Innovation Award!**

The new award recognizes the importance of teaching excellence among UofL faculty and offers individual recognition to instructors who explore new methods for fostering learning.

The selection committee received 22 well-qualified applications for the award, which grants each winning project \$1,000 and an invitation to share their work at the **annual Celebration of Teaching and Learning Conference.**

The 2021 award recipients are:

- **Angela Storey**, Anthropology, College of Arts and Sciences
- **Kathy Gosser**, Management and Entrepreneurship, College of Business
- **Rachel Hopp**, Biology, College of Arts and Sciences
- **Brian Robinson, James Lewis, Nicholas Hawkins, and Gary Eisenmenger**, Engineering Fundamentals, J.B. Speed School of Engineering

All four innovations can be used as models for implementation across multiple content areas to improve student engagement and learning outcomes. Read on to learn more about the winning innovations.

## 2021 TILL Teaching Innovation Winners

### Angela Storey

**Teaching Innovation:** Revitalizing  
ANTH 201 with a Peer Educator

## Program

Using her background in active learning pedagogies and learner-centered teaching, Dr. Storey overhauled her GenEd course, *ANTH 201, Introduction to Cultural Anthropology*, and created the Peer Educator Program (PEP).



The PEP is centered on a small, one-credit course, *ANTH 430, Practicum in Anthropology Education*. Students enrolled in this class are called Peer Educators and are taught active learning pedagogy and curriculum development. They design, create and lead “bonus sessions” for *ANTH 201* students without Storey present. The course not only expands their knowledge of anthropology, it also helps them grow in the practice of teaching and in the process of teaching each other. For the *ANTH 201* students, the bonus sessions led by the Peer Educators make learning fun and engaging and help students connect with one another.

**“It is important to be a responsive teacher and to situate our work within the specificity of our students, this time, and the context of our world. Specifically, finding ways to put power into the hands of our students is important for me in making decisions about how to teach,”** Storey said.

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## Kathy Gosser

**Teaching Innovation:** Using Podcasts to Increase Student Engagement

When Dr. Gosser found that most of her students were not viewing the



lectures in her *Management 301* course, she knew something needed to change.

With her background in management and organizational behavior, Gosser decided to create weekly podcasts full of real-life case studies and management examples. She bought a professional microphone, recorded in Panopto and uploaded her podcast instead of lectures. Students didn't have to watch; they could just listen. She found that 80% of students were listening and 95% completed the episode – huge increases from 17% viewing and 65% watching her entire lectures.

Gosser found that giving her students flexible ways to engage with course content, such as the podcast she launched in her course, increased student participation.

**“They tell me that they can exercise while listening, make dinner with their roommates and all listen, and even drive,” she said. “One student told me it doesn’t even feel like school. Their reactions have been my motivation to keep improving my delivery and my guests.”**

Gosser expanded her podcast to include weekly industry guests, mostly CEOs and top business leaders. Students benefit from hearing relevant content and seeing how it can be applied in real life.

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## **Rachel Hopp**

**Teaching Innovation:** Taking Active Learning Online



As the pandemic forced educators and students alike to get comfortable with online teaching, Dr. Hopp endeavored to make sure that her virtual classes were active learning spaces.



In her face-to-face biology classes, Hopp used evidence-based pedagogy to good effect: she led a series of interrupted mini lectures (based on pre-assigned readings, homework, and videos) while students worked on activities in groups of 3 or 4. To develop and build the STEM concepts, students would work on an activity, gain feedback, and go back to working on an activity.

Hopp devised a way to translate this face-to-face approach to online learning. She wanted students to be able to stay connected to her and the larger classroom (in case they had questions or got stuck) while being able to continuously talk in their small groups. By combining two web conferencing tools, she was able to keep her live, synchronous course consistently engaged for 50 to 75 minutes at a time. Hopp uses MS Teams and Bb Collaborate, but any two webinar services can be used, as long as there are breakout room options.

Hopp continually assesses course effectiveness by asking for student feedback and is agile with pedagogy. By asking how her students like to learn, she can identify learning outcomes that meet those preference and is able to offer activities and assessment focused on those specific outcomes.

**“I decided I was not going to slip back into the old passive ways of instruction just because those were the simplest ways to deliver the material online,” she said. “Instead, I created an online environment that closely mimicked our Belknap Academic Building-classrooms where students stay in small, table-like groups for discussion throughout class while still being connected to the larger class audience and the instructor.”**



**Brian Robinson**  
**Gary Eisenmenger**  
**James Lewis**  
**Nick Hawkins**

**Teaching Innovation:** Building an  
Online Makerspace

In 2016, the J.B. Speed School of Engineering introduced two newly redesigned courses for first-year engineering students. *ENGR 110, Engineering Methods, Tools, and Practice I* focuses on fundamental engineering skills and is predominately classroom-based. *ENGR 111, Engineering Methods, Tools, and Practice II* is focused on application and integration of the fundamentals, and is conducted in a 15,000 sq. ft. makerspace called the Engineering Garage (EG). It relies heavily on teamwork and collaboration through problem-based, project-based and discovery-based coursework.

When the COVID-19 pandemic forced *ENGR 110* and *111* to move to remote delivery, instructors sought to retain a heavy focus on teamwork and decided to implement Classroom Response Systems (CRS) since they are proven to increase active learning.

Class was conducted using MS Teams and CRS methodology, primarily Mentimeter, was implemented. A CRS allows students to respond in real-time to questions on a screen. It has been shown to improve student attention, engagement, and attendance, while stimulating discussion and providing feedback to students and instructors.

Remote design challenges were also implemented. Students submitted iterations of design files which were printed and tested in the EG by Instructors/TAs. Instructors/TAs provided feedback, including test videos, via channels in MS Teams so the entire class could learn from it.

**“We were acutely aware that students were already fatigued by the remote nature of their education, and it was heartwarming to hear that our**

course was helping students feel interested in their work again,” Robinson said.

## COMMUNITY

### Q&A with Jason Zahrndt, Digital Media Suite Program Manager

As an **Adobe Creative Campus**, UofL has made a commitment to use Adobe Creative Cloud applications to improve student digital literacy skills.

Jason Zahrndt, Digital Media Suite Program Manager, was part of the movement to get UofL certified.



He shares information about what this means for faculty (and students) and how faculty can get involved in the new Adobe Creative Educators Faculty Learning Community (FLC).

#### What Adobe resources are available to faculty?

**Jason:** *As a Creative Campus, all students, faculty, and staff have access to the Adobe Creative Cloud suite of applications. With more than 40 applications, the UofL community can utilize industry standard creative tools, such as Photoshop and InDesign. Faculty and students can explore visual, media, and data literacy using a range of applications and can integrate aspects of digital literacy into their curricula with assignments.*

#### Can you give an example of how students can use Adobe in their coursework?

**Jason:** *Sure - the possibilities are endless, but to name a few, students can create social media infographics and videos with Adobe Spark, design*

professional documents and websites in InDesign, and collaborate on mobile app design with XD.

## Where should faculty start if they are new to media creation?

**Jason:** ***Adobe Spark** is a great starting point for faculty new to media creation. With its easy to use, web-based software, many faculty have found it an easy way to integrate image, web design, and video assignments into their courses. Many recording and on demand tutorials are available through **UofL's support page**, and the best way to learn is to try it yourself.*

## How can faculty get more involved or learn more about the Adobe Creative Suite?

**Jason:** *Faculty have access to a variety of resources and services supporting their use of Adobe applications. The Delphi Center for Teaching and Learning is launching a **Faculty Learning Community to support faculty exploration and implementation of media in the classroom**. Additionally, the Digital Media Suite provides faculty development sessions each month showcasing pedagogical techniques for media assignments. The **Adobe Education Exchange** provides a range professional development and educational resources supporting faculty learning and use of the Creative Cloud suite. Faculty interested in learning more can explore **the Digital Media Suite faculty website** or **contact me**.*

# Adobe Creative Educators Faculty Learning Community (FLC)

**Application Deadline: Friday, July 16, 2021**



In this learning community, faculty will explore teaching strategies that utilize the Adobe Creative Cloud suite of media production tools. Faculty participants will use various Adobe Creative Cloud applications to design classroom activities to improve student digital literacy skills.

The FLC will kick off with an extended session on July 29 and will meet



throughout the fall and spring with the goal of each faculty member creating and implementing a digital assignment in a course they are teaching in spring 2022.

**LEARN MORE & APPLY**

## Contact Us



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