



Scholarship
of
Teaching & Learning

2017
DIRECTORY



Editorial Team

Cheryl E. Ball
Tracey Beckley
Megan Fahey
Hope Hart
Justin Hayhurst
Amy Kuhn
Carrie Lamanna
John Oughton
Marina Galvez Peralta
Demi Fuentes Ramirez
Lizzie Santiago
Lydia Welker

Partners

Teaching and Learning Commons
Digital Publishing Institute
West Virginia University Libraries

This directory can be found online at
<https://textbooks.lib.wvu.edu/sotl>

This work is licensed under a Creative Commons
Attribution 4.0 International License.

**2017
SCHOLARSHIP OF
TEACHING AND LEARNING
DIRECTORY**

CONTENTS

Cheryl E. Ball	6
Linda Blake	8
Carla B. Brigandi	10
Sean Bulger	12
Scott Cottrell	14
Kelly Diamond	16
Lowell Duckert	18
Kim K. Floyd	20
Julia Daisy Fraustino	22
Alan K. Goodboy	24
Todd Hamrick	26
Kristina M. Hash	28
Kirk Hazen	30
J. Kasi Jackson	32

Ugur Kale	34
Paul Lockman	36
Diana Knott Martinelli	38
Cris Mayo	40
Paul Miller	42
Michelle Richards-Babb	44
Lizzie Santiago	46
Neal Shambaugh	48
Nathalie Singh-Corcoran	50
Gay Stewart	52
John Stewart	54
Elizabeth Tomlinson	56
Kirsha Trychta	58
Michelle D. Withers	60

INTRODUCTION

Welcome to the 2017 directory for the scholarship of teaching and learning (SoTL) at West Virginia University! This inaugural SoTL directory began as a collaboration between the Teaching and Learning Commons and the Digital Publishing Institute.

We began the academic year defining the broad scope of research that we wanted faculty instructors to include under the heading of SoTL work—from peer-reviewed publications to presentations and poster sessions—anything that included thoughtful reflection on and research of teaching practices that was distributed to audiences in a formal way. We hope this inaugural directory introduces you to a few of the scholars on campus doing outstanding pedagogical research.

In part through the Faculty Associates program of the TLC, the editorial team worked to produce this booklet as an open-access resource for faculty instructors to learn about each others' scholarly-pedagogical work and to build collaborations where possible. We hope to continue producing this book on an annual or biennial basis and to possibly create a database for additions, updates, and more easy searching of colleagues. If you would like to be included in future iterations of this directory for your pedagogical research, please contact the Teaching and Learning Commons.

CHERYL E. BALL

Associate Professor of Digital
Publishing Studies
Eberly College of Arts and
Sciences
Department of English
chball@mail.wvu.edu
<http://ceball.com/>



Research Interests

Scholarly multimedia, digital publishing, editorial pedagogy, multimodal composition, academic literacies, professionalization

Biography

Cheryl E. Ball is associate professor of digital publishing studies and director of the Digital Publishing Institute at West Virginia University. Since 2006, Ball has been editor of the online, peer-reviewed, open-access journal *Kairos: Rhetoric, Technology, and Pedagogy*, which exclusively publishes digital media scholarship. Her recent research in editorial workflows and digital publishing infrastructures can be found in multiple journals and edited collections, as well as on her personal repository, <http://ceball.com>. She is co-principal investigator on a \$1-million Andrew W. Mellon Foundation grant to build an open-access multimedia academic publishing platform, Vega. She also serves as the executive director of the Council of Editors of Learned Journals.

Publications

Ball, Cheryl E., & Loewe, Drew. (Eds.). (2017). *Bad ideas about writing*. Morgantown, WV: Digital Publishing Institute. <https://textbooks.lib.wvu.edu/badideas>

Mainsah, Henry, Morrison, Andrew, Aspen, Jonny, & Ball, Cheryl E. (2017). Designing the PhD curriculum in the design disciplines. In Laurene Vaughan (Ed.), *Practice-based design research* (pp. 43–52). London, UK: Bloomsbury.

Ball, Cheryl E. (2014). Adapting peer review for writing classrooms. *Writing & Pedagogy*, 5(2), [Special issue: Teaching with technology]. <http://www.equinoxpub.com/WAP>

Ball, Cheryl E., Sheppard, Jennifer, & Arola, Kristin L. (2014). *Writer/designer: A guide to making multimodal projects*. Boston, MA: Bedford/St. Martin's Press.

Ball, Cheryl E. (2013). Pirates of metadata or, The true adventures of how one editor, fifteen undergraduate publishing majors, and 25,000 media elements survived a metadata mining project. In Stephanie Davis-Kahl & Merinda Hensley (Eds.), *Extend and unify: Outreach and education for scholarly communication and information literacy programs*. Chicago, IL: Association of College and Research Libraries.

Ball, Cheryl E. (2012–13). Editorial pedagogy: A professional philosophy for developing authors, editors, and designers. *Hybrid Pedagogy*. <http://www.hybridpedagogy.com/tag/editorial-pedagogy-series/>

Awards

2015–2016 Plexi Award for Excellence in Teaching/Mentoring, Oslo School of Architecture and Design

2015–2016 Benedum Distinguished Scholar in the Arts & Humanities, West Virginia University

2008–2011 Sigma Tau Delta Teaching/Mentoring Award, Illinois State University

LINDA BLAKE

Science Librarian
WVU Libraries
linda.blake@mail.wvu.edu
[https://lib.wvu.edu/about/
directory/employee/27/](https://lib.wvu.edu/about/directory/employee/27/)



Research Interests

Information literacy, communicating science, ethics in science, science information cycle

Biography

Linda Blake is the science librarian at West Virginia University liaising with the Eberly College Departments of Biology, Chemistry, Forensics and Investigative Sciences, Geography/Geology, Mathematics, Physics, and Statistics. She has been teaching students how to use library resources for 38 years with specialization in science and math since she came to WVU in 1997. Most of her work is with upper division science students, but she also has taught first-year students through English 102 and the one-hour course Introduction to Library Research.

Publications

Blake, Linda, & Warner, Timothy A. (2014). The information milieu of remote sensing: An overview. *Reference Services Review*, 42(2), 351–363.

Blake, Linda, & Warner, Tim. (2012). Interdisciplinary science courses: Remote sensing. In Katherine O'Clair & Jeanne Davidson (Eds.), *The busy librarian's guide to information literacy in science and engineering* (pp. 109–127). Chicago, IL: American Association of College and Research Libraries.

Blake, Linda, &, Warner, Tim. (2011). Seeing the forest of information for the trees of pages: An information literacy case

study in a geography/geology class. *Issues in Science & Technology Librarianship*, 64. <http://www.istl.org/11-winter/refereed2.html>

Awards

2013 Outstanding Librarian Award

CARLA B. BRIGANDI

Assistant Professor of Special
Education
College of Education and Human
Services
carla.brigandi@mail.wvu.edu
[http://facultyportal.cehs.wvu.
edu/specialed/brigandi/](http://facultyportal.cehs.wvu.edu/specialed/brigandi/)



Research Interests

Gifted education, research-based enrichment practices, underachievement, improving educational opportunities for high-ability students from under-represented populations

Biography

Carla B. Brigandi is an assistant professor of special education at West Virginia University. Her scholarship is focused on improving educational opportunities for high-ability students, particularly with regard to research-based enrichment practices. She is also interested in understanding gifted underachievement. Prior to becoming an assistant professor, Brigandi was a mathematics teacher for students in grades 8–12, a teacher in a gifted enrichment program, and a secondary school gifted program coordinator. Currently, Brigandi is researching differences in high-ability students who complete and those who drop out of a multifaceted STEM intervention program. She received her doctorate in educational psychology with a focus on gifted education and talent development from the University of Connecticut.

Publications

Brigandi, Carla B., Siegle, Del, Weiner, Jennie M., Gubbins, E. Jean, & Little, Catherine A. (accepted). The perceived relation-

ship between participation in enrichment and the environmental perceptions of gifted secondary school students. *Gifted Child Quarterly*.

Brigandi, Carla B., Waterson, Robert A., Waicunas, N. S., & Renzulli, J. S. (in press 2018). *The schoolwide enrichment model in social studies: A hands-on approach to develop investigative and creative skills in the social sciences*. Waco, TX: Prufrock Press.

Waterson, Robert A., & Brigandi, Carla B. (in press 2017). Reaching higher for civic efficacy. In M. Gail Hickey & Jeremiah C. Clabough (Eds.), *Digging deeper: Activities for enriching and expanding social studies instruction K–12* (pp. 163–178). Charlotte, NC: Information Age.

Brigandi, Carla B., Siegle, Del, Weiner, Jennie M., Gubbins, E. Jean, & Little, Catherine A. (2016). Gifted secondary school students: The perceived relationship between enrichment and goal valuation. *Journal for the Education of the Gifted*, 39(4), 263–287.

Awards

2016 National Association for Gifted Children Research & Evaluation Dissertation Award

2015 National Association for Gifted Children Doctoral Student Award

2015 University of Connecticut Doctoral Dissertation Fellowship

2012 Educator of the Year, Windsor High School, Windsor, CT

SEAN BULGER

Associate Professor
College of Physical Activity and
Sport Sciences
sean.bulger@mail.wvu.edu
[http://cpass.wvu.edu/faculty/
pete/sean-bulger](http://cpass.wvu.edu/faculty/pete/sean-bulger)



Research Interests

Scholarship of teaching and learning, professional issues in higher education, multi-component school physical activity interventions

Biography

Sean M. Bulger received his BS in physical education from The Canisius College of Buffalo (1992), M.Ed. from North Dakota State University (1997), and Ed.D. from WVU (2004) with an emphasis in physical education and cognate in applied exercise science. He has authored over 50 publications and delivered over 100 professional presentations. Bulger's recent projects include Greenbrier CHOICES (Children's Health Opportunities Involving Coordinated Efforts in Schools) and McDowell CHOICES (Coordinated Health Opportunities Involving Communities, Environments, and Schools). These projects targeted the development, implementation, management, and evaluation of comprehensive school physical activity programs and have generated over \$1 million in grants and contracts from federal and non-federal sources.

Publications

DiGiacinto, Kacey L., Wayda, Valerie, & Bulger, Sean M. (2017). Rethinking PETE program admissions to include teacher candidate dispositions. *The Physical Educator*, 74(1), 63–84.

Bulger, Sean M., Braga, Luciana, DiGiacinto, Kacey, & Jones, Emily M. (2016). Student recruitment and retention efforts in PETE: Cloudy skies or silver linings. *Journal of Physical Education, Recreation, & Dance*, 87(8), 34–41.

Bulger, Sean M., Hannon, James C., & Jones, Emily M. (2016). Stepping off the dance floor for a view from the balcony: Observations for physical education teacher education programs in interesting times. *Quest*, 68(4), 475–490.

Wyant, James D., Jones, Emily M., & Bulger, Sean M. (2015). A mixed methods analysis of a single-course strategy to integrate technology into PETE. *Journal of Teaching in Physical Education*, 34(1), 131–151.

Bulger, Sean M., & Jones, Emily M. (2014). A systematic approach to integrating an audience response system into an undergraduate physical education teacher education program. *Excellence in Education Journal*, 3(1), 4–23.

Awards

2016 Ray O. Duncan Award for Outstanding Service, WV Association for Health, Physical Education, Recreation & Dance

2011 Scholar Award, WV Association for Health, Physical Education, Recreation & Dance

2010 Honor Award, WV Association for Health, Physical Education, Recreation & Dance

SCOTT COTTRELL

Associate Dean for Student
Services and Curriculum
Medical Education
scottrell@hsc.wvu.edu
[http://directory.hsc.wvu.edu/
Individual/Index/28899](http://directory.hsc.wvu.edu/Individual/Index/28899)



Research Interests

Assessment, measurement, SoTL

Biography

Scott Cottrell, Ed.D. serves as the associate dean for Student Services and Curriculum. He is an associate professor in the Department of Medical Education. His research interests include curricular development and assessment. Cottrell's teaching interests include statistics, measurement, and assessment. He currently serves as an editor for several journals.

Publications

Cottrell, Scott A., Hedrick, Jason A., Lama, Anna, Chen, Brian, West, Courtney A., Graham, Lori, Kiefer, Christopher, Hogg, Jeffery, & Wright, Melvin. (2016). Curriculum mapping: A comparative analysis of two medical school models. *Medical Science Educator*, 26(1), 169–174.

Cottrell, Scott A., Warden, Mary, Graves, Cynthia, Hashmi, Mahreen, Nield, Linda, Larrabee, Hollynn, Lurfald, Nathan, Clawges, Heather, & Ferrari, Norman. (2013). Measuring medical residents' well-being. *MedEdPORTAL*, 9, 9405.

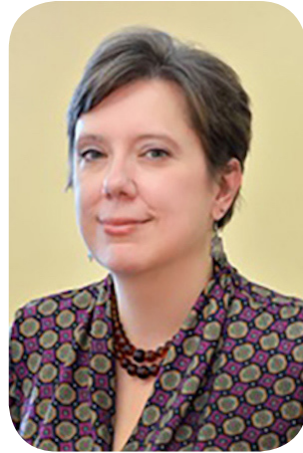
Cottrell, Scott A., Gill, Anne, Crow, Sheila, Saizow, Ronald, Nelson, Elizabeth A., & Shumway, James. (2012). A teaching oath: A commitment to medical students' learning and development. *Teaching and Learning in Medicine*, 24(2), 165–167.

Awards

Two-time recipient of the Southern Group on Medical Education's Medical Education Scholarship, Research and Evaluation Award

KELLY DIAMOND

University Librarian
kelly.diamond@mail.wvu.edu
[https://lib.wvu.edu/about/
directory/employee/48/](https://lib.wvu.edu/about/directory/employee/48/)



Research Interests

Information literacy, instructional design, librarian–faculty collaboration, composition and rhetoric, gender studies, popular culture

Biography

Kelly Diamond is a University Research Librarian and has worked at WVU Libraries since 2002. She holds an MA in English literature as well as a graduate certificate in instruction design from George Washington University. Before she began her professional career as a librarian, she worked as a composition instructor in WVU’s Department of English. Diamond is responsible for developing and maintaining the Libraries’ online course, ULIB 101: Introduction to Library Research. She also spearheaded the creation and development of the online WVU Plagiarism Avoidance Tutorial. Serving as a liaison to the Department of English, Diamond has worked closely with many faculty members on course and instructional development. She is also an active member in two Association of College and Research Libraries (ACRL) committees: the ACRL Literatures in English Mentoring program as well as the ACRL Literatures in English Research Competencies Task Force.

Publications

Brady, Laura, Singh-Corcoran, Nathalie, Dadisman, Jo Ann, & Diamond, Kelly. (2015). A collaborative approach to

information literacy: First-year composition, writing center, and library partnerships at West Virginia University. In Mary Jo Reiff, Anis Bawarshi, Michelle Ballif, & Christian Weisser (Eds.), *Ecologies of writing programs: Program profiles in context*. Anderson, SC: Parlor Press.

Brady, Laura, Singh-Corcoran, Nathalie, Dadisman, Jo Ann, & Diamond, Kelly. (2009). A collaborative approach to information literacy: First-year composition, writing center, and library partnerships at West Virginia University. *Composition Forum*, 19. Retrieved from <http://compositionforum.com/issue/19/west-virginia.php>

Awards

2004 New Voices in West Virginia Libraries

LOWELL DUCKERT

Assistant Professor
Eberly College of Arts and
Sciences
Department of English
Lowell.Duckert@mail.wvu.edu
[http://english.wvu.edu/faculty-
staff/lowell-duckert](http://english.wvu.edu/faculty-staff/lowell-duckert)



Research Interests

Early modern drama and travel literature, environmental criticism, new materialism, actor-network theory, object-oriented ontology

Biography

Lowell Duckert received his PhD from The George Washington University. He is the author of *For All Waters: Finding Ourselves in Early Modern Wetscapes* (University of Minnesota Press, 2017), which explores early modern waterscapes, desire, and more-than-human forms of textual and corporeal composition. With Jeffrey Jerome Cohen, he has edited “Ecomaterialism” (postmedieval, 2013); *Elemental Ecocriticism: Thinking with Earth, Air, Water, and Fire* (University of Minnesota Press, 2015); and *Veer Ecology: A Companion for Environmental Thinking* (forthcoming from University of Minnesota Press). He has published articles on topics such as glaciers, polar bears, maroon, Walter Raleigh, rain, fleece, and lagoons.

Publications

Cohen, Jeffrey J., & Duckert, Lowell. (Eds.). (in press, 2017). *Veer ecology: A companion for environmental thinking*. Minneapolis, MN: University of Minnesota Press.

Duckert, Lowell. (2015). Earth’s prospects. In Jeffrey J. Cohen & Lowell Duckert (Eds.), *Elemental ecocriticism: Thinking with*

earth, air, water, and fire. (pp. 237–267). Minneapolis, MN: University of Minnesota Press.

Cohen, Jeffrey J., & Duckert, Lowell. (Eds.). (2015). *Elemental ecocriticism: Thinking with earth, air, water, and fire.* Minneapolis, MN: University of Minnesota Press.

KIM K. FLOYD

Associate Professor of Special
Education
College of Education and Human
Services
kim.floyd@mail.wvu.edu
[http://facultyportal.cehs.wvu.
edu/specialed/floyd](http://facultyportal.cehs.wvu.edu/specialed/floyd)



Research Interests

Assistive and instructional
technology, inclusive preschool
practices, universal design for
learning, flipped instruction

Biography

Kim K. Floyd is associate professor of special education at West Virginia University. Since 2009, Floyd has created and is the coordinator of the Collaborative Assistive Technology Education Lab housed in the College of Education and Human Services, where students from multiple disciplines complete activities integrating assistive and instructional technologies with their coursework. She has received several grants to conduct research on the infusion of technology into classrooms as well as virtual simulations. Floyd is currently serving as Headquarters Co-Coordinator for the American Council on Rural Special Education.

Publications

Floyd, Kim, & Shambaugh, Neal. (in press). Instructional design for simulations in special education virtual learning spaces. *Encyclopedia of instructional systems and technology*. Hershey, PA: IGI Global.

Shambaugh, Neal, & Floyd, Kim. (in press). Universal design for learning guidelines for mobile devices and technology integrations. In Jared Keengwe (Ed.), *Handbook of research on*

digital content, mobile learning and technology integration models in teacher education. Hershey, PA: IGI Global.

Coogle, Christian, & Floyd, Kim. (2015). Synchronous and asynchronous learning environments of rural graduate early childhood special educators utilizing Wimba and Ecampus. *Journal of Online Learning and Technology*, 11(2), 173–187. http://jolt.merlot.org/Vol11no2/Coogle_0615.pdf

Judge, Sharon, Floyd, Kim, & Jeffs, Tara. (2014). Using mobile media devices and apps to promote young children’s learning. In Kelly L. Heinder & Mary Renck Jalongo (Eds.), *Young children and families in the information age: Applications of technology in early childhood* (pp. 117–131). Netherlands: Springer.

Aronin, Sara, & Floyd, Kim. (2013). Using iPad in inclusive preschool classrooms to introduce STEM concepts. *TEACHING Exceptional Children*, 45(4), 34–39.

Awards

2013 Darden Fellow, Old Dominion University

2012–2013 Outstanding Teaching Award, West Virginia University

2010–2011 Outstanding Teaching Award, West Virginia University

JULIA DAISY FRAUSTINO

Assistant Professor
Reed College of Media
jdfraustino@mail.wvu.edu
<http://reedcollegeofmedia.wvu.edu/faculty-staff/faculty/julia-daisy-fraustino>



Research Interests

Crisis/risk/disaster communication, strategic communication and public relations, social/digital/mobile media, ethics, community resilience, technology within strategic communication learning and pedagogy

Biography

Julia Daisy Fraustino is an assistant professor of strategic communications at West Virginia University. Prior, Fraustino spent several years practicing professional strategic communication for clients in for-profit, nonprofit, and government realms. She brings those experiences to her passion for teaching, research, and service. Fraustino uses quantitative and qualitative methods to research strategic communication surrounding risks, disasters, and crises from a public relations perspective, emphasizing resilience and focusing on digital/social media and ethics. As a research affiliate at the National Consortium for the Study of Terrorism and Responses to Terrorism (START), a U.S. Department of Homeland Security Center of Excellence, Fraustino has worked on research grants and contracts totaling more than \$1 million.

Publications

Janoske, Melissa. L., Briones, Rowena, & Fraustino, Julia Daisy. (2016). Drop and give me 20 (social media platforms)!: Using boot camp to teach social media. In Hana S. Noor Al-Deen (Ed.), *Social media in the classroom*. New York, NY: Peter Lang Publishing.

Madden, Stephanie, Briones, Rowena, Fraustino, Julia Daisy, & Janoske, Melissa. (2016). Teaching, tweeting, and telecommuting: Experiential and cross-institutional learning through social media. *Communication Teacher*, 29(4), 195–205

Fraustino, Julia Daisy, Briones, Rowena, & Janoske, Melissa. (2015). Can every class be a Twitter chat?: Cross-institutional collaboration and experiential learning in the social media classroom. *Journal of Public Relations Education*, 1(1), 1–18. <http://aejmc.us/jpre/2015/08/04/can-every-class-be-a-twitter-chat-cross-institutional-collaboration-and-experiential-learning-in-the-social-media-classroom-journal-of-public-relations-education/>

Awards

2016–2017 Faculty Research Award, WVU Reed College of Media

2016 Frank Prize in Public Interest Communication

2015 Promising Professor Award, AEJMC Mass Communication and Society Division

2015 Charles Richardson Award for Most Outstanding Ph.D. student

2015 Top Teaching Research Paper Award, AEJMC Public Relations Division

2015 Best Faculty Paper Award, ICA Public Relations Division

ALAN K. GOODBOY

Associate Professor
Eberly College of Arts and
Sciences
Department of Communication
Studies
agoodboy@mail.wvu.edu
<http://communicationstudies.wvu.edu/faculty-and-staff/faculty-directory/alan-goodboy>



Research Interests

Instructional communication,
interpersonal communication,
research methods and statistics

Biography

Alan K. Goodboy is an associate professor of communication studies at West Virginia University. His recent research examines bullying in educational, organizational, interpersonal, intergroup, and mediated contexts. He is currently conducting a series of studies on workplace bullying that examine high-strain and stressful working environments. As an instructional scholar, he is currently completing a series of experiments that examine how effective teaching and students' self-regulation intersect to optimize learning. Goodboy also has an interest in statistics and continues his education by regularly attending advanced courses in statistical analyses (e.g., dyadic data analysis, meta-analysis, conditional process analysis).

Publications

Bolkan, San, Goodboy, Alan K., & Myers, Scott A. (2016). Conditional processes of effective instructor communication and student increases in cognitive learning. *Communication Education*, 66(2), 129–147.

Goodboy, Alan K., Martin, Matthew M., & Goldman, Zachary W. (2016). Students' experiences of bullying in high school and their adjustment and motivation during the first semester of college. *Western Journal of Communication*, 80(1), 60–78.

Goodboy, Alan K., & Myers, Scott A. (2015). Revisiting instructor misbehaviors: A revised typology and development of a measure. *Communication Education*, 64(2), 133–153.

Goodboy, Alan K. (2011). The development and validation of the instructional dissent scale. *Communication Education*, 60(4), 422–430.

Goodboy, Alan K. (2011). Instructional dissent in the college classroom. *Communication Education*, 60(3), 296–313.

Awards

2016 Eastern Communication Association Research Fellow

2014–2016 Top 4 Paper Awards, Instructional Development,
National Communication Association

TODD HAMRICK

Teaching Assistant Professor
Statler College of Engineering
and Mineral Resources
todd.hamrick@mail.wvu.edu
[http://www.statler.wvu.edu/
faculty-staff/faculty/todd-
hamrick](http://www.statler.wvu.edu/faculty-staff/faculty/todd-hamrick)



Research Interests

Project based, kinesthetic learning, study abroad, art–science interconnectivity

Biography

Todd Hamrick is a teaching assistant professor in the Freshman Engineering Program at West Virginia University’s Statler College, a position he has held since 2011. He received his PhD that same year from WVU in mechanical engineering. Hamrick received undergraduate degrees in mechanical engineering and German in 1987, and returned to academia after a 22-year engineering career in industry. Hamrick has served in a broad range of positions including design, product development, project management, tool and die, manufacturing, sales, and management. Since 1998, he has mentored and lead youth organizations including Boy Scouts, Girl Scouts, 4-H, and First Robotics. He currently teaches a special fundamental programming course that includes robotics, and leads an annual short term study abroad course to Germany and the UK. His teaching style brings practical, innovative, experience-based learning to the classroom, where hands-on projects that reflect real world applications are valued by students.

Publications

Hamrick, Todd. (2015). Developing a short term study abroad opportunity for first year engineering students. Proceedings from *First Year Engineering Experience (FYEE) Conference*. Roanoke, VA. <http://fyee.org/2015/papers/5029.pdf>

Hamrick, Todd. (2015). Transitioning an experimental fundamental programming course from pilot to regular course: Effective solutions to unexpected challenges. Proceedings from *ASEE Annual Conference*. Seattle, WA. <https://www.asee.org/public/conferences/56/papers/13428/view>

Hamrick, Todd. (2013). Teaching programming fundamentals using hands-on experiential learning techniques. Proceedings from *ASEE North Central Sectional Conference*. <http://people.cst.cmich.edu/yelam1k/asee/proceedings/2013/papers/58.pdf>

Awards

2013 Statler College Outstanding Teacher

KRISTINA M. HASH

Professor of Social Work/
Director of Gerontology
Certificate Program
Eberly College of Arts and
Sciences
School of Social Work
kmhash@mail.wvu.edu
<http://kmhash.wordpress.com>



Research Interests

Rural gerontology, geriatric education, family caregiving, gay and lesbian issues, use of technology in teaching and research

Biography

Kristina M. Hash's work has been published in the *Journal of Gerontological Social Work*, the *Journal of Gay and Lesbian Social Services*, the *Journal of Teaching in Social Work*, and *Geriatric and Gerontology Education*. Her book, *Aging in Rural Places*, was published in 2015 and her edited volume, *Annual Review of Geriatrics and Gerontology: Contemporary Issues and Future Directions in Lesbian, Gay, Bisexual, and Transgender (LGBT) Aging*, was published in 2017. Hash is an expert trainer for the Council on Social Work Education's National Center for Gerontological Social Work Education and helped develop the national Specialized Curricular Guide for GERO Social Work Practice. She has been an investigator for four geriatric education grants funded by the John A. Hartford Foundation and the DHHS/HRRSA/Bureau of Health Professions. Her practice background includes positions in home health care, social work continuing education, and research and program evaluation. Her experience as a caregiver for her grandmother was the driving force behind her interest in social work and aging.

Publications

Teixera, S., & Hash, Kristina M. (in Press). Tweeting macro practice: Using social media in the social work classroom. *Journal of Teaching in Social Work*.

Hash, Kristina M., Poole, Jay, Floyd, Melissa, Moore, Crystal D., Rogers, Anissa T., & Tower, Leslie E. (2017). Innovative experiential learning activities in aging: The experiences of four BEL projects. *Journal of Teaching in Social Work*, 37(2), 156–170.

Hash, Kristina M., Jurkowski, Elaine, & Krout, John. (2015). *Instructor manual for aging in rural places: Programs, policies, and professional practice*. New York, NY: Springer.

Hash, Kristina M., & Tower, Leslie E. (2010). The development and evaluation of online learning modules to deliver lifespan content in human behavior in the social environment courses. *Journal of Human Behavior in the Social Environment*, 20(3), 379–392.

Awards

2017 WVU Foundation Award for Outstanding Teaching

2016–2017 Eberly College Outstanding Teaching Award

2013 David Z. Morgan Award for Excellence in Geriatric Education

2012 Judith Gold Stitzel Award for Excellence in Teaching and Learning in Women’s Studies

2011 Outstanding Principal Investigator in Aging Award, New York Academy of Medicine/Social Work Leadership Initiative

KIRK HAZEN

Professor of Linguistics
Eberly College of Arts and
Sciences
Department of English
Kirk.Hazen@mail.wvu.edu
[http://english.wvu.edu/faculty-
staff/kirk-hazen](http://english.wvu.edu/faculty-staff/kirk-hazen)



Research Interests

Sociolinguistics, language variation, quantitative analysis, dialects, American English, English in Appalachia

Biography

Kirk Hazen is professor of linguistics in the Department of English at West Virginia University, where he also directs the West Virginia Dialect Project. His research program since 1993 has focused on the influence of linguistic and social factors on language variation patterns. His research has been supported by both the National Science Foundation and the National Endowment for the Humanities. In addition to articles and book chapters, he has authored *An Introduction to Language* (Wiley, 2015) and *Identity and Ethnicity in the Rural South* (Duke, 2000), co-authored *Dialect Change and Maintenance on the Outer Banks* (1999) with Walt Wolfram and Natalie Schilling-Estes and co-edited *Research Methods in Sociolinguistics* (Wiley, 2014) with Janet Holmes. From the start of his career, he has promoted sociolinguistic goals by presenting dialect awareness programs to numerous communities.

Publications

Hazen, Kirk. (2017). Variationist approaches to language and education. In Kendall King, Yi-Ju Lai, & Stephen May (Eds.),

The encyclopedia of language and education, Vol. 10 (3rd ed.) (pp. 85–98). New York, NY: Springer.

Hazen, Kirk. (2012). Variable words from variable lives: Teaching about language variation. *American Speech*, 87(2), 214–223.

Hazen, Kirk. (2005). English LIVES: Language in variation exercises for today's classrooms. In Kristin Denham & Anne Lobeck (Eds.), *Language in the schools: Integrating linguistic knowledge into K–12 teaching* (pp. 181–189). Mahwah, NJ: Lawrence Erlbaum.

Awards

2017 Faculty Award for Distinction in Undergraduate Research Mentoring

2017–2021 NSF Community Studies of Sociolinguistic Change in Appalachia (BCS-1651003)

2014–2015 Benedum Distinguished Scholar

2011–2016 NSF Phonetic Variation in Appalachia (BCS-1120156)

2010–2011 Sigma Tau Delta Outstanding Teacher Award

2008–2012 NSF A Sociolinguistic Baseline for English in Appalachia (BCS-0743489)

J. KASI JACKSON

Associate Professor of Women's
& Gender Studies
Eberly College of Arts and
Sciences
kasi.jackson@mail.wvu.edu
<http://womensgenderstudies.wvu.edu/our-people/kasi-jackson>



Research Interests

Gender and science, feminist science studies, multidisciplinary STEM education, faculty development, science, technology, society, feminist pedagogy

Biography

J. Kasi Jackson is an associate professor of women's and gender studies at West Virginia University. Her research covers supporting women faculty in STEM, STEM education, gendered impacts on animal behavior research, and the representation of science in popular culture. She completed her PhD in biology, with a focus on animal behavior and has a graduate certificate in women's studies from the University of Kentucky. Her undergraduate degrees are in biology and studio art. She is a co-investigator on a National Science Foundation ADVANCE award (1007978) to recruit, retain, and promote women faculty in science and engineering. She was the PI on an NSF Noyce award to recruit and train highly qualified math and science teachers to work in West Virginia schools and a co-PI on NSF awards to develop a nanosystems minor and to train science and math university faculty in effective, student-centered teaching practices.

Publications

Fuselier, Linda C., Jackson, J. Kasi, & Stoiko, Rachel. (2015). Social and rational: The presentation of nature of science and the uptake of change in evolution textbooks. *Science Education*, 100(2), 239–265.

Toth, Eva Erdosne, & Jackson, J. Kasi. (2012). Pedagogical challenges for nanotechnology education: Getting science and engineering majors to examine societal and ethical issues. *International Journal of Engineering Education*, 28(5), 1056–1067.

Richards-Babb, Michelle, & Jackson, J. Kasi. (2011). Gendered responses to online homework use in general chemistry: Attitudes and success rates. *Chemistry Education Research and Practice*, 12, 409–419.

Jackson, J. Kasi, & Caldwell, Jane. (2010). Feminist interventions in less than feminist spaces: Applying feminist pedagogies to the large, non-majors science classroom. *Science Education and Civic Engagement: An International Journal*, 3(1), 26–35.

Fuselier, Linda, & Jackson, J. Kasi. (2010). Perceptions of collaboration, equity and values in science among female and male college students. *Journal of Baltic Science Education*, 9(2), 109–118. <http://oaji.net/articles/2014/987-1405171377.pdf>

Awards

2016 IDEA Faculty Fellow, WVU Office of the Provost

2009 Excellence in Service Learning Faculty Award, WVU Center for Civic Engagement

UGUR KALE

Associate Professor
College of Education and Human
Services

Department of Learning Sciences
and Human Development

ugur.kale@mail.wvu.edu
<http://facultyportal.cehs.wvu.edu/lshd/kale>



Research Interests

Computational thinking, online learning, instructional design, technology integration, teacher education, professional development

Biography

Ugur Kale's primary focus is to examine the urgent issues that emerging technologies bring to computational thinking, online learning, and teacher education today. His undergraduate degree is in mathematics and he earned his master and doctoral degree in instructional systems technology at Indiana University. He is currently teaching courses that deal with multimedia learning, computational thinking, technology integration, instructional design, and educational psychology.

Publications

Akcaoglu, Mete, & Kale, Ugur. (2016). Teaching to teach (with) game design: Game design and learning workshops for preservice teachers. *Contemporary Issues in Technology and Teacher Education*, 16(1). <http://www.citejournal.org/volume-16/issue-1-16/general/teaching-to-teach-with-game-design-game-design-and-learning-workshops-for-preservice-teachers/>

Goh, Debbie, & Kale, Ugur. (2015). From print to digital platforms: A PBL framework for fostering multimedia competencies and consciousness in traditional journalism education. *Journalism and Mass Communication Educator*, 70(3), 1–17.

Awards

2016, 2012: Nominated for Top Paper Award, American Educational Research Association, Technology as an Agent of Change in Teaching and Learning Special Interest Group

2016 Top Paper Award, International Communication Association, Instructional and Developmental Communication Division

2013, 2011 Outstanding Teaching Award, College of Education and Human Services, West Virginia University

PAUL LOCKMAN

Professor/Department Chair
School of Pharmacy
Department of Pharmaceutical
Sciences
prlockman@hsc.wvu.edu
[http://directory.hsc.wvu.edu/
Individual/Index/39778](http://directory.hsc.wvu.edu/Individual/Index/39778)



Research Interests

Competency-based education,
problem-based learning

Biography

Paul Lockman is the Inaugural Douglas Glover Chair of Pharmaceutical Sciences and Associate Director for Translational Research at the WVU Cancer Institute. He uses innovative, computerized, competency-based instruction and assessment methods that are founded upon educational theory to reduce the disparities between students in basic science courses.

Publications

Lockman, Paul R., Gaasch, Julie A., Borges, Karin, Ehlo, Alan, & Smith, Quentin R. (2008). Using WebCT to implement a basic science competency education course. *American Journal of Pharmaceutical Education*, 72(2), 39. <https://www.ncbi.nlm.nih.gov/pmc/articles/PMC2384214/>

Fike, David S., McCall, Kenneth L., Estes, Flora G., Ndefo, Uche A., Raehl, Cynthia L., & Lockman, Paul R. (2011). Promoting minority student learning gains in a prescription practice course. *Currents in Pharmacy Teaching and Learning*, 3(1), 17–22.

Fike, David S., McCall, Kenneth L., Raehl, Cynthia L., Smith, Quentin R., & Lockman, Paul R. (2010). Improving educational outcomes of Hispanic students in a professional

degree program. *Equity & Excellence in Education*, 43 (4), 527–538.

Awards

2012 Texas Tech Chancellor’s Award for Teaching Excellence

2009 Texas Higher Education Coordinating Board Star Award
Finalist

2007 American Association of Colleges of Pharmacy,
Innovations in Teaching Award

DIANA KNOTT MARTINELLI

Associate Professor and
Widmeyer Professor in Public
Relations
Reed College of Media
diana.martinelli@mail.wvu.edu
<http://reedcollegeofmedia.wvu.edu/faculty-staff/faculty/diana-knott-martinelli>



Research Interests

Strategic communications,
leadership and mentorship

Biography

The first Widmeyer Professor in Public Relations, Diana Knott Martinelli earned both her bachelor's and master's degrees from the WVU Reed College of Media and her PhD from the University of North Carolina at Chapel Hill. She earned her doctorate after working for nearly 15 years in various public relations and communications positions, including those in broadcasting, health care, and federal programs. She has served as associate dean of the college since 2011 and served as acting dean in 2015. She is a member of the national journalism honorary society Kappa Tau Alpha and the prestigious Arthur W. Page Society, and serves on the advisory board for the Plank Center for Leadership in Public Relations at the University of Alabama. She has held national committee or officer positions in the Public Relations Society of America and the Association for Education in Journalism and Mass Communication (AEJMC). Martinelli serves on the editorial boards of *Journal of Public Relations Research*, *Communication Research Reports* and *Mass Communication and Society*, among others. She regularly gives public relations and communication seminars to government, professional, and academic audiences.

Publications

Martinelli, Diana, & Boynton, Lois A. (2015). Teaching the fundamentals of public relations: Ideas for the introductory course. In Bonita Neff & Terri Lynn Johnson (Eds.), *Learning to teach* (4th ed.). New York, NY: Public Relations Society of America Educators Academy.

Martinelli Knott, Diana. (2006). Calming the seas: How to focus and engage large lecture classes. *The Community College Journalist*, 34(2), 46–47. https://issuu.com/aejmcnews/docs/2006_gift

Martinelli Knott, Diana L. (2004). You want me to do what? Teaching public relations students to pitch story ideas. *The Community College Journalist*, 32(1), 36–37. https://issuu.com/aejmcnews/docs/2004_gift

Awards

2011 WVU Foundation Teaching Award

2011 AEJMC Mass Communication and Society Division's Distinguished Educator Award

2009 Judith Gold Stitzel Award for Excellence in Women's Studies Teaching and Learning

CRIS MAYO

Director of the LGBTQ+ Center
and Professor in Women's and
Gender Studies
Eberly College of Arts and
Sciences
cris.mayo@mail.wvu.edu
[http://lgbtq.wvu.edu/about-us/
faculty-staff-and-student-
workers/cris-mayo](http://lgbtq.wvu.edu/about-us/faculty-staff-and-student-workers/cris-mayo)



Research Interests

Philosophy of education, LGBTQ
youth and schools

Biography

Cris Mayo is the director of the LGBTQ+ Center at West Virginia University and professor in women's and gender studies. Mayo's books include *Disputing the Subject of Sex: Sexuality and Public School Controversies* (Rowman & Littlefield, 2004) and *LGBTQ Youth and Education: Policies and Practices* (Teachers College Press, 2013). Both have won the Critics' Choice Award from the American Educational Studies Association. In addition, Mayo has edited or co-edited special issues of *Philosophy of Education*, *Educational Philosophy and Theory*, and *Urban Education*. Additional publications include works in philosophy of education, pedagogy, educational policy, and gender and sexuality studies in journals such as *Educational Theory*, *Educational Policy and Theory*, *Policy Futures in Education*, and *Sexuality Research and Social Policy*.

Publications

Mayo, Cris. (2017). *Gay-straight alliances and associations among youth*. New York, NY: Palgrave.

Mayo, Cris. (2016). Anger and pedagogy. *Philosophical Inquiry in Education*, 24(1), 86–90. <http://journals.sfu.ca/pie/index.php/pie/article/view/963/568>

Mayo, Cris. (2015). Unexpected generosity and inevitable trespass: Rethinking intersectionality. *Educational Studies*, 51(3), 244–251.

Awards

2014 Queer SIG Body of Work Award, American Educational Research Association

PAUL MILLER

Teaching Associate Professor
Eberly College of Arts and
Sciences
Department of Physics and
Astronomy
paul.miller@mail.wvu.edu
[http://physics.wvu.edu/faculty-
and-staff/faculty-paul-m-miller](http://physics.wvu.edu/faculty-and-staff/faculty-paul-m-miller)



Research Interests

Physics education, large lecture
hall instruction, course reform

Biography

Paul Miller is a teaching associate professor of physics at West Virginia University. His interests include physics education, informal science education, and plasma physics. He specializes in the teaching of introductory physics for engineers and for elementary education majors, and he is part of the new WVUteach program. He is a former director of the National Youth Science Camp. Miller received his BS in physics at the University of Wyoming, where he also completed a BA in secondary science education. He received his MS in physics from the University of Michigan. Miller taught in public high schools in Oregon, Maryland, and West Virginia before returning to complete his PhD at WVU. He has been teaching physics at WVU since 2009.

Publications

Miller, Paul M., Carver, Jeffrey S., Shinde, Aniketa, Ratcliff, Betsy, & Murphy, Ashley N. (2012). Initial replication results of learning assistants in university physics. *Proceedings from AIP Conference, 1513*, 30–33. [http://facultyportal.cehs.wvu.edu/r/
download/170383](http://facultyportal.cehs.wvu.edu/r/download/170383)

Awards

July 6, 2013 Honored by the Governor of West Virginia, Earl Ray Tomlin, for being instrumental in developing the National Youth Science Camp to its full potential as part of the celebration of the program's 50th anniversary

2005 Outstanding Science Teacher by the WV Academy of Science

MICHELLE RICHARDS-BABB

Associate Professor/Director of
Undergraduate Research
Eberly College of Arts and
Sciences

C. Eugene Bennett Department
of Chemistry

Michelle.Richards-Babb@mail.
wvu.edu

[http://www.chemistry.wvu.edu/
faculty-and-staff/directory/
associate-professor/michelle-
richards-babb](http://www.chemistry.wvu.edu/faculty-and-staff/directory/associate-professor/michelle-richards-babb)



Research Interests

Chemical education, freshmen
chemistry learning experience, undergraduate research,
STEM outreach

Biography

Since 1994, Michelle Richards-Babb has taught chemistry coursework at West Virginia University, where she is associate professor of chemical education and director of the Office of Undergraduate Research. She earned an ACS-certified BS in chemistry from Ursinus College and a PhD in physical chemistry from Lehigh University. Richards-Babb became involved in chemistry education research through her role as General Chemistry Coordinator for the Department of Chemistry (2004–2015). Her recent research into student perceptions of and outcomes from online homework use, video learning of chemistry, and teaching-focused graduate student professional development has been published in peer-reviewed journals in the field of chemical education. She is principal investigator (along with co-PI Brian Popp) on the REU Site: Research in Chemistry at West Virginia University funded by the National Science Foundation. In addition, Richards-Babb is principal investigator of the

WV state and university-funded WVU Summer Undergraduate Research Experience (SURE) site that provides summer opportunities for 50 undergraduates.

Publications

Richards-Babb, Michelle, Curtis, Reagan, Zornitsa, Georgieva, & Penn, John H. (2015). Student perceptions of online homework use for formative assessment of learning in organic chemistry. *Journal of Chemical Education*, 92, 1813–1819.

Richards-Babb, Michelle, Curtis, Reagan, Smith, Valerie J., & Xu, Mingming. (2014). Problem solving videos for general chemistry review: Students' perceptions and use patterns. *Journal of Chemical Education*, 91, 1796–1803.

Richards-Babb, Michelle, Penn, John H., & Withers, Michelle. (2014). Results of a practicum offering teaching-focused graduate student professional development. *Journal of Chemical Education*, 91, 1867–1873.

Richards-Babb, Michelle, & Jackson, Jennifer K. (2011). Gendered responses to online homework use in general chemistry. *Chemistry Education Research and Practice*, 12, 409–419.

Richards-Babb, Michelle, Drelick, Janice, Henry, Zachary, & Robertson-Honecker, Jennifer. (2011). Online homework, help or hindrance: What students think and how they perform. *Journal of College Science Teaching*, 40(4), 70–82. <http://www.cideronline.org/podcasts/pdf/9.pdf>

Awards

2013–2014 Eberly College Outstanding Teacher Award

LIZZIE SANTIAGO

Teaching Associate Professor
Statler College of Engineering
and Mineral Resources
Lizzie.Santiago@mail.wvu.edu



Research Interests

Retention in engineering, critical thinking, engineering education, K–12 outreach, teacher training, mathematical reasoning, neural tissue engineering, spinal cord injury repair, stem cell research

Biography

Lizzie Santiago is a teaching associate professor in the Statler College of Engineering and Mineral Resources at West Virginia University. Prior to joining WVU, Santiago was a postdoctoral fellow at the National Institutes of Health, conducting research in neural tissue engineering and molecular neurosciences. She has served as principal investigator in two National Science Foundation educational grants. Currently, she is the principal investigator in an NSF grant aimed at understanding the role of critical thinking in students' success in engineering.

Publications

Veeramachaneeni, Sai S., Coolbaugh, Anika R., & Santiago, Lizzie. (2016). Critical thinking skills in first-year engineering students. Proceedings from *American Society for Engineering Education (ASEE) Annual Conference & Exposition*. New Orleans, LA. <https://www.asee.org/public/conferences/64/papers/16970/view>

Santiago, Lizzie, & Abioye, Oyemayowa. (2015). Teaching electronics to first-year engineering students. Proceedings from *American Society for Engineering Education (ASEE) Annual*

Conference & Exposition. Seattle, WA. <https://www.asee.org/public/conferences/56/papers/13242/download>

Santiago, Lizzie. (2014). e-Learning: Teaching computer programming online to first-year engineering students. Proceedings from *American Society for Engineering Education (ASEE) Annual Conference & Exposition*. Indianapolis, IN. <https://www.asee.org/public/conferences/32/papers/10103/download>

Santiago, Lizzie. (2013). Understanding why undergraduate students lose interest in engineering. Proceedings from *First Year Engineering Experience Conference (FYEE)*. Pittsburgh, PA.

Santiago, Lizzie. (2013). Retention in a first year program: Factors influencing student interest in engineering. Proceedings from *American Society for Engineering Education (ASEE)*. Atlanta, GA. <https://www.asee.org/public/conferences/20/papers/7269/view>

Awards

2017 WVU Foundation Outstanding Teaching Award

2015 Teacher of the Year, Statler College of Engineering and Mineral Resources

2015 Outstanding Teacher, Statler College of Engineering and Mineral Resources

NEAL SHAMBAUGH

Professor
College of Education and Human
Services
neal.shambaugh@mail.wvu.edu
[http://facultyportal.cehs.wvu.
edu/lshd/shambaugh](http://facultyportal.cehs.wvu.edu/lshd/shambaugh)



Research Interests

Instructional design, models of teaching, teacher research, visual literacy, design and development research, cognition-mental models

Biography

Prior to academia, Neal Shambaugh was a radio announcer, radio station owner, self-employed developer of customized training programs for the mining industry, and a university video producer. His undergraduate degree is in management science. His master's and PhD are in instructional systems design. He has written two textbooks for Allyn and Bacon on instructional design. He advocates the studying of one's teaching and developing a research-grounded knowledge base. He advises master's and doctoral students.

Publications

Floyd, Kim, & Shambaugh, Neal. (in press, 2017). Instructional design for simulations in special education virtual learning spaces. In Terry Kidd & Lonnie R. Morris, Jr. (Eds.), *Encyclopedia of instructional systems and technology*. Hershey, PA: IGI Global.

Ogden, Lori, & Shambaugh, Neal. (in press, 2017). Best teaching and technology practices for the hybrid flipped college classroom. In Phu Vu & Carl Moore (Eds.), *Handbook of research on innovative pedagogies and technologies for online learning in higher education*. Hershey, PA: IGI Global.

Ogden, Lori, & Shambaugh, Neal. (in press, 2017). Professional development for teaching college mathematics using an integrated flipped classroom. In Sagini Keengwe (Ed.), *Handbook of research on pedagogical models for next-generation teaching and learning*. Hershey, PA: IGI Global.

Shambaugh, Neal. (in press, 2017). Using a reflexive teaching model: A case study of longitudinal research. In Sagini Keengwe (Ed.), *Handbook of research on pedagogical models for next-generation teaching and learning*. Hershey, PA: IGI Global.

Shambaugh, Neal, & Floyd, Kim. (in press, 2017). Universal design for learning guidelines for mobile devices and technology integration. In Sagini Keengwe (Ed.), *Handbook of research on digital content, mobile learning and technology integration models in teacher education*. Hershey, PA: IGI Global.

Shambaugh, Neal, & Beacham, Cindy. (2017). Visual guidebooks: Documenting a personal thinking language. *Journal of Visual Literacy*, 1–19.

Shambaugh, Neal. (2016). Interactivity and immediacy in online academic programs. In Steven D'Augustino (Ed.), *Creating teacher immediacy in online learning environments* (pp. 78–92). Hershey, PA: IGI Global.

Awards

2016 Nominated Outstanding Mentor by the Conference of Southern Graduate Schools

2003 West Virginia University College of Education & Human Services Outstanding Teacher

NATHALIE SINGH-CORCORAN

Coordinator of the Eberly
Writing Studio
Eberly College of Arts and
Sciences
Department of English
Nathalie.Singh-Corcoran@mail.
wvu.edu



Research Interests

Writing program administration,
writing pedagogy, assessment,
contingent faculty

Biography

Nathalie Singh-Corcoran is a clinical associate professor in the Department of English where she directs the Eberly Writing Studio. She is active in the International Writing Centers Association and has served as president of the organization. She currently teaches writing studies courses at both the graduate and undergraduate level. Most of her research is collaborative; her current collaborative project focuses on graduate writing support.

Publications

Brady, Laura, & Singh-Corcoran, Nathalie. (2016). A space for change: Writing center partnerships to support graduate writing. *WLN: A Journal of Writing Center Scholarship*, 40(5-6), 2-9.

Brady, Laura, Singh-Corcoran, Nathalie, & Diamond, Kelly. (2015). Program profile. In Mary Jo Reiff, Anis Bawarshi, Michelle Ballif, & Christian Weisser (Eds.), *Ecologies of writing programs: Profiles of writing programs in context*. Anderson, SC: Parlor Press.

Brady, Laura, & Singh-Corcoran, Nathalie. (2013). Non-tenure track faculty as administrators: Planning and evaluation.

ADE Bulletin 153, 71–81. <https://ade.mla.org/content/download/7944/225707/ade.153.71.pdf>

Singh-Corcoran, Nathalie (2011). Writes of passage. In Charles Lowe & Pavel Zemliansky (Eds.), *Writing spaces: Readings on writing, volume 2*. Andersen, SC: Parlor Press.

GAY STEWART

Director of WVU Center for
Excellence in STEM Education
Eberly College of Arts and
Sciences
Department of Physics and
Astronomy
gbstewart@mail.wvu.edu
[http://stemcenter.wvu.edu/
contact/gay-stewart](http://stemcenter.wvu.edu/contact/gay-stewart)



Research Interests

Pre-service teacher preparation,
effectiveness of introductory
courses, retention

Biography

Gay Stewart graduated from the University of Illinois–Urbana-Champaign in 1994. From 1994–2014, she focused on three interrelated issues at the University of Arkansas: improving introductory courses, improving physics majors’ preparation for many career options, and preparing future faculty, both high school and professoriate. UA was one of six initial NSF-funded Physics Teacher Education Coalition institutions. Her graduate-teaching assistant program grew into one of four sites for Shaping the Preparation of Future Science Faculty, funded by the NSF and the American Association of Physics Teachers. She was co-PI of an NSF Graduate STEM Fellows in K–12 Education grant. Placing fellows in middle-school mathematics and science classrooms and helping math and science teachers work together was central to her \$7.3 million NSF Math and Science Partnership grant. She chaired the College Board’s Science Academic Advisory Committee and co-chaired the AP Physics Redesign commission. In 2014, Gay transitioned to WVU, where she currently directs the WVU Center for Excellence in STEM Education.

Publications

Michaluk, Lynette. M., DeVore, Seth, Stewart, Gay. B., & Stewart, John. C. (2016). New directions in educational research, methodology, and analytical techniques. In Manoj Joseph D'Souza SJ (Ed.), *Teaching and learning in higher education: Emerging trends* (pp. 90–131). Anaheim, CA: United Scholars Publications.

Stewart, Gay, & Stewart, John. (2015). Case studies of successful preservice physics education programs: Physics teacher preparation at the University of Arkansas. In Cody Sandifer & Eric Brewé (Eds.), *Recruiting and educating future physics teachers: Case studies and effective practices* (pp. 53–62). College Park, MD: American Physical Society.

Stewart, John, Oliver III, William, & Stewart, Gay. (2013). Revitalizing an undergraduate physics program: A case study of the University of Arkansas. *American Journal of Physics*, 81, 943.

Awards

2009 Fellow, American Physical Society

2007 University of Arkansas Alumni Association Teacher of the Year

2006 University of Arkansas Advising Award

2003 Honors College Fellowship Advising Gold Medal

2002 CASE Arkansas Professor of the Year

2002 Fulbright College Master Teacher

1998 Fulbright College Outstanding Adviser

JOHN STEWART

Associate Professor of Physics
and Astronomy
Eberly College of Arts and
Sciences
Department of Physics and
Astronomy
jcstewart1@mail.wvu.edu
[http://physics.wvu.edu/faculty-
and-staff/faculty/john-stewart](http://physics.wvu.edu/faculty-and-staff/faculty/john-stewart)



Research Interests

Coherence of student knowledge, the functioning of college science classes, the effect of informal science programs on STEM career decisions, the retention of students to STEM majors

Biography

John Stewart is an associate professor of physics and astronomy at West Virginia University. He is WVU site leader of the American Physical Society's Physics Teacher Education Coalition, which works to graduate more highly qualified high-school physics teachers in partnership with WVUteach. He is PI for the WVUteach Robert Noyce Scholarship program that aids the transition to teaching for all late-career STEM majors. He is currently the chair of the American Physical Society's Forum on Education and the American Association of Physics Teachers' Committee on Teacher Preparation. He has published work on context sensitivity, online learning, behavioral regulation, testwiseness, physics program transformation, and the coherence of physics knowledge.

Publications

Stewart, John, & Murphy, Cheryl. (2016, April 29). The Role of Personality and Gender in Science and Engineering Perfor-

mance. Paper presented at the meeting of the American Education Research Association, Washington, DC.

Stewart, John, DeVore, Seth, Stewart, Gay, & Michaluk, Lynette. (2016). Behavioral self-regulation in a physics class. *Physical Review Physics Education Research*, 12(1), 010125.

Murphy, Cheryl A., & Stewart, John C. (2015). The impact of online or F2F lecture choice on student achievement and engagement in a large lecture-based science course: Closing the gap. *Online Learning Journal*, 19(3), 91–110.

Awards

Fellow of the American Physical Society

ELIZABETH TOMLINSON

Teaching Assistant Professor
College of Business & Economics
elizabeth.tomlinson@mail.wvu.edu

[http://business.wvu.edu/
faculty-staff/directory/
profile?pid=299](http://business.wvu.edu/faculty-staff/directory/profile?pid=299)



Research Interests

Audience, digital literacies,
business and professional
communication, rhetoric,
qualitative research methods

Biography

Elizabeth Tomlinson, a teaching assistant professor in the Marketing Department at West Virginia University, teaches Business Communication and Introduction to Business. She established the college's Business Learning Resource Center in 2012. Tomlinson earned a bachelor's degree in English at The College of Wooster; a master's degree in English with a concentration in rhetoric and composition at John Carroll University; and a PhD in English within the Literacy, Rhetoric, and Social Practice concentration at Kent State University. Before coming to WVU, Tomlinson served as a teaching fellow and as assistant writing program coordinator at Kent State. At John Carroll, she served as assistant writing center director. Her research has been accepted in *Computers and Composition*, *Community Literacy Journal*, *Composition Studies*, *Writing Lab Newsletter*, and *Teaching in the Two-Year College*, among others.

Publications

Tomlinson, Elizabeth, & Newman, Sara. (forthcoming, 2017). Valuing writers from a neurodiversity perspective: Integrating

new research on Autism Spectrum Disorder into composition pedagogy. *Composition Studies*.

Tomlinson, Elizabeth. (2017). Enhancing student learning through scaffolded client projects. *Business and Professional Communication Quarterly*, 80(1), 29–51.

Tomlinson, Elizabeth. (2016). First encounters in cyberspace: Writers' explorations of LinkedIn. In Patrick Thomas & Pamela Takayoshi (Eds.), *Literacy in practice: Writing in private, public, and working lives*. London, UK: Routledge.

Tomlinson, Elizabeth. (2009). Gender and peer response. *Teaching English in the Two-Year College*, 37(2), 139–152.

Awards

2015 Marketing Department Award for Outstanding Contributions in Teaching

KIRSHA TRYCHTA

Teaching Associate Professor/
Director of the Academic
Excellence Center
College of Law
kirsha.trychta@mail.wvu.edu
<http://www.law.wvu.edu/faculty-staff/full-time-faculty/kirsha-trychta>



Research Interests

Teaching professionalism, clinical skills, practice-ready skills, cultural competencies in the classroom, standardized testing, identifying at-risk students

Biography

Kirsha Trychta works as a teaching associate professor and director of the Academic Excellence Center at the West Virginia University College of Law. She previously worked in a similar role at the Duquesne University School of Law, providing academic assistance to law students, teaching in the legal writing program, and supervising students in the clinical program. Before becoming a professor, she served as assistant chief counsel at the Allegheny County Office of Conflict Counsel where she represented indigent criminal defendants as a court-appointed defense attorney. Trychta also worked briefly as a prosecutor and served as a judicial law clerk.

Publications

Trychta, Kirsha W. (2016). Two minute drill. *AALS Section on Teaching Methods Newsletter*, 4. https://papers.ssrn.com/sol3/Delivery.cfm/SSRN_ID2855526_code1665379.pdf?abstractid=2814780&mirid=1

Norton, Katherine L., & Trychta, Kirsha. (2016). Do law schools still really have the option to preclude academically underperforming students from participating in experiential learning experiences? *The Learning Curve: AALS Section on Academic Support*, 8.

Trychta, Kirsha W. (2015). Using the billable hour to help shape law students' time management skills. *The Learning Curve: AALS Section on Academic Support*, 13.

Levine, Jan, & Trychta, Kirsha W. (2014). Fourth Colonial Frontier Legal Writing Conference: Teaching the academically underprepared law student. *Duquesne Law Review*, 53(1). http://www.duqlawblogs.org/lawreview/wp-content/uploads/2014/01/53.1_Levine_Trychta_Foreword.pdf

MICHELLE D. WITHERS

Associate Professor of Biology
Education Research
Eberly College of Arts and
Sciences
Department of Biology
michelle.withers@mail.wvu.edu
[http://wisewomen.wvu.edu/
about/spotlights/michelle_
withers](http://wisewomen.wvu.edu/about/spotlights/michelle_withers)



Research Interests

How students learn, evidence-based teaching practices, deliberate practice, innovative assessment, effective professional development

Biography

Michelle Withers is an associate professor at West Virginia University. Her research focuses on evaluating the impact of innovative assessment methods on student learning in large enrollment classrooms. She also evaluates approaches for training current and future faculty in the use of evidence-based practices. In 2004, Withers became involved with the National Academies Summer Institute on Undergraduate Education (SI). She developed the first regional offshoot of the SI and is now the principle investigator on a National Science Foundation grant to evaluate mobile summer institutes that travel to institutions to train faculty and address institutional barriers to improving STEM education. She is the former Director of the National Academies Scientific Teaching Alliance, serves on the executive board of the Biology Directors Consortium, is an AAAS Fellow for the Partnership for Undergraduate Life Sciences Education and a founding member of the Society for the Advancement of Biology Education Research.

Publications

Withers, Michelle. (2016). The college science learning cycle: An instructional model for reformed teaching. *CBE-Life Sciences Education*, 15(4). <http://www.lifescied.org/content/15/4/es12.full.pdf+html>

Wilbur, Nicholas, & Withers, Michelle. (2015). Teaching practices and views of evolution instructors at post-secondary institutions. *Evolution: Education and Outreach*, 8(12), 1–13. <https://evolution-outreach.springeropen.com/articles/10.1186/s12052-015-0038-3>

Dirks, Clarissa, Wenderoth, Mary P., & Withers, Michelle. (2014). *Assessment in the college classroom*. New York, NY: W.H. Freeman.

Leight, Hayley, Saunders, Cheston, Calkins, Robin. & Withers, Michelle. (2012). Collaborative testing improves performance but not content retention in a large-enrollment introductory biology class. *CBE-Life Sciences Education*, 16(1), 392–401. <http://www.lifescied.org/content/11/4/392.full.pdf+html>

Bauerle, Cynthia, Depass, Anthony, Lynn, David, O'Connor, Clare, Singer, Susan, & Withers, Michelle. (2011). Vision and change in undergraduate biology education: A call to action. Report of the American Association for the Advancement of Science, Washington, DC.

Awards

2015–Present AAAS Partnership for Undergraduate Life Sciences Education Fellow

2013–2016 Director, National Academies Scientific Teaching Alliance

2005–2016 National Academies Education Mentor

2004–2005 National Academies Education Fellow

