
Annual Reports

Center for Innovative Pedagogy

Fall 2022

CIP Newsletter Fall 2022

Center for Innovative Pedagogy
Kenyon College, cip@kenyon.edu

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Recommended Citation

Center for Innovative Pedagogy, "CIP Newsletter Fall 2022" (2022). *Annual Reports*. Paper 9.
https://digital.kenyon.edu/cip_annual_reports/9

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KENYON CIP

Semesterly Newsletter



Note from the Director

By Joe Murphy

It's been a busy spring and summer at the CIP! This issue highlights a couple of projects which reached their conclusion. We have refreshed our strategic plan for the CIP, which is always a wonderful opportunity to discuss our work with faculty and think about our shared future at Kenyon. Our Digital Storytelling grant is complete, and I'm happy to report that we're still talking with many faculty members about their interests in writing for new media, regardless of additional incentives.

We also hosted another successful online conference this summer. This newsletter covers that as a wrap-up, but as the director, I need to be thinking about convening a program committee for the 2023 conference! If you'd be interested in helping set the tone and shape of next summer's gathering, reach out to me at murphyjm@kenyon.edu!

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WHAT WORKS CONFERENCE 2022

A LOOK BACK ON OUR RECENT PROGRAMS

JAY DOLMAGE RECAP



Tech Tuesday Series

Join us for the following Tech Tuesday programs:

Sept 6 - Chalmers Library Classroom Demo

Sept 13 - Getting Started with ArcGIS Online

Sept 20 - Collaborative Notetaking

Sept 27 - Using Audience Response Systems

Oct 4 - Accessible and Inclusive Tech Tools Petting Zoo

Oct 11 - Tips and Tools for Improving Presentations

Oct 18 - Creating Websites with Google Sites and Blogger

Oct 25 - Interactive Storytelling with Twine

Sign up at: <https://forms.gle/ZYJFCSMGw8bBfPfgZ>

New Library, New Classrooms

By Alex Alderman

The opening of the new library brings with it the opportunity to explore new forms of classroom technology. CIP staff have held technology demonstrations in some of the new library classrooms and will partner with LBIS staff to train more faculty to use them in the fall.

The Layburn Innovation Classroom (Chalmers 200) is an active learning environment that enables students to collaborate on activities and present their work to peers and faculty. The Novak Immersive Classroom (Chalmers 300) uses multiple screens to provide a 270 degree view of digital images around the classroom. The Doremus Classroom (Chalmers 320) has front and rear cameras, built in microphones, and projection displays that bring speakers and groups from around the world to classes here at Kenyon.



The CIP will help faculty test new pedagogies in these classrooms and others that will open as the college completes construction and renovation plans.

CIP Releases New Strategic Plan

By Joe Murphy



In January and February 2022, the CIP held four listening lunches as part of our strategic planning process. Twenty faculty members joined us to discuss their experience of teaching at Kenyon, the activities of the CIP, and their thoughts about future directions for supporting teaching and learning. Sixteen departments were represented, with 10 participants having tenure and 10 being pre-tenure or visiting faculty.

As in 2019, these were vibrant conversations, rich with constructive ideas. The most striking shift was the increased support for the CIP as a place for interdisciplinary, collaborative meetings. After two years of online meetings and video tutorials, there was a uniform hunger for the CIP to be a venue where faculty members come together to learn in the company of friends. It has always been a challenge to make in-person meetings accessible to all members of the community, and the ongoing pressures of COVID only increase that, but we are up to the challenge.

We updated our strategic plan based on these conversations, consideration of the College strategic plan and the COACHE survey of faculty, discussions with our colleagues and our own experiences.

The CIP's strategic plan lives at <https://www.kenyon.edu/offices-and-services/center-for-innovative-pedagogy/about-the-cip/stategic-plan/>

College Wraps Up Digital Storytelling Initiative



In Spring 2022, we submitted our final report for the Digital Storytelling Initiative grant from the Andrew W. Mellon Foundation. This grant allowed us to host summer intensive digital storytelling workshops for faculty, make course initiative grants to redesign courses to include digital storytelling techniques, fund summer scholar positions for students investigating digital storytelling relevant to faculty research, and bring in visiting storytellers to interact with the campus community. It also gave us the initial funding to hire Ashley Butler, our Digital Media Instructional Technologist at the CIP!

Students and faculty have made short videos on a variety of platforms, recorded podcasts, launched websites, told stories with maps, and created interactive games. Because of the grant, digital storytelling projects have now been integrated into half of our major departments. Over the course of the grant, we engaged 56 classes with a total enrollment of 793 students, spanning 12 departments. The total impact of this grant is of course much higher, since a substantial group of faculty who participated in one or more of the summer workshops continue to employ digital storytelling in their classrooms with little to no additional training or technical support. The willingness of faculty to engage in these projects with or without incentives indicates that we have been successful not only in expanding use of these methods across the Kenyon curriculum, but also in imparting sufficient knowledge and skills for them to operate independently.

The grant also substantially increased the CIP's knowledge and technology base in supporting these projects. So while we can't offer the same financial incentives, we are committed to continuing this conversation about writing in new media.

Contact Ashley Butler, or anyone at the CIP, to talk about your ideas!

2022 What Works Conference

By *Eric Holdener*



With sponsorship support from Kenyon College, Ohio Wesleyan University, the Ohio Five Collaborative Grants Program, and Kenyon's Anti-Racism Resource Fund, the CIP hosted the online 2022 What Works Conference on June 1, 2, & 3. The specific theme of this year's conference was "What Works in Diversity, Equity and Inclusion – Innovative and Inclusive Pedagogy for Teaching and Learning Together" and we were joined by 88 attendees from 31 different institutions.

Day 1 began with a series of three concurrent 2-hour workshops in the morning, followed by two more in the afternoon. Days 2 and 3 of the conference were chockfull of shorter sessions led by some twenty participants from seven different institutions and both afternoons were kicked off with an hour-long keynote address. Keynote presentations were given by Maha Bali (Associate Professor of Practice at the Center for Learning and Teaching at the American University in Cairo) and Bryan Dewsbury (Associate Professor of Biological Sciences at Florida International University). Twelve Kenyon faculty and staff facilitated presentations at the conference as well.

The content of these many vibrant sessions is too rich and voluminous to rundown in great detail here, but each sparked interest and thought-provoking discussions, and you can participate after the fact by:

Viewing the What Works 2022 [full agenda](#), browsing the conference proceedings archived on [Digital Kenyon](#), or watching the What Works 2022 sessions on our [YouTube Playlist](#).

For more information, please contact the cip@kenyon.edu.

LOOKING BACK

Spring and Summer Writing Groups

By Eric Holdener



The CIP hosted seven writing groups during the spring semester, providing dozens (54 sign ups) of faculty members with (intended) distraction-free time dedicated to working on whatever writing projects they have on their agendas. Most sessions were one and a half hours long, but the Friday afternoon group (once again) set aside two hours for their work. Participants joined their co-writers in person in Edwards House or joined via Google Meet, depending upon their demands for the day.

We do not track writing group participants' progress throughout the semester, but we did learn of some individual success stories when we hosted an End of Year Breakfast Celebration for the groups on May 9. Some 10-12 of the writing group participants enjoyed brunch-y treats and spoke about what they'd accomplished. True, some did confess that they occasionally put aside their larger projects (books, chapters, research write-ups, etc.) in order to tackle some exigent pedagogical work (grading, lesson prep), but overall the sessions seem to be serving their stated purpose of focusing faculty members' efforts on academic and research writing.

Writing groups continued over the summer, with 20 faculty members coming as their schedules allowed. Fall groups are now underway, and there is still plenty of room if you'd like to join us!

For more information or to sign up, please contact the cip@kenyon.edu!

READING WITH THE CIP

By: Joe Murphy

In the Spring, the CIP continued its partnership with the participants in the Kenyon Equity Institute (KEI) to host a spring book club on Derald Wing Sue's *Race Talk and the Conspiracy of Silence*. Sue looks at the way messages about what is "appropriate" or "professional" can get in the way of meaningful discussions about race.

These standards which are supposed to minimize conflict can actually drive it underground, eliminating the possibility of progress. Our KEI discussions allow participants to dig into one of the texts introduced during the week-long institute, and practice some of the strategies for careful conversation which they learned in the KEI. The meetings

are also open to all faculty and staff, so the messages of the KEI can reach more people. Facilitated by John Hofferberth, Joe Murphy, and Patricia Richards, the group met 3 times in March and April.

CIP also provided the administrative support for the Natural Sciences Faculty Reading Group. They met 4 times in the spring semester to discuss articles in the science of teaching and learning relevant to teaching in the sciences. Thanks to Karen Hicks, Sarah Petersen, Aaron Reinhard, and Kerry Rouhier for being the faculty members who coordinate the group, and the College's HHMI Inclusive Excellence grant, which paid for lunch for the meetings. The articles read by this group are listed on [our website \(https://tinyurl.com/ys2fzr85\)](https://tinyurl.com/ys2fzr85). As the HHMI grant comes to a close, the CIP is committed to continuing support for this reading group.

In the summer, CIP hosted 2 book clubs. In June, we read Susan Hrach's *Minding Bodies: How Physical Space, Sensation, and Movement Affect Learning*. Hrach's core message might be summed up as "we're not brains on sticks." We are constantly aware of our bodies and our surroundings, which can be an advantage or disadvantage as we try to focus attention for learning. Hrach looks at multiple ways educators can use movement, the natural and built environments, and attention to all five senses. In July, we read *Skim, Dive, Surface: Teaching Digital Reading* by Jenae Cohn. Based on a broad discussion of reading and education, Cohn proposes a "digital reading framework" with five categories representing different kinds of engagement with texts in the digital age. Curation, connection, creativity, contextualization, and contemplation represent different ways of actively making meaning with texts, offering opportunities for both deep engagement with a particular reading and broad consideration of a work's context. Cohn provides multiple detailed examples of using each category in the classroom, with the goal of helping faculty members imagine activities which might be the best fit for any given course. **These books, and most of the books which CIP has read in book clubs, as well as a selection of other great titles on teaching and learning, are available in the little library in Edwards House! Come by and check them out.**



The “Doing Interdisciplinarity” Faculty Learning Community

By: Jennifer Johnson



With generous support from the CIP, nine faculty members from a wide range of social science and humanities departments and interdisciplinary programs met to discuss how we envision and practice interdisciplinarity. We met twice in the fall and had rich, open-ended discussions about our respective understandings of interdisciplinarity. This semester, our discussions have focused on how we teach students to do interdisciplinary research. We anticipate finalizing our work together by drafting a syllabus for an interdisciplinary research methods course we could pilot in AY 2023-2024.

Tech Tool Spotlight: Read and Write

Read and Write is a text-to-speech program that provides visual and auditory feedback of text. Read and Write has proven to be beneficial for people with learning difficulties, dyslexia or visual impairments, English Language Learners (ELL) and those learning English as a Second Language (ESL). The program includes reading, writing and literacy support:

- Hear web pages and documents read aloud to improve reading comprehension, with choice of natural voices
- Understand unfamiliar words with text and picture dictionaries
- Make highlights in texts that can be exported to a unique document or can generate a vocabulary list
- Support independent student research with valuable study skills tools

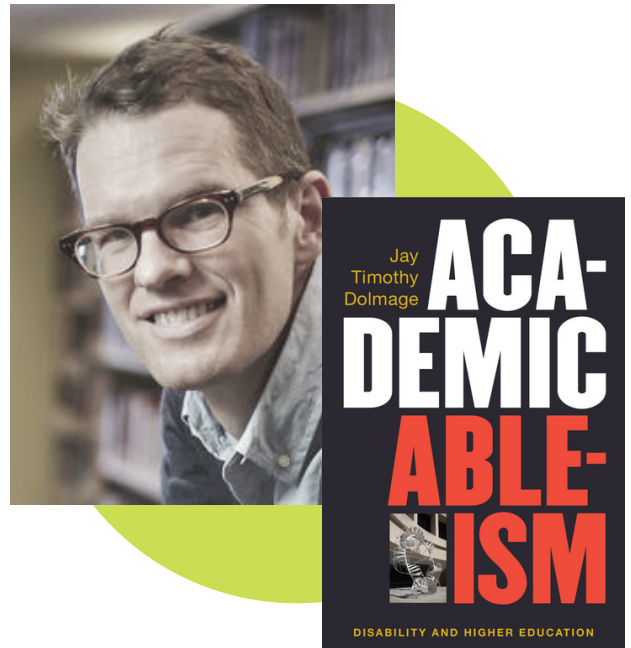


[Click here for more information on how to download and use Read & Write.](#)

Dolmage Inspires Reflection and Challenges his Audience

By: *Eric Holdener*

Jay Dolmage, professor and associate chair of the Undergraduate Communication Outcome Initiative gave a virtual talk to the Kenyon community on January 20, 2022. Professor Dolmage's talk was titled "Conflicts, Contradictions, and Confluences of Access: From Retrofitting to Universal Design". The Departments of English, History, Art History, Psychology, the Office of the Provost, the Center for Innovative Pedagogy, and the Student Accessibility and Support Services Office sponsored the online event, and the CIP hosted a watch party in the Edwards House.



Dolmage crafted his talk around a set of three metaphors and three temporal breaks, blending his entire presentation in support of his overarching goals of removing academic ableism and improving access for students with disabilities. Dolmage's first set of three began with powerful visuals of "steep steps" that provided strong metaphors for the challenges faced by disabled students. Moreover, Dolmage used these images as metaphors for (1) the historic shortcomings of academic institutions at opening their campuses to students with disabilities, (2) the often feeble efforts the academy does make when access is attempted, and (3) the fact that these failures continue and are compounded to the present day. This last set of metaphors hit close to home by his use of two pictures from our campus – first an image of the stone steps just north of Ascension Hall followed by a picture of the entry staircase at the Kenyon Athletic Center. Having demonstrated that Kenyon (in some ways, at least) has not perfected access to a higher education, Dolmage then challenged his audience to reflect on our campus's shortcomings before rounding out his first set of three with discussions of retrofitted adjustments, which are often insufficient and/or half-hearted, versus the more comprehensive approach of Universal Design for Learning.

Dolmage next spoke of our recently shared challenges brought on by the COVID pandemic. He described aspects of accessibility to higher education pre-pandemic; gave examples of how we shifted to meet the broad-scale access crises during the pandemic; and mused over where we might and should go moving forward as we lurch into a post-pandemic world. (Yes? Yes!)

Slides, recording, and transcript of the event are all available at:

<https://www.kenyon.edu/events/conflicts-contradictions-and-confluences-of-access-from-retrofitting-to-universal-design/2022-01-20/>