



Pedagogy Day

March 13, 2025

FDIC@EIU 
EASTERN ILLINOIS UNIVERSITY™

Schedule At A Glance

Morning Plenary - Recital Hall, Doudna

- 9:00a - 9:15a: Welcome & Overview
- 9:15a - 10:15a: Keynote Address, Dr. Sarah Silverman University of Michigan-Dearborn & Goodwin University
- 10:15a - 10:25a: Break
- 10:25a - 10:40a: Troubleshooting Course Struggles Using Universal Design for Learning (UDL)
Ms. Kim Ervin, Eastern Illinois University
- 10:45a- 10:55a: Conversation Starters Before Class to Foster Belonging
Dr. Jeff Stowell, Eastern Illinois University
- 11:00a - 11:25a: Teaching All Minds: UDL and Neurodivergence in the College Classroom
Dr. Misty Rhoads, Ms. Logan Lehmann, & Ms. Kim Ervin, Eastern Illinois University
- 11:25a- 11:30a: Morning Wrap-up and Afternoon Preview
Dr. Alexis Jones, Eastern Illinois University
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- 11:30a- 1:00p: Lunch Break - Free Lunch in South Quad Dining
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Afternoon Concurrent Sessions - MLK University Union

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

- Charleston/
Mattoon Paper Session:
Designing for the Diverse Learner: Leveraging Cognitive Load Theory and Multimedia Learning to Enhance Information Representation
Dr. Kelly Best, Eastern Illinois University
Active Learning to Solve Wicked Problems
Dr. Andrew Kerins & Dr. Michael Gillespie, Eastern Illinois University
Integrating Critical Reading with Digital Literacy in the Classroom
Dr. Lydia Craig, Eastern Illinois University
- Arcola/
Tuscola Neurodiversity for Educators: An Introduction to History, Theory, and Practice
Dr. Sarah Silverman, University of Michigan-Dearborn & Goodwin University
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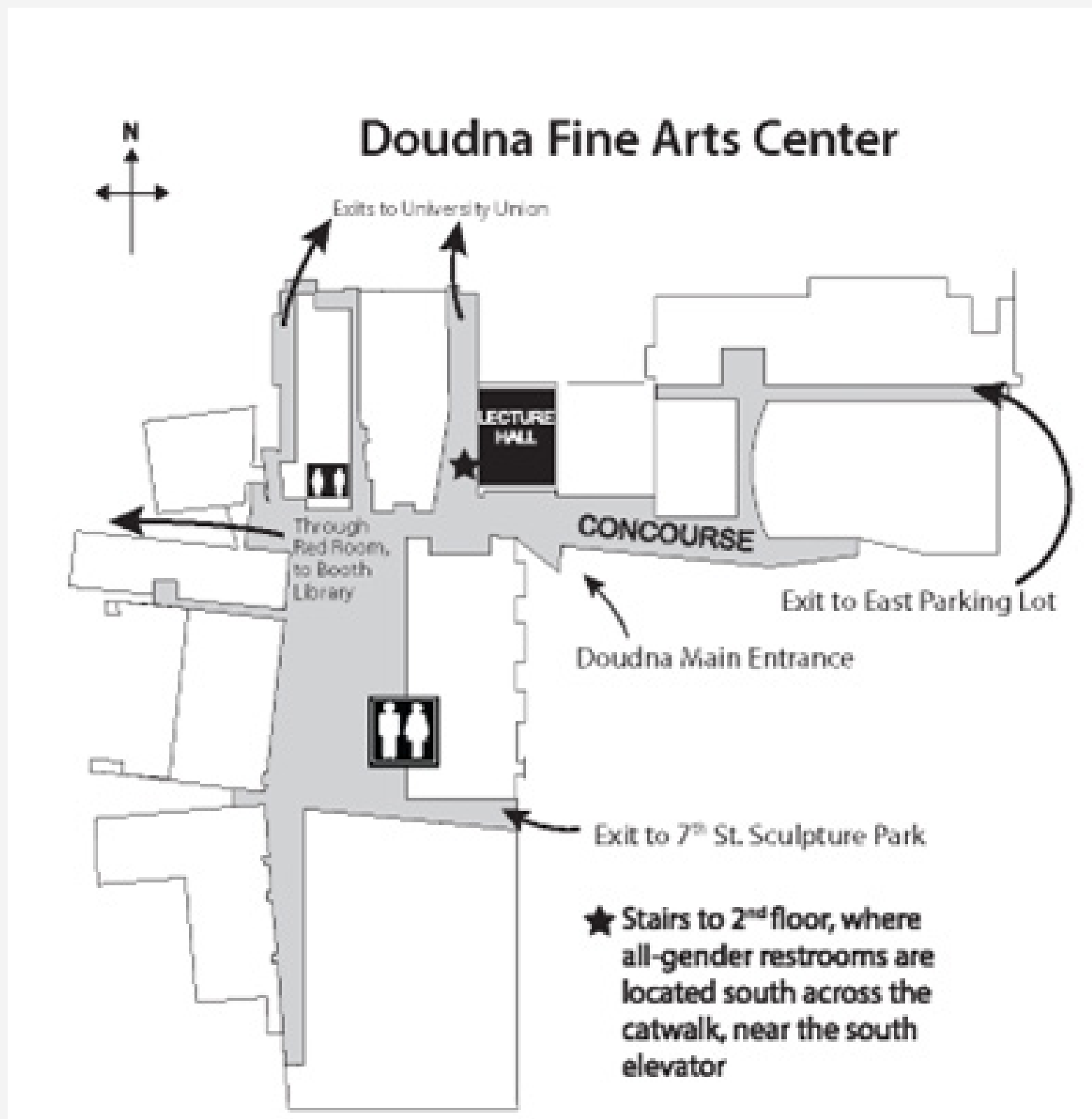
2:00p - 2:50p: Concurrent Session 2:

- Charleston/
Mattoon Building Bridges in Virtual Spaces: Community and Engagement in Online Courses
Dr. Nina Dulabaum & Dr. Misty Rhoads, Eastern Illinois University
- Novel Student Engagement Opportunities: Collaborating with Booth Library
Mr. Steve Brantley, Mr. David Bell, Ms. Kristin Duffin, Ms. Michele McDaniel, & Ms. Amy Odwarka,
Eastern Illinois University
- Arcola/
Tuscola Neurodiversity for Educators: An Introduction to History, Theory, and Practice
Dr. Sarah Silverman, University of Michigan-Dearborn & Goodwin University

Conference Information

Doudna Fine Arts Center

Location and Accessibility:



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

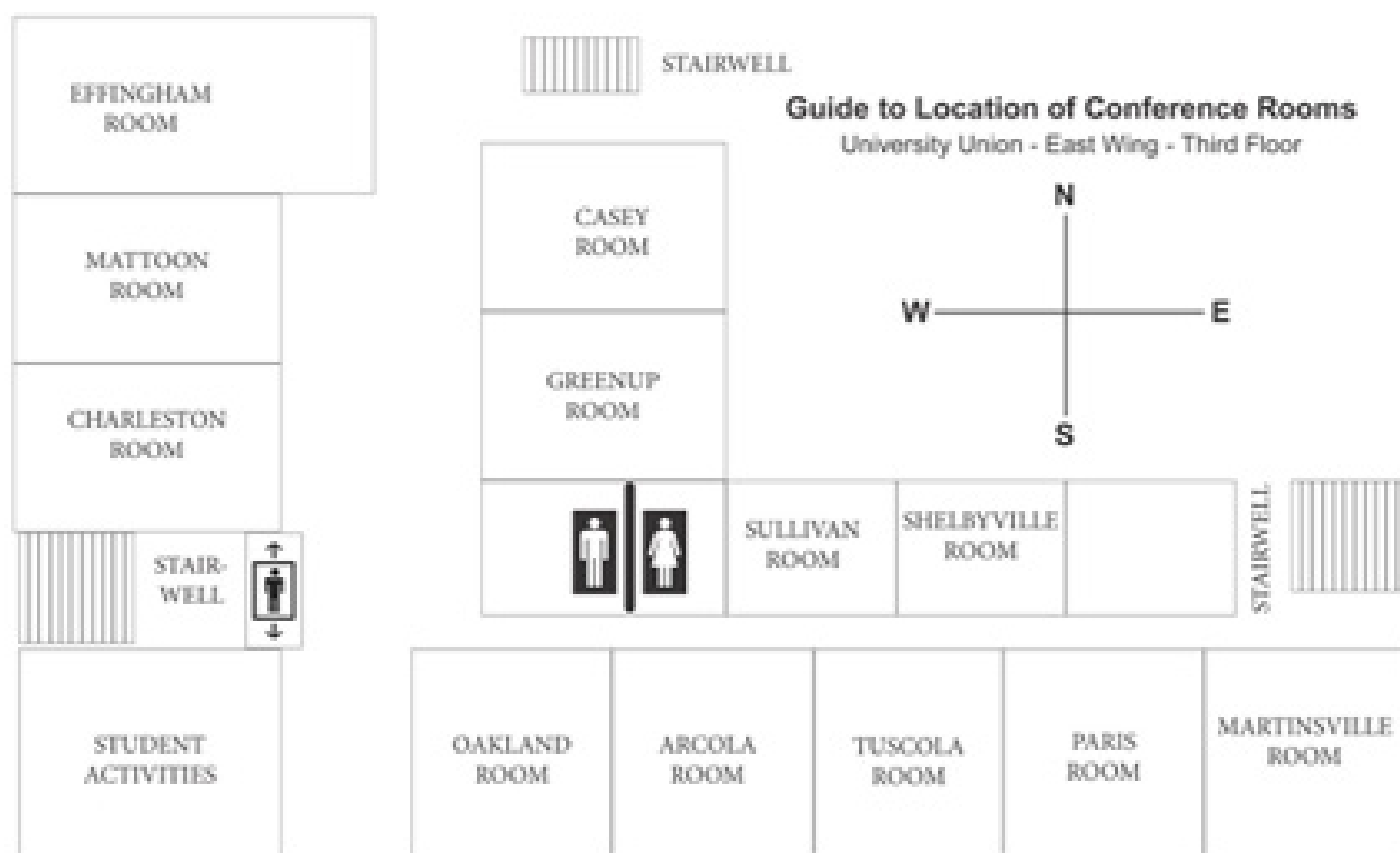
The conference **keynote address** and **morning plenary** sessions are in the **Recital Hall**, Doudna Fine Arts Center. This is the main level of the building, accessible by way of all building entrances.

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

MLK University Union

Restrooms:

MLK Union 3rd Floor Map



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

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

Lunch: South Quad Dining, Taylor Hall

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

Please refer to this campus map if necessary:

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



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

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

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

Keynote Address

Why We Should Embrace Accessible Course Design?: On the Potential of Accessibility and the Problems of "Retrofitting"

Why should we embrace accessible course design? The concept of "retrofitting" can help us understand the stakes of accessible design by revealing the consequences when we do not consider disabilities and other differences when designing our courses: Retrofitting, or the addition of new features to older systems, often results in some amount of access but in a way that often lacks basic dignity.

Keynote Speaker: Sarah Silverman, Ph.D.

Lecturer on Disability Studies, University of Michigan-Dearborn; Adjunct Faculty in Human Services and Communications, Goodwin University; and Independent Instructional Designer



This talk will introduce participants to the concepts of accessibility and retrofitting, the role these ideas have played in disability advocacy and politics, and how accessibility and retrofitting play out in our classroom teaching contexts. This discussion will be accompanied by an overview of the Universal Design for Learning (UDL) framework and how it provides actionable steps to avoid the pitfalls of retrofitting. As new rules for the Americans with Disabilities Act Title II come into effect, requiring educational materials in public education to be accessible to people with disabilities, we will explore how creating accessible materials and accessible learning experiences more broadly is not just an issue of compliance but an opportunity to work towards educational equity.

Morning Plenaries

Doudna Recital Hall

Lightning Talk: Troubleshooting Course Struggles Using Universal Design for Learning (UDL)

Kim Ervin, Instructional Designer, Faculty Development & Innovation Center, Eastern Illinois University

Abstract: When students struggle in our courses, it's easy to jump to conclusions about why. This interactive talk introduces faculty to a structured troubleshooting approach developed by Jennifer Pusateri, Ph.D. that leverages the Universal Design for Learning (UDL) framework to identify and address barriers to student success. Rather than defaulting to student-focused explanations for student struggles, faculty will learn a five-step process—Naming, Blaming, Reframing, Taming, and Claiming—that shifts the focus to solutions that are course design based. Through this mindset shift, faculty can explore how to analyze course challenges, consider alternative explanations for student struggles, and implement evidence-based UDL strategies to enhance learning for all students.

Doudna Recital Hall

Lightning Talk: Conversation Starters Before Class to Foster Belonging

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

Abstract: After arriving at the classroom, students often have a few minutes to wait before class begins. During this time, they often scroll on their cell phones in silence. To foster increased belonging and greater social connection among students, I pose a conversation starter question on the classroom computer screen before class begins and ask students to share their responses with each other. An informal survey of receptiveness to the technique found that all students who responded were either neutral or in favor of having other instructors use the technique. Second, all students who responded were either neutral or agreed that the technique increases social connection to their peers.

Morning Plenaries, continued

Doudna Recital Hall

Panel Presentation: Teaching All Minds: UDL and Neurodivergence in the College Classroom

Misty Rhoads, Ph.D., Professor, Department of Public Health and Nutrition, Eastern Illinois University

Logan Lehmann, Instructor & Field Director, Department of Human Services, Eastern Illinois University

Kim Ervin, Instructional Designer, Faculty Development & Innovation Center, Eastern Illinois University

Abstract: This presentation aims to equip educators with practical strategies and tools to create inclusive classrooms that support neurodivergent learners. By integrating active learning strategies, Universal Design for Learning (UDL) principles, and inclusive instructional design, educators can foster an environment where all students thrive (Center for Excellence in Teaching and Learning, 2024).

Afternoon Concurrent Session 1

1:00p - 1:50p

Charleston / Mattoon Room

Paper Session:

Designing for the Diverse Learner: Leveraging Cognitive Load Theory & Multimedia Learning to Enhance Information Representation

Kelly Best, Ph.D., Assistant Professor, School of Technology, Eastern Illinois University

Abstract: This session will provide attendees with an introduction to Cognitive Load Theory (Sweller, 1988) and the Cognitive Theory of Multimedia learning (Mayer, 1999), focusing on those that apply to the representation principle of the UDL framework (CAST, 2018). Examples from research and my own personal experiences will be provided to help attendees better understand the topic and its application into the design of their own courses. Attendees will be asked probing questions throughout the presentation and will also be tasked with helping design the representation of sample information/material. A handout will also be provided with key takeaways and examples.

Active Learning to Solve Wicked Problems

Andrew Kerins, Ph.D., Associate Professor & Graduate Coordinator, Department of Kinesiology, Sport, and Recreation, Eastern Illinois University & Michael Gillespie Ph.D., Acting Dean, Student Success, Eastern Illinois University

Abstract: "When students leave college, we want them to enter the world not as drones participating mindlessly in activities they've been assigned, but as thinking, deliberative beings who add something to society" (Hanstedt, 2018, p. 1). After this session, participants will be able to: 1. Define and describe the characteristics of wicked problems, distinguishing them from simple and complicated problems, and discuss their relevance in real-world contexts. 2. Guide undergraduate students in formulating sustainable and adaptable solutions to wicked problems, emphasizing the importance of ongoing iteration, stakeholder engagement, and ethical considerations. 3. Enhance their ability to engage undergraduate students in collaborative problem-solving, fostering teamwork and the integration of diverse perspectives to address the multifaceted nature of wicked problems.

Afternoon Concurrent Session 1, continued

1:00p - 1:50p

Charleston / Mattoon Room

Paper Session Continued:

Integrating Critical Reading with Digital Literacy in the Classroom

Lydia Craig, Ph.D., Lecturer of English, Department of English, Eastern Illinois University

Abstract: Instructors frequently teach digital literacy while overseeing student research projects and essay-writing, but often miss opportunities to practice related skills when discussing assigned readings. In either technology lab or projector-equipped classrooms, instructors can not only lead a discussion around ethics and argument evaluation of a reading but can also encourage students to collaborate on an ongoing mission to find statements or allusions that can be fact-checked in real time. Though Gen Z students are considered digital natives and often employ impressive online research skills on social media, they struggle both to connect these abilities to the printed word and to see how they might benefit as readers, thinkers, and citizens, from doing so. After fact-checking readings in real time from the assigned textbook *Current Issues and Enduring Questions* (Bedford St. Martin's, 2023) and opinion pieces sourced from online news sources, I have found that EIU students in an undergraduate writing course (ENG 1002G) develop further knowledge in digital literacy, recognize their preexisting research skills, and even develop greater interest in the assigned readings. For non-traditional students, this exercise seems to act similarly, with the added benefit that their age, life experience, and familiarity with internet history can often trigger memories of cultural knowledge and research instincts. Because students work in groups, they are able to consult with each other, conduct fact-checking, and participate in the discussion voluntarily, according to their inclination, interests, and with allowance for various disabilities. When this classroom exercise is introduced early in the semester, it can also act for students as a bridge to navigating vital research resources, such as Booth Library's search engine, databases, government and institutional websites, and more.

Afternoon Concurrent Session 1, continued

1:00p - 1:50p

Arcola / Tuscola Room

Facilitated Workshop: Neurodiversity for Educators: An Introduction to History, Theory, and Practice

Sarah Siverman, Ph.D., Lecturer on Disability Studies, University of Michigan-Dearborn; Adjunct Faculty in Human Services and Communications, Goodwin University; and Independent Instructional Designer.

Abstract: Neurodiversity, or the naturally occurring variation in human cognition, is becoming a popular topic in higher education and adjacent fields as more of our students identify as “neurodivergent” and neurodiversity gains recognition as an important component of DEI initiatives. But what is neurodiversity, and what is the history and political importance of this concept? This workshop will introduce educators to the basic terminology of the neurodiversity paradigm (including the terms “neurodivergent” and “neurotypical”) as well as the history of neurodiversity as a social justice movement with roots in the Autism rights movement. With connections to the broader disability rights and justice movements as well as psychiatric survivors and Mad Pride movements, neurodiversity challenges our fundamental assumptions about normality. After this historical and political context, the workshop concludes with applications to teaching and learning, including an introduction to a neurodiversity-informed approach to Universal Design for Learning (UDL) and several complex case studies involving neurodiversity in the classroom.

Afternoon Concurrent Session 2

2:00p - 2:50p

Charleston / Mattoon Room

Facilitated Roundtable Discussion: Building Bridges in Virtual Spaces: Community and Engagement in Online Courses

Nina Dulabaum, Ph.D., Faculty, Department of Psychology, Eastern Illinois University

Misty Rhoads, Ph.D., Professor, Department of Public Health and Nutrition, Eastern Illinois University

In the rapidly evolving world of online education, building a sense of community is essential for student engagement, resilience, and success. This roundtable discussion will bring faculty together to share experiences, insights, and challenges in fostering meaningful connections and designing innovative student-centered assessments in online, hybrid, and enhanced course environments.

Drawing from recent research, including Gilpin et al. (2023), Berry (2019), and Borowiec et al. (2021), the conversation will explore how relational-focused instructional design can bridge the gap between course design, learning objectives, student culture, and identity. We'll address key questions, such as:

How can we use technology to engage students in meaningful critical thinking in online courses?

What tools and resources at EIU best support community-building in virtual settings?

How do we help students connect with one another and support their resilience and mental health in the online environment?

We will begin this session with examples from current teaching practices, including innovative assignments leveraging multiple forms of technology and student feedback, to set the stage for a dynamic exchange of ideas. Faculty participants will have the opportunity to discuss their own approaches, share successes and obstacles, and collaborate with colleagues across disciplines to uncover creative solutions for enhancing community and student success in online spaces.

This interactive conversation aims to foster mutual learning, inspire fresh perspectives, and strengthen our collective ability to create connected and supportive online learning environments that empower students to thrive.

Afternoon Concurrent Session 2, continued

2:00p - 2:50p

Charleston / Mattoon Room

Panel Discussion: Novel Student Engagement Opportunities: Collaborating with Booth Library

Steve Brantley, Professor, Research Librarian, Research, Engagement and Scholarship Unit Head, Booth Library, Eastern Illinois University

David Bell, Professor and Research Librarian, Booth Library, Eastern Illinois University

Kristin Duffin, Professor and Research Librarian, Booth Library, Eastern Illinois University

Michele McDaniel, Research Librarian, Booth Library, Eastern Illinois University

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

There is a positive correlation between students who use library resources, including librarian support, and increased retention and graduation rates, as documented in the literature (Croxtton & Moore, 2020; Gaha et al., 2018). Visiting the library as a class and engaging with a librarian allows students the opportunity to practice information literacy skills they need as a user of information in college and throughout their lives. Visiting as part of class can help overcome “library anxiety” and support their sense of belonging on campus. Library instruction designed around your course content is just one of the ways students can be exposed to all that Booth Library offers EIU. But have you thought of having students develop a physical or digital exhibit of their assignment deliverable? Do you want them to finish the semester with a podcast? Are you considering a flipped classroom and desiring an interactive learning module? Booth librarians, services and technological resources support all of these outcomes! Moderated by librarians in the Research, Engagement and Scholarship team, this diverse panel of faculty from a variety of disciplines will discuss the many ways faculty and instructors have collaborated with Booth to create robust active learning experiences that enhance pedagogy.

Afternoon Concurrent Session 2, continued

2:00p - 2:50p

Arcola / Tuscola Room

Facilitated Workshop: Neurodiversity for Educators: An Introduction to History, Theory, and Practice

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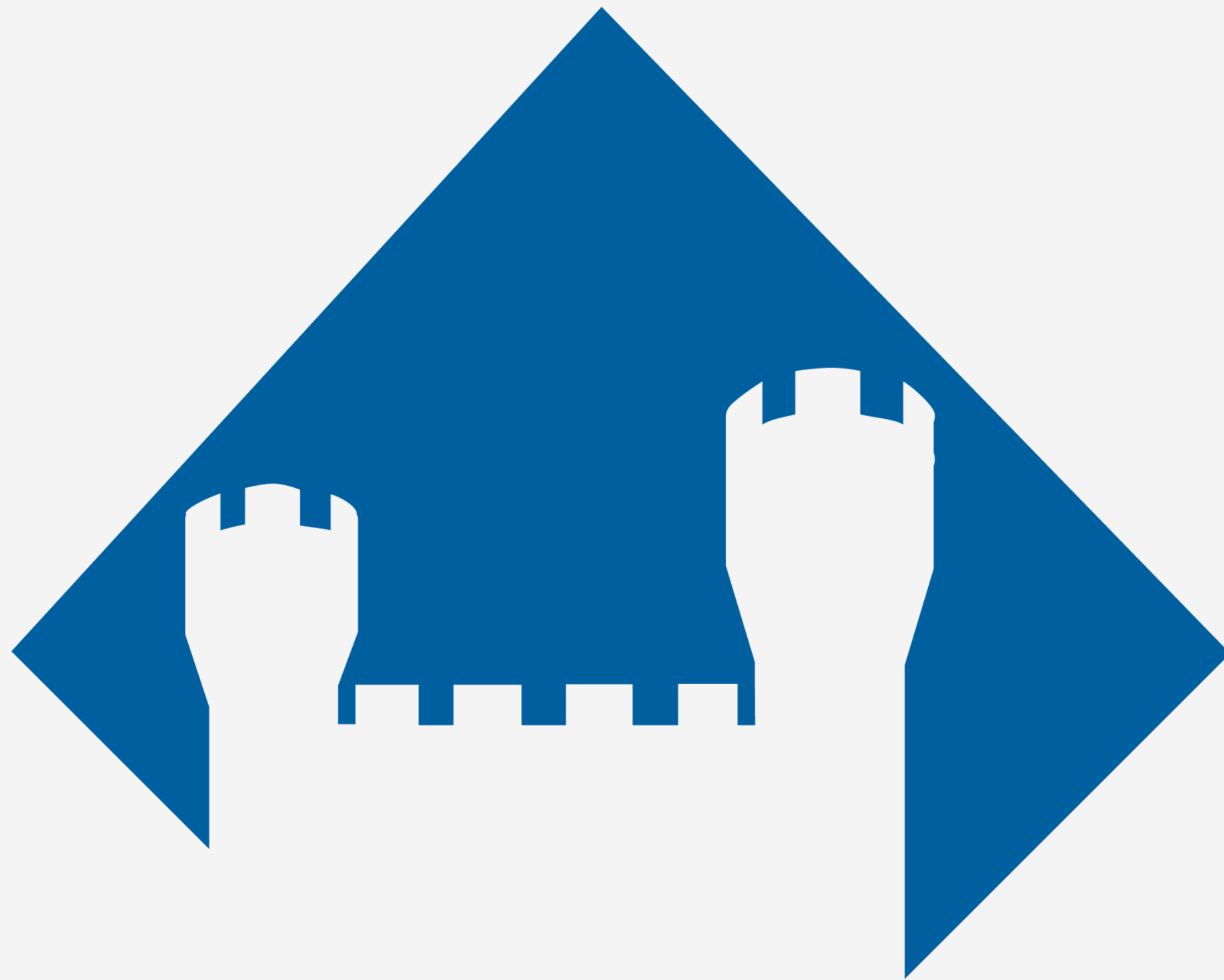
Gratitude

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

Special thanks goes to the FDIC Acting Director, Dr. Alexis Jones and Staff: Kim Ervin, David Smith, Keerthana Saraswathula, and Chris Cougill, and Graduate Assistant Funmilayo Oyewole, who were instrumental in making today happen.

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

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



FDIC @ EIU

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