



# Co-Mentoring Writing & Design:

An interdisciplinary approach to undergraduate research

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Director of the Center for Scholarship of  
Teaching & Learning  
Director of General Education & Writing

**Ryan Gibboney, MFA**

*Assistant Professor of  
Integrated Media Arts*

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Juniata College, Huntingdon, PA

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# Talk Outline

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## 01 **What is it?**

Some attributes of  
co-mentoring in UR

## 02 **Students**

Survey and Interview data  
show student benefits

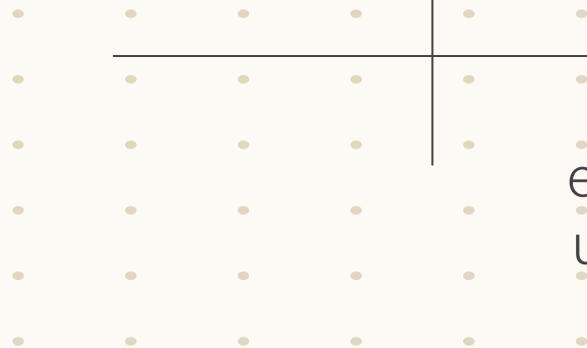
## 03 **Faculty**

Discuss the benefits and  
reciprocity in our personal  
experiences

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# What is *01* Co-mentoring?



examining techniques in  
undergraduate research

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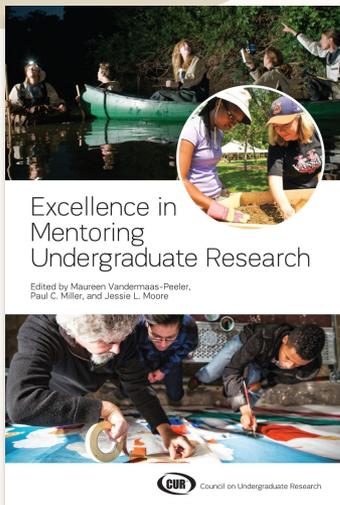
“A mentor provides the mentee with knowledge, advice, counsel, challenge, and support in the mentee’s pursuit of becoming a full member of a particular profession”

—Nicholson, Pollock, Ketcham,  
Fitz Gibbon, & Bradley

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# Ketcham, Hall, Fitz Gibbon, & Walkington

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Frames co-mentoring as faculty development  
Synergy between teaching, research, and  
professional development

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# Co-Mentoring Attributes

## **Intentionality**

Mentors are mentored  
simultaneously



## **Reciprocity**

Teaching and learning  
Level power structures  
Open dialogue

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# Co-Mentoring Attributes

## **Authentic Feedback**

Ongoing  
Extended period  
Diverse interests and  
expertise



## **Enhancement of Student Learning**

Diverse disciplinary  
perspectives

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# Integrated Process

Focuses on co-mentoring  
benefits to students

Students see design and  
writing as integrated

Students see beyond the  
product to reflect on process

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*Our  
Proce*

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# Elements of Writing & Design

*Storytelling  
is both visual  
and written*

## Research Questions?

How does a writer determine what the design should be in a written piece?

How does a designer determine what the underlying story will be in a visual piece?

# 2020 Funded Summer SoTL Grant, Juniata College

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**Title:** *Co-Mentoring: An interdisciplinary approach to undergraduate writing and design education*

**Investigators:** Hannah Bellwoar & Ryan Gibboney

## **Grant Narrative:**

Traditional Bachelor of Fine Arts (B.F.A.) graphic design curricula is focused on the foundation of design, design history, and production of visual deliverables with the use of design technology, with very limited emphasis on writing in specific courses such as public speaking or art history. Academic programs in professional writing focus on the skills of writing and editing with very limited emphasis on design principles in specific courses such as desktop publishing or visual rhetoric. As faculty in these disciplines where we see value beyond specific coursework, we believe that the combination of words and visuals presented on a platform/medium to deliver those messages (print, web, social media, presentations, in person events) can create powerful experiences that communicate with audiences that our students desire to reach. Thus we wonder, how does a **writer** determine what the narrative should be in a written piece and how does a **designer** determine what the underlying story will be in a visual piece?

In the past, Ryan and Hannah have had limited opportunities to collaborate, even though we've seen the value and benefits of working with students on both writing and design skills. For example, students registered for Integrated Media Arts courses frequently work with nonprofit community partners to complete usable design, marketing, and branding materials. This real world experience begins with the student-led design team discussing skills and goals to support the upcoming local community partner. In the fall of 2018 and 2019, students who have taken coursework in both design and writing have been part of teams where they drew on these skills to benefit their community partners. The beautifully designed materials were not only visually appealing but also communicated their mission and the organization goals in a proficient way.

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# Capstone Research

## Professional Writing

One or two semesters of mentored research

One to three mentors per student

Meeting once a week with primary mentor

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## Integrated Media Arts

Two semesters of mentored research

One to three mentors per student

Students meet in a class environment once a week for feedback from mentor and peers

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# Co-Mentoring Research

## IM497 IMA Research Spring 2021

Second semester of mentored  
research class in IMA  
Zoom meetings once a week  
with Ryan & Hannah  
Students check-in about  
research progress, ask  
questions, get feedback from  
peers and mentors

## Faculty teaching loads at Juniata

Departments determine  
faculty release time for  
mentoring research

Both Ryan and Hannah  
have mentoring built into  
teaching loads

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# Research Design

## Pre-survey

7 participants  
First day of class

## Post-survey

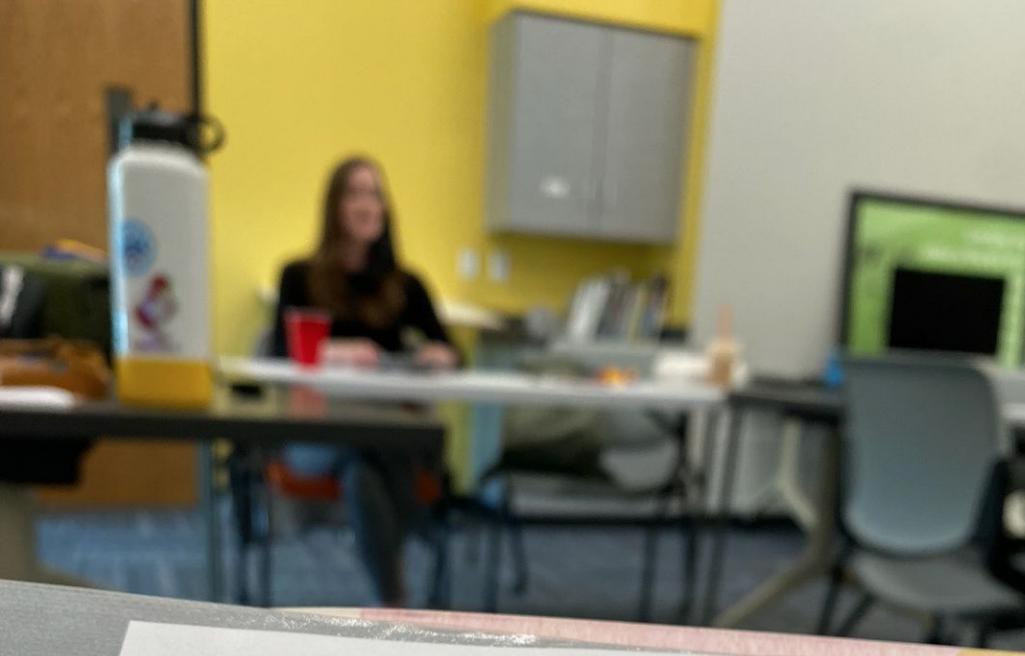
6 participants  
Last day of class

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## Interviews

3 participants

1 individual interview  
2 students together  
sharing their  
collaborative mentoring  
experience



### Semi-structured Interviews

- I. Questions about their capstone project
  - What did you work on for your capstone?
  - Why did you choose to work on this?
  - What artists/writers inspired this work?
  - What research did you do in preparation?
- II. Questions about how they identify themselves in the field
  - In your survey, you said you identify as a writer. Why do you identify that way?
  - Did the way you identify ever shift? In what way?
- III. Questions about how they understand writing
  - How do you define writing and design?
  - What differences do you see between writing and design?
  - What similarities do you see?

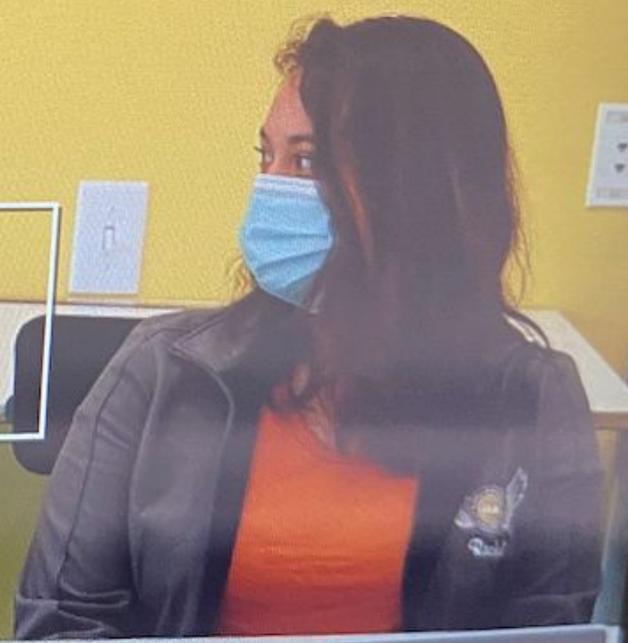
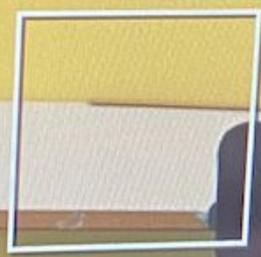
### Semi-structured interviews

- I. Questions about their capstone project
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  - Why did you choose to work on this?
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  - Did the way you identify ever shift? In what way?
- III. Questions about how they understand writing
  - How do you define writing and design?
  - What differences do you see between writing and design?
  - What similarities do you see?
- IV. Questions about their future plans



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# Co-Mentoring Writing & Design Participants

## Students

7 Students majoring in  
Marketing, Media, Design,  
Computer Science, Writing,  
and Education

## Faculty

1 Media Arts  
1 Writing

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## Writing Focus

1 Student Identified

## Design Focus

1 Student Identified

## Equal Mix Writing & Design

5 Students Identified

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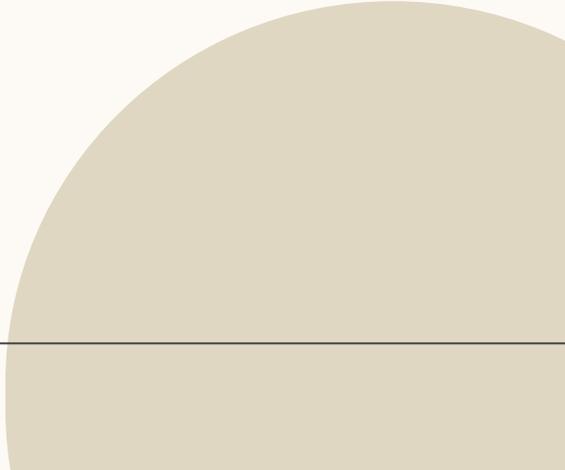


# Benefits to **Students**



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Student ownership with  
guidance and mentoring



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# Pre-Survey



## Benefits & Drawbacks of Co-Mentoring

More thoughts and ideas, more skills, I can develop my writing!

The main benefit is that it will challenge my perception on writing and design, making me think critically about both.

I think that a huge benefit is different expertise and experiences. I don't see a lot of drawback unless there is opposing feedback, but that can always be shifted and worked with to find a happy medium.

# Tatum

## Pre-Survey



Do you identify your capstone project as majority design or majority writing?

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**Equal Mix of Both  
Writing and Design**

Project Description:

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**Film production with  
creative writing**

# Fall 2020 Research

MIND MAP

## Color Theory in Short Film

### 1. Research

1.1 Read color theory based books

1.2 Watch short films produced by students

1.3 Utilize the library

### 2. Experiment with Color

2.1 What does each Color mean?

2.2 How do certain colors make me personally feel?

2.3 What colors make sense with the story that I want to tell?

### 3. Determine Story

3.1 Find someone to help me write my story

3.2 Determine how long the film will be and if there will be any words

3.2 How do I want my story to resonate with viewers?

### 4. Produce

4.1 Determine equipment needed

4.2 Do I need outside help?

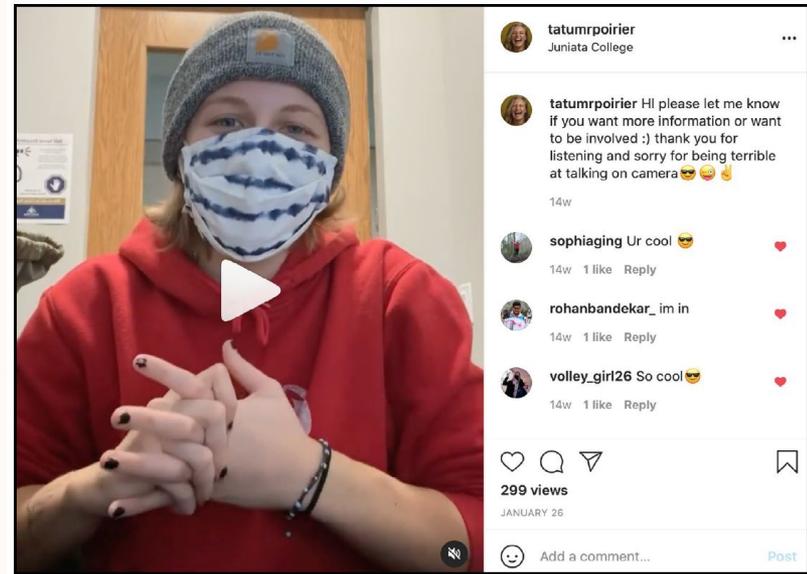
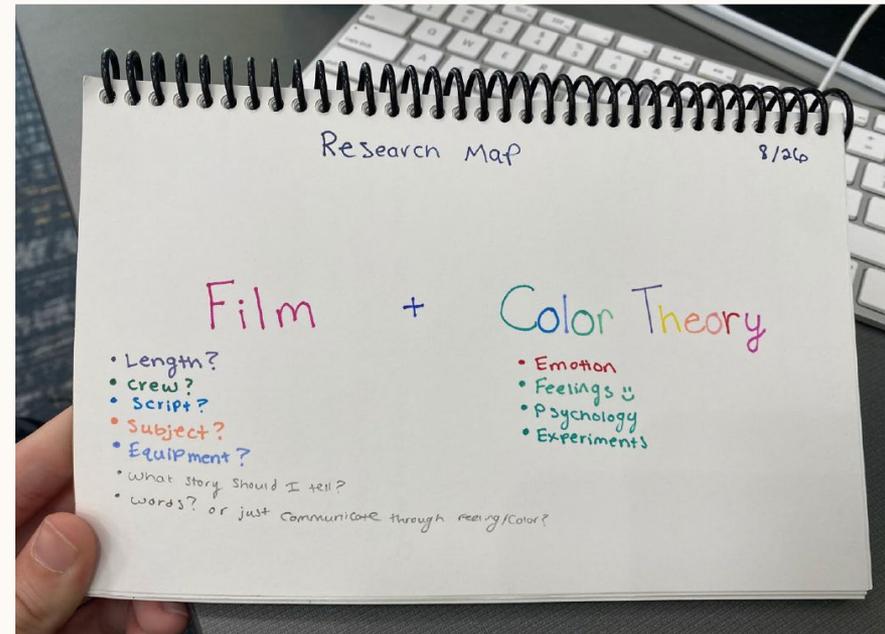
4.3 Plan out filming schedule

# Tatum

## Pre-Survey

### Observations:

- Reluctant writer
- Visual learner focused on production
- Sees writing as difficult or irrelevant to her field.
- Potentially sees writing as a skill that isn't as necessary as media courses.



**Storyboard**

10 Villain: The first stage is Daniel Shuizen! He makes some shuizen at classroom to react to you.

11 Classroom asks, "So, are you going to do it?" Ignoring head shaking "NO SHU. My board's FINE!"

12 A student asks, "So, are you going to do it?" Ignoring head shaking "NO SHU. My board's FINE!"

13 Villain: The next stage is Abigail "Why ma?" Shook face. Angry driving rock and roll music.

14 Villain: The next stage is Abigail "Why ma?" Shook face. Angry driving rock and roll music.

15 Villain: The next stage is Abigail "Why ma?" Shook face. Angry driving rock and roll music.

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storyboard

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**TITLE: EASY LICENSING by SONGU7**

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# storyboard



action  
Character walks to  
middle of frame.



action  
Character sits  
quietly, applies bandage  
to left hand  
during shot.



action  
Character stands  
up, looks at camera.



CUT TO: Close-up of character's face, looking at camera. Character looks serious.



CUT TO: Low angle looking shot below character's head, showing the character's feet and the floor.



CUT TO: Close-up of character's face, looking at camera. Character looks serious.



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CUT TO: Close-up of character's face, looking at camera. Character looks serious.

**Storyboard**

10 Villain: The first stage is Daniel (student) creates some shakiness in classroom to react to in pain.

11 Classroom asks, "Is, are you going to do it?" Ignoring hand shaking "NO WAY, MY HAND'S FINE!"

12 Awkward pause as student gets over-dramatic stage. Slowly stockpiles zoom in on face, in preparation for...

13 The next stage is Abigail "Why ma?" Stank face. Angry driving rock and roll music.

14 The next stage is Abigail "Why ma?" Stank face. Angry driving rock and roll music.

15 Depressive acts in as student walks back to dark room in a daze. Crows who beat and puts cover over head.

16 Overhead shot. Can't sleep slowly starts to uncover face. Eyes wide with inspiration and acceptance.

**Storyboard**

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16 Overhead shot. Can't sleep slowly starts to uncover face. Eyes wide with inspiration and acceptance.

**TITLE: EASY LICENSING by Savage7**

SCENE 01  
ACTION  
Boris (an angry man) checks  
REVISIONS  
Can't wait for the car, what's in a hurry?  
SCENE 02  
ACTION  
Boris checks if car is  
REVISIONS  
Can't wait for the car, what's in a hurry?  
SCENE 03  
ACTION  
Car starts  
REVISIONS  
The car starts up, what's in a hurry?

Storyboard panels 1-10, each containing a small sketch and a block of text describing the scene and character actions.

Storyboard panels 11-20, each containing a small sketch and a block of text describing the scene and character actions.



Color Code:

Gray Text: Original poem that ...

(Title flashes on screen)

(Date flashes on screen) both...

(Picks up drink, takes a sip)

(Gets in car and shuts door.) (...)

(text break.) (heart beat soun...

For what felt like forever.

(Maybe at this part of the film...

I said

(pause)

(Feet stop at a product, are fa...

(Another pair of feet approach...

(Looks around at all the cerea...

(Grabs box of Trix off the shel...

(Looks at box of trix for a mo...

(Puts box of Trix back on the ...

(walking down the aisle in slo...

In the grocery store.

**MAIN GOAL:** every emotion being displayed is raw and without a filter. Connect with your audience and be yourself. DO NOT STORYBOARD THE FILM LITERALLY

Should I make a tiny little book of stories for people to physically hold?

**Color Code:**

Normal Black Text: The finalized poem.

Gray Text: Original poem that was edited out.

Blue Text: Filming, audio and editing ideas. Start with little color and then progress to more and more as each story unveils.?

NO COLOR (shot in black and white)

RED topic: Danger?

ORANGE topic: Reborn

YELLOW topic: Cowardice

GREEN topic: Thank you to my family (Renewal)

BLUE topic: God

PURPLE topic: Mourning a past self

ALL THE COLORS topic: Identity

Title: *In Silence*

Title: *Strangers*

Title: *Sunshine*

Title: *A Letter to my Grandparents.*

Title: *Imposter*

Title: *Am I even allowed to believe in God?*

Title: *Mourning a past self.*

Title: *Identity*

*Text on screen will be in specific color ; for certain stories the shade of text could even change with the story.*

Options for text effects: <https://www.youtube.com/watch?v=XPsgdM5fIFg>

Visual Poetry Links

[https://www.youtube.com/watch?v=-hJmH6vRy\\_s](https://www.youtube.com/watch?v=-hJmH6vRy_s)

<https://youtu.be/P4T1Lpx3pNI>

<https://www.youtube.com/watch?v=e8svkKkPvA4>

# Spring 2021 Production

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# Tatum

## Post-Survey

“Because I don’t have a lot of experience with writing I learned that both writing and video pieces were very important to making the story cohesive and meaningful. **I learned that my peers are what keep me going.** Their enthusiasm and excitement about my project is what helped me finish strong. I finished the semester the way I was hoping to at the beginning of the semester.”

# Rachel

## Pre-Survey



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Do you identify your capstone project as majority design or majority writing?

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**More writing than design**

Project Description:

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**Community Connections  
Between Students and  
College Marketing  
Materials**

Q18 - When I look at this image, I...



**J** instajuniatacollege • Following ...

**J** instajuniatacollege From John Hill '12:  
 I'm currently quarantined in Philadelphia with my two roommates. I have been furloughed from my company until the coronavirus gets better. The target for me to go back to work is for the end of June. What helps me get through these difficult times is keeping busy. My friends and I do happy hours on zoom, as well as concerts and workouts. Plus, my roommates and I like to get caught up on some great shows on Netflix like Ozark, or going back in time and watching Boy Meets World on Disney +. Each day is different, but most importantly, I try to keep a positive attitude. During these stressful times, I think that's the most important thing! #JuniataStrong

♥️ 💬 📍 🏷️

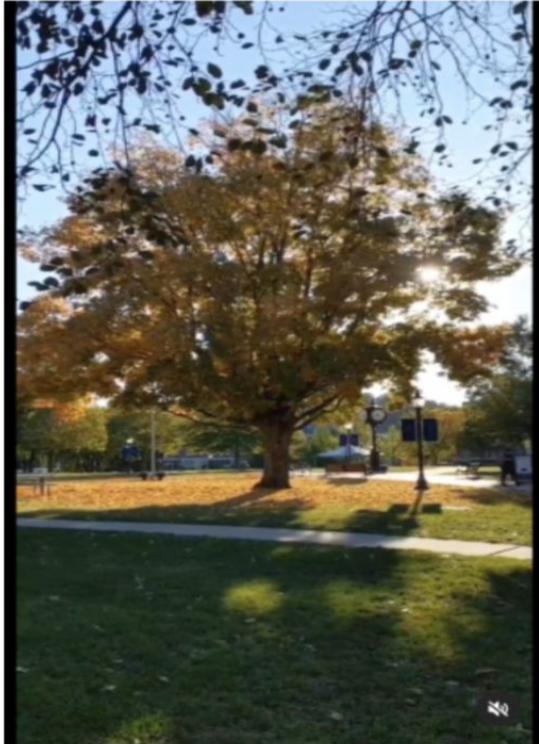
Liked by elisa\_rndn and others

APRIL 28

Add a comment... [Post](#)

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	feel connected to the Juniata community	0.00%	0	7.69%	2	15.38%	4	26.92%	7	50.00%	13	26
2	see my Juniata values represented	0.00%	0	3.85%	1	15.38%	4	23.08%	6	57.69%	15	26
3	identify with this image	0.00%	0	11.54%	3	7.69%	2	30.77%	8	50.00%	13	26

Q1 - When I look at this image, I...



**J** instajuniatacollege • Following Original Audio ...

**J** instajuniatacollege This campus. It is miles removed from distractions of urban life, providing a tremendous practical advantage to the interesting students who find their way here. Everything about this campus, and the beautiful natural landscape that surrounds it, lets Juniata students focus on who they are, what they are passionate about doing, and how they want to relate to the world around them.

Good morning, Juniata.

9w

**thetatumtots** This video gives me many Luke vibes

Like Comment Share Bookmark

Liked by **else.christ** and others

OCTOBER 1

Add a comment... Post

#	Question	Strongly disagree		Somewhat disagree		Neither agree nor disagree		Somewhat agree		Strongly agree		Total
1	feel connected to the Juniata community	0.00%	0	10.34%	3	6.90%	2	34.48%	10	48.28%	14	29
2	see my Juniata values represented	3.45%	1	10.34%	3	17.24%	5	27.59%	8	41.38%	12	29
3	identify with this image	3.45%	1	6.90%	2	17.24%	5	20.69%	6	51.72%	15	29

# Rachel

## Post-Semester Interview



**instajuniatacollege** Meet Oak Coffman, a Parkhurst greeter! Oak admires how Juniataans can make each other laugh. He says, "I've lived here all my life and we've always thought it was just for rich snobby kids, the upper-class. We always thought that. It is the exact opposite. Everyone has treated me with as much respect as I could hope for. I love everybody here and everyone is so respectful to me"

Liked by [\\_vinnie.c](#) and others

OCTOBER 31, 2019

## Observations:

- Forming a partnership with Tatum grew from co-mentoring in the classroom environment
- Serving as a peer tutor for Tatum's writing
- Interviewing Tatum as a part of her research project and following new trajectories in her research
- Evolving, changing, growing her research to support other design students in the future.



### Semester Interrupted: Finding Connection in Community

Spring break. Normally, it marks the halfway point of the spring semester and a welcome respite from the routine of classes. That didn't happen in 2020.

[Continue Reading](#)



### Alumni-Founded Company Steps Up Amid COVID-19 Pandemic

At Juniata College, students are empowered to develop the skills, knowledge, and values that lead to a fulfilling life of service and ethical leadership in the global community. We can't think of a better embodiment of that achievement than how alumni Justin Wright '14 and Alexander Shope '12 responded when the COVID-19 pandemic struck earlier this year.

# Ashley

## Pre-Survey



Do you identify your capstone project as majority design or majority writing?

---

**Equal Mix of Both  
Writing and Design**

Project Description:

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**Writing, Illustration, and  
Production of a Gothic  
Children's Book**

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# Ashley

## Pre-Survey

### Observations:

- Selecting a project with a large scope and broad production needs is very risky... especially during a pandemic.
- Merging goals from Writing and Design/Illustration skills can produce an interdisciplinary product
- This proposal merged two fields encompassing two semesters of research in writing & design.

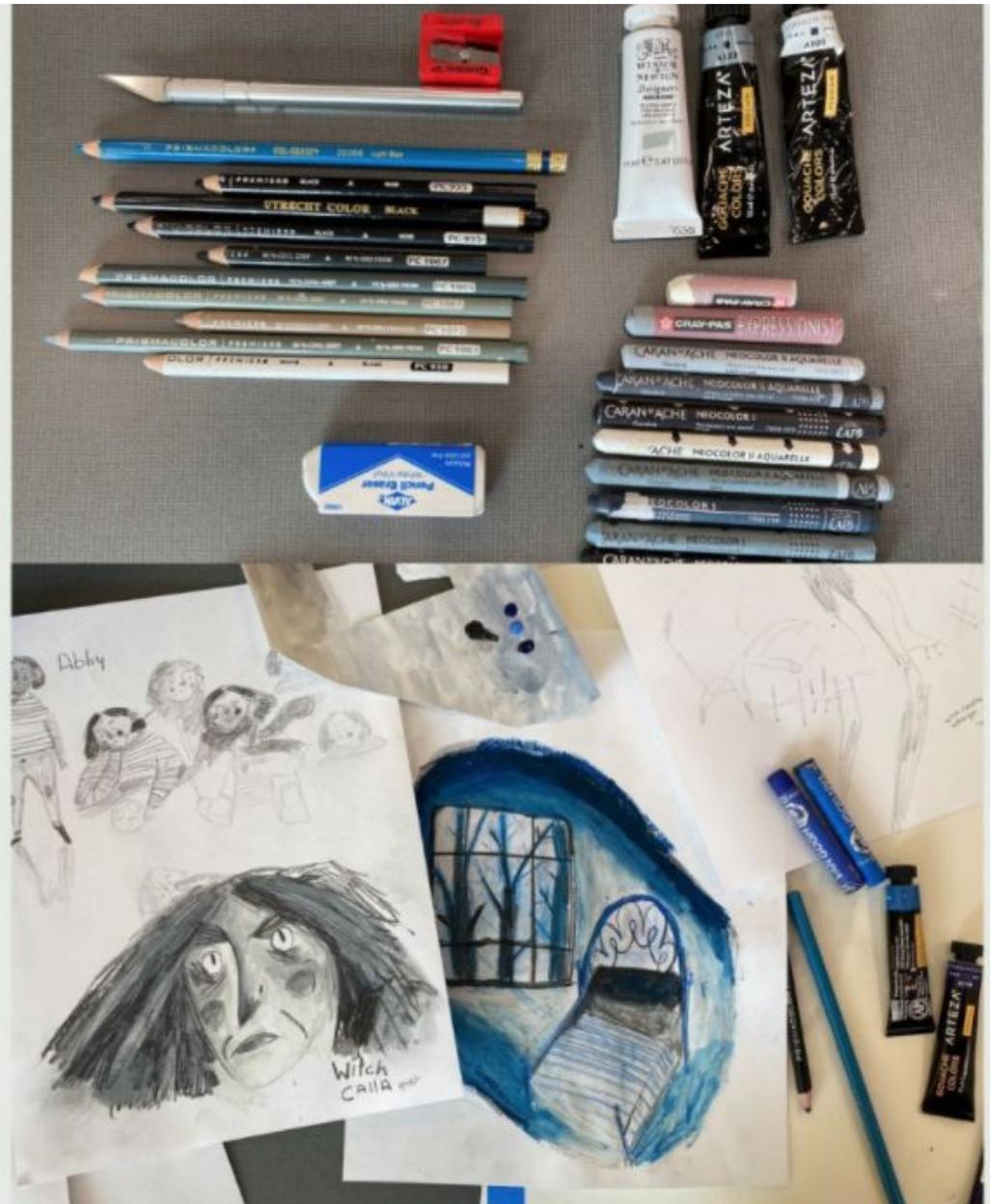


“I want to push myself to write something creative and something more long form, but I also want to see how I would do with the illustration/art side of things.”



# Supplies

- Col-Erase Pencil
- Gouache
- Caran D'ache Wax Pastels
- Prismacolor Colored Pencils
- Watercolor Brush
- Oil Pastels
- X-Acto Knife
- Sharpener
- Eraser





PUPPET  
EMBERS

FOUR SMALL  
THINGS  
MOUTH

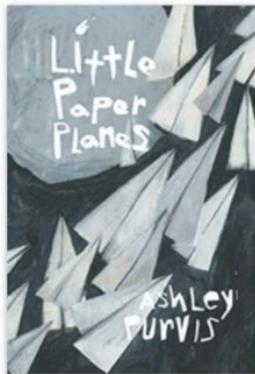
ASHLEY  
PUPPET  
EMBERS  
FOUR  
MOUTH

FOUR SMALL  
THINGS  
MOUTH





[BACK TO RESULTS](#)



[See this image](#)

## Little Paper Planes Paperback – April 19, 2021

by Ashley Purvis (Author)

[See all formats and editions](#)

**Paperback**

**\$19.95**

1 New from \$19.95

I thought about those days. When she was brave and I wasn't. I would have never wanted to explore a broken, ugly cabin. Anna made it look so easy. I tried to match her defiant and bold face as I stared down the tunnel, with its mysterious, walls. The walls that looked to be alive and breathing. A tunnel that came out of nowhere. Abby and her mom go to a cabin in the woods in order to grieve the death of Abby's sister, Anna. When Abby discovers a mysterious tunnel behind the cabin, she tries to be as brave as her sister once was. Sending a paper plane into the tunnel with a little note, Abby hopes to discover what this tunnel wants and who might be lurking inside.

[Report incorrect product information.](#)

Print length



140 pages

Language



English

Publication date



April 19, 2021

Dimensions



6 x 0.33 x 9

Buy new: **\$19.95**

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Fastest delivery: **Monday, April 26**

Available to ship in 1-2 days.

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ashleypurvis



ashleypurvis MY BOOKS ARE IN!!! 🥰  
❤️ they feel so good to hold in my hands. To those of you who pre-ordered a paperback copy, I'll come find you or let me know when you're free so I can drop one off 🥰❤️ and there should be more books coming tomorrow, too! ❤️📖 #littlepaperplanes #selfpublishedauthor #seniorcapstone

10w



ljbart\_studio 🙌



10w 1 like Reply



itscerinaavery Can I get one???



10w 1 like Reply



Liked by thetatamtots and 109 others

APRIL 27



Add a comment...

Post

# Ashley

## Post-Survey

What did you learn about writing this semester in IM497?

“ I learned not only how to write a book, but also how to write about my process of writing and designing (and publishing) a book, which will be beneficial in the long run when doing more projects like this, or when discussing this project further.”



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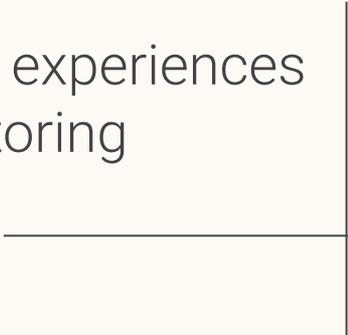


# Personal Benefits

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Sharing our personal experiences  
from co-mentoring

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# Hannah

## Benefits:

- Mentoring in the class environment
- Observing Ryan's mentoring style and encouragement
- Thinking about the extensions of co-mentoring beyond the class environment
- Learning about the integrated process of writing and design through production



*benefits*



# Ryan

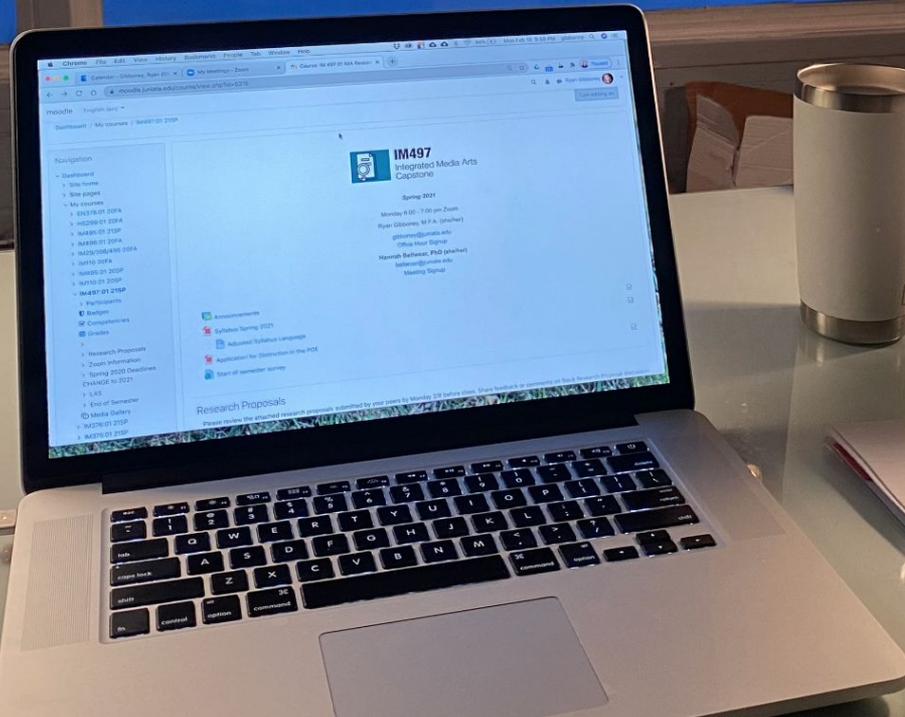
## Benefits:

- Solved my isolation as a junior faculty member nearing my next promotion evaluation
- Allowed me to adjust my teaching methods with the guidance of a tenured colleague
- Accepted that outcomes don't need to be a final design product. Students learning from the process is just as important.
- Developing methods to incorporate writing in my design focused courses (Hannah has to leave me)

*benefits*



# Monday Evening Zoom Connection



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# Reflections on Co-Mentoring



The experience both for students and faculty were positive at a time we all benefited from conversation, mentoring, sharing, research, and production support.

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# Thanks!

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