

2016 TEACHING AND LEARNING STRATEGIES AT VILLANOVA: DETAILED AGENDA

Wednesday, May 11 – Bartley Hall

Co-sponsors: VITAL and UNIT-CIT

Villanova University, Spring Semester 2016

10:15-11:00 a.m. Concurrent Sessions

[1A] Student Preparation: Online Auto-Graded Prelab for General Chemistry Lab –VITAL Minigrant Bartley 1001 - Discussion Forum - *Assessment of Student Learning Track*

Goals: 1. Discuss pros/cons of using Blackboard auto-grading tool; 2. Demonstrate film work performed in collaboration with UNIT-CIT for experiments.

To better prepare students for the general chemistry lab, an online prelab program was developed. This program consisted of three elements: (1) course website tailored to the lab and Blackboard assessments; (2) demonstration videos for relevant experiments; and, (3) auto-graded Blackboard assessments of students' knowledge content for experiments.

Michael Heinrich, Chemistry

[1B] Academic Speed-Dating: Walk Away with Eight Immediately Applicable Ways to Invigorate Your Teaching, Bartley 1010 - Interactive Session

Goals: 1. Experience "new" instructional methods; 2. Consider their application to your discipline.

Join Villanova faculty, who participated in a regional teaching conference for a fun "speed-date" to experience and discuss eight immediately applicable instructional methods for active student learning. Methods reflect the 5 Rs for engaging modern learners: Research-based, Relaxed, Relevant, Rational, and Rapport.

Paul Bernhardt, Mathematics and Statistics; Lawrence Cozzens, Human Resource Development Program; Sunny Hallowell and Melissa O'Connor, College of Nursing; Jose Irizarry, Theology and Religious Studies; Kate Meloney, Sociology and Criminology; Cristina Percoco, Romance Languages and Literatures; and Cristina Soriano, History

[1C] Virtual Office Hours: Using Google Hangout to Drive Student Learning in a Satisfactory Way Bartley 1047 - Interactive Session - *Blended/Online Learning Track*

Goals: 1. Provide evidence supporting the practice of holding virtual office hours; 2. Orient faculty members to using Google Hangout to interact with students; 3. Deliberate effective ways to conduct virtual office hours in support of student learning.

I will demonstrate and discuss how I have used Google's Hangout to hold virtual meetings with students. You will experience an actual virtual office meeting, reflect on the experience, and consider application to your discipline.

Christopher Castille, Human Resource Development Program

[1D] The Implementation of a Developmental Portfolio to Enhance Student Learning - VITAL Minigrant Bartley 2045 – Discussion Forum

Goals: 1. Describe the benefits of a developmental portfolio; 2. Outline how faculty can create a portfolio within their own discipline.

We will discuss the benefits as well as the challenges of instituting a developmental portfolio system in order to monitor and facilitate student attainment of professional competencies.

Edward Wahesh, Education and Counseling

10:15-11:00 a.m. Concurrent Sessions (cont.)

[1E] Student Consultants in the Classroom: Improving Teaching Through Student Feedback

Bartley 2046 - Discussion Forum

Goals: 1. Explore how and why to partner with a student consultant; 2. Learn new pedagogical techniques recommended to the faculty by the student consultant or developed jointly by the two; 3. Consider the role of student consultants in feedback on teaching.

Both a faculty member and a student will discuss their respective experiences of having and being a student consultant in class. They will detail how their joint work contributed to improved instruction and supported deeper student learning.
Jerusha Conner, Education and Counseling and Gwendolyn Vary, History Major, Bryn Mawr College

[1F] Flipping and Clicking with Student-Generated Projects and Group Activities in Business Calculus - VITAL Minigrant

Bartley 2072 - Blended, Interactive Session

Goals: 1. Gain insight and hear suggestions about flipping lower-level STEM courses; 2. Experience sample clicker questions and group activities.

I present the results of an experiment where I taught one section of Business Calculus as I usually do, with student-generated projects and mostly lecture classes, and the other in a flipped-classroom format, with videos I created. Students in both sections did the same pre- and post-tests and attitude surveys, as well as the same conceptual quizzes, tests, and final exam (and projects).

Bruce Pollack-Johnson, Mathematics and Statistics

[1G] How to Organize Student (Group) Presentations in Large Introductory Courses

Bartley 2073 - Interactive Session

Goal: Reflect on how student presentations can benefit the speaker, listener, and instructor in meaningful ways.

We will discuss the process of setting expectations, generating content, assigning groups and dates, formatting workflow, giving presentation guidelines, balancing individual and group accountability, and developing assessment tools and rubrics.

Georg Theiner, Philosophy

[1H] Getting Your Course into the Villanova CAVE – Discussion Forum in the CAVE Facility

Goals: 1. Learn the policies for using the CAVE; 2. Explore presentation techniques for the CAVE.

Interested in using the Villanova CAVE's virtual reality capabilities in your course? This discussion will be held in the CAVE facility. Faculty will share their experiences in using the CAVE for instruction and will offer insights into the kinds of material and teaching styles supported by the CAVE.

Noel Dolan, Augustine Culture Seminar and Frank Klassner, Center of Excellence in Enterprise Technology, Computing Sciences

Note: This session will meet in the CAVE facility in Old Falvey, Falvey Memorial Library

11:15a.m.- Noon Concurrent Sessions

[2A] Creating Cohesion: Integrating ePortfolios into Villanova's Teacher Education Program – VITAL Minigrant

Bartley 1001, Panel Discussion - **Assessment of Student Learning Track**

Goals: 1. Clarify purpose, roles, and format of programmatic ePortfolios; 2. Learn how to integrate ePortfolios into existing programs.

Panelists discuss how ePortfolios are integrated into Villanova's Teacher Education Program at the undergraduate and graduate levels. The panel draws on the insights of program faculty, staff, and UNIT-CIT.

Christa Bialka, Seth Fishman, Jennifer Carangi, Education and Counseling, and Eric Hamberger, UNIT-CIT

11:15a.m.- Noon Concurrent Sessions (cont.)

[2B] Making Inclusion Work in the Villanova Classroom

Bartley 1010, Interactive Session

Goals: 1. Manage assumptions about diverse students in their courses 2. Work toward feeling comfortable with difficult discussion topics by creating an environment of invitation and openness.

Teaching across the lines of differences requires understanding, skill and knowledge of how to manage the complex interpersonal and intercultural relationships in today's college classroom. This session will suggest how to frame discussions about difficult topics productively, strengthen the bonds of community, and understand how to expand your 'teaching comfort zone.'

Teresa Nance and Brigid Dwyer, Office of Diversity and Inclusion

[2C] Effective Facilitation of Synchronous Sessions Using Adobe Connect

Bartley 1047, Discussion Forum, *Blended/Online Learning Track*

Goal: Plan and conduct an effective synchronous session using Adobe Connect.

We will consider how to use synchronous sessions to build upon asynchronous learning, how to orient students to Adobe Connect, and how to set expectations for etiquette and participation.

Stefan Perun, Public Administration and VITAL Faculty Fellow for eLearning Pedagogy

[2D] Seven Deadly Sins of Slide Ware - And How to Avoid Them

Bartley 2045, Interactive Session

Goals: 1. Learn about the cognitive and communicative limitations and affordances of slide ware; 2. Identify bad slide ware habits and learn strategies for avoiding them; 3. Begin to think critically about the use of slide ware in class.

Powerpoint, Keynote, and Prezi can be powerful tools for helping engage students in class. However, both the cognitive style they impose, on both faculty and learner, and the limitations of the medium encourage poor communication habits. This session focuses on seven negative impacts of slide ware on teaching and offers strategies and tips not only for avoiding them but for improving their impact on the students.

Gordon Coonfield, Communication

[2E] Transport Phenomena in a Glass of Beer

Bartley 2046, Discussion Forum

Goals: 1. Teach challenging technical material by application to an engaging subject; 2. Apply lifelong learning and project based learning to material; 3. Discuss ways in which faculty in other disciplines have taught highly technical material via current topics.

Transport Phenomena - a deeply mathematical investigation of fundamentals of fluid motion, heat transfer and chemical diffusion - is one of the core disciplines in chemical engineering and a very challenging subject for undergraduates. Craft brewing, a mix of science, history, art and technology, provides an ideal platform from which to engage students in their profession. In this mash-up of the two subjects, we use examples in brewing to illustrate concepts of transport phenomena.

Michael Smith, Chemical Engineering

[2F] Motivational Strategies to Facilitate Student Learning

Bartley 2072, Interactive Session

Goals: 1. Describe the core elements of MI; 2. Demonstrate its application with students.

We will explore how Motivational Interviewing (MI), which is a person-centered counseling approach designed to help people change, can inform how we have conversations about academic success with our students.

Edward Wahesh, Education and Counseling

11:15a.m.- Noon Concurrent Sessions (cont.)

[2G] Reflections on Interdisciplinary Learning and Teaching - Interdisciplinary Grant

Bartley 2073, Discussion Forum

Goal: Share and discuss lessons learned and best practices in team-teaching of an interdisciplinary capstone course.

As recipients of the 2015-2016 Special Interdisciplinary Grant, we will discuss lessons learned in designing and teaching an interdisciplinary course, "France, Algeria, Modern Violence," and reflect on our team-teaching experience.

Hibba Abugideiri, History/Arabic and Islamic Studies and Etienne Achille, Romance Languages and Literatures/French

[2H] Getting Your Course into the Villanova CAVE – Discussion Forum in the CAVE Facility

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Frank Klassner, Center of Excellence in Enterprise Technology, Computing Sciences

Note. This session will meet in the CAVE facility in Old Falvey, Falvey Memorial Library

12:15 – 1:15p.m. Lunch and Keynote "Mirror, Mirror on the Wall, What Do I Do With It All?"

Bartley 1011

Goals: Participants will be able to 1. List one or more opportunities to discuss assessment with colleagues; 2. Give examples of improvements to teaching and learning based on information from assessment.

You have collected all of this information. Now what? We will discuss strategies for organizing assessment results, identifying strengths and weaknesses in courses and programs, and locating opportunities for improvement.

Jodi Levine Laufgraben, Vice Provost for Academic Affairs, Assessment and Institutional Research, Temple University

1:30 – 2:15p.m. Concurrent Sessions

[3A] Assessing Your Assessment: Strengthening the Assessment of Your Programs

Bartley 1001, Interactive Session Assessment of Student Learning Track

Goals: Participants will be able to: 1. Identify strategies for engaging faculty in program-level assessment planning, work and discussions; 2. Outline an assessment project for their program in academic year 2016-17.

How can you improve assessment planning for your program? Using examples, we will focus on strategies for reviewing and enhancing existing program-level assessment of student learning, engaging faculty and effectively sharing results with others.

Jodi Levine Laufgraben, Vice Provost for Academic Affairs, Assessment and Institutional Research, Temple University

[3B] Formalized Groups as a Means for Student Motivation and Learning

Bartley 1010, Interactive Session

Goals: 1. Recognize the benefits of formalized groups; 2. Engage with solving potential difficulties with formalized groups.

Groups are often utilized in classes as a means to break up lecture or to solicit peer feedback. One of the main criticisms of group work is difficulty in keeping students accountable to one another. Formalized groups promote a collaborative environment that keeps students motivated and also builds in checks and balances for the group's individual and collective progress.

Marta Guron, Chemistry

1:30 – 2:15p.m. Concurrent Sessions (cont.)

[3C] VoiceThread: Increasing Student Perceptions of Presence in Online Learning – VITAL Minigrant

Bartley 1047, Interactive Session - *Blended/Online Learning Track*

Goals: 1. Demonstrate options for using VoiceThread; 2. Discuss student evaluation evidence suggesting positive impact on course experience.

VoiceThread is a tool that allows for multimedia asynchronous interactions, such as video and audio posts and comments. Student evaluations suggest VoiceThread may increase students' perceptions of presence in online learning.

Thomas Ksiazek, Communication

[3D] Patients with Disabilities: Unfolding Case Studies Across the Curriculum -VITAL Minigrant

Bartley 2045, Interactive Session

Goals: 1. Discuss the value of the unfolding case studies to providing quality care to PWDs; 2. Explore the benefit of the unfolding case study simulations to student learning.

This project was focused on developing unfolding case study simulations incorporating the use of standardized patients with disabilities (PWD). This educational strategy provides a valuable hands-on experience in caring for PWDs and is applicable to other disciplines.

Bette Mariani, Suzanne Smeltzer, and Colleen Meakim, College of Nursing

[3E] Getting Students to Read and Reflect

Bartley 2046, Interactive Session

Goals: 1. Experience teaching strategies for enhancing reading and reflection; 2. Consider application to other disciplines.

Getting students to read assigned material is sometimes a challenge. Getting them to reflect and actively engage with the author is a more involved activity and is rarely done. In this session I explain several ways to get students to read the assigned material and reflect on it. I explore various methods I have used to create not merely readers, but to make the author a "live" interlocutor.

Stephen Napier, Philosophy

[3F] Data Science, Flipped, Interdisciplinary and Introductory (All in One Course!)

Bartley 2072, Discussion Forum

Goals: 1. Discuss data science's place among STEM disciplines; 2. Consider benefits and challenges of the flipped classroom approach.

This course, being developed with NSF grant support, addresses the need to educate a quantitatively literate populace in the importance of data science in the natural sciences, social sciences and humanities. Also, the presenter discusses course design using a flipped approach.

Don Goelman, Computing Sciences

[3G] Learning to Write Foreign Scripts: A Sanskrit Tracing Experiment - VITAL Minigrant

Bartley 2073, Interactive Session

Goals: 1. Gain insight from experiencing what it's like to be a beginning-level student in a wholly unfamiliar endeavor; 2. Come away with ideas about facilitating the learning experience of students who are particularly intimidated by this kind of situation.

This session will enable participants to experience a version of what first-year students in Arabic do when encountering a completely foreign script for the first time, and to try the method I have developed to address some of the problems these students face. My approach to enabling students who feel particularly challenged, sometimes all but paralyzed, by the Arabic writing system will be simulated, using a script that is challenging even for me: not Arabic, but Sanskrit.

Barbara Romaine, Critical Languages Unit, Institute for Global Interdisciplinary Studies

1:30 – 2:15p.m. Concurrent Sessions (cont.)

[3H] Getting Your Course into the Villanova CAVE – Discussion Forum in the CAVE Facility

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Frank Klassner, Center of Excellence in Enterprise Technology, Computing Sciences

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2:30 – 3:15p.m. Concurrent Sessions

[4A] Grading: Perception, Reality and the Space Between

Bartley 1001, Interactive Session - *Assessment of Student Learning Track*

Goals: 1. Identify source of discrepancy between faculty and students; 2. Learn ways to reduce gap through metacognition and transparency.

Students enter courses with their perception of what faculty want and how faculty grade. Often students' perceptions do not map onto reality. This session will explore the source of this discrepancy and what practical steps we can take as faculty to reduce this gap.

Albert Shin, Ethics

[4B] Low Cost Course Materials: E-Textbooks and Beyond

Bartley 1010, Discussion Forum

Goals: 1. Identify library resources suitable for adopting as course materials; 2. Investigate delivery options for low cost course materials to students; 3. Find tools for open access textbooks; 4. Exchange ideas on how to select and deliver low cost course materials.

Presenters will survey social and economic developments driving demand for low cost course materials. Locally accessible resources for open source, subscription or DRM-free textbooks, monographs, articles will be demonstrated. We will discuss the challenges of adopting affordable course materials and will close with an environmental scan of initiatives implemented at other institutions to ameliorate the impact of high priced course materials.

Linda Hauck and Barbara Quintiliano, Falvey Memorial Library

[4C] Mixing it Up! Enhancing Courses with Interactive Online Presentations - VITAL Minigrant

Bartley 1047, Interactive Session, *Blended/Online Learning Track*

Goals: 1. Understand how interactivity enhances learning and engagement; 2. Become familiar with Articulate Storyline and Microsoft Office Mix software; 3. Discuss how interactive software might benefit students' learning in participants' disciplines.

This session will demonstrate how two types of interactive software, Articulate Storyline and Microsoft Office Mix (a PowerPoint add-in) can be used to benefit both on-campus and online courses.

Valentina DeNardis, Classical Studies

[4D] CATME: A Free, Web-Based Tool for Student Group Work

Bartley 2045, Discussion Forum

Goals: 1. Familiarize faculty with online tool for collaborative work and peer review; 2. Assign and manage student groups for coursework; 3. Employ effective team-building strategies and peer feedback.

CATME is a free, web-based peer assessment and group assignment tool for faculty to manage student group work. I will discuss how I have used CATME effectively in the classroom and how students have responded.

David Jamison, Mechanical Engineering

2:30 – 3:15p.m. Concurrent Sessions (cont.)

[4E] Field-Based and Immersive Learning for Non-Majors - VITAL Minigrant

Bartley 2046, Discussion Forum

Goals: 1. Discuss the benefits and challenges of immersive learning for non-majors; 2. Identify through group discussion possible solutions that can be applied to future courses.

Field-based and immersive experiences successfully engage and enhance the learning of students in a variety of disciplines, but are typically limited to courses designed for majors. In this session, I will discuss the outcome of a field-based Mendel Science Experience course for non-science majors.

Lisa Rodrigues, Geography and the Environment

[4F] Student Participation: What's In a Grade?

Bartley 2072, Interactive Session

Goals: 1. Discuss reasons for student participation in both face-to-face and online contexts; 2. Outline participation types, feedback and assessment mechanisms; 3. Begin to design participation rubric and provide feedback; 4. Consider ways to refine approach to assessing students' participation.

We know how essential it is for students to actively participate in their learning. But how do we document their participation? This session centers on strategies for determining students' participation, both in face-to-face and online contexts. Participants will discuss core topics, such as participation goals, types, and assessment of participation.

Gabriele Bauer, VITAL

[4G] Getting Your Course into the Villanova CAVE – Discussion Forum in the CAVE Facility

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Frank Klassner, Center of Excellence in Enterprise Technology, Computing Sciences

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3:15-4:15p.m. Poster Session and Reception, Nydick Family Commons, Bartley

Blackboard Outcomes and Program Effectiveness: Are students achieving program level learning goals?

Goals: Provide overview of Blackboard Outcomes tool and its application to support programmatic assessment of student learning, evidence-based enhancement of teaching and assessment practices, and refinement of program curriculum.

Eric Hamberger, Catherine Kolongowski, and Richard Stein, UNIT

Survey on Comparing MATLAB and Mathcad in Solving ODE Models in Chemical Engineering

Goals: 1. Compare two software in solving ODES; 2. Compare inverted-class room approach with traditional approach in using simulation software.

Zuyi Huang and Michael Smith, Chemical Engineering

EML Learning, Teaching and Assessment in Undergraduate Courses

Goals: 1. Demonstrate creation of EML modules; 2. Discuss teaching approaches of modules and students' responses; 3. Address assessment results.

Calvin Li, Mechanical Engineering

Endo Shusaku's Novel: "Silence."

Goal: Introduce students to diversity issues and multicultural aspects by a close reading of the novel.

Masako Nakagawa, Institute for Global Interdisciplinary Studies

3:15-4:15p.m. Poster Session and Reception (cont.)

When Do Students Learn Chemistry? - VITAL Minigrant

Goal: Report findings of a survey on faculty priorities for general chemistry laboratory learning and student learning and retention of those concepts.

Peter Palenchar, Deanna Zubris, Chemistry and Marianne Donley, Chemistry Major

Health Promotion Strategies for "High Stakes" Course Exams

Goals: 1. Identify the impact of applying health promotion concepts to "high stakes" exam environments; 2. Describe 3 health promotion strategies for transforming "high stakes" exam environments into peaceful teaching-learning experiences for students and faculty.

Carol Weingarten, Amy McKeever, Linda Maldonado, and Susan Meyers, College of Nursing