

2023 TEACHING AND LEARNING STRATEGIES (TLS) PROGRAM
FOCUS: Student Engagement & Wellbeing



**VILLANOVA INSTITUTE FOR
TEACHING AND LEARNING**

Wednesday, May 17, Bartley Hall
Co-Sponsors: VITAL and UNIT-IT

DETAILED AGENDA

*The TLS program affords us the opportunity to come together as a teacher-scholar community to deepen, diversify, and innovate our instructional practices. The program offers an engaging, collegial campus-wide forum to share teaching, learning, and assessment methods and exchange ideas. Our **keynote speaker, Derek Bruff**, higher education author and consultant, will bring to bear his practice-based research on intentional use of technology. Faculty colleagues will facilitate concurrent sessions and small-group discussions.*

9:30-10:00 a.m. – Registration, Continental Breakfast – Bartley Hall, Atrium, 1st Floor
Enter from Quad, not Ithan Drive

10:00-10:50 a.m. Concurrent Sessions 1, Bartley Hall

1.1. Neurodiverse Classrooms: Challenges and Best Practices – Room 3041

Jared May, Mission & Ministry and Vera Radunsky, Learning Support Specialist, Bridges Graduate School of Cognitive Diversity in Education

Goals: (1) Introduce terms and challenges of neurodivergent students
(2) Discuss practices that best serve neurodivergent students' learning

We will introduce cognitive diversity, including definition of terms, frequent challenges, and practices for effectively teaching a neurodiverse class.

1.2. Using Real-World Vocational Challenges to Enhance Learning – Room 3042

Paul Bernhardt, Mathematics & Statistics, VITAL Minigrant Award

Goals: (1) Discuss strategies for incorporating problem-based learning
(2) Demonstrate use of discussion boards to foster collaboration

We will discuss implementing team- and individual-based learning activities that require tackling real-world challenges not taught in the classroom, with examples/reflections from a graduate-level Regression Methods course in statistics.

1.3. It's a Zoo: Society Illustrated. With Rhymes and Reasons – Room 2072

Alessandra Seggi, Sociology & Criminology

Goals: (1) Examine how to effectively use illustrations, rhymes, and mind maps in any course
(2) Provide helpful resources

We will examine how to use art to creatively engage students in the Social Sciences and illustrate playful creatures with explanatory rhymes and short write-ups that connect to rigorous scholarship in a conversational language.

10:00-10:50 a.m. Concurrent Sessions 1 cont., Bartley Hall

1.4. How Can I Design Instruction to Support First-Generation College Students? – Room 3040

Krista Malott, Stacey Havlik, Lisa Marco-Bujosa, Education & Counseling; Nicole Daly, Falvey Library; and Jonathan Yates, Theology & Religious Studies

Goals: (1) Review evidenced-based tactics for supporting first-generation college students
(2) Brainstorm ways to incorporate tactics into instruction.

Faculty will engage with and reflect upon emerging research to support first-generation (FG) student persistence. We will consider ways to meet FG needs via syllabi adjustments, instructional tactics/structures.

1.5. Fostering Engagement and Inclusivity Using Technology Enhanced Learning Activities – Room 2045

Stefan Perun, Public Administration

Goals: (1) Reflect upon how students interact with learning activities
(2) Consider adaptations/technology tools to maximize students' engagement and sense of inclusion

Participants will identify a learning activity for which they use technology and consider how their students can optimally express their emotions, beliefs/values, and/or collaborate with others in the activity.

1.6. Navigating Attendance and Deadline Accommodations: Talking with Students About Reasonable Implementation – Room 2044

Patrice Soares and Emily Harris, Learning Support Services

Goals: (1) Highlight flexible attendance/deadline accommodations and their application for students with mental health concerns
(2) Discuss various ways to have appropriate conversations with students regarding the implementation of these accommodations

Implementing flexible accommodations can be tricky. We want to empower faculty to have appropriate, meaningful conversations with students with these accommodations and work toward reasonable solutions.

1.7. Data Visualization for Critical Analysis – Room 2074

Ryan Weldzius, Political Science, VITAL Minigrant Award

Goals: (1) Discuss how to get students to stop Googling and start creating their own data visualizations for essays
(2) Consider ways to help students learn how/when to replace text with graphics

In this session, I propose a method for getting students comfortable with using quantitative data in their analytical work despite having little (or no) training in quantitative methods.

1.8. Motivating Students: Mastery, Autonomy and Purpose – Room 2073

Kristyn Sessions, Ethics Program and Julie Becher, Economics

Goals: (1) Show that interest does not equal motivation
(2) Offer strategies that encourage motivation by emphasizing mastery, autonomy, and purpose

Interest and motivation are not the same. Interesting content is not enough to motivate student excellence. Motivation can be encouraged by practices and strategies that emphasize mastery, autonomy, and purpose.

10:00-10:50 a.m. Concurrent Sessions 1 cont., Bartley Hall

1.9. Mastery Approach and Developmental Assessments in Student Centered Learning – Room 2046

Peleg Kremer, Geography & the Environment, VITAL Minigrant Award

Goals: (1) Introduce the framework for a mastery approach to student learning
 (2) Reflect on whether a mastery approach to student learning is appropriate in your own courses

Through the lens of flipped course design and developmental assessments we will discuss the advantages, disadvantages, and pitfalls of the use of a mastery approach.

11:00 a.m.-12:15 p.m. KEYNOTE - PwC Auditorium (Room 1011), 1st Floor

Intentional Tech: Principles to Guide the Use of Educational Technology in College Teaching

Derek Bruff, PhD in Mathematics, Educator, Higher Education Consultant, Author, Visiting Associate Director, Center for Excellence in Teaching and Learning, University of Mississippi, Past Director, Center for Teaching, Vanderbilt University

[Link](#) to *Intentional Tech* (2019) online version, Falvey Library

Chalkboards and projectors are familiar tools for most faculty, but when new technologies become available, instructors are not always sure how to integrate them into their teaching in meaningful ways. As faculty interested in supporting student learning survey the changing landscape of technology, determining what is possible and what is useful can be challenging. In this session, we will explore several teaching principles for matching technology to pedagogy, principles that can help us make intentional and effective use of technology in our teaching whether that is in the classroom or online.

12:15-1:15 p.m. Lunch – Bartley Hall, Holy Grounds, Ground Level

1:30-2:20 p.m. Concurrent Sessions 2, Bartley Hall

2.1. The Power of Numbers: Social Justice and Quantitative Research Methods – Room 2046

Thomas Ksiazek and Allyson Levin, Communication, VITAL Minigrant Award

Goals: (1) Introduce tenets of QuantCrit and sample applications and resources
 (2) Generate applications of QuantCrit to your own instructional context

This session will introduce faculty to teaching “QuantCrit,” an emerging approach that applies quantitative research methods to issues of social justice and social change.

2.2. Student Engagement and Participation with Poll Everywhere – Room 3040

M. Laura Lenardon, Spanish, Technology in the Classroom Grant Pilot

Goals: (1) Outline how Poll Everywhere works
 (2) Discuss how this polling tool can be used to gauge/assess student learning in different disciplines

The facilitator will demonstrate how Poll Everywhere works and share her experience using this response system to check student understanding of topics and review concepts.

1:30-2:20 p.m. Concurrent Sessions 2 cont., Bartley Hall

2.3. Flipping out over Flipped Learning – Room 2073

Edward Wahesh, Education & Counseling, VITAL Minigrant Award

- Goals: (1) Outline how to blend the use of pre-recorded lectures with experiential learning
(2) Discuss the benefits and challenges of using Mediasite for video recording/editing

We will explore how instructors can create engaging recorded lectures and experiential learning activities that facilitate student understanding and application of course concepts.

2.4. Connecting Students to Classroom Community: The Spider Web Discussion Method – Room 2045

Elizabeth-Jane McGuire and Kaley Carpenter, Augustine and Culture Seminar Program

- Goals: (1) Demonstrate how to track "web" of student discussion
(2) Discuss how to improve individual students' contributions and overall class discussion

We will share our experience with implementing the "spider web discussion" in the ACS seminar. We have found it to be an effective way to engage students as it helps build classroom community, enhances participation, equitably distributes opportunities to speak, and gives students responsibility for self-assessment and encouraging their peers' involvement.

2.5. Supporting Student Mental Health in and Out of the Classroom – Room 3041

Christopher Schmidt, Education & Counseling and Josh Clifford, MS Clinical Mental Health Counseling '23

- Goals: (1) Discuss and develop ideas for engaging in this type of support
(2) Practice/ role play with colleagues

Using discussion and role play, attendees should gain encouragement to enhance how they make themselves available for and respond to student mental health concerns.

2.6. Using Augmented Reality Games for Teambuilding Activities or Teaching Concepts – Room 2044

Dron Mandhana, Communication; Daliah Ouedraogo, MA Communication; and Alessandra Vicente, MBA

- Goals: (1) Discuss how to incorporate Augmented Reality, immersive experience in classroom activities
(2) Demonstrate two different ways to use the Actionbound application

We will provide a hands-on approach to using the Actionbound mobile application, which supports location-based activities and other Augmented Reality solutions for teaching complex course concepts and designing team-building activities.

2.7. Use of Digital Whiteboard Encourages Student Engagement – Room 2074

LeRai Martin and Michelle Lockett, M. Louise Fitzpatrick College of Nursing

- Goals: (1) Experience working with a digital whiteboard
(2) Learn to set up your own Jamboard session

Using a digital whiteboard allows students' individual voices to be "heard" in class and thus helps address issues of social anxiety and accommodations related to class discussion.

1:30-2:20 p.m. Concurrent Sessions 2 cont., Bartley Hall

2.8. Open Educational Resources: Creating a Community of Creators – Room 2072

Sunny Hallowell, M. Louise Fitzpatrick College of Nursing and Mary Migliozi, Italian Program

- Goals: (1) Discuss the benefits of using and creating open resources
(2) Introduce the first steps for creating open resources

We will share two examples of developing open access resources and discuss the development of a community of creators and educators to empower participants to become resource creators themselves.

2.9. Alternative Grading: Stepping Out of Tradition – Room 3042

Peter Muller, Mathematics & Statistics

- Goals: (1) Outline the principles of alternative grading
(2) Discuss examples of alternative grading systems

We will explore ways to step away from traditional grading systems. These alternative grading systems aim to shift student focus from earning points to learning and understanding course content.

2:30-3:30 p.m. Workshop Session - Room 1001

From Principles to Practice: Engaging Students in Learning in New Ways

Derek Bruff, PhD in Mathematics, Educator, Higher Education Consultant, Author

This session will help participants identify and plan new ways to engage their students that implement the teaching principles shared in the keynote. Participants will discuss the opportunities and challenges posed by their individual teaching contexts, and they will imagine the possibilities of specific teaching practices and technologies in their courses. Participants will leave with a game plan for a new activity or assignment for their students that uses technology in intentional ways.

2:30-3:20 p.m. Round Table Discussions, Bartley Hall

1. Comps, Exams, ePorts, Performances, & Defenses. Rethinking Graduate Student Outcomes Assessment – Room 2045

Seth Matthew Fishman, Education & Counseling and Lynne Hartnett, History

- Goals: (1) Convey new ideas for graduate student assessment
(2) Discuss benefits / challenges implementing new assessment

We will discuss ways to rethink required graduate master's program culminating experiences and share ideas about other assessment options and changes programs have recently made, including ePortfolios.

2. Applying Experiential Learning to Enhance Student Engagement – Room 2074

Kabindra Shakya, Geography & the Environment, VITAL Minigrant Award

- Goals: (1) Discuss if experiential learning can enhance long-term retention of learned knowledge
(2) Review the application of an experiential learning module in an environmental course

We will discuss how to use experiential learning modules to both enhance student engagement and deepen student understanding.

2:30-3:20 p.m. Round Table Discussions cont., Bartley Hall

3. OI in the Classroom: Fostering "Organic Intelligence" Through Student Engagement – Room 2072

Noël Dolan, Augustine and Culture Seminar Program

Goals: (1) Outline how to plan lessons/units by beginning with engagement and building to content
(2) Apply to disciplinary contexts

Investing students in their learning experience encourages their own writing and observations rather than AI; the "why" of learning precedes the "what" or "how" in active student engagement.

4. Teaching Colonialism in Introductory Courses – Room 2046

James Murdoch, Augustine and Culture Seminar Program

Goals: (1) Highlight relevant materials for teaching colonialism
(2) Consider the opportunities/challenges that might arise when teaching colonialism

We will discuss ways of teaching colonialism, share materials that can be used to explore colonialism, and explore ways of considering the history of race as an aspect of colonialism.

5. Virtual Collaborations with Faculty and Students Abroad – Room 2073

Karyn Hollis, Director, Cultural Studies Program and Melanie Menkevich, Global Interdisciplinary Studies

Goals: (1) Consider how to integrate a collaborative project with courses abroad into an existing course
(2) Outline how to plan for collaboration with courses abroad

We will discuss the process of virtual collaboration with faculty and students at institutions abroad, such as finding a faculty partner, designing a project, establishing a schedule for student participation, considering funding opportunities.

3:20 – 4:00 p.m. Mixer with Colleagues – Bartley Hall, Curley Family Exchange, Ground Level

Round out the day with a Mixer with your colleagues!