2019 TEACHING AND LEARNING STRATEGIES PROGRAM AT VILLANOVA
DETAILED AGENDA
Wednesday, May 15 – Bartley Hall
Co-sponsors: VITAL and UNIT-IT

9:30-10:00a.m. – Registration, Continental Breakfast - Outside Bartley 1001-1010

10:00-10:50a.m.  Concurrent Interactive Sessions 1

[1A] Academic Speed-Dating: Four Teaching Methods in 50 Minutes - Bartley 1010
Allison Covey, Ethics; Ioanna Fampiou, Mechanical Engineering; Thomas Umile, Chemistry; Juanita Weaver, Communication


Join Villanova faculty, who participated in a regional teaching conference, for a “speed-date” to experience and discuss five immediately applicable instructional methods for active student learning.

[1B] On the Autism Spectrum and in College – Bartley 1047
Lynn Burke, Learning Support Services

Goals: 1. Become familiar with characteristics and behaviors of Autism Spectrum Disorder (ASD); 2. Learn and practice techniques for interacting with students who may have ASD.

The increase of students on the autism spectrum attending college brings new and unique challenges to classroom management and student-faculty interactions. Strategies and techniques will be shared.

[1C] Meeting the Needs of Your Students Who Are First-Generation College Goers - Bartley 2045
Krista Malott and Stacey Havlik, Education & Counseling

Goal: Increase faculty, administrator, adviser, and support staff knowledge of ways to advance the academic, career, and social success of first-generation college students.

One out of every eight Villanova students are the first in their family to complete college. This session offers insights into the unique strengths, challenges, and needs of this student population.

[1D] Computer Science, Trees, and Sustainability – Bartley 2046
Mary-Angela Papalaskari, Computing Sciences

Goals: 1. Experience artistic expression as a way to connect subjects in science; 2. Brainstorm ideas for ways to participate in this open-ended project.

The session presents a community project on the subject of trees (a fundamental data structure in Computer Science) using old, discarded periodicals and exploring connections with real trees and sustainability.
10:00-10:50 a.m. Concurrent Interactive Sessions 1 cont.

Crystal Lucky, Associate Dean of Baccalaureate Studies, CLAS, Associate Professor of English

Goals: 1. Highlight the main evidence-based features of CliftonStrengths; 2. Enable conversations to enrich student well-being and academic and personal development; 3. Consider the applicability of CliftonStrengths for professional growth and development.

All incoming first-year undergraduate students participated in the CliftonStrengths assessment. The goal for integrating CliftonStrengths into the student experience was two-fold: (1) to engage students in identifying their own strengths, appreciating the strengths in others, and leveraging their strengths to develop to their full potential. How can we as faculty build on this student experience and incorporate it purposefully into our work? What opportunities does the Strengths inventory offer for our own professional development?

[1F] Integration of TeamSTEPPS Teamwork Training into Junior Nursing Courses – Bartley 2073
Jennifer Ross and Colleen Meakim, M. Louise Fitzpatrick College of Nursing - VITAL Minigrant Award

Goals: 1. Identify components of the TeamSTEPPS teamwork system; 2. Discuss strategies to implement TeamSTEPPS into an undergraduate nursing program and application to other disciplines.

We will discuss students’ development of interprofessional (IP) skills and behaviors via the following: (1) videotaped interviews of IP healthcare providers, (2) simulation of clinical learning activities that engaged students in the understanding of IP roles and the use of TeamSTEPPS communication techniques.

[1G] Discussion Boards - Preventing the Perception of "Busy Work" – Bartley 2074
Matthew Manion, Center for Church Management

Goals: 1. An effective model to frame expectations for student participation in discussion boards (in the syllabus and class) 2. Two elements of discussion board questions that yield better responses.

Discussion boards can be seen as tedious, unnecessary busy work by both students and instructors. We will explore techniques to make discussion boards meaningful for students and useful for the instructor.

[1H] Engaging Students with Technology: Three Strategies for Better Learning – Curley Family Exchange, Ground Level, Bartley Hall
Camille Burge, Political Science; Stefan Perun, Public Administration; Andy-Guoqiang Cui, VITAL

Note: Please bring your phone, tablet, or laptop as you will need access to a web browser.

Goals: 1. Articulate the use of PowerPoint, social media, and technology tools for flipped learning; 2. Apply above technologies and strategies effectively in support of students’ learning.

The 50-minute lightning round session will engage you with three technology-based instructional approaches: (1) PowerPoint revisited, (2) social media to reduce student anxiety, and (3) technology that supports flipped learning.
11:00 a.m.-12:15 p.m.  **Panel Discussion: Supporting Students Facing Mental Health Challenges – Bartley 1011**
Patricia K. Bradley, Associate Professor, M. Louise Fitzpatrick College of Nursing; Nancy Mott, Director Office of Learning Support Services; Joan Whitney, Associate Vice President and Executive Director University Counseling Center
Moderator: Matthew R. Kerbel, Interim Associate Vice Provost for Teaching and Learning; Professor and Chair, Political Science

Mental health challenges are a frequent concern for students at Villanova and the data mirror national figures. Mental health challenges strongly correlate with students’ ability to persist in higher education. The expert panel will discuss the experiences of our students, provide guidelines, practices, and resources that support positive mental health and enable students to feel valued and validated.

12:15-1:15 p.m.  **Tote Lunch - Outside Bartley 1001-1010**

1:30-2:20 p.m.  **Concurrent Sessions 2**

**[2A] Agile Classrooms at Villanova: A Positive Experience with Top Hat – Bartley 1010**
David Cereceda and Gang Feng, Mechanical Engineering

Goals: 1. Identify the needs of Gen Z students arriving at our university; 2. Use Top Hat to create agile classrooms that fulfill these needs and expectations.

Gen Z students do not want to just come to class, listen to the instructor, and then go home and do the work. In this interactive and hands-on session, we will show how to use Top Hat to create agile classrooms.

**[2B] Engaging Students in Online Synchronous Classes – Bartley 1047**
Lawrence Cozzens, Human Resources Development and VITAL Faculty Fellow

Note. Please bring your laptop to participate in synchronous session.

Goals: 1. Discover how to adapt your current teaching methods to the synchronous classroom; 2. Build confidence in your ability to facilitate engaging synchronous classroom sessions.

How can I keep on-line students engaged when I cannot see them? Your current teaching skills work in the synchronous classroom. Find out how to adapt them and facilitate on-line classes.

**[2C] Strategies for Helping Connect Students of Concern with Campus Resources – Bartley 2045**
Edward Wahesh, Stacey Havlik, and Christopher Schmidt, Education & Counseling

Note. This interactive, group-based session will occur from 1:30-3:20pm

Goals: 1. Identify signs that may indicate a student is in distress; 2. Demonstrate the Ask-Listen-Advice brief intervention model; 3. Describe at least two campus resources to contact regarding students of concern.

We will explore how faculty can talk with their students of concern. Strategies to help connect these students with campus resources will be presented and practiced.
1:30-2:20p.m. Concurrent Interactive Sessions 2 cont.

[2D] Kinesthetic Learning In-Class Activity - Bartley 2046
Ann Scheve, M. Louise Fitzpatrick College of Nursing

Goals: 1. Discuss challenges to in-class learning activities; 2. Explore and experience a new strategy for engaging students through kinesthetic learning.

Straight lectures can lead to cognitive overload. Kinesthetic learning activities can engage students for deeper and more meaningful learning.

[2E] Hybrid Flipped Classroom: Is It for You? - Bartley 2072
Yimin Zhang, Mathematics & Statistics - VITAL Minigrant Award

Goals: 1. Examine how the hybrid model can be effectively used in your courses; 2. Learn and share the effective use of instructional technology in the hybrid model.

A hybrid learning environment combines online, self-paced content with traditional lectures. We will discuss how your courses can benefit from the hybrid model and explore two key instructional technologies that support students’ learning in the hybrid setting: (1) online discussion board and (2) video technology.

[2F] Student-Athletes in the Classroom - Bartley 2073
Jennifer Brophy, Krista Chmielewski, Taryn Nichols, and Marissa Paffas, Academic Support for Athletics

Goals: 1. Identify challenges student-athletes face in the classroom; 2. Discuss strategies and best practices for supporting student-athletes; 3. Learn what services are available to student athletes and faculty.

The presenters will share various scenarios that faculty have encountered when working with student-athletes in the classroom and invite discussion.

Henry Carter, Computing Sciences - VITAL Minigrant Award

Goals: 1. Interactively experience POGIL-style lab exercises (guided inquiry group learning process); 2. Foster discussion on ethically teaching technology and topics with obvious malicious use.

Computer security professionals are required to understand how attackers will try to penetrate their systems. However, these skills are rarely taught due to their overtly malicious nature. We will explore techniques used at Villanova for teaching both offensive hacking techniques along with ethical use of these skills. Using a combination of self-driven guided labs and ethical discussions, we will explore how students can develop both the technical analysis skills needed to attack a system along with an understanding of the ethical ramifications of such attacks.
2:30-3:20 p.m. Concurrent Roundtable Discussions

[3A] The Fall, and Rise, of Reading – Bartley 1047
Gabriele Bauer, VITAL

Goals: 1. Discuss approaches to encourage student reading in preparation for class; 2. Select one approach that you will implement in your course.

How do you engage students in reading the course material? Why might students not read all the assigned material? How might we prepare students for the readings? Share your creative approaches and discuss how we may design instructional activities and assignments that invite students to engage with the readings.

[3B] Teaching Courses Serving Students from Diverse STEM Backgrounds: Strategies and Challenges – Bartley 2046
Meltem Izzetoglu, Electrical & Computer Engineering

Goals: 1. Identify effective ways to develop and teach courses that enroll students from multiple fields; 2. Share strategies to build stimulating and engaging courses serving students of different engineering, math and science backgrounds; 3. Discuss common challenges and how to address them productively.

Emerging engineering fields, e.g., biomedical engineering, approach education from an interdisciplinary perspective which poses challenges for both faculty and students. We will discuss effective ways to develop and teach these courses.

[3C] Integrating Reflective Tools that Support Student Development within Departmental Programs – Bartley 2072
Christa Bialka, Education & Counseling - VITAL Minigrant Award

Goals: 1. Participants will gain insight into the successes and shortcomings of the UTEP Framework; 2. Participants will learn how to develop tools intended to enhance student development and reflection within their own programs.

This session provides insight into the development of the Undergraduate Teacher Education Program Dispositions (UTEP) Framework, a reflective tool intended to support the academic, social/emotional, and professional development of students.

[3D] Small Changes in Teaching Yield Big Returns in Student Learning - Bartley 2073
Teresa Wojcik, Education & Counseling

Goals: 1. Learn about practical, cross-disciplinary strategies for implementation in your own teaching; 2. Become familiar with the research base that supports these practices.

This roundtable discussion will introduce participants to high-impact teaching strategies proposed by James Lang in his book, "Small Teaching."
2:30-3:20p.m. Concurrent Roundtable Discussions cont.

[3E] Tackling Cross-Cultural Differences: Students as Community Interpreters for Immigration - Bartley 2074
Raul Diego Rivera Hernandez, Romance Languages & Literatures

Goals: 1. Become aware of the linguistic/cultural barriers that prevent access to justice for immigrants; 2. Discuss cross-cultural differences through interpreting for immigration.

The session addresses the cross-cultural challenges that students face as community interpreters (Spanish and English or vice versa) while working with immigrants and limited English proficiency populations.

3:20-4:00p.m. Reception, Posters, Academic Service Programs - Curley Family Exchange, Ground Level, Bartley Hall

[4A] Initial Experiences with an Online Video Platform for Assessment of Student Presentations in a Technical Communication Course
Jens Karlsson, Mechanical Engineering - VITAL Minigrant Award

Goal: You will be able to evaluate the potential for incorporating the video assessment tool “Bongo” in your own courses.

The video assessment platform Bongo was piloted in a new technical communication course. We will review the features of this online tool for assessing student presentations and summarize our implementation experience.

[4B] Reimagining the Chemistry Laboratory Experience of Nursing Students
Emily Minbiole, Chemistry - VITAL Minigrant Award

Goals: 1. Become familiar with the process of re-structuring a lab course to better accommodate a part of the Villanova student population; 2. Consider how to design a lab to align with lecture material.

A re-structure of the first-semester chemistry laboratory experience for Nursing students will be presented. The new lab coincides with the Nursing students’ lecture curriculum and field experience.

Academic Service Programs:
Academic Support for Athletics, Center for Research and Fellowships, Learning Support Services Mathematics Learning Resource Center, Office of Education Abroad, University Counseling Center Villanova Writing Center