

## 2024 TEACHING AND LEARNING STRATEGIES (TLS) PROGRAM

Wednesday, May 15, Bartley Hall

Co-Sponsors: VITAL and UNIT-IT



VILLANOVA INSTITUTE FOR  
TEACHING AND LEARNING

### 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 instructional practices that support our students' learning, exchange ideas with colleagues, and learn from and with each other. Our keynote speakers, Dr. Ethan Mollick and Dr. Lilach Mollick, will guide us in pedagogical considerations for A.I. and instruction. Faculty colleagues will facilitate concurrent sessions.*

**9:30-9:50 a.m. – Registration, Continental Breakfast – Bartley Hall, Atrium, 1<sup>st</sup> Floor**  
*Enter from Quad, not Ithan Drive*

**10:00-11:15 a.m. KEYNOTE – PWC Auditorium (Room 1011) and/or Simulcast, Room 1001**

**Co-Intelligence: AI and Instruction**

*Dr. Ethan Mollick and Dr. Lilach Mollick, Wharton Interactive, University of Pennsylvania*

[Co-Intelligence: Living and Working with AI](#) (2024), online version, Falvey Library

The keynote address will provide an overview of generative A.I. and the tools currently available, including demonstrations across a variety of A.I. models. The keynote will also include discussions of  
a) how classroom policies need to change, b) how instructors can leverage the power of A.I., and  
c) how future developments might affect teaching at scale.

**11:30 a.m.-1:00 p.m. WORKSHOP: A.I. Prompting for Faculty – Curley Exchange, Garden Level**

*Dr. Ethan Mollick and Dr. Lilach Mollick, Wharton Interactive, University of Pennsylvania*

Bring your laptop for this hands-on workshop session by Dr. Ethan Mollick and Dr. Lilach Mollick as they guide us in prompt development for using A.I. to implement effective teaching strategies across disciplines.

**11:30 a.m.-12:20 p.m. Concurrent Sessions 1, Bartley Hall**

**1.1. Microsoft Teams, Online Timers, and Name Wheels, Oh My! – Room 2044**

*Liesl Klein, Assistant Teaching Professor, Electrical & Computer Engineering*

Goals: (1) Learn about technology tools that help facilitate learning activities  
(2) Examine ideas for implementing these tools in your disciplinary instructional context

*Instructional Areas: Active Learning, Technology-Enhanced Teaching*

Online tools can facilitate classroom activities and management. Some tools are available through our university accounts (e.g., Teams) and some are available online for free. This session will introduce you to these tools and demonstrate ways to use them in the classroom, with the goal of facilitating active learning. You will have the opportunity to discuss the applicability of these tools to your disciplinary instructional context and leave with concrete ideas for implementation.

## 11:30 a.m.-12:20 p.m. Concurrent Sessions 1 cont., Bartley Hall

### 1.2. Teaching Ideas Carousel: Four Teaching Methods in 50 Minutes – Room 2001

*Ida Marie Alcantara, Assistant Teaching Professor and Alexander Diaz-Lopez, Associate Professor, Mathematics & Statistics, Christopher Brown, Assistant Teaching Professor, Physics, and Deborah King, Clinical Assistant Professor, M. Louise Fitzpatrick College of Nursing*

- Goals: (1) Experience “new” instructional methods  
(2) Consider their application to your discipline

*Instructional Area: Active Learning*

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

### 1.3. Student Directed Experiential Learning in Graduate Family and Couples Counseling Course - *Cancelled*

*Chris Schmidt, Associate Professor, Education & Counseling – VITAL Minigrant Award 2023-2024*

- Goals: (1) Analyze one example of semester-long experiential learning alongside didactic teaching strategies  
(2) Discuss examples of how students responded to their role as co-developer of curricular plans

*Instructional Area: Active Learning*

Graduate counseling students are increasingly working with a wide variety of family ‘types’ with a wide array of problems. This course was recently revised to better prepare them for their work. You will gain insight into incorporating experiential learning experiences into graduate level courses.

### 1.4. Designing and Incorporating Scaffolding Assignments – Room 2073

*Christina Winterton, Assistant Teaching Professor and Elizabeth Patton, Graduate Student, Biology*

- Goals: (1) Workshop scaffolding assignments for high-stakes or difficult content in your own courses  
(2) Identify potential challenges and troubleshoot

*Instructional Area: Course Redesign*

We will focus on the design and implementation of scaffolding assignments. We will share our journey and provide examples of designing, evaluating, and refining the scaffolding assignment. You will discuss the role of scaffolding assignments in your course and how to design them.

## 12:30-1:20 p.m. Concurrent Sessions 2, Bartley Hall

### 2.1. Multi-Stage Assignments to Benefit Your Students and Yourself! – Room 2044

*Allison Covey, Assistant Teaching Professor, Ethics, VITAL Minigrant Award 2023-2024*

- Goals: (1) Outline benefits of and strategies for using multi-stage assignments  
(2) Explore approaches to incorporating multi-state assignments without major workload adjustments

*Instructional Area: Course-Level Assessment*

We will explore multi-stage assignment strategies for formative assessment. Tackling large assignments incrementally can increase student confidence and improve student performance without requiring major changes in your existing grading load.

## 12:30-1:20 p.m. Concurrent Sessions 2 cont., Bartley Hall

### **2.2. Visual and Communicative Resources to Achieve Engagement and Interactive Learning – Room 2045**

*John Cunicelli, Assistant Teaching Professor and Mikel Lorenzo-Arza, Associate Teaching Professor, Spanish*

- Goals: (1) Create an audio-visual and interactive learning environment that invites all students to participate in the learning process  
(2) Consider ways to incorporate multimedia into your teaching context

*Instructional Areas: Active Learning, Technology-Enhanced Teaching*

By using multimedia and games we aim to foster a collaborative, student-centered learning environment. We will demonstrate various learning activities and approaches that we have found successful in providing such a learning environment and invite you to share and/or reflect on the role of multimedia and games in your students' learning.

### **2.3. Incorporating Computational Methods in Graduate Quantitative Research Education in Communication Room 2046**

*Jie Xu, Professor, Communication, VITAL Minigrant Award 2023-2024*

- Goals: (1) Learn about both opportunities and challenges of integrating computational methods into traditional quantitative research methodology in the big data era  
(2) Discuss the role of big data in your courses and implications for course design

*Instructional Areas: Active Learning, Technology-Enhanced Teaching*

We will discuss a redesigned required communication graduate research course that incorporates big data and computational methods. We will review new learning goals, teaching activities, assessment, and student feedback with the goal to consider implications for your course design.

### **2.4. Decolonize Your Teaching – Room 2072**

*Krista Malott, Professor and Terence Yee, Associate Professor, Education & Counseling*

- Goals: (1) Discuss the definition of decolonial teaching practices  
(2) Gain approaches for applying decolonial teaching practices to your specific field

*Instructional Areas: Course Redesign, Inclusive Teaching*

We will explore ways to understand and apply decolonial constructs to your own teaching practices.

### **2.5. Life Changing Outcomes of VITAL's Faculty Associate Opportunity – Room 2073**

*Carol Weingarten, Associate Professor, M. Louise Fitzpatrick College of Nursing, VITAL Faculty Associate 2021-2022 and Nick Langan, WXVU/WXVU&U Health Operations Manager, Office of Student Involvement*

- Goals: (1) Describe VITAL'S Faculty Associate Opportunity  
(2) Discuss an academic-co-curricular example of transformational outcomes of the Faculty Associate Opportunity

Learn how VITAL's Faculty Associate Opportunity transformed the lives of the Faculty Associate, colleagues, and students and affected the future of Villanova University's radio station, WXVU. You can be next.

## 12:30-1:20 p.m. Concurrent Sessions 2 cont., Bartley Hall

### 2.6. Rethinking and Redesigning a Course without a Textbook – Room 2074

*Elena Kazakova, Assistant Teaching Professor, French & Francophone Studies*

- Goals: (1) Learn about one experience of redesigning a lower level required course without a textbook  
(2) Develop a set of questions to start thinking about redesigning their own course without a textbook

*Instructional Area: Course Redesign*

Based on the faculty's experience with resigning a non-textbook-based course, you will develop a series of questions to begin to engage in the re-design process and discuss potential challenges along the way.

## 1:20-2:10 p.m. Lunch – Bartley Hall, LoBiondo Atrium, First Floor

## 2:30-3:10 p.m. Concurrent Sessions 3, Bartley Hall

### 3.1. Faculty Feedback Form (F3): Connecting with Students – Room 2044

*Seth M. Fishman, Associate Teaching Professor, Education & Counseling*

- Goals: (1) Explore benefits and challenges implementing the F3  
(2) Discuss ways to adapt the form to your course

*Instructional Area: Course-Level Assessment*

The Faculty Feedback Form (F3) is a variation on the One Minute Paper concept in which a few questions are used to check-in with the students each week.

### 3.2. Who's Afraid of ChatGPT? Using ChatGPT to Craft an Essay on Virginia Woolf – Room 2045

*Megan Quigley, Associate Professor, English*

- Goals: (1) Articulate the learning goals for use of A.I. in a writing assignment  
(2) Consider pros and cons of an assignment that involved students' use of ChatGPT 3.5

*Instructional Area: Teaching with A.I.*

Within the context of discipline-based learning goals for A.I. use, we will discuss the pros and cons of an assignment in which students in core and upper-level courses used ChatGPT 3.5 to answer a paper prompt and to analyze the pros and cons of the response given by ChatGPT.

### 3.3. Increasing Engagement by Designing Activities that Facilitate Flow (Deep Focus and Engagement) Room 2001

*Dron Mandhana, Assistant Professor, Communication*

- Goals: (1) Articulate the concept of flow - a state of deep focus and enjoyment  
(2) Plan learning activities that foster flow

*Instructional Area: Active Learning*

We will demonstrate and discuss how to design classroom activities that foster flow—a state of deep focus and enjoyment—to significantly boost student engagement and learning outcomes.

**2:30-3:10 p.m. Concurrent Sessions 3, Bartley Hall cont.**

**3.4. Teaching Palestinian Literature Across the Curriculum: Adania Shibli's *Minor Detail* – Room 2072**

*Mary Mullen, Associate Professor, Travis Foster, Associate Professor, and Yumi Lee, Assistant Professor, English*

- Goals: (1) Outline interdisciplinary approaches to teaching literature  
(2) Discuss and apply strategies for teaching Palestinian literature

*Instructional Area: Interdisciplinary Teaching and Learning*

This panel will outline ways to teach the text *Minor Detail* in different curricular contexts: From literary studies to geography to history to ACS. The panelists will discuss strategies for teaching Palestinian literature and history and invite faculty to apply them to their own disciplinary instructional contexts.

**3.5. Please Reflect on . . . What Does Meaningful Reflective Thinking Look Like? – Room 2073**

*Gabriele Bauer, VITAL*

- Goals: (1) Outline a framework to develop students' meaningful reflective practice  
(2) Compare framework with current learning practices and begin implementation

We will discuss a framework for helping students develop/refine their reflective thinking process and consider ways to incorporate it in our teaching and assignments aimed at reflection.

**3.6. Virtual Exchange: Internationalize your Course and Integrate Cultural Competencies – Room 2074**

*Melanie Menkevich, Global Programs Administrator, Office of the Dean, CLAS, and Lisa Dolling, Teaching Professor, Philosophy and Associate Dean, CLAS*

- Goals: (1) Conceptualize learning goals to be achieved through virtual exchanges  
(2) Discuss supports and resources to implement virtual exchanges

*Instructional Areas: Online Teaching and Learning, Inclusive Teaching*

This session will familiarize you with virtual exchange (VE), a pedagogy that integrates technology to engage students and faculty from different countries in collaborative sessions and present a case study for discussion. You will consider how VE might enrich your students' learning experiences.

**3:20 – 4:00 p.m. Reception, Conversation, and Small VITAL Thank You Keepsake – Bartley Hall**

*Curley Family Exchange, Garden Level*