

2025 TEACHING AND LEARNING STRATEGIES (TLS) PROGRAM
Wednesday, May 14, 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 speaker, Dr. Sarah Rose Cavanagh, will guide us in a pedagogy of care to support student mental health and faculty well-being. Villanova experts on mental health will lead sessions following the keynote. Faculty will facilitate concurrent sessions in the afternoon.

9:30-9:50 a.m. – Registration, Continental Breakfast – Bartley Hall, LoBiondo Atrium, First Floor
Enter from Quad, not Ithan Drive

10:00-11:30 a.m. VIRTUAL KEYNOTE – PwC Auditorium (Room 1011) and/or Simulcast, Room 1001
Supporting Faculty & Student Mental Health: Hope in a Time of Monsters

Dr. Sarah Rose Cavanagh, Sr. Associate Director for Teaching and Learning, Associate Professor of Practice, Psychology, Simmons University

The past years of disruption, uncertainty, and overburdened workloads have exhausted teachers and students alike. Students are experiencing an epidemic of mental health problems, especially of anxiety. As instructors, we can support student mental health through pedagogies of care, high-touch practices like frequent communication, inclusive, technology-enhanced teaching, and empathy. All these practices involve both a heavy investment of time and a high degree of emotional labor. How can we assist our students without burning ourselves out? In this interactive keynote, Dr. Cavanagh will present research and food for thought based on her recent book, *Mind Over Monsters*, on how higher education should respond to both faculty depletion and the student mental health crisis.

11:45 a.m.-12:35 p.m. Concurrent Sessions 1, Bartley Hall - Mental Health and Well-Being at Villanova

1.1. Meeting the Unique Needs of First-Generation College Goers – Room 2001

Krista Malott, Professor, Stacey Havlik, Associate Professor, Education & Counseling and Kapil Nayar, Staff Counselor and Adjunct Professor, The Patricia B. & Gary M. Holloway University Counseling Center

Goals: (1) Advance knowledge of the unique traits and needs of First-Generation College Students (FGCS)
(2) Increase knowledge of instructional approaches to use to better support FGCS

Instructional Area: Teaching Specific Student Populations

Did you know that one out of every eight Villanova students are the first in their family to complete college? This workshop offers insights into the unique challenges, strengths, and needs of Villanova's first generation (FG) students. Drawing from actual student voices and experiences, we will explore ways to better ensure FG student success.

11:45 a.m.-12:35 p.m. Concurrent Sessions 1 cont., Bartley Hall - *Mental Health and Well-Being at Villanova*

1.2. Mental Wellness for Returning Adult Learners – Room 2045

Alexis Coulter, Assistant Professor of the Practice, College of Professional Studies and Student Panelists: Jay Decker, Hermena Wilson, Jared Blair, Erika Taylor, and Patrick Whalen

- Goals: (1) Discuss teaching strategies unique to returning adult students such as enhancements to in-class discussions, course assignments, and student feedback
(2) Reflect on the educational viewpoints of returning adult students

Instructional Areas: Teaching Specific Student Populations, Mental Health and Well-Being

Hear from returning adult students in the College of Professional Studies as they share success in their educational journey while balancing full-time employment, families, and other outside responsibilities.

1.3. Fostering Hope in Everyday Actions – Room 2046

Tom DeMarco, Associate Vice President for Student Life/Dean of Students and Stacy Andes, Director, Office of Health Promotion

We will discuss everyday actions that we can take inside and outside the classroom to foster hope, health and well-being in ourselves and our students. Tom and Stacy will respond to the keynote presentation and will share Villanova employee and student health and well-being survey data (Spring 2022; Fall 2023).

1.4. Balancing Support and Boundaries: Navigating Flexibility, Accommodations, and Mental Health – Room 2010

Nicole Subik, Patrice Soares Kleina, Paul Cortopassi, and Emily Harris, Learning Support Services

- Goals: (1) Introduce faculty to resources for navigating requests for deadline adjustments and attendance policy modification
(2) Share strategies that have been successful in courses across the curriculum

Instructional Area: Teaching Specific Student Populations

Requests for accommodating deadlines and attendance have increased and pose particular questions for faculty to navigate. LSS Staff will lead a discussion and share resources and tips for both implementing flexible practices and maintaining boundaries without fundamental alteration or undue burden.

12:35-1:30 p.m. Lunch – *Bartley Hall, LoBiondo Atrium, First Floor*

1:40-2:30 p.m. Concurrent Sessions 2, Bartley Hall – *Engaged Student Learning*

2.1. Teaching Ideas Carousel: Four Teaching Ideas in 50 Minutes – Room 2001

Jeremy Carlo, Associate Professor, Physics, Joseph Comber, Associate Teaching Professor and Rebecca Rivard, Assistant Teaching Professor, Biology, Anna Drummey, Associate Teaching Professor, Psychological & Brain Sciences, and Cristina Percoco, Associate Teaching Professor, Spanish

- 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.

1:40-2:30 p.m. Concurrent Sessions 2 cont., Bartley Hall – Engaged Student Learning

2.2. Incorporating Scaffolded Informal Writing for More Effective Expository Writing – Room 2044

Betsy Springuel, Associate Instructor and Faculty Advisor and Noël Dolan, Teaching Professor, Augustine and Culture Seminar Program

- Goals: (1) Share insights gained from incorporating intentional informal writing in the form of a structured scaffolded journal as part of course design
(2) Share strategies for creating a scaffolded informal writing component in writing-based courses

Instructional Areas: Course or Curriculum Design/Redesign; Course-Level Assessment

We will present our work to develop an approach to our writing intensive course that stresses the arc of expository writing through purposeful informal prompts culminating in a formal assignment.

2.3. Practical Implementation of Ungrading – Room 2046

Angela Hanson, Assistant Teaching Professor, Mathematics & Statistics

- Goals: (1) Learn about the benefits and misconceptions around ungrading
(2) Explore one place in your course to try ungrading

Instructional Area: Course-Level Assessment

We will discuss ungrading and possible implementations, please come with an assignment/class you might try ungrading with. All disciplines and levels of experience are welcome!

2.4. Modernizing Laboratory Learning: Connecting Practice and Theory Across Disciplines – Room 2073

Javad Siah, Assistant Professor, Physics – VITAL Minigrant Award 2024-2025

- Goals: (1) Discuss effective strategies for aligning lab experiments with lecture content
(2) Explore how simplifying experimental tools and materials can enhance student understanding and engagement

Instructional Area: Course Redesign

We will explore strategies for updating lab materials, redesigning experiments, and integrating new technologies to strengthen the link between lectures and labs, leading to deeper student engagement across disciplines.

2.5. Reviving a Class Through Inquiry-based Learning – Room 2074

*Kaitlyn Muller, Associate Professor and Peter Muller, Associate Professor, Mathematics & Statistics
VITAL Minigrant Award 2024-2025*

- Goals: (1) Gain a student's perspective of inquiry-based learning
(2) Brainstorm ideas for how to incorporate inquiry-based learning in your course

Instructional Area: Engaging Students via Active Learning

Participants will work on an example of an inquiry-based group project. They will then brainstorm ways to incorporate this type of learning in their own courses.

1:40-2:30 p.m. Concurrent Sessions 2 cont., Bartley Hall – Engaged Student Learning

2.6. Teaching Collaboration: Lessons from Clowning – Curley Family Exchange, Garden Level

Hansel Tan, Assistant Professor, Theatre & Studio Art

- Goals: (1) Demonstrate how student collaboration can be modeled and embodied through theatrical exercises
(2) Showcase how these fundamental skills are scaffolded into complex collaborative enterprises

Instructional Areas: Engaging Students via Active Learning, Interdisciplinary Learning and Teaching

Drawing from research in Embodied Cognition and Clown Pedagogy, this hands-on workshop demonstrates how faculty across disciplines can facilitate student collaboration physically and emotionally through theatrical games and devising activities.

2:40-3:30 p.m. Concurrent Sessions 3, Bartley Hall – Engaged Student Learning

3.1. Create a Brightspace Module for Student Engagement in the New LMS – Room 2001

Madeline DeWoody, Assistant Professor of the Practice, Finance & Real Estate

- Goals: (1) Set up and add content to a new module
(2) Create an assignment and/or interactive element (flashcards/ timeline/ tabs)

Instructional Area: Course or Curriculum Design/Redesign

Learn how to create and organize a content module in Brightspace, add resources, assignments, and activities to the module, and structure the module to enhance learner engagement.

3.2. The Power of Conceptual Maps – Room 2044

Professor Alessandra Seggi, Sociology & Criminology

- Goals: (1) Discuss examples and ideas on how to use mind maps in your own courses
(2) Receive a list of resources

Instructional Area: Engaging Students via Active Learning

The session will offer examples (and literature review) of how conceptual mapping can be used to brainstorm or summarize; to analyze or evaluate; to engage in note taking or problem solving.

3.3. Harnessing A.I. Agents for Structured Roleplay Learning – Room 2010

Grant Berry, Assistant Professor, Spanish

- Goals: (1) Develop proficiency in building custom A.I. for teaching
(2) Connect pedagogical aims with play

Instructional Areas: Engaging Students via Active Learning, Technology-Enhanced Teaching

In this Bring Your Own Device (BYOD) workshop, you will create a Copilot A.I. agent to guide students in structured roleplay learning activities. Includes demonstration of a fantasy-style RPG agent for Spanish language learning.

2:40-3:30 p.m. Concurrent Sessions 3, Bartley Hall cont. – Engaged Student Learning

3.4. Mission Model Canvas: An Innovative Framework for Social Impact Initiatives – Room 2074

Lauri Olivier, Associate Professor of Practice, Engineering Entrepreneurship

VITAL Minigrant Award 2024-2025

- Goals: (1) Develop value proposition
(2) Design solutions with impact

Instructional Area: Course or Curriculum Design/Redesign

This session will explore how we might use the Mission Model Canvas framework to consider core components of a mission-driven endeavor, including problem statement, target beneficiaries, proposed intervention, essential resources, and intended impact.

3.5. Administering Proctored Tests Doesn't Have to be so Stressful – Tolentine Test Center , Room 121, Tolentine Hall

Emily Harris, Associate Director, Jamie Bennett, Exam Proctoring Coordinator, and Holly Stupak, Senior Exam Proctoring Coordinator, Learning Support Services

- Goals: (1) Familiarize faculty with test center operations
(2) Discuss how to better support students who are taking proctored tests

Instructional Area: Teaching Specific Student Populations

We will walk faculty through the student experience of taking a proctored exam at the Tolentine Test Center, followed by an interactive discussion about working together to make test proctoring less stressful for all.

Note. This session will meet in the Tolentine Test Center, 121 Tolentine.

Gabriele Bauer will meet faculty in Bartley, LoBiondo Atrium, First Floor at 2:30 p.m. to walk to Tolentine.

3:30 – 4:15 p.m. Jazzy Reception and Conversation with Colleagues – Bartley Hall

Curley Family Exchange, Garden Level

With [Kevin Hanson](#), renowned guitarist, composer, producer, faculty at Temple University and Philadelphian