

**2018 TEACHING AND LEARNING STRATEGIES PROGRAM AT VILLANOVA: DETAILED AGENDA**  
**Wednesday, May 16 – Bartley Hall and Dougherty 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 Sessions 1**

**[1A] Academic Speed-Dating: Five Teaching Methods in 50 Minutes, Part I - *Bartley 1010***

Interactive Session

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

Join the first team of Villanova faculty, who participated in a regional teaching conference, for a fun “speed-date” to experience and discuss five immediately applicable instructional methods for active student learning.  
*Benjamin Baker, Romance Languages & Literatures; Andy Guoqiang Cui, VITAL; Ian Maley, Philosophy; Elizabeth Pantesco, Psychology; Rebecca Rivard, Biology*

**[1B] Office 365 Tools for Teaching, Advising, and Administration – *Bartley 1047***

Interactive Session

Goals: 1. Identify uses of Office 365 tools for teaching, advising and administration; 2. Create a Microsoft Form, Sway, OneNote Notebook and Team.

This session will demonstrate how the Office 365 tools OneNote, Forms, Sway, and Teams can be used to enhance campus and online teaching, student advising, and program or committee administration.  
*Valentina DeNardis, Classical Studies*

**[1C] Developing and Assessing Student Presentations: Contemporary Perspectives and Practices  
*Bartley 2045***

Interactive Session

Goals: 1. Identify approaches to develop and assess student presentations; 2. Apply strategies to improve student performance before, during, and after presentations.

The facilitator will highlight and demonstrate evidence-based practices for improving student presentations and evaluating their performance.

*Jared Bishop and Juniata Weaver, Communication*

**[1D] Student-Athletes in the Classroom – *Bartley 2046***

Panel Discussion

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

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

*Jennifer Brophy, Krista Chmielewski, Taryn Nichols, and Marissa Paffas, Office of Academic Support for Athletics*



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**[1E] Harnessing the Power of Student Curiosity about Environmental Justice Cases – Bartley 2072**

Interactive Session, *VITAL Minigrant*

Goals: 1. Discuss lessons learned about the balancing act between guiding the class and following the lead of student questioning; 2. Share suggestions for encouraging quieter students to participate in class discussion on “weighty” topics.

Real-world environmental justice case studies are inherently interesting to students, whose questions then provide valuable entry points to discuss, investigate, and understand fundamental aspects of unequal exposure to environmental harms and access to environmental benefits.

*Bonnie Henderson, Geography & the Environment and Mikala Jordan and Katie Fisher, Students*

**[1F] Designing Creative Assignments – Notes From the Field – Bartley 2073 – CANCELLED**

Interactive Session

Goals: 1. Use assignment “genres” other than papers to evaluate students’ critical thinking and content mastery; 2. Develop assignments that help students apply the knowledge they have gained and build skills in tangential areas, such as creating digital media, writing for general audiences, and public speaking.

Can course assignments maintain the rigor of exams and term papers AND stimulate students’ imagination? Can we assign work that we will actually enjoy grading? In this session, we will consider ideas for “alternative” digital, performative, and written assignments.

*Naomi Washington-Leapheart, Theology & Religious Studies/Peace & Justice Studies*

**[1G] Responding if a Student Discloses an Experience of Sexual Violence – Bartley 2074**

Interactive Session

Goals: 1. Identify ways to respond sensitively to students’ disclosure of sexual violence; 2. Discuss related resources to provide guidance in the particular context.

Participants will discuss realistic scenarios of student disclosures and brainstorm sensitive ways to respond. Facilitators will provide guidance regarding factors to consider in those responses and advise on University resources.

*Ryan Rost, University Compliance Office; Eloise Berry, Office of Intercultural Affairs/Student Life*

**[1H] Offering Your Course in the Villanova CAVE – Course Demonstration and Discussion in the CAVE Facility**

Goals: 1. Experience how faculty have used the CAVE in their courses; 2. Discuss faculty’s instructional use of the CAVE; 3. Learn the policies for using the CAVE; 4. Explore presentation techniques for the CAVE.

Are you interested in learning how faculty have used the CAVE’s virtual reality capabilities in their courses? Faculty will demonstrate how they have used the CAVE for instruction, share their experiences in using the CAVE, and offer insights into the kinds of material and teaching styles supported by the CAVE.

*Frank Klassner, Center of Excellence in Enterprise Technology, Computing Sciences and Colleagues*

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

**11:00a.m.-12:15p.m. KEYNOTE: Helping Students Understand How the Research on Learning Supports a Learner Centered Approach to Teaching – Bartley 1011**

Almost daily neuroscience, biology and cognitive science researchers reveal new insights about how the human brain learns. The value of this research is its potential to elevate the learning success of all students. This research requires changes in the way teaching is approached and in the actions students are asked to take to become more successful learners. These changes are at first uncomfortable for many faculty and students alike. This keynote will discuss how to overcome this uncomfortableness and how to demonstrate to students the many ways a learner-centered approach to teaching is more empowering for students and how it will help students gain better long-term learning success.

*Terry Doyle, Author, Educational Consultant, Professor Emeritus, Ferris State University*

**12:15-1:15p.m. Boxed Lunch - Bartley Hall**

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

**[2A] Answering Students' Questions about Why They Have to Do All the Work of Learning  
East Lounge, Dougherty Hall**

**Note. This interactive session will occur from 1:30-3:20pm in the East Lounge, Dougherty Hall**

The key findings from the past twenty years of neuroscience, biology and cognitive science research on teaching and learning can be summarized as “the one who does the work does the learning.” To optimize learning teachers must get the students to do as much of the work as possible. Only when students’ brains are firing their neurons does new learning occur. Students are often unhappy about doing more work and do not understand why the role of the faculty has changed. In this workshop we will discuss ways to help students better understand their new learning roles and present clear rationales that can be shared with students for why as teacher-scholars we had to adopt new roles in how we facilitate the learning process. In addition, we will explore strategies for getting students to do the work of learning. Included are how best to gain and hold learner’s attention, the use of multisensory instructional practices, the use of patterns, the appropriate use of lecture, and finally, how to teach for long term recall. Unless students can use the new learning in meaningful ways when they need it, even years later, the hours spent in instruction end up being for naught.

*Terry Doyle, Author, Educational Consultant and Professor Emeritus, Ferris State University*

**[2B] Academic Speed-Dating: Five Teaching Methods in 50 Minutes - Part II – Bartley 1010**

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

Interactive Session

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

*Meredith Bergey, Sociology & Criminology; Sarah Faggioli, Romance Languages & Literatures; Helene Moriarty, Jennifer Ross, and Anne Schneider, M. Louise Fitzpatrick College of Nursing*

**[2C] Case-Based Exploration of Legal Issues and Policies Pertaining to Faculty's Instructional Roles**

***Bartley 1047 - -- CANCELLED***

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

Goals: 1. Discuss campus-based cases pertaining to legal issues and policies in higher education; 2. Offer ways to approach these issues productively within the legal context.

By working with two campus-based cases, faculty will discuss the implications of compliance with policies, such as Title IX, academic freedom, research, classroom management, academic integrity, FERPA, ADA, sexual harassment, bias incidents, and health and safety. Areas highlighted include the application of FERPA to student education records that are created or exist through digital media. Email, blogging, social media and online publishing are addressed in the context of online class projects, assessments, and communications with and among students.

*Leyda Benitez, University Compliance Officer; Alice Lenthe, Director, Environmental Health & Safety; Ryan Rost, Title IX Coordinator; Michael Zubey, Associate General Counsel; and Kimberly Sachs, JD Candidate and Law Extern, Charles Widger School of Law.*

**[2D] Creating Engaging Instructional Videos for Students - *Bartley 2045***

Interactive Session

Goals: 1. Identify strategies to create engaging videos for students; 2. Share examples and tools to create engaging videos.

Participants will consider how they currently develop and use instructional videos. They will be introduced to research-based practices to create video lectures that engage students. Tools and examples will be demonstrated.

*Andy Guoqiang Cui, VITAL*

**[2E] Reflective Journals: A Strategy for Students' to Explore Personal Bias - *Bartley 2046***

Interactive Session, *VITAL Minigrant*

Goals: 1. Discuss reflective journals as a teaching tool to enhance student learning; 2. Evaluate the implementation logistics of reflective journals in courses.

Reflective journal writing offers a unique opportunity for students to voice their views on sensitive topics while exploring challenges that may impact personal and professional development.

*Tracy Oliver and Rebecca Shenkman, M. Louise Fitzpatrick College of Nursing*

**[2F] The Use of Games and Activities in the Classroom - *Bartley 2072***

Interactive Session

Goals: 1. Discuss strategies to gamify a topic; 2. Harness competitiveness in teaching and learning.

The presenter will demonstrate the use of Kahoot, a clicker based game software and a card game that she has used in her courses. She will discuss the rationale, and use of these educational games and their impact on students' learning.

*Rebecca Rivard, Biology*

**[2G] Problem-based Learning for a Databased Course: Developing Independent Learners - Bartley 2073**

Interactive Session, *VITAL Minigrant*

Goals: 1. Learn the purpose and goals of problem-based learning; 2. Discuss strategies for implementation and evaluation.

Problem-based learning strategies for instruction will be discussed, with examples and tips based on a recently offered Regression in Biostatistics course. Practice activities and brainstorming opportunities will be included.

*Paul Bernhardt, Mathematics & Statistics*

**[2H] Interactive Learning Environments in Traditionally Scientific and Mathematical Courses - Bartley 2074**

Interactive Session, *VITAL Minigrant*

Goals: 1. Learn ways to design and implement learning activities in the interactive environment; 2. Share lessons about success and failure engaging students in interactive learning environment.

A common challenge for faculty teaching courses that are traditionally heavy on scientific principles and mathematics is keeping students engaged. This session highlights the successes and failures in teaching a new science course using a variety of engagement techniques.

*Stephen Strader, Geography & the Environment*

**2:30-3:20p.m. Concurrent Roundtable Discussions**

**[3A] Peer Teaching: Students Taking the Lead - Bartley 2045**

Small Group Discussion

Goals: 1. Gain at least one new content idea to use in a course; 2. Convey the benefits and challenges of implementing student-led peer curriculum design.

This round table will focus on sharing ideas for students to taking the lead in their courses. For example, directing or selecting course content, or "teaching the class."

*Seth Matthew Fishman, Education & Counseling*

**[3B] How Can We Better Engage Students in Lab Courses? - Bartley 2046**

Small Group Discussion, *VITAL Minigrant*

Goals: 1. Identify strengths and weaknesses of teaching practices that are currently implemented in labs across multiple disciplines; 2. Explore strategies to improve student's learning through hands-on experiences.

Certain concepts in science and engineering are difficult to comprehend and very often require deeper understanding from the students. Lab components/courses provide a unique opportunity to address this challenge and have the potential to advance students' learning through hands-on experiences. The roundtable discussion aims to identify strengths and weaknesses of lab teaching practices and consider hands-on learning experiences.

*Metin Duran and Wenqing Xu, Civil & Environmental Engineering*

**[3C] Stimulating Active Learning through a Flipped-Classroom, Simulation-Based Teaching Model**

***Bartley 2072***

Small Group Discussion, *VITAL Minigrant*

Goals: 1. Learn about flipped classroom and simulation-based teaching models; 2. Identify strategies on how faculty can incorporate this approach into their own courses.

The facilitators will discuss the process and challenges of moving an introductory counseling course from a traditional model of teaching, towards a flipped-classroom, simulation-based model. This roundtable session has been designed to encourage dialogue. We will identify ways this approach can be applied to a variety of majors and classes.

*Stacey Havlik, Education & Counseling and Students*

**[3D] Mapping Villanova's Social Impact Ecosystem - *Bartley 2073***

Small Group Discussion

Goals: 1. Share insights and examples of social impact in action on campus; 2. Create a map of the social impact ecosystem that exists at Villanova.

Creating Social Impact is a new interdisciplinary course being offered in the Spring of 2019. The purpose of this session is to engage with the Villanova community to learn about service and social impact courses and activities that are happening currently on campus to begin to understand our own social impact ecosystem.

*Lauren Miltenberger, Public Administration; James Klingler, Innovation, Creativity, & Entrepreneurship (ICE) Institute*

**[3E] Maximizing Cognitive and Personal Development through Deliberate Feedback Mechanisms**

***Bartley 2074***

Small Group Discussion

Goals: 1. Gain knowledge of the multifaceted feedback strategy; 2. Discuss the intentions behind reflective engagement; 3. Share ideas about student development evaluation mechanisms.

The Internship in Clinical Mental Health Counseling is a two semester long culminating experience for graduate students in which knowledge gained becomes knowledge applied. The faculty teaching these courses seek to encourage student cognitive and personal development through purposeful and individualized feedback mechanisms. This discussion will review these feedback methods and how they are utilized and discuss how student progress is evaluated over time.

*Christopher Schmidt and Edward Wahesh, Education & Counseling*

**3:20-4:20p.m. Reception, Posters, Academic Resources - Curley Family Exchange, Ground Level, Bartley Hall****[4A] Affordable Materials Project (AMP)@ Villanova**

Poster

Goals: 1. Raise faculty awareness about how the cost of course materials impacts students; 2. Empower faculty to fully deploy course reserves, e-book selections, bookstore solutions and other mechanisms for designing low cost courses; 3. Spark faculty conversations about the cost-saving potential and pedagogical value of open education resources (OER).

College affordability isn't just about tuition and financing options, rather affordability can pivot on easily overlooked expenses such as the cost of textbooks and course materials. AMP was born of a desire by the Center for Access Success and Achievement (CASA), Falvey Memorial Library, the Villanova U-Shop, and the Associate Vice Provost of Teaching & Learning to help students and faculty moderate the cost of course materials. The AMP team has created a web site with cost saving strategies, initiated an e-book buying program aligned with assigned course texts, reinvigorated print course reserves, and offered consulting services for finding open educational resources.

*Linda Hauck and Nikolaus Fogle, Falvey Memorial Library*

**[4B] Using Reality Television as a Basis for Active Learning Modalities**

Poster

Goal: Explore using reality television based active learning modalities to foster deeper learning, improve communication, facilitate creative use of technology, and promote teamwork.

This poster will demonstrate utilizing the premise of reality television to frame interactive simulation; engage visual, auditory and kinesthetic learners; and create a learning environment where the students are the teachers.

*Shelley Hickey, M. Louise Fitzpatrick College of Nursing*

**[4C] Enhancing Student's Practical Experience in Chemical Process Control through an Inverted Classroom Approach**

Poster, *VITAL Minigrant*

Goal: Improve student preparedness for process control through a portable control lab.

Chemical process control deals with important techniques that can optimize chemical processes with sustained and accident-preventing performance. However, these math-intensive disciplines are challenging for students. A portable control lab has been designed and delivered through an inverted-classroom approach to enhance student's practical experience such that student's knowledge gap regarding real-world application in the current curriculum is filled.

*Zuyi (Jacky) Huang, Chemical Engineering*

**[4D] Use of ePortfolios for Program Assessment - Pilot Study**

Poster, *VITAL Minigrant*

Goals: 1. Identify the steps required to use ePortfolios for program assessment; 2. Discuss strengths and weaknesses of using ePortfolios for program level assessment.

The D2L Brightspace LMS was used to implement an e Portfolio for assessment of select ABET outcomes. Assessment results and faculty and student feedback will be discussed.

*Eric Musselman, Civil & Environmental Engineering*