"Good teaching requires courage — the courage to expose one's ignorance as well as insight, to invite contradiction as well as consent, to yield some control in order to empower the group, to evoke other people's lives as well as reveal one's own."

— Parker Palmer, The Heart of a Teacher: Identity and Integrity in Teaching

2014 TEACHING AND LEARNING STRATEGIES AT VILLANOVA
Wednesday, May 14 – Bartley Hall
SESSION DESCRIPTIONS

9:30 – 10:15a.m.

[A1] Toward InterActive Pedagogy through Performance and Discourse. Introduces participants to a model of interdisciplinary and experiential learning based on a new partnership between Villanova and Philadelphia's InterAct Theatre Company. Demonstrates how to use this partnership to (1) engage faculty and students across different departments and (2) engage with theatre professionals in the outside community to understand ways in which performance form and method contribute to critical thinking about ethical and socio-cultural issues.
Heidi Rose, Communication and Gail Ciociola, English

[B1] VU 1000: An Interdisciplinary Course in Sustainable International Development. Faculty and students from engineering, nursing, business and environmental science share challenges and recommendations after their experiences with interdisciplinary teaching/learning; the course entailed a study abroad component in Panama. The International Development and Sustainability course was the inaugural winner of the President's Grant for the Development and Implementation of an Interdisciplinary Course.
Debra Arvanites, Business, Jordan Ermilio and Frank Falcone, Engineering, Ruth McDermott-Levy, Nursing, Frank Galgano, Liberal Arts and Sciences, and Students

[C1] Narrated Video Clips Improve Student Learning. Interactive Flash animations are used in lecture to explain physiological concepts. These animations and narrated video clips are placed online for unlimited student access. You will be shown how these clips are fabricated and the outcomes of exams and student surveys which indicate that narrated video clips improve student learning.
Phil Stevens, Biology

[D1] Crowd Sourcing Exams: Using Analytics to Assess Collaborative Learning. Structuring exams as week-long collective study groups. Using online analytics to assess individual students' contributions to group learning.
Markus Kreuzer, Political Science

10:30 – 11:15a.m.

[A2] Fostering Dynamic Online Learning Communities. A sense of community within the classroom or online program can greatly impact student and faculty experiences. A study and model from the HRD online program will be shared. Topics include: virtual communities research, a community development model, specific strategies, and the impact of faculty in creating dynamic learning communities.
Robert Stokes and Megan Bosler, Division of Part-Time and Continuing Studies

[B2] Internationalization at Villanova University: The Role of the Civil and Environmental Engineering Department. In 2012, Villanova University joined the American Council of Education (ACE) as a member of their Internationalization Laboratory. This presentation will describe the status of current internationalization activities at the university; specifically focusing on the Department of Civil and Environmental Engineering.
Andrea Welker and Seri Park, Civil and Environmental Engineering; Susan Mackey-Kallis, Communication

[C2] Data Demonstrating Improved Student Learning from College-Wide Inverted Classrooms. The College of Engineering has sponsored four inverted classroom "flipped classroom" projects and will launch four more projects next year. I will present the data from the first four projects and invite discussion your experiences with designing, implementing, and documenting student learning in inverted classroom environments.
Randy Weinstein, Engineering

[D2] Stimulating Class Discussion: Tips and Tricks. Studies show that students learn significantly more when they are actively involved, but sometimes they just sit there like deer in the headlights. In this workshop I will share some strategies, but please bring some tips that have worked for you as well.
John Immerwahr, Philosophy

[E2] Active Learning as a Transition towards the Inverted Classroom in STEM Courses. Active learning and student engagement are central to the effective delivery of the course material and support for student leaning. STEM classes tend to be very demanding and faculty may find it challenging to set aside class time for student learning activities. This session will provide examples, strategies and activities that can be easily incorporated into STEM classes without sacrificing the demands of the course schedule, a first step toward the inverted classroom.
Verica Radisavljevic-Gajic, Mechanical Engineering

SESSION DESCRIPTIONS

11:30a.m. – 12:15p.m.

[A3] Flipping Ducks, the Second Year. This is a follow up presentation on a course that uses a book and guided-learning approach based on team-based learning, flipped classroom and collaborative exploration. We report on some lessons learned in this second run of this course, as well as challenges that persist.
Lillian (Boots) Cassel and Don Goelman, Computing Sciences

[B3] Re-Envisioning Teaching Strategies. This session illustrates how a new, required undergraduate theory course and clinical course in Nursing Care of Women and Childbearing Families was envisioned and implemented in Spring, 2014. Diverse teaching-learning strategies were blended to achieve student outcomes, as a VITAL minigrant brought a teaching team together for both student and faculty success.
Carol Weingarten, Patricia Mynaugh, and Amy McKeever, Nursing

[C3] Igniting Evidence-Based Instructional Change…One Classroom-Based Evaluation at a Time. This session will provide insights into what you need to consider as you evaluate teaching and learning in your classroom, be it one small change or larger scale research projects.
Michael Posner, Mathematics and Statistics

[D3] Integrating Pre- and Post-Assessment into a Research Course. This session highlights a teaching/learning strategy that can be implemented across disciplines. In a research course, we utilized pre/post tests and activities to gauge prior student knowledge and interest about the course's content. We then demonstrated a few research methods and showed students their own educational growth at the end of the semester**.**
Seth Fishman and Ed Wahesh, Education and Counseling

[E3] How to Recognize and Assist Psychologically Troubled Students. Faculty are often the first to notice when a student is experiencing psychological or emotional distress, or more severe mental illness. This workshop will cover warning signs and how best to respond.
Joan Whitney, University Counseling Center

12:30 – 1:45p.m.

Keynote Session with *Dr. Lawrence Ragan, Co-Director, Center for Online Innovation in Learning (COIL) at Penn State University*

Over the past several years many faculty have made the transition from the face-to-face to the hybrid, blended, and online classroom. What skills and competencies enabled faculty to successfully support their students' learning in an online environment? What are most effective methods for faculty to gain these competencies and skills? What have we learned about the role and impact of online learning on teaching in face-to-face and blended models? This session will explore multiple dimensions of online learning from faculty perspectives and provide suggestions for embracing this instructional opportunity.

Biographic information Dr. Lawrence Ragan: In his position as Co-Director for COIL, Dr. Ragan helps direct the Center's mission of research, scholarship, technology innovation, and leadership development. Dr. Ragan has been a part of the creation and management of Penn State's World Campus since its inception in 1998. He has served as Director of Instructional Design and Development as well as Director of Faculty Development.

Since 2009, Dr. Ragan has served as the Co-Director of the Institute for Emerging Leadership in Online Learning (IELOL). Dr. Ragan has served in leadership roles as co-director and faculty of the EDUCAUSE Learning Technology Leadership program (2005-2007). He is also active in the design and delivery of international leadership development institutes. In 2012 Dr. Ragan was named as a Sloan-C Faculty Fellow.

2:00 – 2:45p.m.

[A4] Active Learning Across Instructional Settings. The project is intended to expose junior and senior-level civil engineering students to real-life professional scenarios through the preparation of transportation facilities design, traffic network analysis, and construction plans. The format of these courses uses inverted classroom lectures, followed by in-class sessions applying the theory introduced**.**
Seri Park and Leslie McCarthy, Civil and Environmental Engineering

2:00 – 2:45p.m. (cont.)

[B4] UNPLUGGED! What Students Learn During 24 Hours Without the Internet, iPods, and iPhones. What happens when students are required to go a full day without being plugged into modern technology? This presentation chronicles the pain and epiphanies experienced by Villanova students who unplugged, and what they learned about digital devices' impact on their concentration, health, interpersonal relationships, and education.
Kaley Carpenter, Augustine Culture and Seminar Program and Meghan Buckley, Mathematics and Statistics

[C4] Biography and Blogging: Strategies for Making the Classroom Personal. Looking for ways to heighten students' intellectual investment in historical studies and improve the quality of the students' written work, one instructor assigned students historical alter-egos and subsequently required them to blog about historical developments from this personal perspective. Based on this pedagogical exercise, this session will explore the ways that both biography and blogging can enrich the classroom, facilitate discussion, and allow for both creativity and analysis to flourish.
Lynne Hartnett and Student, History

[D4] On the Way to Justice: Fostering Effective Classroom Dialogue and Change. As students learn about issues of equity, democracy and fairness in a variety of different classes, it is essential that they also learn how to engage others in productive conversation about those issues---especially when they disagree. Effective communication practices are not always intuitive and they are never easily engaged. This workshop will discuss how to empower students to learn ways of creating constructive communication interactions across the lines of difference.
Carol Anthony, Center for Peace and Justice and Sherry Bowen, Communication

[E4] Zotero: Search, Capture, Done! With just a couple of clicks, this new-generation citation management tool captures and stores references and generates a bibliography in the style of your choice. The tool facilitates collaboration with students and other researchers, too. Bring your laptop or Mac to try it out.
Nikolaus Fogle and Barbara Quintiliano, Falvey Library

3:00 – 3:45p.m.

[A5] Chunking as a Best Practice for the Flipped Classroom. This presentation will discuss the best practice of creating SHORT online lecture segments for use in the flipped (inverted) classroom.
Shawn Gross, Civil and Environmental Engineering

[B5] Deciphering Docs…An In-Depth Look at How Students Receive Academic Accommodations. Another accommodation letter! How do I know this student is qualified to receive disability-related accommodations? The LSS staff will take you through case studies to show the type of documentation required and the process for determining which requested accommodations are approved or denied.
Nancy Mott, Nicole Subik, and Lynn Burke, Learning Support Services

[C5] From 'How Did I Do?' to 'How Do I Know?' Student Engagement via Formative Group-Based Testing. Ever wished students received some credit for demonstrating understanding despite making small mistakes? Ideal for group testing, the Immediate Feedback Assessment Technique (IF-AT) is a multiple-choice assessment tool resembling a lottery ticket. Students discover if they are correct, get instant feedback, discuss their content understanding, and obtain credit. Use IF-AT and discuss its applicability to your courses and your teaching approach. VITAL provides IF-AT to Villanova faculty free of charge.
Gabriele Bauer, VITAL

[D5] Getting Students Prepared and Ready to Contribute. A simple system for helping to ensure that students come to class with the reading assignment completed, and a contribution prepared. Anonymous survey data from students will be shared, indicating that students seem to genuinely like the system.
Rodger Van Allen, Theology and Religious Studies