

# *Celebration of* **Teaching & Learning**



3:30-5:00 PM

February 9, 2018

Fine Arts Center Lobby



**VITERBO**UNIVERSITY

## Presentation Summary

	Table 1	Table 2	Table 3	Table 4
3:30	Presenter setup, mingle, and enjoy a beverage!			
3:45-4:00	<b>Spanish Writing in a Newsroom Context</b> (J. Jambrina)	<b>Exploring Viterbo's Values in Action: A Classroom Collaboration</b> (P. Dixon & N. Van Ert)	<b>Learning Theory and Anxiety: Addressing the Hidden Factors in Self-Regulated Learning</b> (J. Anderson-Meger)	<b>Reflective Learning: Student Experiences at Salvation Army</b> (J. Kuennen, S. Jacobson, & S. Richardson)
4:05-4:20	<b>Changing from a Diseased-Focused Curriculum to Concept-Based in Order to Increase Critical Thinking in a Skills-Based Course</b> (R. Byrnes)	<b>Using an iPad in Class</b> (C. Troha)	<b>Unstoppable Learning: Seven Essential Elements to Unleash Student Potential</b> (M. Langeberg)	<b>Teaching Online Research to CAL Students: Embracing and Respecting Their Professional Experience</b> (M. Burke)
4:25-4:40	<b>Cross-Disciplinary Class Project</b> (K. Roslansky)	<b>Pilot Study: Use of Open Educational Resources (OER) at Viterbo University</b> (A. Oelfke et al.)	<b>Unstoppable Learning: Managing Learning</b> (K. Bringe)	<b>Integrating Science Outreach into a Non-Majors Science Course</b> (B. Sanford)
4:45-5:00	<b>Mass Casualty: Using Simulation to Enhance a Sense of Belonging in a Community of Learners</b> (L. Kuhl & K. Busteed)	<b>Alone Together? Digital Humanities in Service to the Common Good</b> (M. Bersagel Braley, S. Cosby Ronnenberg, & J. Herbers)	<b>I.M.P.A.C.T Interprofessional Model of Patient Care Training</b> (K. Gibson)	<b>Effective Online Presentation Practices</b> (C. Mathwig Ramseier)

## Presentation Format

Four concurrent sessions are on 15-minute rotations with five minutes between sessions. Presenters have 15 minutes to tell their teaching “story” at their assigned table, including time for discussion and questions.

## 3:45 PM Presentations

### Spanish Writing in a Newsroom Context

**Jesús Jambrina**

World Languages and History

**Location:** Table #1

**Abstract:**

This presentation will share best practices of creating a newsroom in class to develop Spanish writing skills. This teaching and learning strategy has been used by the instructor to publish four volumes of El Sol Spanish Newspaper in which students have also expanded on their speaking, reading and listening skills. Due to the nature of journalism, students are able to integrate other general skills like business and organization since they also produce the newspaper, meaning scheduling research, writing, and editing dates, design, contacting sponsors, negotiating prices with the printing company, and distributing the newspaper. Through this course work, students are also called to explore campus and La Crosse community life, improving their awareness of both spaces and finding new ways of bridging the university with the Hispanic community. In the four volumes already published, Viterbo students have written about local organizations, businesses, politics, travel, art, literature, sports and entertainment. All this activity helps students to gain confidence in their language skills while deepening their cultural competence and professional skills.

### Exploring Viterbo's Values in Action: A Classroom Collaboration

**Pamela Dixon and Nicole Van Ert**

Dahl School of Business

**Location:** Table #2

**Abstract:**

This CURE project culminated in a collaborative class research project exploring Viterbo's values in action through the lens of Servant Leadership characteristics. Students used observations and corresponding field notes, and conducted interviews with faculty and staff, in order to explore the extent to which our values are lived on campus. Results were shared through student group presentations and the Viterbo community was invited to attend in November 2017. This presentation will discuss how the project was structured and implemented, and student group results will be summarized.

## 3:45 PM Presentations

### Learning Theory and Anxiety: Addressing the Hidden Factors in Self-Regulated Learning

**Jennifer Anderson-Meger**

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Social Work, Sociology, and Criminal Justice

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**Location:** Table #3

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**Abstract:**

This round table discussion is based on my book published in 2016. In order to help students understand the "why" of learning it is important to explicitly teach basic concepts of learning theory and learning anxiety. This intentionality can be used in any class, regardless of discipline. It does not mean turning the class into a support group, rather it requires explicit inquiry on learning theory and anxiety. Students then develop strategies to self-regulate cognitive and affective learning approaches. The approach is particularly relevant to freshman and sophomores but can be scaffolded as students develop self-regulation. The process does not take much time and can be built into online discussion forums or class exercises.

### Reflective Learning: Student Experiences at Salvation Army

**Jackie Kuennen, Sheryl Jacobson, and Silvana Richardson**

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Nursing

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**Location:** Table #4

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**Abstract:**

Senior nursing students not only learn skills in providing healthcare services to individuals at the local Salvation Army but also develop an appreciation of the life experiences of those who are homeless. This presentation will include information about the advance preparation requirements, the two-day experience, and the final reflective paper. Excerpts of student works will be reviewed.

## 4:05 PM Presentations

### Changing from a Diseased-Focused Curriculum to Concept-Based in Order to Increase Critical Thinking in a Skills-Based Course

**Rebecca Byrnes**

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Nursing

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**Location:** Table #1

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**Abstract:**

The face of health care changes on a regular basis. As patient co-morbidities increase and thus complexity, it becomes necessary for healthcare workers to be at the helm and ready to care for all of our patient's needs. In 2015, the School of Nursing reviewed various curriculum models to meet contemporary needs. Ultimately, no changes were made in the program although the concept based curriculum was intriguing. In review of the Junior-level Adult Health course evaluations from students, it was clear that students wanted increased hands-on practice time. Senior faculty and program partners reported students had difficulty applying knowledge when the patient situation deviated from normal. Reflecting on these combined opportunities presented an appropriate time to implement changes.

A review of the content found four possible groupings and the schedule was reconfigured. When presenting healthcare concepts, basic knowledge applies to a variety issues saving time during presentation of the material allowing for increased depth of topics and/or time for review. For the rest of the content, instructional design was accessed to flip the classroom into Moodle lesson modules. A combination of reading assignments, online ATI modules, and moodle lessons were utilized to present the bulk of the information outside of class time. During class, demonstrations and lectures were minimized as much as possible and practice time increased. Collection of student, faculty, and program partner evaluations will provide insight to the effectiveness of the changes.

### Using an iPad in Class

**Carolyn Troha**

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Mathematics

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**Location:** Table #2

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**Abstract:**

I will demonstrate how I have incorporated my iPad into teaching lectures and into the creation of online videos for a flipped classroom. My method does not require my iPad to be connected via cords, which allows for greater freedom of movement in the classroom, while still allowing me to annotate my notes as I present material.

## 4:05 PM Presentations

### Unstoppable Learning: Seven Essential Elements to Unleash Student Potential

**Dr. Melinda E Langeberg**

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Education

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**Location:** Table #3

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**Abstract:**

The SOE explored Fisher and Frey's text: *Unstoppable Learning: Seven Essential Elements to Unleash Student Potential* during a summer book study. This presentation describes Chapter Two: Launching Learning's most important main ideas. The text dispels the myth that a lesson hook should only entertain. For example, presenting an agenda at the beginning of a lesson is important but pairing the agenda with a learning goal not only prepares learners for vital content but also predicts how the learning is evaluated. Finally, the reader will leave the page with specific strategies that positively impact student learning.

### Teaching Online Research to CAL Students: Embracing and Respecting Their Professional Experience

**Mary Burke**

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Adult Learning

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**Location:** Table #4

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**Abstract:**

This table discussion will describe ways to accommodate the unique experience the CAL learner brings to an online class and how we can enhance the online experience to assure valuable learning in the course, using various approaches. In addition, I will discuss strategies used to build on their professional experience and expand their research knowledge, which resulted in opportunities to improve patient outcomes and working environments.

## 4:25 PM Presentations

### Cross-Disciplinary Class Project

#### Kristin Roslansky

Nursing

**Location:** Table #1

**Abstract:**

This project in a PSEO Medical Terminology course was to enhance and apply learning beyond memorization. The students had a full semester to write lyrics to a song using medical terms, put the song to music/rhythm, and video record for presentation. The English, Music, and IT departments were included in this learning process, as well as community tribal members and rural high schools.

### Pilot Study:

#### Use of Open Educational Resources (OER) at Viterbo University

#### Alissa Oelfke, Jennifer Sadowski, Christopher Iremonger, Lynne Kuhl, Emily Dykman, Katrina Volkert, Cari Mathwig Ramseier, and Annie Baumann

College of Business and Leadership; Accounting; Nursing; Biology/Environmental Science; Religious Studies; Instructional Design; and the Library

**Location:** Table #2

**Abstract:**

Open educational resources (OER) are educational materials (typically electronic) available for little or no cost including textbooks, course readings, and other learning content: simulations, games and other learning applications, syllabi, quizzes, assessment tools, and others. These materials are generally released under a Creative Commons or similar license that supports open or nearly open use of the content (EDUCAUSE Review Magazine, June 2010). At Viterbo University, faculty resistance to adopting OER rather than traditional textbooks may center on a few important factors:

- 1) The abundance of OER makes the search for course materials overwhelming and time consuming.
- 2) Vetting the credibility of the source adds even more time.
- 3) Courses have been designed around textbooks, so choosing new course materials necessitates a major re-design of the course.

To investigate the feasibility of using OER in more courses at Viterbo, a group of faculty applied for and received an Opportunity Funds grant to pilot the use of OER in five courses over the 2017-18 academic year. The group began meeting in April 2017 and has met on a regular basis since then to compare notes as they gathered and vetted OER materials and designed their courses. The group of faculty piloting the use of OER in their courses has compiled common themes from their experiences as they have gone through this process. In addition, the pilot group of faculty has gathered students' perceptions of the value and quality of the materials, as well as their perceptions of their own learning using OER from the first group of students taking these courses in Fall 2017. The results of this work to date will be presented.

## 4:25 PM Presentations

### Unstoppable Learning: Managing Learning

**Kendra Bringe**

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Education

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**Location:** Table #3

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**Abstract:**

The SOE explored Fisher and Frey's text: *Unstoppable Learning: Seven Essential Elements to Unleash Student Potential* during a summer book study. This presentation describes Chapter Six: Managing Learning, which delves into how to build and maintain healthy relationships with students and using systems thinking to manage student learning in any classroom, K-adult learners.

### Integrating Science Outreach into a Non-Majors Science Course

**Brianne Sanford**

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Chemistry

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**Location:** Table #4

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**Abstract:**

Students in Chem101 participated in community outreach with the local elementary school in place of a traditional cumulative final exam. The final project required students to pick a demonstration and to determine what scientific idea they were going to teach and demonstrate to the elementary students. Their final project grade also included scores for a proposal, enthusiastic and effective demonstration, safety, participation, and a handout for the kids. This presentation will discuss the outcome and pros/cons of the outreach opportunity for the non-majors students.



## 4:45 PM Presentations

### Mass Casualty: Using Simulation to Enhance a Sense of Belonging in a Community of Learners

**Lynne M. Kuhl and Kerri Busteed**

Nursing

**Location:** Table #1

**Abstract:**

The Viterbo School of Nursing provides a place where students can “try-on” skills practices toward becoming a nurse. Engaging students in live simulation activities through the use of experiential learning is one way to encourage participation, aids in mean identity formation, fosters a community of learning while enhancing student’s enthusiasm for becoming a nurse (Traynor, Gallagher, Martin & Smyth, 2010; Wotton, Davis, Button & Kelton, 2010; Ker, Mole & Bradley, 2003).

**Aim:** A High-Impact Practice Project Incubator grant was obtained to support the development of new high-impact educational practices that engage and retain. A Mass Casualty simulation activity, which focused on engagement and enhancement of a community of learners and sense of belonging within the School of Nursing.

**Method:** Live actors played the roles of perpetrator and multiple victims requiring emergent medical care. The students, along with a faculty mentor provided first responder nursing care while campus security enacted safety roles.

**Conceptual framework:** Benner and Kolb provided the framework for the event, focusing on experiential learning and development along continuum of novice to expert with in a learning community. Upon completion of the simulation, a debriefing was conducted. Sophomore nursing students were additionally assigned to write a reflective paper of the simulation.

**Conclusion:** Use of simulation resulted in an enhanced sense of teamwork, belonging, appreciation for their peers and faculty members, and a greater enthusiasm toward becoming a nurse.

### Alone Together? Digital Humanities in Service to the Common Good

**Matthew Bersagel Braley, Susan Cosby-Ronnenberg, and Jackie Herbers**

High Impact Practices, College of Business and Leadership, English

**Location:** Table #2

**Abstract:**

This presentation focuses on digital resources for enhancing classroom teaching and assignments. After an initial overview of user-friendly resources, we will discuss two current Viterbo assignments that show the potential of digital resources for creative, collaborative, customizable, classroom-friendly digital research projects in and across disciplines.

## 4:45 PM Presentations

### I.M.P.A.C.T Interprofessional Model of Patient Care Training

**Karen Gibson**

Nutrition and Dietetics

**Location:** Table #3

**Abstract:**

Viterbo University, the University of Wisconsin La Crosse, and the Scenic Rivers Area Health Education Center teamed up to offer students in the nursing, dietetics, social work, physician assistant, physical therapy and occupational therapy programs an interprofessional education event. Approximately 100 students participated in the event along with 12 students who participated as standardized patients to make the event feel more realistic. This poster presentation details how the two universities, along with Scenic Rivers AHEC, worked together to offer this interprofessional educational "technique" to enhance student learning. Evaluation of student learning was completed using the SPICE-R instrument.

### Effective Online Presentation Practices

**Cari Mathwig Ramseier**

Instructional Design

**Location:** Table #4

**Abstract:**

Whether you are presenting or asking students to create a presentation for a course, effective practices and tools for creating online presentations are always evolving. In this session, some effective practices to both present and facilitate presentations by students will be shared and discussed.

## Ongoing

### Technology "Petting Zoo"

**Mark Seitz, Vicke Denniston, and Caitlyn Konze**

Library

**Abstract:**

Visit the Tech Petting Zoo to try out some of the gadgets available at the Todd Wehr Memorial Library. Not sure where to start or why you'd need to use any of this stuff? Visit our table to learn how faculty have successfully incorporated our equipment in their courses.

# Room Layout

