VITERBO UNIVERSITY

Celebration of
Teaching & Learning

3:30-5:00 PM

January 25, 2019

Fine Arts Center Lobby

Presentation Summary

	Table 1	Table 2	Table 3	Table 4
3:30-3:45	Presenter setup, mingle, and enjoy a beverage!			
3:45-4:00	*UGetConnected Service Learning Module: Integrating a New Resource* (C. Kiersch & C. Burns-Gilbert)	*Saving Time and Saving Trees while Increasing Test Integrity with Respondus Lockdown Browser* (M. Burke, B. Schamberger, & C. Mathwig Ramseier)	*Building Community in the University Classroom* (J. Lichty & C. Hines)	*Adapting the Appointment to the Student: Best Practices in Writing Assistance* (B. Larsen & M. Giefer)
4:05-4:20	*Spatial Visualization Intervention in First Semester Engineering Course* (E. Schiavone)	*Using Self-Grading Excel Templates: Giving Students Immediate Feedback* (K. Volkert)	*Orienting and Mentoring New Nursing Faculty* (D. Daehn Zellmer)	*Conversations around Faculty Experience (CAFÉ)* (J. Holter)
4:25-4:40	*Discussions: Keep Your Head Down!* (C. Klitzke)	*A Pilot Interprofessional Education Experience: Nursing, Social Work and Interpreting Studies* (C. Kiersch, M. Pinzl, & J. Holter)	*Reflective Learning: Use of Portfolio* (J. Kuennen, J. Hedrick-Erickson, & M. Burke)	
4:45-5:00	Converse, mingle, and enjoy a beverage!			

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.

Ongoing

Technology "Petting Zoo"

Library and Instructional Support Services

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.

3:45 PM Presentations

UGetConnected Service Learning Module: Integrating a New Resource

Cameron Kiersch and Colin Burns-Gilbert

Nursing

Location: Table #1

Abstract:

In Fall 2018, the Center for Community Engagement launched a new Service Learning Module as part of the UGetConnected volunteer software. We were able to integrate integrate the Service Learning Module with Gerontology 200, allowing for a section-specific experience as students gathered experiences serving La Crosse's older population.

We created space for intentional partnerships with 3 specific agencies, while also giving students the tools to find unique experiences on their own. The software allowed the instructor a single place for tracking progress and even implementing reflection questions throughout the semester, if they wish.

We have learned from our pilot semester and look forward to making some changes for Spring 2019. Recommendations to improve the software experience for students, instructors, and agencies have been submitted for future versions of the module.

Stop by to learn more about the Service Learning Module, UGetConnected, and how the Center for Community Engagement can support!

Saving Time and Saving Trees while Increasing Test Integrity with Respondus Lockdown Browser

Mary Burke, Bobbi Schamberger, and Cari Mathwig Ramseier

Nursing and Instructional Support Services

Location: Table #2

Abstract:

During the summer of 2018, Viterbo University purchased a browser that restricts students from opening other windows while taking a test online. The browser—Respondus Lockdown Browser—can be downloaded by students on their computers and is currently loaded in all Viterbo computer labs. This session aims to provide information regarding effective practices and results from student and faculty experiences with online testing.

3:45 PM Presentations

Building Community in the University Classroom

Josh Lichty and Carol Hines

School of Education

Location: Table #3

Abstract:

Josh and Carol will share some of the ideas they have used to help students connect to each other in learning communities. Some topics covered will be interest-based projects, class openers, and small group work in class.

Adapting the Appointment to the Student: Best Practices in Writing Assistance

Ben Larsen and Melissa Giefer

Academic Resource Center

Location: Table #4

Abstract:

For this project, the two full-time writing specialists tracked the focus of their undergraduate writing appointments from October 4, 2018 to December 19, 2018. The goal was to determine which student writing needs are most often addressed during writing appointments. This presentation will summarize data to show the focus of each writing appointment, the variance between writing appointments in different subjects, and the overall usage of writing assistance. We will also provide context by sharing what brings students in to see the writing specialists.

4:05 PM Presentations

Spatial Visualization Intervention in First Semester Engineering Course

Emily Schiavone

Engineering

Location: Table #1

Abstract:

Engineering Success (ENGR 112) is designed to prepare students to succeed in upcoming courses. The semester is broken into thirds, covering math skills student should have mastered in high school, introductory linear algebra concepts, and spatial visualization. Spatial visualization ability is a strong predictor of success in engineering. The spatial visualization segment of the course starts with a baseline evaluation in the form of the first 12 questions of the Vandenberg Mental Rotation Test. Through hands on activities, students practice translating three-dimensional objects into two-dimensional drawings and vice versa. This segment of the course concludes with the second half (12 questions) of the Vandenberg Mental Rotation Test.

Using Self-Grading Excel Templates: Giving Students Immediate Feedback

Katrina Volkert

Dahl School of Business

Location: Table #2

Abstract:

Students like to get and benefit from immediate feedback to know if they are getting the **right** answer when possible in classes that have calculations with finite answers. In classes (like my accounting courses) where knowledge builds on itself, it is imperative that students know whether they are right or wrong before they move onto the next concept. I have created self-grading excel templates students use for completing assignments in both the MBA ACCT510 and the OMGT308 accounting courses. The feedback has been very good. I will demonstrate how the template works and have handouts with instructions on how the self-grading can be set up in a template you could create.

4:05 PM Presentations

Orienting and Mentoring New Nursing Faculty

Deb Daehn Zellmer

College of Nursing, Health, and Human Behavior

Location: Table #3

Abstract:

Literature on the transition from the clinical nurse to nurse educator suggests that this can be a challenging time. Morin and Ashton (2004) describe it to be a "disquieting experience," especially for highly competent nurses who have been successful in the clinical role. The transition from being an expert nurse to a novice teacher can be uncomfortable and many new faculty have little teaching preparation. The realities of teaching may differ from what is anticipated or expected and many new faculty are surprised by a more isolated role than experienced in practice. The findings of numerous studies of new nursing faculty suggest that starting out in teaching can be uncomfortable and even overwhelming. New faculty report that they feel unprepared to teach and thus question whether they made the right decision to become an educator. Research suggests that a structured orientation and mentoring program can ease this transition for new nursing faculty. This presentation will share the activities of the School of Nursing to develop more formalized orientation and mentoring for new nursing faculty at Viterbo University. Discussion will follow regarding challenges and opportunities for new faculty orientation and mentoring within other departments at the university.

Conversations around Faculty Experience (CAFÉ)

Janet Holter

Social Work, Faculty Development

Location: Table #4

Abstract:

The purpose of CAFE is to provide opportunities for faculty to receive feedback, form relationships and have conversation about teaching practices. This session will further discuss the purpose of CAFE, and outline the processes faculty development has established to participate and connect with other faculty for meaningful, formative feedback and/or conversation about teaching practices.

4:25 PM Presentations

Discussions: Keep Your Head Down!

Carol Klitzke

Nutrition and Dietetics

Location: Table #1

Abstract:

I have always struggled trying to lead class discussions, never feeling very successful after attempting them. However, two years ago I had an "aha!" moment that changed my experience with class discussions completely. Join me to learn how I discovered a way to get discussions going and keep them going for the entire period. My students developed skill with discussions that extended to lecture classes and even to classes led by other professors.

A Pilot Interprofessional Education Experience: Nursing, Social Work and Interpreting Studies

Cameron Kiersch, Michelle Pinzl, Janet Holter, and Kerri Busteed

Nursing and Social Work

Location: Table #2

Abstract:

In fall 2018, Nursing, Social Work and World Language Departments collaborated to carry out a standardized interdisciplinary simulation for students across these three disciplines. This high impact practice was intended to foster both interprofessional and intercultural competencies. This session will discuss the organization and facilitation of the event as well as student feedback. Finally, we will invite colleagues to share ideas about how we can improve on our work.

4:25 PM Presentations

Reflective Learning: Use of Portfolio

Jackie Kuennen, Jennifer Hedrick-Erickson, and Mary Burke

Nursing

Location: Table #3

Abstract:

Reflective learning provides students with a process to step back from their learning experience to develop critical thinking skills and improve on future performance by analyzing the experience. The capstone course required in the BSN-completion program requires students to compose a comprehensive manuscript demonstrating such analysis organized by the program outcomes and framed by David Kolb's Learning Theory. Students are required to address the following aspects for each outcome as they reflect on their learning experiences while nearing completion of the program:

- DESCRIBE at least two meaningful experiences from your nursing practice.
- WHAT influence did sources of learning (course work) have on your actions or reactions in these experiences?
- WHAT knowledge did you gain from each of these experiences?
- HOW might you use this knowledge in your future practice

In addition to addressing each program outcome, students are required to provide a synthesis of their learning experiences guided by Viterbo's core values and an integration of knowledge gained from liberal arts and nursing courses.

Student feedback indicates a high degree of satisfaction not only in learning the process of reflection but also in realizing the value of reflection for life-long-learning.

The presentation will review teaching strategies used to implement this capstone course, theory supporting reflection, and student feedback.

Room Layout

East Entrance –
Fine Arts Center Lobby

Check-In Table

Table 3

Table 4

Food and Drink

Technology
"Petting Zoo"

Table 1

Table 2

Check-In Table

West Entrance –
Fine Arts Center Lobby