



# **Celebration of Teaching and Learning**

3:30-5:00pm

January 27, 2016

Fine Arts Center Lobby



**VITERBO**  
UNIVERSITY

# Presentation Summary

	Table 1	Table 2	Table 3
<b>3:30</b>	Presenter setup, mingle, and enjoy a beverage!		
<b>3:45</b>	<b>IPE 1.0: Lessons for Educators</b> (J. Holter, K. Gibson, & S. Cieslicki)	<b>Teaching Personal Epistemology...</b> (J. Anderson Meger & P. Dixon)	<b>Lessons Learned: Incorporating Study Abroad in a VUSM Course</b> (C. Fossen & J. Meyers)
<b>4:05</b>	<b>IPE 1.0: Lessons for Educators</b> (J. Holter, K. Gibson, & S. Cieslicki)	<b>Teaching Personal Epistemology...</b> (J. Anderson Meger & P. Dixon)	<b>Lessons Learned: Incorporating Study Abroad in a VUSM Course</b> (C. Fossen & J. Meyers)
<b>4:25</b>	<b>Teaching Language and Literature through the Arts</b> (J. Jambrina)	<b>Flipping a Math Classroom</b> (C. Troha)	<b>Weaving Words and Music: Fostering Intercultural Relationships...</b> (M. E. Hauptert)
<b>4:45</b>	<b>Teaching Language and Literature through the Arts</b> (J. Jambrina)	<b>Flipping a Math Classroom</b> (C. Troha)	<b>Weaving Words and Music: Fostering Intercultural Relationships...</b> (M. E. Hauptert)

## Presentation Format

Presenters have 10 minutes to tell their teaching “story” at their assigned table, followed by another five minutes for discussion and questions.

These concurrent sessions are on 15-minute rotations with five minutes between sessions.

**Table 4****Table 5****Table 6**

Presenter setup, mingle, and enjoy a beverage!

**Teaching Millennials in the Active Learning Classroom**  
(S. Hughes & V. Eiben)

**Student-Driven Simulation to Enhance Learning**  
(K. Warner & T. Wissestad)

**Service Learning on a Local Farm: Solidarity with Spanish Speakers in Wisconsin**  
(M. Pinzl)

**Teaching Millennials in the Active Learning Classroom**  
(S. Hughes & V. Eiben)

**Student-Driven Simulation to Enhance Learning**  
(K. Warner & T. Wissestad)

**Service Learning on a Local Farm: Solidarity with Spanish Speakers in Wisconsin**  
(M. Pinzl)

**What Not to Do When Teaching**  
(J. Howard)

**Piloting New Media Assignments: Infographics**  
(S. Cosby Ronnenberg)

**Changing Attitudes Toward Active Group-Based Learning...**  
(R. Charles Lawrence, C. Mayne, & M. Alfieri)

**What Not to Do When Teaching**  
(J. Howard)

**Piloting New Media Assignments: Infographics**  
(S. Cosby Ronnenberg)

**Changing Attitudes Toward Active Group-Based Learning...**  
(R. Charles Lawrence, C. Mayne, & M. Alfieri)



## Technology “Petting Zoo”

**Annie Baumann, Polly Scott, Mark Hamilton,  
and Caitlyn Konze**

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Library

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**Presentation Time:** Ongoing

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**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.

## IPE 1.0 Lessons for Educators

**Janet Holter, Karen Gibson, and Susan Cieslicki**

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Social Work, Nutrition and Dietetics, and Nursing

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**Presentation Times:** 3:45 and 4:05 at Table #1

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**Abstract:**

IPE (Interprofessional Education) 1.0 was held in the Spring of 2016. This event brought together eighty students representing Viterbo University's Dietetics, Nursing, and Social Work departments and University of Wisconsin-La Crosse Physician Assistant and Physical Therapy programs. Staff from each of these disciplines, in coordination and support from Scenic Rivers Area Health Education Center, worked together for two years to develop and deliver an interprofessional simulation opportunity for students. Students were assigned to interprofessional groups, and charged with collaboratively developing a multi-dimensional case plan for their “patients”. Students participated in evaluation using the SPICE-R instrument, a validated evaluation tool: 92% of participants responded to the pre-simulation survey and 83% to the post, strong evaluation data was collected to measure effectiveness of the simulation on learning outcomes, and for enhancement of the next IPE experience.

## Teaching Personal Epistemology in Managerial Decision-Making

**Jennifer Anderson Meger and Pamela Dixon**

Social Work and Dahl School of Business

**Presentation Times:** 3:45 and 4:05 at Table #2

### **Abstract:**

The presentation will describe a pilot classroom module to explore teaching personal epistemology in the context of managerial decision-making in an MBA course called Globally Responsible Leadership. Our focus was on teaching students about the role of personal epistemology in decision-making. The objective was to teach students to get underneath the surface of decision making to the underlying beliefs about knowledge and knowing and their relation to decision-making.

## Lessons Learned: Incorporating Study Abroad in a VUSM Course

**Connie Fossen and Julie Meyers**

Social Work and Nursing

**Presentation Times:** 3:45 and 4:05 at Table #3

### **Abstract:**

Presenters will discuss the joys and challenges of study abroad incorporated into a Viterbo course. We will share a detailed plan (handout) to develop a course with spring break travel. Focus will be on the lessons learned from our trip to Nicaragua during Spring Break 2016 and what we would do differently the next time the course/study abroad is offered. Format will be informal discussion with faculty and staff answering questions about the development and delivery of the course and study abroad experience.

## Teaching Millennials in the Active Learning Classroom

**Susie Hughes and Vicky Eiben**

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School of Education

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**Presentation Times:** 3:45 and 4:05 at Table #4

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**Abstract:**

Today's students prefer to learn by doing as opposed to being "talked to". They learn best when they can actively participate in constructing their knowledge. They crave the learning that they gain in a social situation, where they can draw upon their social connectedness via teamwork and interaction with their peers. In spite of their need for a fast paced and engaging style of learning, classroom instructors must integrate activities that support their long term memory by offering students frequent opportunities to reflectively engage with the content. Please join us as we demonstrate just a few of the ways that instructors can meet the needs of our millennial students while setting them up for success in their learning.

## Student-Driven Simulation to Enhance Learning

**Kathy Warner and Toni Wissestad**

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Nursing

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**Presentation Times:** 3:45 and 4:05 at Table #5

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**Abstract:**

When students are assigned a poster presentation or written paper to evaluate classroom material, they often can do this very quickly. This may leave faculty wondering if they are able to apply the content to a real life situation. Finding a strong project to show proof of this ability may be difficult, but the faculty in the Advanced Adult Health Nursing course have succeeded in creating such an assignment. The assignment encompasses research and formulation of the findings, then moving into the simulation setting where students design a scenario to apply the material. This gives the students validation the material taught and researched is relevant and applicable to practice.

# Service Learning on a Local Farm: Solidarity with Spanish Speakers in Wisconsin

**Michelle Pinzl**

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World Languages and Cultures

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**Presentation Times:** 4:25 and 4:45 at Table #6

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## **Abstract:**

Apart from the potential to receive up to 12 retroactive credits in their first semesters of college, students beginning their studies at Viterbo University often struggle to see how Spanish language acquisition can be immediately useful in life beyond books, ideas and grammar exercises. For this reason, my intermediate Spanish students are required to do at least one out-reach activity with native Spanish-speakers in the La Crosse or surrounding communities. In the Fall of 2016, a group of men working on a local farm went to the Centro Latino in La Crosse in search of English classes. As a result, four community members and 13 Viterbo students of Spanish willingly carried out a complicated and challenging service-learning project that took place in the space where 19 Spanish-speaking immigrants live and work.

This transformative learning experience taught them what it means to create an environment of solidarity. They observed the difficult lives of farm-workers as well as contemplated the complexities of current immigration realities and unequal economic systems present in our own backyard. By applying Spanish and English skills to real-life scenarios, the participants of this project were able to make human connections which lead to mutual understanding across cultures. In addition, students of Spanish gained the confidence to make a positive difference in our local communities by applying their language skills. Most importantly, this project is an example of how to integrate the core Franciscan values at Viterbo University (contemplation, hospitality, integrity, stewardship and service) into our students' experience.

## Teaching Language & Literature through the Arts

### Jesús Jambrina

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World Languages and Culture

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**Presentation Times:** 4:25 and 4:45 at Table #1

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**Abstract:**

This presentation explores teaching techniques using the Arts & Literature to enhance teaching and learning of second languages. This approach has been implemented in SPAN 305, 406 and 486, where students have produced Arpilleras (artistic quilts), a Spanish newspaper (El Sol), collages, and poetry books. Some of these results will be available in the presentation.

## Flipping a Math Classroom

### Carolyn Troha

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Mathematics

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**Presentation Times:** 4:25 and 4:45 at Table #2

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**Abstract:**

In Spring 2016 I flipped my Math for Elementary and Middle School Teachers course. Often students think this course is very straight forward course, so I decide to flip the classroom to force them to engage more fully with the material, which resulted in a lively and more self-motivated learning environment. I will include some of the strengths and weaknesses of my course design and some of the changes I am making to the course as I teach it again this spring.

## Weaving Words and Music: Fostering Intercultural Relationships through Music

Mary Ellen Haupert

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Music

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**Presentation Times:** 4:25 and 4:45 at Table #3

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### **Abstract:**

I recently had my paper, "Weaving Words and Music: Fostering Intercultural Relationships through Music" accepted for publication in the *Athens Institute for Education and Research Journal*. I would be happy to talk about the process of presenting, networking, and publication through this international organization.

One of my students, Abigail Hall, had her abstract accepted for the National Conference on Undergraduate Research in Memphis, Tennessee this April 6-8, 2017. I would be happy to share my experience as mentor for Abigail.

Finally, my sophomore music theory students write a music composition each year, which connects globally to another group of students. This year's composition project is the result of a chance meeting with Mary-Jane Duffy, an English Professor from New Zealand. Her students provided poetry for this year's composition project. I would be happy to share ways that faculty can connect their scholarship with student learning.

## What Not to Do When Teaching

Jason Howard

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History and Philosophy

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**Presentation Times:** 4:25 and 4:45 at Table #4

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### **Abstract:**

Join me for an informal discussion of things not to do in order to have the best chance of being an effective teacher.

## Piloting New Media Assignments: Infographics

Susan Cosby Ronnenberg

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English

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**Presentation Times:** 4:25 and 4:45 at Table #5

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**Abstract:**

In the Fall of 2016, I piloted a new media assignment in ENGL 396: History of the English Language. Students presented their final research projects in the form of infographics in the course, rather than the usual, more formal and longer oral presentation. None of the students nor the instructor had worked with creating an infographic before. We primarily utilized Piktochart, although one student opted to design her own. I will be sharing my assignment, the resources I identified and shared with students, and student products in response to the assignment.

## Changing Attitudes Toward Active Group-Based Learning and Increasing Performance in a Large Biology Course for Nursing Majors

R. Charles Lawrence, Chris Mayne, and Michael Alfieri

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Biology

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**Presentation Times:** 4:25 and 4:45 at Table #6

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**Abstract:**

Current best practices in biology suggest increased use of active learning strategies as opposed to traditional lectures. Active learning-based approaches have led to increased student engagement and performance in numerous science courses, yet implementation of these techniques in foundational science courses for nursing majors has been more limited. This population is of particular interest since these students often have challenges recognizing the relevance of basic biology to their professional practice, leading to decreased engagement in the course. To meet this challenge, we implemented an active group-based learning technique in our first year anatomy and physiology series for nursing majors. Our collaborative approach emphasizes a student-centered strategy using a learning cycle of exploration, concept invention, and application. We will discuss the initial reactions among the students to this approach and our continued efforts to improve acceptance, the educational experience, and student success. In an update from the previous year's presentation, we will present data over four years focusing on student performance and changing attitudes toward active group-based learning in introductory anatomy and physiology.

# Notes

# Room Layout

