



VITERBO UNIVERSITY

*5th
Annual*



Celebration

OF

TEACHING AND LEARNING

3:30-5:00 PM

January 31, 2020

FSPA Lobby

Viterbo Fine Arts Center

Presentation Summary

	Table 1	Table 2	Table 3	Table 4	RCE 134
3:30-3:35	Presenter setup, mingle, and enjoy a beverage!				
3:35-3:50	<i>Using Translation Activities to Expand on the 5 Cs of Teaching Languages</i> (J. Jambrina)	<i>Teaching Literature through Art</i> (V. Holtz Wodzak)	<i>Servant Leadership via Social Media</i> (M. Collum)	<i>Circling the Wheel using Active Learning Strategies</i> (S. Jacobson, S. Richardson, & S. Bennett)	
3:55-4:10	<i>Countering Vaccine Hesitancy: Implementing Approaches to Help Students Become the Educators</i> (C. Mayne)	<i>Building Interpersonal Communication Skills in the Clinical Setting with Team-Based Rounding</i> (M. Smith)	<i>Won't They Just Give Themselves All A's?: An Experiment in Ungrading Fall 2019</i> (S. Cosby Ronnenberg & J. Herbers)	<i>Genius Hour! Project Based Learning Concepts for All Classes to Motivate, Cultivate, and Create to Learn</i> (J. Lichty)	
4:15-4:30	<i>Illustrating Key Concepts and Problems Using a Lightboard</i> (A. Oelfke, J. Robinson, M. Seitz, & C. Mathwig Ramseier)	<i>When Students Say: "You have a really hard class": The Journey of Rigor and Engagement</i> (L. Kuhl & M. Abendroth)	<i>A Flipped Stats Course: Implementation and Reflection</i> (S. Lee)		
4:35-4:50	<i>Using Program Evaluation to Teach Undergraduate Social Science Research Methods</i> (J. Anderson-Meger)		<i>Using Social Digital Annotation as a Pedagogical Tool: Hypothes.is in the Classroom</i> (S. Cosby Ronnenberg)		<i>Incorporating a Virtual Dissection Table into Our Anatomy and Physiology Labs</i> (B. Molini)
4:50-5:00	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.

3:35 PM Presentations

Using Translation Activities to Expand on the 5 Cs of Teaching Languages

Jesús Jambrina

English and World Languages

Location: Table #1

Abstract:

The five Cs in teaching languages are: Communication, Cultures, Connections, Comparisons, and Communities. This presentation shares an activity in SPAN 306 in which students translate video interviews to Latinx members of the local community. The process allows for students to expand on their skills of reading, writing, listening and speaking as they explore the 5Cs in a real-life context. For example, students were able to know more about vocabulary and pronunciation from Mexico, Uruguay, and Cuba among other countries. They were also able to learn about the challenges and achievements of immigrant communities in the La Crosse area.

Teaching Literature through Art

Vickie Holtz Wodzak

English and World Languages

Location: Table #2

Abstract:

Students in my class on 14th century English writer Geoffrey Chaucer learn about image, symbol, and story-making, as well as something about story-telling through church architecture and a bit about the practical side of manuscript production by making stained glass (real or faux), and their own hand-made books.

3:35 PM Presentations (continued)

Servant Leadership via Social Media

Melissa Collum

Core Curriculum/VUSM

Location: Table #3

Abstract:

Can social media be used as a platform to promote and foster servant leadership traits? This presentation reflects on a VUSM 300 "14 Days of positive posts on Facebook" activity/though experiment from Fall 2019. Students were required to post, participate, and reflect in a class sponsored public Facebook page that promoted "the common good, servant leadership traits, and/or feel good posts." The Facebook page has over 200 followers, reached almost 800 people and remains active. The outcomes, examples of student work, and copy of assignment will be shared.

Circling the Wheel using Active Learning Strategies

Sheryl Jacobson, Silvana Richardson, and Sue Bennett

School of Nursing

Location: Table #4

Abstract:

The teaching-learning process involves planning and implementing experiences designed to meet student learning outcomes. Nurse educators are challenged to develop teaching methodologies that impact students in the cognitive, affective and psychomotor domains. Through a grant received from the Otto Bremer Trust foundation, educators were able to create an experiential learning opportunity where more of the responsibility of knowledge acquisition was placed on the learner. This session will explore a variety of active learning strategies that were used to facilitate learning.

3:55 PM Presentations

Countering Vaccine Hesitancy: Implementing Approaches to Help Students Become the Educators

Chris Mayne

Biology

Location: Table #1

Abstract:

Vaccine hesitancy is a major public health concern. Recent decreases in rates of vaccination have led to outbreaks of previously controlled infectious agents throughout the world. This includes the United States, where 2019 had the largest number of measles cases in 28 years. These decreases in vaccination rates are largely due to propagation of misinformation, leading to confusion over the value and relative risks of vaccines. Vaccine hesitancy is generally quite low among students who are majoring in science. However, these students will undoubtedly interact with many people through their personal lives and careers who will display confusion, ignorance, or hesitancy about vaccines. For this reason, I trialed a multi-tiered approach to inform students on vaccines and common misconceptions about them. This module had the expressed goal of allowing students to “become the sort of scientist that people can turn to for empathic, honest, and accurate feedback and education on vaccines.” In these sessions, we utilized web-based cartoons, government resources, popular press articles, and the scientific literature to investigate the background of vaccine hesitancy and dispel the myths regarding vaccines and some of the more common arguments against them.

Building Interpersonal Communication Skills in the Clinical Setting with Team-Based Rounding

Megan Smith, PhD., RN, CNE

School of Nursing

Location: Table #2

Abstract:

The need for effective interpersonal communication among nursing students provides an opportunity to explore best practice incorporating a team approach when reporting on the respective patient. Based on a framework of competent communication, team based clinical rounding was implemented among undergraduate nursing students on an orthopedic floor to improve communication. The practice is widely popular among students, while faculty using the approach recognize improved communication clarity, increased student awareness of the importance of feedback when learning, and better collaborative ideas generated from the student team. The clinical rounding model can be implemented among students at varying levels of the program and could serve as a guide for other disciplines focusing on client/patient care.

3:55 PM Presentations (continued)

Won't They Just Give Themselves All A's?: An Experiment in Ungrading Fall 2019

Susan Cosby Ronnenberg and Jacqueline (Jackie) Herbers

English and World Languages / Ethics, Culture, and Society

Location: Table #3

Abstract:

In the fall of 2019, we experimented with the pedagogical practice of "ungrading", or instructor-guided self-assessment, in three of our courses. We drew upon resources by faculty at other institutions, namely Jesse Stommel (English), Susan Blum (Sociology), and Starr Sackstein (English/Journalism). This approach involves teaching students metacognitive practices regarding their own work and progress in building skill development using the learning outcomes for the course and instructor feedback on work. Two chief advantages ungrading offers are a focus on feedback, rather than a letter or number grade, and reduction of anxiety about writing assignments. We determined we would both use this practice again in future classes.

Genius Hour! Project Based Learning Concepts for All Classes to Motivate, Cultivate, and Create to Learn

Josh Lichty

School of Education

Location: Table #4

Abstract:

Project Based Learning is a differentiated approach to coursework where the teacher steps off to the side and guides student learning. It has been proven to increase engagement/motivation, ownership, and ultimately learning. Learn about how to implement, guide, and assess, as well as view some student examples.

4:15 PM Presentations

Illustrating Key Concepts and Problems Using a Lightboard

Alissa Oelfke, John Robinson, Mark Seitz, and Cari Mathwig Ramseier

College of Business, Performing Arts, and Leadership/Instructional Support Services

Location: Table #1

Abstract:

Do you have concepts and problems that you would like to record and make available to students? Consider recording with the lightboard. Purchased in 2019, the lightboard allows instructors to draw on the board just as they would a whiteboard while recording short lectures for student use. However, the instructor faces the students the entire time, providing a more personal experience. In this session, chat with a couple lightboard users to see how they are using the lightboard for their classes. They will share what they've learned about the ease of use of this technology, as well as how they are using the videos in their classes.

When Students Say: "You have a really hard class": The Journey of Rigor and Engagement

Lynne Kuhl & Maryann Abendroth

School of Nursing

Location: Table #2

Abstract:

Over the past few years I have had a significant discussion with myself and need to bring it to my peers. The imperatives are clear. On the one hand, we have an obligation to equip learners/students with a level of literacy and academic knowledge appropriate for the university graduate. Many learners have added criteria of profession or specific accreditation/practice standards. For some this includes passing a standardized exam post-graduation and prior to entering their chosen field. Rooted in concerns about equity and given teeth by recent accountability policies, media discussion of higher education this obligation has become a central goal. As educators we consider the learner and their success, and rightly so, offer resources and accommodations in the education process. On the other hand, however, we know that the basics are no longer enough. To successfully negotiate modern life, adults need the capacity to tackle open-ended problems in creative ways—a capacity that requires both critical-thinking skills and the disposition to persevere and resilience. So how can educators craft instruction that invites learners into the world of open-ended, authentic inquiry while also building core skills and knowledge? How do we best engage the learn while incorporated the needed rigor? What happens when your course is just "hard"?

This will be an open discussion between colleagues, looking at strategies and formulating ideas while considering rigor, learner engagement and the journey of the educator. I claim no expertise but am a fellow traveler- come walk with me.

4:15 PM Presentations (continued)

A Flipped Stats Course: Implementation and Reflection

Sheldon Lee

Mathematics

Location: Table #3

Abstract:

In this presentation I will discuss the flipped classroom model that I have implemented for my 100 and 200 level statistics courses. In these classes, students participate in an interactive lecture outside of class and then work problems during class in groups. I plan to discuss advantages of this format, how class time and out-of-class time is spent, how students are assessed, student perceptions of the class, and student performance before and after implementing this model.

4:35 PM Presentations

Using Program Evaluation to Teach Undergraduate Social Science Research Methods

Jennifer Anderson-Meger

Social Work

Location: Table #1

Abstract:

Connecting social science research methods to students' interests is an effective way to engage students and increase motivation. SOWK 340 Research Methods was redesigned summer of 2019 to focus on program evaluation methods to meet accreditation competencies and prepare students for agency-based research. Students complete a basic program evaluation project (community based or Viterbo) from evaluation question, literature review, logic model, design, data collection, analysis, and implications. Students become versed on how benchmarks and outcomes impact evaluation processes. Sub units in the course include traditional methods and single subject design approaches. Reliability, validity, and ethics are stressed throughout the project. The presentation describes the course structure and assignments. Student projects and comments will be shared.

Using Social Digital Annotation as a Pedagogical Tool: Hypothes.is in the Classroom

Susan Cosby Ronnenberg

English and World Languages / Ethics, Culture, and Society

Location: Table #3

Abstract:

This semester I'm attempting to use the social digital annotation tool Hypothes.is in my ENGL 336: Shakespeare class. I've set up a class site via Hypothes.is that allows students to annotate plays through the Shakespeare Open Source website. Students may also reply to one another's questions or to mine. Thus far, I haven't yet created an assignment requiring students to use this tool; I've asked them to play with it on this first drama and generate ideas about how we might effectively use it for our other dramas. It has allowed me to see what aspects of the beginning of our first play students have questions about and I've included those in my lecture for the next class period.

4:35 PM Presentations (continued)

Incorporating a Virtual Dissection Table into our Anatomy and Physiology Labs

Brian Molini

Biology

Location: RCE 134

Abstract:

The presentation will provide a demonstration of the features, capabilities, and how the virtual dissection table is used in the lab. This will be a relatively informal presentation with the opportunity to ask questions throughout.

Room Layout

