



VITERBO UNIVERSITY

*6<sup>th</sup>  
Annual*



*Celebration*

OF

TEACHING AND LEARNING

3:30-5:00 PM

January 29, 2021

Via Zoom

## Itinerary

**Note:** Zoom links for the following sessions can be found on the Celebration of Teaching and Learning SharePoint site.

Time	Presenter	Department	Presentation
3:30–3:35	Faculty Development Committee		Welcome
3:40–4:00	<a href="#">Ben Larsen</a>	Academic Resource Center	<i>ARC Writing Assistance and COVID: What Changed and What Hasn't</i>
3:40–4:00	<a href="#">Matthew Bersagel</a> <a href="#">Braley</a>	Ethics, Culture, and Society	<i>From Invocation to Inquiry (and Back Again): Pedagogical Choices under Constraint</i>
4:05–4:25	<a href="#">Emily Schiavone</a> <a href="#">and Rick Harned</a>	Engineering, Math, and Science	<i>The Functional Design Process in a First Year Design Engineering Course</i>
4:05–4:25	<a href="#">Jennifer Schmaltz</a> <a href="#">and Mary Burke</a>	Nursing	<i>Increasing New Graduate Nurse Leadership Competence and Confidence through Team-Based Experiential Learning</i>
4:05–4:25	<a href="#">Jacqueline Herbers</a> , <a href="#">Josh Lichty</a> , and <a href="#">John Robinson</a>	English & World Languages; School of Education; Business, Leadership, and Ethics	<i>First-Year Experiment: Reflections on Ungrading in Franciscan Values and Traditions</i>
4:30–4:50	<a href="#">Enoch Antwi</a>	Business, Leadership, and Ethics	<i>Dollar Project and Two Bachelor Completion Course Designs: Lessons Learned</i>
4:30–4:50	<a href="#">Cari Mathwig</a> <a href="#">Ramseier</a>	Instructional Support Services	<i>Roundtable Discussion: Effective Practices for Teaching Virtually and In-Person Simultaneously</i>
4:55–5:00	Faculty Development Committee		Closing, Discussion

## Presentation Format

Three concurrent sessions are on 20-minute rotations with five minutes between sessions. Presenters have 10-15 minutes to tell their teaching “story” at their assigned table, plus 5-10 minutes for discussion and questions.

## Ongoing

### Technology “Petting Zoo”

Library and Instructional Support Services

Visit the Tech Petting Zoo to learn more about the gadgets and services 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 Zoom meeting to learn how faculty have successfully incorporated our equipment in their courses.

## 3:40 PM Presentations

### ARC Writing Assistance and COVID: What Changed and What Hasn't

**Ben Larsen**

Academic Resource Center

**Abstract:**

In the past year, we've all been forced to adapt our teaching practices to a new environment. For the writing specialists in the Academic Resource Center, this raised several concerns unique to our positions. How could we remain available to students safely without compromising the quality of writing appointments? What feedback modalities (synchronous and asynchronous) would best encourage students to think critically about their writing and show engagement during our interactions? How could we adapt drop-in hours to the virtual environment? In this presentation, I will outline some of the hurdles we've faced that are specific to our role in student instruction and reflect on how writing assistance might look in future semesters, given the adjustments and changes we've implemented.

### From Invocation to Inquiry (and Back Again): Pedagogical Choices under Constraint

**Matthew Bersagel Braley**

Ethics, Culture, and Society

**Abstract:**

This conversation will take as its starting point Marilynne Robinson's aspirational definition of democracy: "Democracy, in its essence, and genius, is imaginative love for and identification with a community with which, much of the time and in many ways, one may be in profound disagreement." After a brief overview of the choices made in my class on November 4, 2021, participants will be invited to reflect on their own practices - actual or aspirational - for (re)making our classroom as democratic space resistant to the distorted vocabulary and disordered pathos of our contemporary political discourse. For additional background, see the Wabash Center Teaching for Social Justice and Civic Engagement blog post, "From Invocation to Inquiry: Pedagogical Choices under Constraint" -- <https://www.wabashcenter.wabash.edu/2021/01/from-invocation-to-inquiry-pedagogical-choices-under-constraint/>

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## 4:05 PM Presentations

### **The Functional Design Process in a First Year Design Engineering Course**

**Emily Schiavone and Rick Harned**

Engineering, Math, and Science

**Abstract:**

The First Year Design course centers around two long-term hands-on projects that focus on the functional design process: a reverse engineering project and a design project. This work highlights the second, more substantial, design project where students apply the functional design process to enhance creativity in order to manage often times conflicting wants and needs of the various stakeholders. Throughout the design project, students navigate project management constraints including time, money, and ability to procure items. The topic of the design project varies each year, so we developed a universal project description and rubric set.

### **Increasing New Graduate Nurse Leadership Competence and Confidence through Team-Based Experiential Learning**

**Jennifer Schmaltz and Mary Burke**

School of Nursing

**Abstract:**

The transition to professional nursing practice as a new graduate nurse is challenging during a pandemic. In Wisconsin, with the temporary license remaining valid for an extended period before taking the NCLEX licensure examination and the temporary suspension of in-person clinical, the teaching-learning strategies to prepare students for the role transition required a new approach. Based on a framework developed by the National Council of State Boards of Nursing (NCSBN) and Quality and Safety Education for Nurses (QSEN) competencies, the pedagogy moved to team-based experiential learning in a magnet hospital with a shared governance structure. In the senior leadership course, students designed an in-patient hospital unit and simulated the team-based leadership roles they would experience as a new graduate. An experiential, problem-based approach increased student confidence and competence to succeed in a practice environment. This session will explore the teaching-learning strategies utilized with this approach and outcomes.

### **First-Year Experiment: Reflections on Ungrading in Franciscan Values and Traditions**

**Jacqueline Herbers, Josh Lichty, and John Robinson**

English & World Languages; School of Education; Business, Leadership, and Ethics

**Abstract:**

As part of a complete revision of Viterbo's first-year seminar, Franciscan Values and Traditions, many instructors chose to experiment with new methods for assessing student work by going gradeless in a variety of ways. From critical reflections to self-evaluations to portfolios, FVT instructors helped our first-year students improve their metacognition skills by allowing them to focus more on their own learning and growth and less on collecting points and grades. Panelists in this session will share information and resources on ungrading, including helpful readings and example assignments, along with reflections on going gradeless in their own classrooms.

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## 4:30 PM Presentations

### Dollar Project and Two Bachelor Completion Course Designs: Lessons Learned

#### Enoch Antwi

Business, Leadership, and Ethics

**Abstract:**

*Dollar Project: An Innovative Classroom Approach to Practical Management*

**The Project:** The Dollar Project is a project where students start off with one dollar provided by Instructor Enoch Antwi and are asked to produce a plan to turn the dollar into revenue. The project stresses the importance of creativity, imagination, and organization within businesses and organizations. Gives students a project and goal that is realistic within the business major field.

**The Goal:** Challenge students to think outside the box, and produce a unique idea to get a return on their initial investment of a dollar. Produce a return on the investment through a creative, and unique idea using the four core management function of Planning, Organizing, Leading and Controlling. The money produced from this project will go towards charity, meaning that it is all for a good cause.

**The Plan:** Each of the 30 students should start off by thinking it would be smart to invest in something they know a lot about, passion or talent within the scope of management. It must be legal, strategic, planned activities within the purview of the initial invested \$1.00 and turned around within the invested \$1.00 amount, explaining how, when and why? Students were strictly warned not to add their own money (that will lead to a failed grade). The ideation was more important in this assessment).

**Takeaway:** A more in-depth understanding of the main processes of management. Money management skills by controlling a single dollar. Collaboration and critical thinking to create a plan. Determination to execute and lead a successful return. Satisfaction from successfully conducting a positive net gain. Confidence in ability to manage projects and teams. Strengthen in ability to control a plan of action. The importance of honesty and integrity when selling a product. The ethical approach of selling for a cause and not hounding people. The ability to think creatively when original plans and ideas are unsuccessful.

### Roundtable Discussion: Effective Practices for Teaching Virtually and In-Person Simultaneously

#### Cari Mathwig Ramseier

Instructional Support Services

**Abstract:**

For the past 10 months, how we teach and share content has been challenged and often evolved as a result. This roundtable discussion is for those who are interested in sharing what they have learned as well as those who would like to learn more about teaching virtually and in-person simultaneously. Principles of a hyflex teaching environment will be discussed.

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# Notes