Celebration of Teaching and Learning

3:30-5:00pm

January 29, 2016

Reinhart Center Boardroom
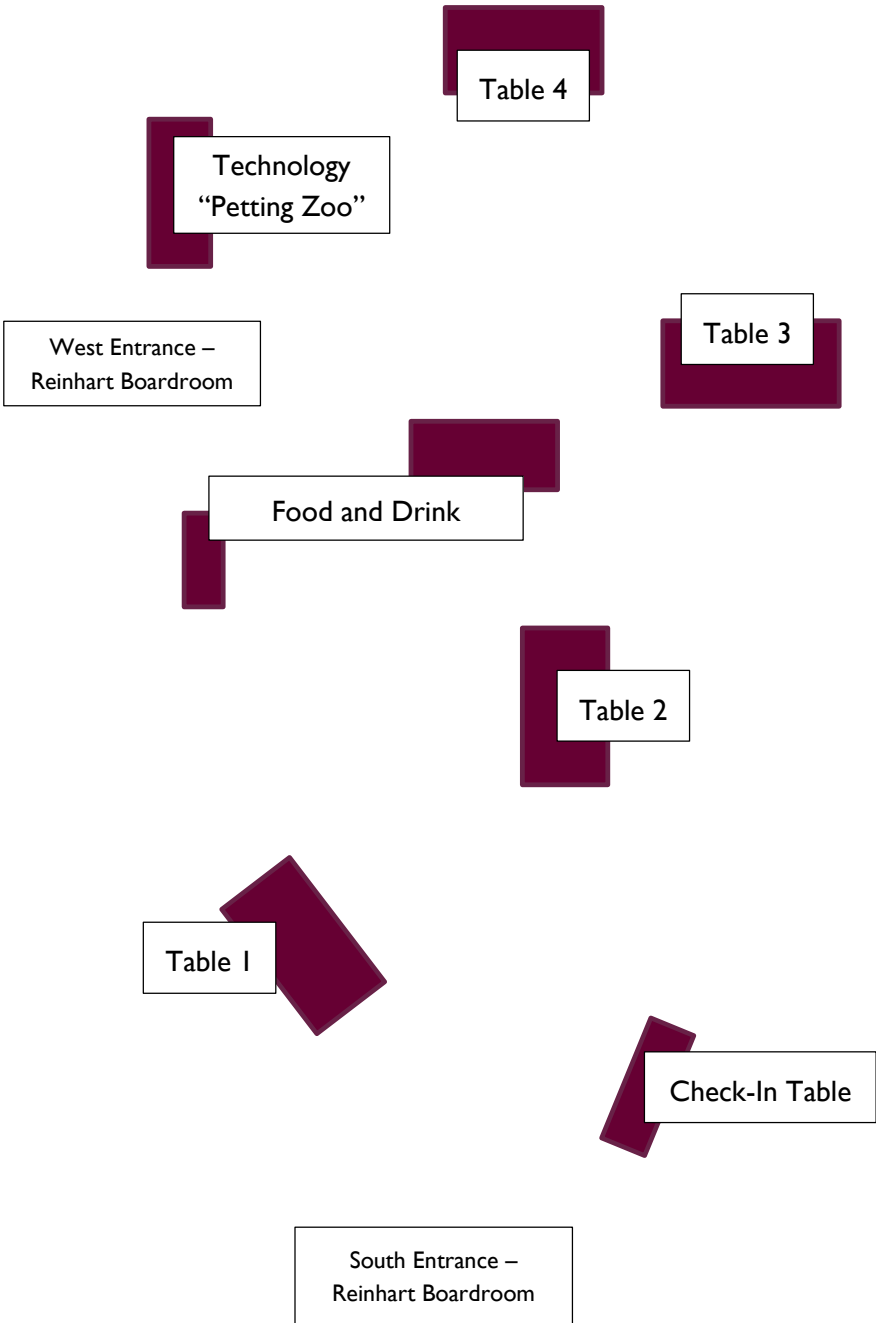
VITERBO
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Presentation Summary

	Table 1	Table 2	Table 3	Table 4
3:30	Active Learning Strategies (S. Hughes)	Role Playing Applications in Business and Psychology Classes (J. Janiszewski, D. Cortez, S. Thorson-Olesen)	The Flexible IF-AT (S. Gabriel)	Use of Simulation in Interprofessional Education in Nursing and Social Work (J. Holter, M. Burke)
3:45	Artivism (M. Bird)	Changing Attitudes Toward Active Group-Based Learning… (M. Alfieri, R. C. Lawrence, C. Mayne)	Variations in Active Learning Strategies (M. Morgan-Bathke)	Project Presentations and Peer Feedback in an Online Course (M. Stahl)
4:00	Motivate Student Learning: Examine Epistemological Beliefs (J. Anderson-Meger)	Embracing a Digital Revolution: Digital History… (E. Weinberg)	Lesson Studies: A Path to Improved Teaching (M. Pinzl)	The Flexible IF-AT (S. Gabriel)
4:15	Artivism (M. Bird)	Role Playing Applications in Business and Psychology Classes (J. Janiszewski, D. Cortez, S. Thorson-Olesen)	Flipping the General Chemistry II Classroom (T. Clark)	Use of Simulation in Interprofessional Education in Nursing and Social Work (J. Holter, M. Burke)
4:30	Active Learning Strategies (S. Hughes)	Changing Attitudes Toward Active Group-Based Learning... (M. Alfieri, R. C. Lawrence, C. Mayne)	Lesson Studies: A Path to Improved Teaching (M. Pinzl)	Variations in Active Learning Strategies (M. Morgan-Bathke)
4:45	Motivate Student Learning: Examine Epistemological Beliefs (J. Anderson-Meger)	Embracing a Digital Revolution: Digital History… (E. Weinberg)	Flipping the General Chemistry II Classroom (T. Clark)	Project Presentations and Peer Feedback in an Online Course (M. Stahl)

Room Layout

Table 4

Technology "Petting Zoo"

West Entrance – Reinhart Boardroom

Table 3

Food and Drink

Table 2

Table 1

Check-In Table

South Entrance – Reinhart Boardroom

Technology "Petting Zoo"

Polly Scott, Annie Baumann, and Caitlyn Konze

Library

Presentation Times: Ongoing

Abstract:

iPads, laptops, cameras, oh my! The Todd Wehr Memorial Library has a selection of popular gadgets available at an interactive display. We have the old standard laptops and projectors available, as well as some newer gadgets like the Swivl robot and new iPad Airs. Not entirely sold on these resources? Visit our table to learn how faculty have successfully incorporated our equipment in their courses.

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

Michael Alfieri, Charlie Lawrence, and Chris Mayne

Biology

Presentation Times: 3:45 and 4:30pm at Table #2

Abstract:

Current best practices in biology suggest implementation of more active learning strategies instead of traditional lectures. We will discuss our efforts to meet this challenge by implementing an active group-based - based learning technique in the first year anatomy and physiology series at Viterbo. Our collaborative, problem based learning 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 and our continued efforts to improve acceptance as well as the educational experience. We will present quantitative and qualitative data demonstrating student performance and changing attitudes.

Motivate Student Learning: Examine Epistemological Beliefs

Jennifer Anderson-Meger

Social Work

Presentation Times: 4:00 and 4:45pm at Table #1

Abstract:

Epistemology refers to the study of knowledge and sources of knowledge (Hofer & Pintrich, 2002; Marra & Palmer, 2008). Epistemological beliefs are beliefs (often un-examined) we hold about knowledge and forms of knowledge. Epistemological beliefs are critical in academic experiences that involve reasoning and judgment (Hofer, 2001; Paulsen & Feldman, 2007). Students' beliefs often persist despite our instruction. Research indicates students will choose forms of knowledge that support their beliefs and discard others, even when faced with a preponderance of evidence. However, if students are motivated they can examine the impact of their beliefs. Encouraging student epistemological development facilitates self-regulated learning and enhanced critical thinking aptitude (Evans, Kirby, & Fabrigar, 2003; Green & Azevedo, 2007; Hofer & Pintrich, 2002; McMillan, 2010; Pintrich, 2004). This round table offers an opportunity to discuss a model of epistemological development and a tool for students to assess their epistemological beliefs. Faculty will discuss ways to use the assessment in class and foster students' metacognitive awareness.

References:

Evans, C. J., Kirby, J. R., & Fabrigar, L. R. (2003). Approaches to learning, need for cognition, and strategic flexibility among university students. *British Journal of Educational Psychology, 73*(4), 507-528. Retrieved from http://onlinelibrary.wiley.com/journal/10.1111

Green, J., & Azevedo, R. (2007). A theoretical review of Winne and Hadwin's model of self-regulated learning: New perspectives and directions. *Review of Educational Research, 77*(3), 334-372. doi:10.3102/003465430303953

Hofer, B., & Pintrich, P. (2002). (Eds). *Personal epistemology: The psychology of beliefs about knowledge and knowing*. New York: Routledge.

Marra, R. M., & Palmer, B. (2008). Epistemologies of the sciences, humanities, and social sciences: Liberal arts students' perceptions. JGE: *The Journal of General Education, 57*(2), 100-118.

McMillan, W. (2010). 'Your thrust is to understand' - how academically successful students learn. *Teaching in Higher Education, 15*(1), 1-13. doi:10.1080/13562510903488105

Paulsen, M., & Feldman, K. (2007). The conditional and interaction effects of epistemological beliefs on the self-regulated learning of college students: Cognitive and behavioral strategies. *Research in Higher Education, 48*(3), 353-401. doi:10.1007/s11162-006-9029-0

Pintrich, P. (2004). A conceptual framework for assessing motivation and self-regulated learning in college students. *Educational Psychology Review, 16*(4), 385-407. doi:10.1007/s10648-004-0006-x

Artivism

Maribel Bird

World Languages and Culture

Presentation Times: 3:45 and 4:15pm at Table #1

Abstract:
At the upcoming Humanities Symposium, Spanish majors will present artistic manifestations of social justice issues. This session will provide a preview in order to highlight the interdisciplinary nature of their work.

Flipping the General Chemistry II Classroom

Tammy Clark

Chemistry

Presentation Times: 4:15 and 4:45pm at Table #3

Abstract:
Viterbo's General Chemistry II-course sequence (Chem 120 & 121) was developed for the flipped classroom. Each semester was flipped by different instructors, resulting in different uses of technology within the flipped course. This presentation describes how this course using limited technology was set up to deliver content outside of class, and the in-class activities made possible as a result.

The Flexible IF-AT

Scott Gabriel

Chemistry

Presentation Times: 3:30 at Table #3, 4:00 at Table #4

Abstract:

Instant Feedback Assessment Technique (IF-AT) by Epstein is a scratch-off multiple choice answer sheet that I have used in a variety of settings within my courses. This session will have you experience how these sheets can be used in a group quiz setting. I will also talk about other ways I have integrated them into my assessment techniques for a variety of courses here at Viterbo. Finally, I will review the strengths of the IF-AT. It allows partial credit for multiple choice questions to be awarded; it animates group discussion in the midst of a group quiz; and students receive immediate feedback on their answer—facilitating the learning process. Its drawback? Price, and aligning your quiz to their key.

Variations in Active Learning Strategies

Maria Morgan-Bathke

Nutrition and Dietetics

Presentation Times: 3:45 at Table #3. 4:30 at Table #4

Abstract:

Studies show that the average individual cannot pay attention to a lecture for more than 15 minutes. With this data in mind, we should strive to incorporate a variety of active learning strategies in our 55+ minute lecture times. This discussion will include a variety of strategies that can be utilized in both small and large classroom sizes. These strategies include the use of videos, role playing, discussions, clicker questions, and "mini" case studies throughout a lecture period.

Use of Simulation in Interprofessional Education in Nursing and Social Work

Janet Holter and Mary Burke

Social Work/Nursing

Presentation Times: 3:30 and 4:15pm at Table #4

Abstract:

This presentation will outline our use of an interprofessional simulation, involving junior-level nursing and social work students. We will focus on the collaborative development, and implementation of this shared learning experience, and discuss our recommendations for developing subsequent interprofessional educational opportunities across disciplines, to improve student learning outcomes, and skill development in interprofessional collaboration.

Active Learning Strategies

Susan Hughes

Education

Presentation Times: 3:30 and 4:30pm at Table #1

Abstract:

The use of active learning and collaborative learning strategies can increase student engagement and promote learning by giving students opportunities for self-empowerment and self-management. Planning your teaching to include active and collaborative strategies gives students opportunities to move, share, use a range of materials, and both give and take as they work to individually and collaboratively connect with the content. Researchers and educators now believe that neuro-education (the term used to refer to the application of neuroscience to teaching and learning) has significant merit in changing educational practices of the past and present by sharing research-based, brain-compatible classroom strategies that can be universally utilized by all educators (Fischer & Immordino-Yang, 2008). During this roundtable discussion, I will present a number of active and collaborative teaching and learning strategies and share resources that can be utilized to infuse these strategies into your teaching.

Reference:

Fischer, K. W., & Immordino-Yang, M. H. (2008). The fundamental importance of the brain and learning for education. In *The Jossey-Bass reader on the brain and learning*. San Francisco: Jossey-Bass.

Role Playing Applications in Business and Psychology Classes

Jan Janiszewski, Derek Cortez, and Stephanie Thorson-Olesen

Dahl School of Business and Psychology

Presentation Times: 3:30 and 4:15pm at Table #2

Abstract:
This session will include a review of role play applications, formats, guidelines, benefits, and Q & A.

Lesson Studies: A Path to Improved Teaching

Michelle Pinzl

World Languages and Cultures

Presentation Times: 4:00 and 4:30pm at Table #3

Abstract:

A lesson study is a professional development tool that is used to improve teaching methods. Instructors work as a team to plan, teach, observe, and refine class lessons. Lesson studies examine our own teaching practices and also explores *how* students learn. The results of a well-designed lesson study can be an excellent motivation for future research, publications, scholarly presentations that are based on the results of team teaching. This presentation will walk you through the process of a lesson study and include examples from my personal experience with this practice.

Project Presentations and Peer Feedback in an Online Course

Maria Stahl

Religious Studies

Presentation Times: 3:45 and 4:45pm at Table #4

Abstract:

Engaging students in interaction with one another in a philosophical online course can be challenging. In a 300-level Religious Studies survey course, this instructor assigned research projects comprised first of a PowerPoint presentation and then a written paper on the same subject. Moodle Scheduler was used to schedule student presentations in an orderly fashion and allow time for students to view, ponder and respond to one another's presentations. Classmates offered feedback on one another's presentations which, if incorporated into their papers, strengthened the papers.

Embracing a Digital Revolution: Digital History as a Means to Engage Students and Historical Research

Eric Weinberg

History

Presentation Times: 4:00 and 4:45pm at Table #2

Abstract:

Historians famously resisted the Digital Revolution in the 1990s, declaring that its onset signified the downfall of true historical research, and higher education in America. Within a decade, however, new groups of historians began to turn toward digital methodologies to enhance and supplement historical research and presentation. They began to rethink the ways they research, write, and teach the past. In my history courses, I have taken on this call, using digital history as means to enhance research, scholarship, and presentation in survey level classes. It will suggest that teaching digital methodologies can enhance student motivation, critical thinking without sacrificing actual history scholarship.This talk will outline some of the challenges and success of utilizing these new methodologies in survey courses.

Notes