VITERBOUNIVERSITY

8th Annual

Celebration
of
Teaching and Learning

3:30-5:00 PM

February 17, 2023

FSPA Lobby
Viterbo Fine Arts Center

Presentation Summary

	Table 1	Table 2	Table 3	Table 4	Library/ISS
3:30-3:35	Presenter setup; mingle and enjoy a beverage!				
3:35-3:50	*How Immersive Theatre can build Empathy and Compassion* (T. Eck)	*Integrating Therapy Animals in Higher Education* (B. Massengale (Houin))	*Applied Methods of Ensuring Military Student Success* (S. Morris)	*Fostering Creativity in Counselor Education to Enhance Skill Development* (C. Smith and T. Hill)	*Stop by and visit with the library and instructional support staff!*
	Music by Mary Ellen Haupert				
3:55-4:10	*Search for a Medium: Quantitative Data for the Masses* (E. Weinberg)	*Appreciating Neurodiversity: Utilizing Universal Design for Learning (UDL) in Higher Ed* (C. Houin)	*Using Literature Circles to Supplement Your Course Textbook* (M. Johnson)	*Project-Based Learning in an Online Setting, Dos and Don'ts* (C. Kiersch)	
	Music by Mary Ellen Haupert				
4:15-4:30	*Miro: Interactive Concept Maps and More!* (L. Rauch and R. Duster)	*Sticking the Landing* (L. Huber)	*Incorporating Self-Selected Reading: Bringing Back the Joy of Reading into Your Curriculum* (J. Lichty)	*Teaching in the Age of AI: A Conversation about ChatGPT* (E. Weinberg, J. Herbers, and G. Hilker)	
	Music by Mary Ellen Haupert				
4:35-4:50	*The Professional and Social Impact of the Community Interpreting Certificate Program: Perceptions of Recent Graduates and Community Partners* (M. Pinzl)	*Pros and Cons of Participation Points* (J. Holter and J. Anderson-Meger)	*Learning Objectives: The Backbone of Excellent Instruction* (M. Langeberg)	*Introduction of NCLEX and RD exam Questions during Active Group Work as a Mechanism to Drive Recognition of the Relevance of Course Material in Anatomy and Physiology* (C. Mayne)	
	Music by Mary Ellen Haupert				
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

Library and Instructional Support Services

Molly Eddy, Library, and **Vicke Denniston and Gregg Hilker,** Instructional Support Services

Visit the Library and Instructional Support Services table to chat about available services to or ask questions.

Music by Mary Ellen Haupert

Mary Ellen Haupert, Conservatory for the Performing Arts

Listen to original compositions by Mary Ellen Haupert during the transitions between sessions. Mary Ellen will be playing the following pieces:

- "Illumine le tenebre" by Mary Ellen Haupert
- "Variant" by Mary Ellen Haupert

3:35 PM Presentations

How Immersive Theatre can build Empathy and Compassion

Teddy Eck, Conservatory for the Performing Arts

Location: Table #1

Abstract:

Storytelling has been around for thousands of years. Humans tell stories as a means of entertainment, communication, and passing down information from generation to generation. It's in our nature to tell stories, but the way we tell them has changed due to advances in technology and the needs of the people to engage and be engaged with. Virtual reality, augmented reality, and mixed reality technologies are finding new ways within the performing arts to enhance our ability to perceive the world that surrounds us and are redefining how we experience the world and thus each other.

With this paper and presentation, I seek to touch on the emerging field of Immersive Theatre within the performing arts, this includes; AR, VR, mixed media and other live performance experiences that include a higher level of engagement and agency with the audience members. All with the aim of how these new technologies and performing arts engagement events can be used to build empathy and compassion and ultimately connect us in this very divided and divisive time.

3:35 PM Presentations (continued)

Integrating Therapy Animals in Higher Education

Brittany Massengale (Houin), Counselor Education

Location: Table #2

Abstract:

There has been an increase in service, emotional support, and therapy animals over the last decade as they are being incorporated in K-12 schools, police departments, workplaces, hospitals, nursing homes, and communities in our society. Unfortunately, little research has been conducted exploring the impact and outcomes of incorporating therapy animals in higher education courses. Currently, a therapy dog has visited a limited amount of class meetings in the counselor education programs and impact on students was immediate. Example benefits include reduced stress, emotional contagion (transmitting the therapy animal's positive emotions onto students), facilitation of social interaction, and reduction of student anxiety. Informal feedback from students note that the therapy dog was not a distraction during class, they felt less stressed and anxious when the therapy dog visited the class, and they were hopeful that the therapy dog would be incorporated in courses. Presentation will include overview and benefits of therapy animals as well as discussion regarding how therapy animals can be incorporated into higher education. Therapy dog, Pace e Bene, will be present for demonstration and lots of audience pets and/or scratches.

Applied Methods of Ensuring Military Student Success

Sam Morris, Military Student Success

Location: Table #3

Abstract:

With eleven percent of the student population at Viterbo University being comprised of military students, it is critical that faculty implement applied methods to ensure military student success. These applied methods include specific military student sections within syllabi, developing a process to refer military students to campus resources, and to participate in faculty development sessions that focus on military student populations. Research indicates that when these methods are implemented, military students transition seamlessly into the classroom environment, and relationships between university faculty and staff are strengthened, which ultimately results in military student success.

References:

Kirchner, M.J. (2015). Supporting student veteran transition to college and academic success. *Adult Learning, 26*(3), 116-123. https:// doi.org/10.1177/1045159515583813

Trietley, R.C. (2020). *Answering the call: Ensuring a successful transition and college experience for student veterans* [Unpublished doctoral dissertation]. Maryville University.

Fostering Creativity in Counselor Education to Enhance Skill Development

Carol Smith, Counselor Education, **and Tamera Hill,** Psychology

Location: Table #4

Abstract:

Sam Gladding stated that the field of counseling and counselor education is rooted in creativity. Yet, there are challenges in overcoming the checklist mentality that can permeate education. Creativity requires one to stretch beyond their comfort level and try new approaches/taking risks. This presentation will briefly overview the literature, explore creativity in teaching, and lead a discussion on various creative activities designed to develop problem solving and critical thinking skills.

3:55 PM Presentations

Search for a Medium: Quantitative Data for the Masses

Eric Weinberg, Computer Science/Dahl School of Business

Location: Table #1

Abstract:

Saying the words quantitative sends chills downs some people spines. In reality, many forms of quantitative analysis are difficult. The tools, methods, and understandings all demand careful and thoughtful study. Yet, there are increasing number disciplines and careers that are searching for these skills. Yet, there is not a clear line of material or pedagogy for teaching these skills from an interdisciplinary perspective. This presentation is an illustration of my attempt to find a "middle way" that will teach these methods with the necessary complexity for understanding but also removing some of the more complex tools and theory that undergird the field. The result was a book I developed with these goals in mind that is somewhat unique in its approach to the field in its attempt to merge necessary theory, practical examples, and real practice.

Appreciating Neurodiversity:
Utilizing Universal Design for Learning (UDL) in Higher Ed

Cameron Houin, Counselor Education

Location: Table #2

Abstract:

Neurodiversity is an umbrella term for the cognitive diversity that exists across human brains. This includes socializing, learning and integrating new knowledge, paying attention over time, regulating moods, and other mental functions. Acknowledging neurodiversity means acknowledging that not all teaching methods or learning outcomes work for all. Explore Universal Design for Learning (UDL) as a means for ethically serving neurodiverse students in higher education.

Using Literature Circles to Supplement Your Course Textbook

Matt Johnson, School of Education

Location: Table #3

Abstract:

In Literature Circles, small groups of students gather to discuss a book chosen by the instructor. The book chosen typically supplements the course textbook. Each student comes prepared to the discussion with a role (i.e., Discussion Director, Passage Master, Illustrator, Vocabulary Enricher, and Connector). As each member shares their role, the conversation guides students to deeper understanding of what they read through structured discussion and extended written and artistic response. Once small groups have met, the next step is to meet as a whole group where the Discussion Director highlights conversations within the individual groups.

3:55 PM Presentations (continued)

Project-Based Learning in an Online Setting, Dos and Don'ts

Cameron Kiersch, Nursing

Location: Table #4

Abstract:

Students in the direct-entry MSN program completed a 15-week, online class that culminated with the creation and release of a 4-part podcast focused on climate action. The course provided them with clear objectives and one final deadline, the end of semester, but did not provide topics, roles, group structure, or technical assistance. Students defined their own roles, goals and norms and did so using a group charter. They organized and held weekly meetings to troubleshoot issues and adapt to unforeseen hurdles. They created internal groups and deadlines that allowed them to use time efficiently. Finally, they completed self-assessments and provided peer feedback to better understand their own blindspots and high-functioning teams. Students expressed frustrations with the design of the project, but they also demonstrated the power of the growth mindset. They navigated difficult conversations with their peers, created something new using different skills, and evaluated each others, as well as their own, participation. All of which are skills that they will use no matter where they go in nursing.

4:15 PM Presentations

Miro: Interactive Concept Maps and More!

Lin Rauch, Nursing, **and Rachael Duster,** Nursing (Graduate Student)

Location: Table #1

Abstract:

Miro is a collaborative and fun interactive concept map tool that allows students to connect ideas either individually or in groups. This is a new method for me to use in my Pathophysiology class to help students build critical thinking skills and break the memorization habit.

Sticking the Landing

Laura Huber, Education

Location: Table #2

Abstract:

This presentation shares ways that instructors can use the last 3-5 minutes of a class period to complete an easy formative assessment, connect back to their lesson objective or even set the stage for the next class period in an engaging manner.

Incorporating Self-Selected Reading: Bringing Back the Joy of Reading into Your Curriculum

Josh Lichty, School of Education

Location: Table #3

Abstract:

Some of the fondest memories from early education come from teachers giving students the opportunity to read books of their choice, self-selected reading. As time passes, students have fewer opportunities to read what they enjoy or what interests them because literature and coursework are chosen for them.

This presentation will share the research behind student choice in reading and how it promotes motivation and academic growth toward course outcomes. You will learn how to get started in developing a choice library that aligns with those outcomes and how to implement them into your syllabus and course schedules.

4:15 PM Presentations (continued)

Teaching in the Age of AI: A Conversation about ChatGPT

Eric Weinberg, Computer Science/Dahl School of Business, **Jacqueline Herbers**, English, **and Gregg Hilker,** Instructional Support Services

Location: Table #4

Abstract:

Let's have a conversation about ChatGPT! ChatGPT is a state-of-the-art language model developed by OpenAI that uses deep learning algorithms to generate human-like responses to text-based inputs. While ChatGPT can be a useful tool for generating ideas and providing feedback, there is a risk that students may abuse it by using it to write entire papers without fully understanding the material or putting in the necessary effort. This could lead to plagiarism or other forms of academic misconduct, which could have serious consequences for both the student and the institution. Additionally, using ChatGPT to write papers could prevent students from developing important writing and critical thinking skills, which are essential for academic and professional success. As such, it is important for educators to set clear guidelines and expectations around the use of ChatGPT, and to emphasize the importance of original thought and academic integrity in all forms of writing.

Note: This abstract was mostly written by ChatGPT (with minor edits).

4:35 PM Presentations

The Professional and Social Impact of the Community Interpreting Certificate Program: Perceptions of Recent Graduates and Community Partners

Michelle Marie Pinzl, English and World Languages

Location: Table #1

Abstract:

As community interpreting has professionalized significantly in the US in recent decades, the depth and effectiveness of training and education in the field is varied and difficult to measure. This study examines the Community Interpreting Certificate at Viterbo University and its influence on graduates, community stakeholders and international diasporas. Surveys for both alumni of the program and community partners are analyzed via mixed-methods to better understand the impact of this program on regional, national and international populations. Results reveal that a curriculum that incorporates thoughtful, High-Impact Practices (HIP) and formative assessment has the potential to empower communities to center the voices of the underrepresented in public and private spheres. Thus, trained interpreters are positioned as powerful community agents, instruments of cultural change, and direct contributors to language justice.

Pros and Cons of Participation Points

Janet Holter, Social Work, **and Jennifer Anderson-Meger,** Social Work

Location: Table #2

Abstract:

Presenters will share their experience of eliminating participation points in courses. Discussion will provide an opportunity to deliberate the pros and cons of participation points based on attendees' experience, current research, and best practices. A bibliography of suggested research and a sample participation rubric will be shared.

Learning Objectives: The Backbone of Excellent Instruction!

Melinda Langeberg, School of Education

Location: Table #3

Abstract:

Learning objectives have many names: learning targets, instructional, or SMART goals. Whatever their name, they are the simple backbone of any instructional experience and vital to student learning. First, learning objectives announce the instructional aim. They make learning less abstract and take the speculation out of assessment. Second, they broadcast a lesson's skill, content, and evaluative experience by expressing what students should be able to do, what content they will learn, and how the teacher will assess their learning. Finally, they help answer the tired questions: What are we doing and why? Examining instruction through the learning objective lens assists the instructor in reflecting and strengthening their practice.

4:35 PM Presentations (continued)

Introduction of NCLEX and RD Exam Questions during Active Group Work as a Mechanism to Drive Recognition of the Relevance of Course Material in Anatomy and Physiology

Chris Mayne, Biology

Location: Table #4

Abstract:

Students in professional majors, such as nursing and dietetics at times demonstrate challenges recognizing the relevance of basic biology to their clinical practice. Previous studies have shown this disconnect can lead to decreased engagement and success in these fundamental courses. To meet this challenge, we previously implemented an active group-based learning technique in our first year anatomy and physiology series for nursing and nutrition/dietetics majors. Despite the use of medical cases and numerous clinical vignettes and examples, some students still express concern about the relevance of the course material to their future careers. To further underscore the ways that Anatomy and Physiology directly leads to required content knowledge for nursing and dietetics, we piloted the addition of questions from the licensure examinations for both registered nurses (the NCLEX) and registered dieticians (RD exam). We will share examples and discuss data on the initial reactions among the students to this new addition and our continued efforts to improve acceptance, the educational experience, and student success in this course series.

Room Layout

East Entrance –
Fine Arts Center Lobby

Check-In Table

Table 3

Table 4

Food and Drink

Library and
Instructional Support

Table 1

Table 2

Check-In Table

West Entrance –
Fine Arts Center Lobby