



**VITERBO** UNIVERSITY

*9th  
Annual*



**CELEBRATION**

OF

**TEACHING AND LEARNING**

3:30-5:00 PM

February 16, 2024

FSPA Lobby

Viterbo Fine Arts Center

## Presentation Summary

|                  | Table 1  | Table 2   | Table 3  | Table 4  | Other   | Academic Resources   |
|------------------|--|---|--|--|---|--|
| 3:30-3:35        | Presenter setup; mingle and enjoy a beverage!  |   |  |  |   |  |
| 3:35-3:50        | <i>Owning It: Unmasking Imposter Syndrome</i><br>(A. Culpitt)  | <i>Getting to Know Your Students</i><br>(M. Johnson, L. Huber)  | <i>Using Social Annotation to Increase Student Engagement</i><br>(E. Dykman)                               | <i>Post-Pandemic Reflections - Claiming the Studio: Virtual Teaching Strategies in the Studio Classroom</i><br>(S. Lisota) |   | <i>Stop by and visit with the library, ARC, Advising &amp; Career Development, IIT, and ISS staff!</i> |
| Transition time! |  |   |  |  |   |  |
| 3:55-4:10        | <i>Feedback First Classrooms for Beginners</i><br>(J. Herbers)   | <i>Preparing Students to Pass a High-Stakes Examination</i><br>(M. Burke)   | <i>Challenge Mindset: A Means for Bringing Purpose to Classes Through Career Development</i><br>(S. Hines) | <i>Vocabulary Strategies for Any Discipline</i><br>(K. Holinka)  |   |  |
| Transition time! |  |   |  |  |   |  |
| 4:15-4:30        | <i>Empowering Student Choice: The Role of Autonomy in Enhancing Learning and Engagement in Counseling Education</i><br>(B. Massengale Houin) | <i>Removing Hurdles to Student Learning: Accessibility Tips</i><br>(A. Gostonczik, R. Russell, C. Mathwig Ramseier) | <i>Team Writing Projects in a Computational Modeling Class</i><br>(S. Lee)                                 | <i>Improving Access to the Profession of Dietetics</i><br>(K. McLimans, J. Weber)  | <b>West Side Lobby:</b><br><i>Deer in the Headcuts: Promoting Growth by High-Stakes Failure</i><br>(M. Speck, A. Martinson, L. Bergquist) |  |
| 4:30-5:00        | 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

### Academic Resources

---

Representatives from the library, Academic Resource Center, Advising and Career Development, and Instructional Support Services will be available for conversation and to answer any lingering questions!

### HyFlex Classroom Open House - MRC 304

---

**Sarah Bearbower and Jason Robinson,** Instructional and Information Technology

---

**Location:** Academic Resources table

---

IIT has added technology to MRC 304 to pilot a room setup that could accommodate HyFlex/Hybrid instruction delivery from this classroom. Stop by the "remote side" table during the Annual Celebration of Teaching and Learning in the FSPA lobby or swing into MRC 304 for the in-person demo of the space.

---

## 3:35 PM Presentations

### **Owning It: Unmasking Imposter Syndrome**

**Aeriana Culpitt**, Speech Language Pathology Program

**Location:** Table #1

**Abstract:**

All of us experience self-doubt or feeling like a “fraud” at one time or another, particularly when faced with a challenging or novel task. However, for those living with Imposter Syndrome (IS) or Imposter Phenomenon (IP), these thoughts are pervasive and can have very real, and very negative, health consequences. This short presentation briefly highlights literature surrounding this topic, as well as discusses how IS/IP impacts educators and students alike. Practical strategies and tips that can be discussed with students or woven into classes are explored.

### **Getting to Know Your Students**

**Matt Johnson and Laura Huber**, School of Education

**Location:** Table #2

**Abstract:**

How can we learn more about our students? How can we connect better with them as fellow VU community members? We will share two easy strategies for getting to know your students. With these simple strategies you can learn about their experiences, culture, and beliefs. We will toggle between learning about students' basic information and how, if desired, to take the activity to a deeper level. We will also spend some time getting to know one another and sharing other ideas you use in your classroom to achieve the same result!

### **Using Social Annotation to Increase Student Engagement**

**Emily Dykman**, Religious Studies and Theology

**Location:** Table #3

**Abstract:**

Hypothes.is is an extension available in Moodle that allows students to access digital course content (PDF, images, videos, etc.) and work with the content collaboratively. The extension has been used regularly in several courses in the humanities with great success. Whether you are teaching an online or face-to-face course, small or large classes, this extension can help students collaborate and improve their comprehension. In this session, I will demonstrate how I have used the extension in a variety of class settings and answer questions about difficulties that have been experienced in the past.

## 3:35 PM Presentations (continued)

### **Post-Pandemic Reflections - Claiming the Studio: Virtual Teaching Strategies in the Studio Classroom**

**Sherri Lisota**, ECAS - Art

---

**Location:** Table #4

---

**Abstract:**

In the spring of 2020 with the semester halfway completed, COVID 19 put faculty on a fast track to virtual teaching. Many said it was impossible to effectively teach studio courses in a virtual environment. It was new teaching terrain for most and the pandemic provided a crash course in shifting to new technologies and reaching students in meaningful and effective ways in the virtual studio classroom amid a global crisis. This presentation explores a range of resources and methodologies used successfully in teaching a foundational drawing course and a multi-level painting course during the first semester of the pandemic. This scholarship is compiled from the perspective of a faculty member teaching in a small liberal arts college in a largely rural area. It highlights teaching strategies that build and reinforce connections with students majoring in art and with students new to the studio art experience. It illustrates ways of establishing early, personal connections with students, student confidence-building strategies, and the use of individual virtual critique as an effective learning strategy in cementing mentoring relationships, building trust and empowering students as self-directed artist-learners. This presentation also looks at less successful strategies and how to negotiate the difficult terrain when things don't go so well and discusses strategies that continue to provide effective teaching in the (near) post-pandemic studio classroom. Each of these strategies may find relevance to high impact teaching practices of all disciplines and in strengthening student retention.

---

## 3:55 PM Presentations

### Feedback First Classrooms for Beginners

**Jacqueline Herbers**, English

**Location:** Table #1

**Abstract:**

In her 2020 book, *Ungrading: Why Rating Students Undermines Learning (and What to do Instead)*, Susan Blum reflects on her earlier work with college focus groups by stating, "...students told the research team that 'the purpose of college is to get good grades.'" She argues that the purpose of college is to actually learn, and that people are capable of and enjoy learning in various settings without being graded (Blum 56). As a result, she virtually eliminated all grades in her classroom. "Ungrading," "going gradeless," or "feedback first" classrooms provide avenues for students to improve their metacognition skills by allowing them to focus more on their own learning and growth. This is achieved through goal setting, reflections, self-evaluations, one-on-one conferences, and, of course, plenty of formative feedback from the instructor. In this session, I will provide basic strategies I learned in my five years of refining feedback first approach in my own writing courses and mission seminars that any instructor can use to get started.

### Preparing Students to Pass a High-Stakes Examination

**Mary Burke**, School of Nursing

**Location:** Table #2

**Abstract:**

On April 1, 2023, The National Council State Boards of Nursing (NCSBN) launched the new Next Generation NCLEX National Council Licensure Examination (NCLEX) for registered nurses. The new Next Generation NCLEX exam focuses on the "measurement of clinical judgment and decision-making within the context of a standardized, high-stakes examination" (NCSBN, 2023, p. 1). This session will briefly overview quality improvement processes, motivational theories, and coaching strategies to prepare seniors to be workforce-ready to pass the NCLEX examination before or shortly after graduation from Viterbo.

**Citation:**

National Council of State Boards of Nursing. (2023). *NCSBN Launches Next Generation NCLEX Exam*. <https://www.ncsbn.org/news/ncsbn-launches-next-generation-nclex-exam>

## 3:55 PM Presentations (continued)

### Challenge Mindset: A Means for Bringing Purpose to Classes Through Career Development

**Sarah Hines**, Advising and Career Development

**Location:** Table #3

**Abstract:**

One of the greatest and most basic challenges students face throughout their education is maintaining engagement with course material (Wiley, 2022). The classic argument "But why do I need this class?" is something instructors, advisors, and parents alike often hear and can sometimes have trouble formulating an answer that satisfies student's doubt in a course's meaning. A valuable way to create and even increase interest in courses or even programs of study overall is by relating content more intentionally to students' future careers (Wiley, 2022). However, many students struggle with formulating a clear idea of what that career could be yet.

The Challenge Mindset is an innovative perspective that shifts our approach to students' career development by broadening their understanding from picking a specific job title to recognizing why the world needs them. This presentation will share a tool that can be easily used and incorporated into any course at Viterbo to help recognize the problems students are interested in solving. Through purposeful connection, we can motivate students to not only complete coursework but further understand the value that it brings to their education.

**Citation:**

Wiley. (2022). *The State of the Student: Adjusting to the "new normal" ...and all that comes with it*.  
<https://www.wiley.com/en-us/network/trending-stories/the-state-of-the-student-adjusting-to-the-new-normal-and-all-that-comes-with-it>

### Vocabulary Strategies for Any Discipline

**Kristy Holinka**, School of Education

**Location:** Table #4

**Abstract:**

Vocabulary instruction, just a term and a definition, right? Remember the days of getting the matching worksheets, needing to look up the definition in the glossary, or making flashcards? That must be the best way to teach vocabulary...or is it? Vocabulary acquisition is a required skill in every discipline and vital for student success. However, it can be a struggle knowing how to appropriately integrate it into your practice. This presentation will help you strengthen your instruction through examples of how to effectively implement activities to develop vocabulary knowledge. Learn through examples of explicit, engaging, and collaborative strategies you can incorporate in your course tomorrow!

## 4:15 PM Presentations

### **Empowering Student Choice: The Role of Autonomy in Enhancing Learning and Engagement in Counseling Education**

**Brittany Massengale Houin**, Counselor Education

**Location:** Table #1

**Abstract:**

This presentation explores the significant role of autonomy in student learning and engagement within the context of counseling education. It centers around an innovative assignment where students select a topic of personal significance within the counseling field and choose a learning or processing modality that resonates with them. The focus is on how this approach fosters self-reflection, creativity, and deeper understanding of counseling principles. The presentation will discuss the outcomes of this method in terms of student motivation, engagement, and personal growth, while also providing insights into the benefits of student-directed learning in developing competent and self-aware counseling professionals.

### **Removing Hurdles to Student Learning: Accessibility Tips**

**Alyssa Gostonczik**, Advising, Career Development, and Accessibility, **Ryan Russell**, Academic Resource Center, and **Cari Mathwig Ramseier**, Instructional Support Services

**Location:** Table #2

**Abstract:**

In today's inclusive educational landscape, faculty play a pivotal role in ensuring equitable access for all students. This session offers concrete, easy-to-implement strategies tailored for both Moodle and classroom teaching. Participants will delve into practical tips to integrate accessibility features within Moodle, such as optimizing content structure, enhancing videos, and utilizing accessibility plugins. Additionally, faculty will explore actionable approaches to foster inclusivity in face-to-face instruction, from designing accessible presentations to implementing universal design principles. Join us to empower your teaching practices and make a lasting impact on student success.



## 4:15 PM Presentations (continued)

### Team Writing Projects in a Computational Modeling Class

**Sheldon Lee**, Mathematics

**Location:** Table #3

**Abstract:**

Our Computational Modeling course is used to develop modeling, computer programming, and written communication skills to engineering and applied mathematics majors. A large component of the class involves students working in teams of 2 to 3, to complete two written projects involving mathematical models. We have implemented an assessment model that requires each student to act as “lead writer” for a major portion of each paper. During this process, students also work together to form a cohesive final product. There are multiple rounds of reviewing and editing which are done within groups, between groups, and by the instructor.

### Improving Access to the Profession of Dietetics

**Kelsey McLimans and Jamie Weber**, Nutrition and Dietetics

**Location:** Table #4

**Abstract:**

This session will review some of the key takeaways from the annual Food and Nutrition Conference and Expo. Attendees can expect an exploration of strategies aimed at reducing barriers encountered by students seeking a career in nutrition and dietetics. The session will also share the impact of student learning preferences on the curriculum, fostering an inclusive educational environment conducive to optimal student engagement. Additionally, attendees will gain insights into best practices for mentoring aspiring nutrition and dietetics professionals, ensuring their development and success in the field.

### Deer in the Headcuts: Promoting Growth by High-Stakes Failure

**Mike Speck**, Theatre, with student assistants **Anna Martinson** and **Lauren Bergquist**

**Location:** FAC West Side Lobby

**Abstract:**

As actor-combatants' skills increase, genuine failures become harder to come by, but they're still excellent springboards for growth and self-analysis. Using adjunct funding in Spring 2023, I prepared and taught a new workshop in stage combat that produced opportunities for advanced students to confront and work through failures.

## Room Layout

