

Celebration of Teaching and Learning

Wednesday, February 19, 2025

FSPA Lobby

Viterbo Fine Arts Center

3:30-5:00 PM

Hosted by

The Center for Teaching and Learning &
Faculty Development



VITERBO
UNIVERSITY

Presentation Format

Concurrent sessions are on rotation with one set of presentations starting at 3:35, 4:05, and 4:35pm.

Presentation Summary

#1	#2	#3	#4	#5	
Welcome Remarks and Overview of the CoTL Format					
3:35-3:55	Overcoming Apprehension in Group Work (J. Welsh)	Experiential Learning in Food Insecurity (T. Lein)	Required and Assigned: Motivating and Supporting Strategic Readers in Higher Education (P. Becker)	New Kids on the Block: Advancing Teaching through Simulation in New SLP Graduate Programs (A. Lindner)	AI Classroom Use and the Ethics of Climate Change (S. McManimon, C. Kiersch, S. Lee & C. Mayne)
4:05-4:25	Enhancing Global Healthcare Through Research, Clinical Practice, and Education: Future Challenges and Solutions (L. Rauch & S. Richardson)	The Value of a Service-Learning Component in Undergraduate Nursing Clinicals Involving the Older Adult Population (J. Stoeffler)	Coaching and Supporting the Body, Mind, and Spirit of Educators Through a Servant Leadership Model (J. Lichty)	VUSM Environmental Justice in Costa Rica (M. Langeberg, T. Wilson & S. Lisota)	Latinx Exhibition: A Collaboration Between VUSM 293 and the La Crosse County Historical Society (J. Jambrina)
4:35-4:55	Universal Design for Speech, Language, and Hearing Therapy (UDSLHT) in Adults (T. Nestorova & A. Moxness)	All Oppression is Connected and “Your Liberation is Bound Up with Mine” (M. Pinzl)	Combating Antibiotic Resistance: Innovations within the Microbiology Lab (L. Bussiere)	Gamifying Learning: The Game of LIFE Simulation (T. Hanson)	Stop the Blank Stares: Promoting Discussions of Assigned Readings (D. Figueroa)

3:35pm Presentations

Overcoming Apprehension in Group Work

Jessica Welsh

Business, Leadership, and Ethics

Location: Table #1

Abstract:

Collaborative learning is integral to enhancing students' abilities to lead and organize teams within the workplace (Jones et al., 2006). However, there were reports of graduate students avoiding group work due to group communication apprehension (CA). Group CA leads to conflict within groups based on the verbal and non-verbal behavior of someone who experiences group CA (McCroskey & Richmond, 1992). How do instructors navigate group CA in graduate settings? What tools do graduate instructors use to help students, both in-person and online, overcome group CA at the graduate level? This chapter explores group CA apprehension of graduate students in various course modalities and provides tips for helping students overcome group CA.

Experiential Learning in Food Insecurity

Tiffany Lein

Nutrition and Dietetics

Location: Table #2

Abstract:

College students are not immune to the struggles with food insecurity. Nearly 1 out of every 4 college students report experiencing food insecurity. As future nutrition and dietetics professionals, our students must also understand the challenges among food insecurity with their future patients and clients. In addition to reporting the statistics, community nutrition students had the opportunity to engage with numerous community resource agencies. Community resource agencies included: Supplemental Nutrition Assistance Program (SNAP), Women Infants and Children's Program (WIC), farmer's markets, community gardens, and senior meal sites. Furthermore, students enrolled in basic foods learned how to prepare enticing entrees with canned chicken and fish, while students enrolled in developmental nutrition created meals with WIC approved foods.

Attendees will gain an insight into resources to share with their students who may be experiencing food insecurity along with tips on how to incorporate experiential activities into their curriculum.

Required and Assigned: Motivating and Supporting Strategic Readers in Higher Education

Patty Becker

Communication Disorders and Sciences

Location: Table #3

Abstract:

Why do only 20–40 percent of university students read assigned texts? The quantity and complexity of academic texts can overwhelm students who may be inexperienced or surface readers. Students who primarily use low-level reading strategies such as highlighting may have difficulty with comprehension. This presentation will: (a) address factors that influence students' reading and reading comprehension, (b) evidence- and research-based reading strategies that promote active engagement with complex texts, and (c) instructional and assessment strategies that foster academic reading dispositions and higher level, critical thinking skills.

New Kids on the Block: Advancing Teaching through Simulation in New SLP Graduate Programs

Aeriana Lindner

Communication Disorders and Sciences

Location: Table #4

Abstract:

The purpose of this presentation is to discuss how new SLP graduate programs can begin implementing clinical simulations throughout their curriculum. Clinical simulations serve to enhance student learning and competency, allowing students to gain important clinical hours as well as hands-on practice of critical skills, often with populations or scenarios that they may not regularly encounter in off-campus placements. While gaining momentum and popularity in higher education, simulations can be challenging to create and implement, especially for new graduate programs. This presentation will discuss how a new SLP graduate program at Viterbo University in La Crosse, Wisconsin got started with clinical simulation, highlighting the importance of interdisciplinary collaboration, student buy-in, as well as campus and community support.

AI Classroom Use and the Ethics of Climate Change

Shannon McManimon, Cameron Kiersch, Sheldon Lee, and Chris Mayne

Ethical Leadership, Nursing, Mathematics, and Biology

Location: Table #5

Abstract:

College instructors have been asking important questions such as ways students can use AI, how LLMs might affect writing skills, or our role in helping students responsibly use this technology. However, very little attention has been paid to the ethics surrounding the infrastructure and energy consumption needed to power such massive data centers. What questions do we and our students need to ask related to AI and climate change, its environmental costs and resource tracing? This roundtable will briefly share information on renewables and alternative sources of energy generation and transmission as well as what we know and don't know about the energy consumption of AI in the United States and other countries. We'll offer suggestions for ways to investigate these questions and think about being an ethical user of AI who is concerned about stewardship and climate change.

4:05pm Presentations

Enhancing Global Healthcare Through Research, Clinical Practice, and Education: Future Challenges and Solutions

Lin Rauch and Silvana Richardson

Nursing

Location: Table #1

Abstract:

This presentation will share the insights, research, and ongoing work of scholars, nurses, and researchers that presented at the "Global Health Recalibration: Strengthening Outcomes, Education, Clinical Practice, and Research" international conference, Chiang Mai, Thailand. Over 75 institutions from 15 countries met to discuss a global public health point of view ranging from pre-COVID, through the pandemic, and beyond. The future of healthcare depends upon supplemental strategies of high technology while maintaining the heart of humanity inherent to nursing. A dwindling nursing workforce will require innovative interventions to effectively deliver care to those in dire need of the basic necessities of life. Artificial intelligence will play a pivotal role in providing this care. Topics included the impact of the aging population and equitable access to health care, lessons learned during the pandemic, transformational education, and personal recitations of caring for populations in war, extreme poverty, and famines. The growing challenge of treating "silent epidemics" of non-communicable diseases (NCDs) is often overlooked, but affect millions of people worldwide, rich and poor alike. These chronic diseases include mental health issues, diabetes, obesity, heart disease, strokes, kidney dysfunction, tobacco and alcohol abuse, air pollution, and poor nutrition, to name a few. Global education, with an emphasis on study abroad programs, immersive experiences, partnerships with global organizations, and the inclusion of global health perspectives was emphasized. Study abroad opportunities promote health equity, improve clinical skills and patient outcomes, promote evidence-based practices, and help foster connections beyond local borders.

The Value of a Service-Learning Component in Undergraduate Nursing Clinicals Involving the Older Adult Population

Jessica Stoeffler

Nursing

Location: Table #2

Abstract:

As our population ages and those over the age of 65 are becoming a larger portion of the total population, it is important to recognize the impact this will have on healthcare, the economy, and the future practice of nursing. Older Adults are living longer and with more chronic illnesses than ever before. Because of this a vast majority of older adults continue to not only live but thrive in the community setting. By educating our future nurses in these settings and giving them the opportunity to guide, assess, communicate and educate our local older adults we can improve the impact healthcare has on them and create therapeutic relationships that evolve through different settings and healthcare-related experiences.

Coaching and Supporting the Body, Mind, and Spirit of Educators Through a Servant Leadership Model

Josh Lichty

Education

Location: Table #3

Abstract:

Discover a comprehensive framework to holistically develop and empower educators, guiding their journey with a servant leadership model that fosters growth, purpose, and meaningful impact in their communities.

VUSM Environmental Justice in Costa Rica

Melinda Langeberg, Ted Wilson, and Sherri Lisota

Education, Biology, and Art

Location: Table #4

Abstract:

This presentation will describe the results of our interdisciplinary course. It blended environmental science, argumentative writing, and artistic creation to explore social justice. Students studied conservation biology, ecological communities, and human cultures focusing on eco-justice. The program included on-campus and online lectures, field trips, videos, and peer-reviewed research analysis. It culminated in a 10-day study abroad trip to Costa Rica where participants engaged in guided hikes, field lectures, immersive tours, and hands-on experiences that deepened their understanding of local and global eco-justice issues.

Latinx Exhibition: A Collaboration Between VUSM 293 and the La Crosse County Historical Society

Jesús Jambrina

World Languages

Location: Table #5

Abstract:

This presentation tells the collaboration between VUSM 293, Intro to Latin American and Latinx Studies, and the La Crosse County Historical Society to produce the first exhibition on the local Hispanic community at the Heritage Center. The project involves Viterbo students discussing the need for this work, interviewing members of this community, designing posters, and writing the narrative in both English and Spanish. As part of the course, students also were introduced to cultural categories to contextualize their research and provide philosophical gravity from a social justice perspective. The exhibition is currently displayed at the Heritage Center until March 29.

4:35pm Presentations

Universal Design for Speech, Language, and Hearing Therapy (UDSLHT) in Adults

Theodora Nestorova and Adam Moxness

Communication Disorders and Sciences and Theatre / Music Theatre

Location: Table #1

Abstract:

This research demonstrates a Universal Design for Speech, Language, and Hearing Therapy (UDSLHT) in medical/clinical settings including adult clients with neurodiverse ways of learning. The prevalence of cognition disabilities in adults is currently 13.9% globally, with 6% including those with Attention Deficit Hyperactivity Disorder (ADHD) and Autism Spectrum Disorder (ASD) has increased nearly 300% over the last two decades, with the most substantial increase observed in adults aged 25 to 34 (experiencing a 195% rise in prevalence during this period). Yet, there is a dearth of clinical research considering how speech, language, and hearing professionals diagnose, assess, and support neurodivergent adults in communication. While Universal Design for Learning (UDL) has proven evidence-based success and effectiveness in SLHT for pediatric and school-based populations, information on intellectual differences, disorders, and disabilities in adults is lacking. The UDL framework offers a means to remove communicative and educational barriers by providing multiple avenues for engagement (the “why”) through individualized interests, representation (the “what”) through accommodations for diverse sensory and cognitive needs, and action and expression (the “how”) through scaffolded strategy development. A holistic understanding of neurodivergence emerges through the intersection of disability models, including the medical model (which highlights visibility and diagnostic considerations), the social model (which identifies barriers to participation), and the ethnographic model (which recognizes communication differences as cultural expressions). Speech-language pathologists and audiologists can enhance neurodiversity-affirming clinical and educational practices by integrating these frameworks into strengths-based services for adults within the clinical context. This ensures that neurodivergent adults have equitable access to

communication rehabilitation and habilitation. By embedding the principles of Universal Design for Learning within a multidisciplinary framework that acknowledges medical, social, and ethnographic perspectives (UDSLHT), speech-language pathologists and audiologists can bridge the critical gap in adult-focused clinical research and practice. This approach not only ensures equitable access to communication services but also fosters a more inclusive, strengths and client-based model of care that honors the diverse cognitive and sensory needs of adults with neurodivergent ways of being.

All Oppression is Connected and "Your Liberation is Bound Up with Mine"

Michelle Pinzl

World Languages

Location: Table #2

Abstract:

We are living in a time of significant socio-political change. However, many of the challenges we face today echo historical struggles that humanity has long endured. Building on the legacy of past social justice movements and activists, this presentation explores how the concepts of oppression, liberation, and social justice are being addressed in Viterbo classrooms. Specifically, we will examine the connections between climate change, immigrant communities, and butterflies, uncovering the broader implications of these relationships. This session will also invite discussion on how we can collectively work toward liberation in our communities right now, recognizing the visible and invisible barriers that shape our shared experiences.

Combating Antibiotic Resistance: Innovations within the Microbiology Lab

Luke Bussiere

Biology

Location: Table #3

Abstract:

Bacteria are becoming resistant to antibiotics at an alarming rate, posing a significant global threat to human health. We are committed to making a difference by equipping students in our microbiology lab with the tools to tackle this pressing real-world challenge. This four-week project allows students to demonstrate mastery of semester-long competencies and skills recommended by the American Society for Microbiology. Students begin by isolating bacteria from diverse environments, identifying potential antibiotic producers, and characterizing their properties. Along the way, they hone critical thinking and problem-solving skills. The project culminates in an oral presentation of their findings, providing professional scientific experience. Future goals include expanding our search into new environments and leveraging our lab's expertise to extract and characterize antibiotics. This project not only enhances student learning and engagement but also contributes to combating the global threat of antibiotic resistance.

Gamification: The Game of LIFE Simulation

Taylor Hanson

Business, Leadership, and Ethics

Location: Table #5

Abstract:

Gamification involves the process of taking existing learning and adding game elements to enhance student experience (Sailer & Homner, 2019). In ECON 200: Personal Economics, I introduced a simulation based on the popular board game, The Game of LIFE. In this simulation, students created a vision board, completed a job search, bought a car and a home, and budgeted expenses to identify if they could afford their “life.” The intent of the simulation was to introduce students to concepts tied to learning outcomes for the semester. This connection should provide a frame for the semester and a consistent example of prior knowledge to draw upon throughout. I will be discussing the results of the simulation, student outcomes, and student feedback to determine the effectiveness of the strategy.

Stop the Blank Stares: Promoting Discussions of Assigned Readings

Daisy Figueroa

Education

Location: Table #5

Abstract:

Many faculty members assign articles, chapters, or books to read as part of the teaching and learning process. Oftentimes, students are eerily quiet and give blank stares when it comes to discussing what they were assigned to read. Most of the time, students are able to recall basic knowledge and facts from their readings but are not able to elaborate or think critically. For this session, I will explain, model, and demonstrate a strategy that will increase student engagement, utilize social skills, and promote active participation by every student. Furthermore, the strategy will assist students in developing and improving communication and critical thinking skills. We will also discuss another strategy that will help faculty hold students accountable for their learning. These techniques could be used in any discipline and implemented in your classes tomorrow.

Acknowledgements

A special thanks to all the Viterbo faculty presenters, Daisy Figueroa (co-director, CTL), Jennie Anderson-Meger (co-director, CTL), Gregg Hilker, Faculty Development Committee, Ivy King, Zane Rader, Roxanne Larson, Mary Ellen Haupert, Fine Arts Center staff, Aramark, and all the dedicated folks who made this event possible.