

CENTER FOR
ACADEMIC INNOVATION
SAGINAW VALLEY STATE UNIVERSITY

TEACHING & LEARNING
SYMPOSIUM 2021
SVSU | February 19



**CREATING CONNECTIONS - BUILDING
BRIDGES... TOGETHER**

THE CENTER FOR ACADEMIC INNOVATION

Dawn Hinton, Ph.D.

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Center for Academic Innovation
and Online Learning

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Professor,
Department of Political Science

Joseph Weaver, Ph.D.

Associate Professor, Dept. of Psychology
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Associate Professor, Dept. of Biology
CAI Teaching Fellow

Anne Huebel, Ph.D.

Online/Hybrid Support Specialist,
Center for Academic Innovation

Gabrielle Likavec, M.S.

Instructional Designer,
Center for Academic Innovation

INNOVATE

COLLABORATE

CONNECT

Welcome to the Center for Academic Innovation's (CAI's) seventh Annual Teaching and Learning Symposium. In alignment with the University's commitment to teaching, the Center's mission is to support innovative practices that advance pedagogical excellence. This year's virtual format will contain both synchronous and asynchronous content.

The Symposium will highlight opportunities for faculty members to **“Create Connections – Build Bridges...Together.”** Historically, the work of faculty members has been solitary; we develop lecture notes, create classroom activities, and contribute to the body of knowledge in our fields in isolation. This year's Symposium is designed to encourage faculty members to work together in the creation of learning materials for our students and in the production of scholarship.

We will begin with a welcome from one of our greatest supporters, Provost Dr. Deb Huntley. This will be followed by an introduction of a new CAI initiative by our director Dr. Dawn Hinton: Faculty Learning Communities (FLCs). This discussion will be followed by a video presentation of the projects undertaken by our 2020 Dow Professor and CAI Department grant recipients along with a short question and answer session. Finally, we will engage in a series of “5-minute workshops.” The goal of these ‘workshops’ is to stimulate interest in upcoming Center activities.

It is our desire that this year's Symposium will create an opportunity for faculty members to consider the many ways that they can participate in the grants and programming offered by CAI. We look forward to engaging and collaborating with each of you as we all work to improve our students' experiences in the classroom.

- The CAI Team

PROGRAM

WELCOME:

Deb Huntley & Dawn Hinton

INTRODUCTION TO FACULTY LEARNING COMMUNITIES:

Dawn Hinton

GRANT RECIPIENTS VIDEO PRESENTATION

GRANT RECIPIENTS Q&A:

Facilitated by Erik Trump

BREAK/DOOR PRIZE DRAWING

5-MINUTE WORKSHOP SESSIONS:

Gabrielle Likavec

Free Yourself: Using OER to Customize Your Course

Anne Huebel

The Social Side of Online Learning

BREAK/DOOR PRIZE DRAWING

Erik Trump

CAI Grant Offerings

Joseph Weaver

*YOtl the SoTL: You Ought to Love the Scholarship
Of Teaching and Learning*

CLOSING REMARKS

Dawn Hinton

After the event, please fill out the [post-symposium survey](#).

Please join us for the Upcoming Faculty Fridays:

"Echo360 Analytics"

Presented by Veronika Drake & Jennifer Chaytor

Friday, February 26th

12:30pm-1:30pm

Canvas Conferences

"Plagiarism and Turnitin"

Presented by Conor Shaw-Draves & Scott J Kowalewski

Friday, March 19th

12:30pm-1:30pm

Canvas Conferences

"Faculty Learning Communities"

Presented by Dawn Hinton & Gabrielle Likavec

Friday, March 26th

12:30pm-1:30pm

Canvas Conferences

"Formative Assessments"

Presented by Anne Huebel

Friday, April 9th

12:30pm-1:30pm

Canvas Conferences

SHOWCASE I

Dow Professor Recipients



Peggy Jones

**Assistant Professor
of Mechanical Engineering
Department of Mechanical
Engineering**

Peg joined SVSU in 2019, bringing 37 years of industrial experience to her ME students. Her efforts to teach mechanical engineers how to write formal lab reports were recognized with an Excellence in Writing Pedagogy Award from SVSU after W'20. She holds a Ph.D. in Materials Science and Engineering from the University of Dayton.

Creating Lab Report Writing **Tutorials for** the Writing Center and Students

Abstract

Writing clearly in a scientific style is a critical career skill. Poor communication by engineers can endanger people and the environment. The objectives of this project are to create tutorial resources to support students learning to write formal lab reports in the sciences. These resources will support faculty who are not formally trained in teaching technical writing but have to teach it anyway, students struggling to compose a lab report at 1:30 a.m., and Writing Center tutors who may not be familiar with the peculiarities of this format. Tutorial videos and documents will be hosted by the Writing Center's website.

Introduction

I am working with an experienced Writing Center Tutor who is majoring in Engineering to create tutorial resources to support students learning to write formal lab reports in the sciences. These short videos and associated documents will help students plan their writing, execute specific sections of the report, and understand the context for the technical journal research article format we follow. They also fill a gap in the training and resources available to the Writing Center tutors who are rarely majoring in science or engineering. The final need addressed by the project is to support professors who may not be trained in teaching technical writing but are required to do so.

Instructional Challenge

Many engineering students don't appreciate how critical written and oral communications are for their future career success, so the first challenge of this project is to convince them that the effort needed to learn how to write technical reports pays off.

The second challenge is that they believe that the Writing Center tutors don't know how to help them write engineering reports. To some degree, that is true. In W'20 only two of the tutors were majoring in science or engineering, and the tutors didn't have any reference materials tailored to the peculiarities of scientific writing. A simple example of these discipline-specific quirks is that we don't follow either MLA or APA formats for references.

Teaching Innovation

I am collaborating with an Electrical Engineering senior with four years' experience working as a Writing Center tutor to create the tutorial content. Because she has written many lab reports, she understands the experience of learning to write in this style uniquely. She also understands the needs of the Tutors. We are combining annotated examples of student writing with her experience to help students and tutors learn. The project deliverables are short videos that will be complemented with written materials to support students, Tutors, and other faculty who need to teach technical writing. I was also able to record an engineer who invented high-temperature alloys and now works as a patent attorney. He describes why keeping good written records and clear reports is such an important skill for career success.

Impact of Initiative

We are still working on the videos and documentation and will start training the tutors in February.

References:

1. "LabWrite: Improving Lab Reports", copyright North Carolina State University 2004 under funding by NSF (DUE-9950405 and DUE-0231086), viewed 2/23/2020, <https://labwrite.ncsu.edu/info/contact.htm>.
2. "Writing an Engineering Lab Report", Monash University, viewed 2/23/2020, <https://www.monash.edu/rlo/assignment-samples/engineering>.
3. Kim, D-W. and Olson, W. M, "Improving student lab report writing performances in materials and manufacturing laboratory courses by implementing a rhetorical approach to writing", American Society for Engineering Education Paper 14083, Seattle, WA, 2015.

Funding for this project was provided by the Herbert H. and Grace A. Dow Foundation.



Jennifer Chaytor
Associate Professor of
Chemistry
Department of Chemistry

Jennifer completed her Ph.D. in Chemistry at the University of Ottawa in Ontario, Canada. She has been teaching at SVSU since 2012. Her research interests focus on bioorganic and medicinal chemistry and chemistry education.

Evaluating the **Accuracy and Effectiveness** of Transcribed Chemistry Videos

Abstract

Online/hybrid chemistry courses at SVSU utilize Echo360 videos to distribute lecture content. This project will evaluate the use of transcribed videos to provide students with a written transcript of the lecture material. The first part of the project will determine the accuracy of Automatic Speech Recognition (ASR) for Biochemistry and Organic Chemistry, highly technical science courses. The second part of this project will examine whether there are additional benefits to transcribed videos, such as increased student engagement, beyond addressing student accessibility requirements.

Introduction

It is well established that transcribed videos benefit hearing impaired videos and students who do not speak English as a first language (1,2) but to the best of our knowledge, there are no studies that have evaluated whether transcribed videos are beneficial to engagement or student performance. There has been a suggestion that students do not need to spend as much time taking notes once transcribed videos are available, and this may free them up to interact and engage with the material in other ways. (3) A survey will be developed and administered that asks students enrolled in chemistry and biochemistry courses to describe how they used the transcribed videos and if the transcription was beneficial to the learning process. It is hoped that this use of technology will enhance student learning, retention, and student success.

Instructional Challenge

The project's larger goal is to assess whether the transcribed videos will improve student comprehension of key concepts and engagement with the material, regardless of whether or not the students have accessibility issues. There are some studies reported in the literature examining the use of lecture videos in Chemistry classes (4,5) and the effectiveness of transcription programs. (1,6) However, to the best of our knowledge, there are no studies that examine the accuracy of transcription of video lectures in a Chemistry or Biochemistry course, nor are there reports examining whether student engagement is increased upon addition of transcription to video lectures.

Teaching Innovation

If it is found that transcription increases student engagement and comprehension, it will encourage instructors to provide transcribed videos beyond accessibility requirements. Therefore, these results will potentially impact all students taking online/hybrid classes or those that use lecture videos, and should promote student retention and success.

Impact of Initiative

The transcription software is not very accurate for science courses. Errors fell into several different categories: incorrect chemistry phrases, incorrect punctuation, wrong forms of homonyms and homophones, and miscellaneous. It was determined that the unedited transcripts were not accurate enough to be of use to the students. Preliminary survey responses suggest that while not all students utilized the edited transcripts, they generally agreed that they were useful beyond addressing accessibility requirements. It was noted that the transcribed videos create a more inclusive learning environment. Students reported using the transcripts to read along with the narration, assist with note-taking, and to navigate to different parts of the video. Most students agreed that they would find the transcription feature helpful in other courses that use video lectures.

References:

1. Ranchal, R. et al. IEEE Transactions on Learning Technologies. 2013, 6 (4), 299-311.
2. Bain, K. et al. IBM Systems Journal. 2005, 44 (3), 589-603
3. Singer, F., and Samson, P. Inside Higher Ed. August 7, 2019., <https://www.insidehighered.com/digital-learning/views/2019/08/07/end-note-taking?> accessed December 20, 2019.
4. Teo, T.W et al. Chemistry Education Research and Practice, 2014, 15, 550-567.
5. Fautch, J.M. Chemistry Education Research and Practice, 2015, 16, 179-186.
6. Valor Miro, J.D. et al. Speech Communication, 2015, 74, 65-75.

Funding for this project was provided by the Herbert H. and Grace A. Dow Foundation.



Mark Giesler

**Professor of Social Work
Department Social Work**

Dr. Mark Giesler is in his 13th year of teaching at SVSU. He completed his Ph.D. in Educational Leadership at the University of Nebraska in 2006. His current research agenda focuses on the intersection of social work and librarianship.

Bringing Photovoice to SVSU:

A Social Work-Art Department Collaborative

Abstract

This project brings together SVSU's Social Work and Art Departments for the creation and implementation of two identical elective courses in the Master of Social Work curriculum. Mark Giesler, Professor of Social Work, will collaborate with Shaun Bangert, Professor of Art, and Sara Clark, Art Studio Technician, to introduce students to Photovoice, a form of qualitative research in which subjects who are part of a vulnerable or marginalized population are asked to take photos and write narratives that represent their lived experiences.

Introduction

Ten Master-level social work students and 3 art students are involved in the first phase of the project (Winter 2021 elective). The social work students will be representatives of a vulnerable population. The art students will be "guest lecturers," teaching the social work students the essentials of photography, and serving as resources for organizing, displaying, and marketing the exhibition of photos.

Shaun Bangert

**Professor of Art
Department of Art**

Instructional Challenge

Collaborating with another department on a project for the benefit of both disciplines, given the difference between the two.

Teaching Innovation

Photovoice, a form of qualitative research in which subjects who are part of a vulnerable or marginalized population are asked to take photos and write narratives that represent their lived experiences.

Impact of Initiative

It is too early to report, as the course is currently being offered. The plan is to receive IRB approval to assess student development and growth throughout the semester. Students will take part in focus groups on the last day of class to provide a formative evaluation of the experience. This data will be used to improve on the course the next time it is taught, as well as delineate learning outcomes from the students. The data may also be used as material for a conference presentation or manuscript about the experience.

Funding for this project was provided by the Herbert H. and Grace A. Dow Foundation.



Sally Decker
Professor of Nursing
Department of Nursing

Dr. Decker completed her Ph.D. at the University of Michigan, and has been teaching at SVSU since 1980. She is certified in simulation (CHSE) and is interested in gaming.



Jean Prast
Associate Professor of
Occupational Therapy
Department of Occupational
Therapy

Jean completed her Doctorate in Occupational Therapy from Rocky Mountain University of Health Professions. She has been teaching at SVSU since 2012 with active involvement in development and delivery of simulations and interprofessional education in the college. Her research interests focus on interprofessional education and practice, simulation, and program development.

Healthcare Escape Rooms

Abstract

The Interprofessional Healthcare Escape Room project was proposed by an interprofessional group of faculty members (Jean Prast, Ellen Herlache-Pretzer, Sally Decker, Andrea Frederick and Cathy Macomber) from the College of Health and Human Services (HHS) as an innovative strategy to promote student success in interprofessional education. The Healthcare Escape Room involves problem-solving activities based on a provided patient scenario; communication and collaboration by an assigned interprofessional group is required to escape the room. Participation in the Healthcare Escape Room is expected to promote enhanced skill development in key interprofessional competencies, including teamwork and communication, consultation, and care plan development, consistent with the interprofessional education mission of HHS.

Introduction

The Healthcare Escape Room is a novel serious gaming experience involving active learning for healthcare students. Escape rooms require critical thinking and teamwork to “escape.” Professional schools such as Pharmacy (Eukel et al., 2017) and Nursing (Adams et al., 2018; Gomez-Urquiza et al., 2019) have used escape rooms to teach concepts such as diabetes care and procedures. Escape rooms have also been used for interprofessional learning by Moore and Campbell (2019), Kutzin (2019) and Friedrich et al. (2018). Feedback in each of these studies indicated that students felt the experience promoted interprofessional communication and teamwork. The Healthcare Escape Room learning activity included in this grant is being implemented with various classes in the College of HHS to explore the impact of Escape Room participation on students’ perceived skills in the areas of interprofessional teamwork and communication skills.

Instructional Challenge

Students preparing for healthcare professions are required by accrediting bodies to demonstrate competency in interprofessional collaboration (Buring et al., 2009). Additionally, the Institute for Healthcare Improvement (2020) identified interprofessional collaboration as important for the provision of safe, efficient services to patients. The goal of participation in this interprofessional Healthcare Escape Room activity is enhanced student performance in IPEC competencies of communication and team-based collaboration (Interprofessional Education Collaborative, 2016) which support the mission of HHS. Participation in the Healthcare Escape Room will enable students to address these needs in a safe, controlled environment with interprofessional faculty support.

Teaching Innovation

The Healthcare Escape Room utilized in this activity was developed by 1Health at the University of Minnesota in 2018. The Escape Room was designed to promote teamwork among participants (health care faculty, staff, and students) through engagement in problem-solving activities and puzzles that require collaboration with members of an assigned interprofessional group (1Health, 2018). Participants have 60 minutes in which to successfully complete the Healthcare Escape Room activity. Participants are provided with a patient case scenario and then enter the escape room where they are provided with a series of puzzles which must be completed using the case scenario to achieve the end goal (retrieving a key for the patient's locker).

This project is continued on the next page...



Ellen Herlache-Pretzer
Associate Professor of
Occupational Therapy
Department of Occupational
Therapy

Ellen received her Bachelor of Science in Occupational Therapy from SVSU and her Ed.D. in Counseling Psychology from Argosy University. She has taught in the Occupational Therapy Department at SVSU since 2008. Her research interests include assistance animals, animal-assisted interventions, and interprofessional education.

Funding for this project was provided by the Herbert H. and Grace A. Dow Foundation.



Catherine Macomber
Associate Professor of
Social Work
Department of Social Work

Catherine received her MSW and Ph.D. from Michigan State University and currently serves as an Associate Professor in the Department of Social Work at SVSU.



Andrea Frederick
Associate Professor of
Nursing
Department of Nursing

Andrea is an SVSU MSN Alumni who received her Doctorate of Health Administration from Central Michigan University. She currently serves the Department of Nursing as an Associate Professor.

Healthcare Escape Rooms

Cont.

Impact of Initiative

The Healthcare Escape Room described in the original grant proposal was to be implemented during a scheduled college-wide Interprofessional Simulation Event including 300-400 students. Due to COVID-19 restrictions, the grant team attempted to transition the Escape Room to a hybrid format. During an initial pilot test, two SVSU faculty/staff were placed in a conference room with the materials from the Escape Room kit. Another SVSU faculty member and two SVSU students from the College of HHS participated online via Zoom. Participants in the conference room used a computer with a webcam to share images and communicate with those participating virtually. The virtual participants were able to access health records and files available online, and share this information with the participants in the conference room. Two faculty monitored the Escape Room from their offices on their laptops.

During this initial pilot test, several errors in the puzzles and online links provided in the kit were identified. Participant feedback gathered at the end of the Escape Room indicated that some professions felt they weren't adequately represented in the materials included in the Escape Room. All participants reported that an inability to access all virtual and in-person resources simultaneously impacted their abilities to problem-solve in a team format.

Based upon participant feedback, errors in puzzles and online files were corrected. Modifications were made to puzzles and resources to better reflect all professions represented in the College of HHS and better work in a hybrid format.

A second pilot test was then implemented. Five participants (SVSU faculty/staff and family members) completed the escape room virtually via Zoom. A faculty member was in the escape room and used a smart phone and computer with webcam to scan the room and zoom in on materials/resources as requested by participants in the Zoom conference.

Despite the modifications, participants in this second pilot test continued to voice that the hybrid format did not work well. Participants stated that it was still difficult to integrate information from the physical room in a virtual format.

It was decided that the Healthcare Escape Rooms will be implemented in person in small group formats in the WI2021 semester, following all COVID-19 safety protocols. Data regarding outcomes will be collected using modified version of the IPEC Competency Self-Assessment Tool, Version 3 (a tool that measure student self-assessed competence in the areas of interprofessional interactions and values; Lockeman, 2015), and a Likert scale to evaluate satisfaction, motivation, and learning with the Healthcare Escape Room activity (Kinio, Dufrense, Brandys, & Jetty, 2019).

References:

1Health. (2018). Beginner escape room facilitator guide. University of Minnesota Academic Health Center, Office of Education.

Adams, V. Burger, S. Crawford. K & Setter, R. (2018). Can your escape? Creating an escape room to facilitate active learning. *Journal for Nurses in Professional Development*, 34(2), E1-E5.

Buring, S.M., Bhushan, A., Broeseker, A., Conway, S., Duncan-Hewitt, W., Hansen, L., & Westberg, S.M. (2009). Interprofessional education: Definitions, student competencies, and guidelines for implementation. *Am J Pharm Educ*, 73(4).

Eukel, H., & Frenzel, J. (2017). Educational gaming for pharmacy students- Design and evaluation of a diabetes-themed escape room. *American Journal of Pharmaceutical Education*, 81(7), 1-5.

Friedrich, C., Teaford, H., Taubenheim, A. Boland, P. & Sick, B. (2018). Escaping the professional silo: An escape room implemented in an interprofessional education curriculum. *Journal of Interprofessional Care*, 33(5), 573-575.

Gomez-Urquiza, J. et al., 2019. The impact on nursing students' opinion and motivation of using a "Nursing Escape Room" as a teaching game: A descriptive study. *Nursing Education Today*, 72, 73-76.

Institute for Healthcare Improvement. (2020). IHI Triple Aim Initiative. Retrieved Jan 15, 2020 from <http://www.ihl.org/Engage/Initiatives/TripleAim/Pages/default.aspx>.

Interprofessional Education Collaborative. (2016). Core competencies for interprofessional collaborative practice: 2016 update. Washington, DC: Interprofessional Education Collaborative.

Kinio, A.E., Dufresne, L., Brandys, T., & Jetty, P. (2019). Break out of the classroom: The use of escape rooms as an alternative teaching strategy in surgical education. *Journal of Surgical Education*, 76(1), 134-139. Retrieved from <https://www.journals.elsevier.com/journal-of-surgical-education>

Kutzin, J.M. (2019) Escape the room: Innovative approaches to interprofessional education. *Journal of Nursing Education*, 58(8) 474-480.

Lockeman, K. (2015). IPEC Competency Self-Assessment Tool VERSION 3. Retrieved from <https://nexusipe.org/advancing/assessment-evaluation/ipec-competency-self-assessment-tool>

Moore, L. & Campbell, N. (2019). Novel interprofessional learning for healthcare students: An escape room pilot. *Focus on Health Professional Education: A Multi-disciplinary Journal*, 20 (1), 1-7.

Funding for this project was provided by the Herbert H. and Grace A. Dow Foundation.

SHOWCASE II

Department Grant Recipients



Peggy Jones

**Assistant Professor
of Mechanical Engineering
Department of Mechanical
Engineering**

Peg joined SVSU in 2019, bringing 37 years of industrial experience to her ME students. Her efforts to teach mechanical engineers how to write formal lab reports were recognized with an Excellence in Writing Pedagogy Award from SVSU after W'20. She holds a Ph.D. in Materials Science and Engineering from the University of Dayton.



John Herman

**Assistant Professor
of Mechanical Engineering
Department of Mechanical
Engineering**

John worked for 30 years in the automotive industry, 20 as a test and development engineer/manager. He completed his Ph.D. in 2015 and began teaching at SVSU in fall 2016. Enjoys developing props for interactive learning.

Hands on **Active Learning** Approach in Mechanical Engineering Courses

Abstract

An interactive learning approach was developed by Drs. Gogineni, Herman and Jones. The design of three courses, Statics, Principle of Engineering Materials and Heat Transfer, was enhanced by incorporating innovative student participative activities using demonstrative and manipulative props and animations. The material was used as part of interactive lecture demonstrations to help students further conceptualize key engineering principles. Manipulative props are those that the student directly interact with vs demonstrative props that the students only observe. Assessments were done through direct student feedback using student evaluations/surveys and/or open source tools which were embedded in Canvas for data analysis.

Introduction

ME courses build upon each other involving a complex set of prerequisites and a hierarchical structure that must be followed in order to complete the program. ME 251 Statics is a mechanical engineering sophomore-level course. This course is a basic building block for dynamics (ME 252) and solid mechanics (ME 353) portion of the program. Deficits in students' understanding of statics directly ties to poor initial performance in subsequent classes like machine design (ME 451) and Senior Design (ME 480/481). ME420 HeatTransfer is a senior level course and is a pre-requisite for Senior Design (ME 480/481). Students are stymied when conceptual homework problems are written as real world situations in exam problems.

The manipulative props and animations bridge the gap between theory and application while also engaging multiple students' learning styles.

Instructional Challenge

Based on past exam performance and ABET course assessments, many students have difficulty correlating theoretical concepts to real world applications. Students are stymied when conceptual homework problems are written as real world situations in exam problems.

Teaching Innovation

In Heat Transfer and Thermodynamics, animations were introduced to explain the concepts like Pascals law, pressure volume correlations, phase changes, conduction, convection, radiation. In Statics, a student tool box of props was created that they could manipulate themselves to help them visualize forces, moments, and free-body diagrams. In Principles of Engineering Materials, brassing a penny, annealing copper wire, melting tin-bismuth solder alloys were used to bring complex materials engineering theories to life.

Impact of Initiative

More than 80% of the students agreed that props and animations helped them understand the material. Students expressed an enthusiasm with the introduction of props as it provided an additional dimension to the lecture. Visuals helped them to gain further insight to the theories.



Aneesha Gogineni
Assistant Professor
of Mechanical Engineering
Department of Mechanical Engineering

Aneesha Gogineni completed her Ph.D. at Wichita State University. She has been teaching at SVSU since fall of 2016. Dr.Gogineni teaches Thermodynamics, Heat transfer, Computational & Experimental Methods in Engineering and Cost Analysis. She currently serves as Vice Chair for ASME Process Industry Division. Her primary research interests are in the field of thermal, fluids, HVAC, bioengineering and pedagogical studies.

References:

Abulencia J.P, Vigeant A.M, Silverstein D.L, "Teaching Thermodynamics Through Video Media" ASEE Conference, 2013.

Dempster W, Lee C.K, Boyle J.T, "Teaching of Thermodynamics and Fluid Mechanics using Interactive Learning Methods in Large Class" ASEE Proceedings, 2002.

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J. Blake Johnson
Professor of Art
Department of Art

J. Blake Johnson is a Professor at SVSU and has taught graphic design since 2003. His terminal degree is from The University of Idaho, he also holds a BFA from The Art Center College of Design. Past commercial clients included Nike, Disney, Sony, NBC, X-BOX, Microsoft, Adidas, and Oracle. His research interests focus on experiential learning.

Shaun Bangert
Professor of Art
Department of Art

Improving Video with **Better Sound and Lighting**

Abstract

Professors J. Blake Johnson (Art) and Shaun Bangert (Art) sought funds to improve the video capabilities of Art Department students and Cardinal Solutions (an interdisciplinary team of SVSU students and faculty members). Currently the AD (art department) has poor equipment for capturing sound when making videos. Video is growing in demand for CS, and students taking ART-420 (Video Production Multimedia). The videos produced becomes part of student portfolios. It is our goal to make sure these portfolios are outstanding as it represents the quality of education they have received as SVSU. Professional work cannot be achieved when the audio portion of the video contains hiss or muffled sounds. The AD equipment was used by CS students for two recent projects (Discover Great Lakes Bay/ St. Johns Public Schools). Days of extra editing was needed to improve the sound quality. Improvements were made, but not to the level of professionalism expected of our students.

Introduction

While video production has been taught at SVSU in the Graphics department for some time, it has always been done on an extremely limited budget. As the field of motion based information grows it is imperative that SVSU expand its production ability and pass on the knowledge of how to use this equipment to our students. The students will increase their skills and knowledge related to video production while at the same time serving the community, and or completing course work. Students who work in Cardinal Solutions will greatly broaden their understanding of the other disciplines involved and develop teamwork skills as they work with their peers.

Instructional Challenge

This project provides SVSU art students in the videography course (ART-420 Video Production Multimedia) with the equipment to build/produce excellent videos that will be displayed to a future potential employers via their portfolios. In addition, this project allows SVSU Cardinal Solutions to continue serving the community by providing quality video services as those students will use the same equipment. Providing students with this equipment will improve relationships between community and SVSU.

The work Cardinal Solutions students of such high quality that it will enhance SVSU's reputation and credentials. We believe it will add value to our student's education and make them stronger candidates for top jobs or in their field.

References:
<https://www.nsee.org/>

Teaching Innovation

Interdisciplinary Community Engagement that has served the community since 2014, and involved departments from all five colleges.

Impact of Initiative

Cardinal solutions helped over 40 clients (including nonprofits and small businesses). They have awarded over \$30,000 student scholarships and have worked with departments from all of SVSU's five colleges. Over 100 students have participated in Cardinal Solutions

1

TEACHING

- 1-on-1 Consultations
- Innovative Pedagogy
- Teaching Certificates Program
- Course Design
- Best Practices

2

SCHOLARLY & CREATIVE ACTIVITIES (SOTL)

SOTL is a scholarly inquiry into student learning which advances the practice of teaching by making inquiry findings public

How CAI Supports Faculty

GRANTS

- Dow Professor Awards
- CAI Department Innovation Awards
- OER Grants

FACULTY LEARNING COMMUNITIES

Facilitate discussions, lead workshops, & present/share innovative ideas

4

3



Grant Funding Opportunities

The Center for Academic Innovation offers three different types of grants to support innovations in teaching and learning.

Dow Professor Grants

Funded by Herbert H. and Grace A. Dow foundation, these grants provide funding for innovative teaching projects to support thoughtful pedagogical experimentation. The grants support the work of individual tenure-track faculty, and teams of faculty for academic and pedagogical innovation projects that enhance student learning. Up to 6 projects will be funded for up to \$5,500 per project.

Deadline for submitting an application is by 4:30 p.m. March 15th yearly or the next business day. Additional information is available on our website (www.svsu.edu/cai).

Department Innovation Grants

The purpose of these grants is to support innovative department projects that will improve teaching or other department practices related to student learning and success. The project should be tied to an area of need identified in a recent five-year review, accreditation report, or annual departmental planning report. Up to three awards are provided for \$5,000 each. Applications are due by March 15th, 4:30 p.m. or the next business day if the due date falls on a weekend.

Open Education Resources (OER) Grant

Funded by a Title III grant, the Center provides grant opportunities for full-time faculty who are interested in reducing the cost of textbooks in general education and developmental education courses while applying high-impact teaching practices. There are several options for engagement including participation in a faculty learning community, adoption of existing OER materials or creation new OER course materials. Funding amount: \$750 to \$4,500. Proposals are due by 4:30 p.m. on April 15 annually or the next business day if the due date falls on a weekend.

To apply, visit the Office of Sponsored Programs website at svsu.edu/sponsoredprograms/

Reflective Notes

- **Based on the sessions you attended, what strategies might you use with your students to enhance their learning?**

- **What ideas sparked your interest?**



www.svsu.edu/CAI