

CENTER FOR
ACADEMIC INNOVATION
SAGINAW VALLEY STATE UNIVERSITY

TEACHING & LEARNING
Symposium

February 15, 2019



INNOVATE

COLLABORATE

CONNECT

THE CENTER FOR ACADEMIC INNOVATION

Dr. Poonam Kumar

Director,
Center for Academic Innovation
and Online Learning

Dr. Robert Lane

Professor,
Department of Political Science

Dr. Erik Trump

Professor,
Department of Political Science

Ann Coburn-Collins

Director,
Academic Support Programs

Welcome to the Center for Academic Innovation's (CAI's) fifth Annual Teaching and Learning Symposium. The Center's mission is to support the campus community in enhancing and creating innovative practices that advance pedagogical excellence in alignment with the University's commitment to teaching. This year's symposium showcases the innovative work our academic programs are undertaking to improve student learning and success. In the morning, we will highlight initiatives from the departments of Art, Biology, and Communication, before transitioning to a workshop in which attendees can draft "success stories" from their own programs. After lunch, we turn to our colleagues across the campus, who will share their experiences with the adoption of various technologies in the classroom. One session will focus on video capture lectures: an area of growing interest as departments offer additional online courses or innovate with flipped classrooms. Throughout the day, our session format will minimize presentation time to allow more opportunities for questions and conversations. We hope this symposium will provide you with a platform for discussions on teaching and learning topics, and inspire you to innovate at both the individual and program level. Additionally, of course, we look forward to meeting with individuals and departments to continue these conversations and collaborate on creating engaging learning experiences.

- The CAI Team

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KEYNOTE SPEAKERS AND WORKSHOP



Blake Johnson
Professor of Art
Department of Art



Bill Williamson
Professor of Rhetoric
and Professional Writing
Department of Rhetoric
and Professional Writing



Scott Kowalewski
Associate Professor
of Rhetoric and
Professional Writing
Department of Rhetoric
and Professional Writing

Connecting with the Next Generation of Students: Authentic Experiences and Stories

The next generation of students is here. As faculty and administrators, we all have stories and experiences to share with these students, but the challenge becomes finding ways to make authentic connections. What does this new generation of students value? Addressing this question, the presenters will discuss ongoing research into the new generation of students matriculating into colleges and universities. The presenters will share insights and strategies for creating authentic programmatic and pedagogical experiences, and together through the accompanying workshop, participants will help discover their own stories for authentic connections.

PROGRAM

BREAKFAST

8:30 a.m. - 9:15 a.m.
Banquet Room A

WELCOME:

Deb Huntley

9:15 a.m. - 9:30 a.m.
Banquet Room A

DEPARTMENT PANEL PRESENTATION

9:30 a.m. - 10:15 a.m.
Banquet Room A

BREAK

10:15 a.m. - 10:30 a.m.
Banquet Room A

KEYNOTE / WORKSHOP:

Blake Johnson, Bill Williamson, Scott Kowalewski

10:30 a.m. - 12:00 p.m.
Banquet Room A

DELI LUNCHEON

12:00 p.m. - 1:00 p.m.
Banquet Room C

SHOWCASE SESSION I: UTILIZING TECHNOLOGY

Kevin Meyer
Top Hat

Tami Pobocik
Simulations

Sylvia Fromherz Sharp
Clickers

1:00 p.m. - 1:40 p.m.
Banquet Room A

SHOWCASE SESSION II: LECTURE VIDEOS

Stacie Krupp
Elizabeth Roe
Bonnie Harmer
Lecture Videos

1:50 p.m. - 2:30 p.m.
Banquet Room B

SHOWCASE SESSION III: DOW PROFESSOR GRANT RECIPIENTS

Julie Keil
*The Effect of Undergraduate Moot Court
Participation on Post Graduate Success*

Tina Thornton & David Rzeszutek
*Interprofessional Education with Theatre Students
as Standardized Patients for Nursing Simulation*

2:40 p.m. - 3:20 p.m.
Banquet Room A

Sylvia Fromherz Sharp & Joseph Weaver
*Writing an Experimental Passage: A Project to Improve Research-Critical
Skills and Mastery of Core Cell Biology Principles in Diverse Student Populations*

SHOWCASE I

Utilizing Technology



Kevin Meyer
Assistant Professor
of Economics
Department of Economics

Tophat

Tophat is an interactive educational service that lets teachers quiz their students throughout a lecture using laptops or phones. In this session I will detail the pros and cons of adopting Tophat in the classroom, and offer some tips on how to use the service effectively.



Tami Pobocik
Associate Professor
of Nursing
Department of Nursing

Simulations

This session will share techniques used to help students with high stakes testing in nursing education. These activities include pre-simulation activities placed on Canvas, as well as using a Virtual Clinical Simulation product from a publishing company for nursing education.



Sylvia Fromherz Sharp
Assistant Professor
of Biology
Department of Biology

Clickers

Do you like the idea of using clickers in your teaching? Not sure, but want to learn more? In this session, we will take clickers (iClicker) for a test run and I will share some of my experiences with this technology.

Reference: www.iclicker.com

SHOWCASE II

Lecture Videos



Stacie Krupp
Associate Professor
of Accounting
Department of Accounting,
Law, and Finance

The session will showcase the use of videos in an Accounting class by sharing the use of Echo videos for lectures and Vyond videos for student projects.



Elizabeth Roe
Professor of Nursing
Department of Nursing

This session will discuss how Echo 360 videos are used for remediation or to clarify/explain difficult concepts.



Bonnie Harmer
Associate Professor
of Nursing
Department of Nursing

Immersive virtual reality (VR) experiences, such as those created with Oculus Rift, offer an unparalleled level of environmental reality and interaction. Although immersive VR is often associated with recreational gaming, an array of inexpensive and free educational activities also exist. In this session, participants will have an opportunity to experience VR and to discuss its use in teaching and learning.

SHOWCASE III

Dow Professor Recipients



Julie Keil
Associate Professor
of Political Science
Department of Political
Science

Julie received her Juris Doctor from the University of Oregon. She earned her Master of Arts degree from Central Michigan University.

The Effect of **Undergraduate** Moot Court Participation on Post Graduate Success

Abstract

Last year over 800 undergraduate students from 70 universities competed in moot court.

Competition is often stressed but experiential learning is more critical for universities evaluating the benefits from the program. This project looks at the academic benefits of undergraduate moot court to the students involved in the SVSU program who have graduated, focusing on the academic value to success in law school, graduate school and employment, utilizing interviews of graduated moot court students to assess the benefits the program had to them and effect it had on post-graduate success. The study concludes that the experiential value of moot court includes challenging students academically, helping increase critical and analytical thinking, and develop nuanced understanding of the judicial system, as well as to prepare them for future careers. It can also assist student recruiting and retention for universities by providing an academically challenging and rewarding opportunity for students.

Introduction

There have been several studies of moot court as a form of experiential learning. Speaking, analytical and critical thinking skills improve through moot court, but the process of preparing an argument about a case problem and defending it to a panel of judges requires students to become much more educated in constitutional issues included in the case problem than would occur in a traditional classroom (Gerber and Castan, 2012, 301).

Instructional Challenge

The university is experiencing an explosion of experiential learning programs from a wide variety of departments and colleges. Among those programs are Model UN, Moot Court, Forensics, Ethics Bowl, DECA and various theatre and music programs. As a professor of the moot court program I have believed intuitively that students derive a greater benefit from the program than from more traditional class formats but there is very little comprehensive qualitative or quantitative study of the values of these forms of experiential learning to the students and to the university.

Teaching Innovation

This project proposes to fill that gap by completing interviews of as many moot court students who have graduated from SVSU to determine whether there is any difference in learning from experiential programs such as moot court and traditional classes. Additionally, the interviews will be used to determine whether there are skills learned from this experiential program benefit students in law school, graduate school and/or employment after graduation. A first wave of interviews was done in 2016-2017 with thirty-nine students having been interviewed. This project would interview the remaining moot court students to give a fuller understanding of the program as experiential learning.

Impact of Initiative

It should be noted that of the seventy plus students who have participated in the moot court program (excluding the 2017-2018 students), all but three graduated from SVSU and all of the students who were already interviewed (39 in the first wave of interviews) all either were in law school, graduate school, or fully employed with the exception of one student who graduated with a nursing degree in December. This is a very successful group of students, partially because they became involved in the program because they were looking for a challenge, but partially because of their experiences in moot court.

This would have an impact on student learning and also help to improve learning by having better focused experiential learning programs.

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



Tina Thornton
Assistant Professor
of Nursing
Department of Nursing

Tina completed her PhD at Eastern Michigan University. She has been teaching at SVSU since the fall of 2016. Her research interests are: inter-professional education, student diversity, and social support.



David Rzeszutek
Associate Professor
of Theatre
Department of Theatre

Dave completed his MFA at Ohio University. He has been teaching at SVSU since the fall of 2009. His main research interests are inter-professional education, and social issues.

Interprofessional Education *with* **Theatre Students**

as Standardized Patients for Nursing Simulation

Abstract

Research has found that simulation is educational for theatre and nursing students and beneficial to the students and the University overall. Standardized Patients (SPs) has been shown to be an effective teaching strategy in nursing education. However, recruitment costs, training and wages of live SPs are barriers to their use in nursing programs. Collaboration with theatre students can possibly eliminate some of the barriers of professional SPs. This proposal is for the use of SVSU theatre students, as SPs, for five simulations in the undergraduate nursing program to determine if their use is feasible and will increase the overall learning satisfaction, communication/skills competence, and confidence of nursing and theatre students. The scenarios will be enacted live, followed by debriefing, including a “teachable moments” discussion and evaluation forms determining the perceived value of the course.

Introduction

The goal of this program is to provide collaboration between nursing and theatre students and faculty.

Additional Information:

This initiative is also being supported by Sharon Panepucci (RN, MSN, CHSE), and Heather Krueger (RN, MSN, CHSE) and the Nursing Simulation Center and its staff.

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

Instructional Challenge

The simulated clinical immersion teaching modality allows students to be engaged in a replicated real-life situation in a safe learning environment. Research suggests the use of standardized patients (SPs) increases the realism of the learning experience for students (Luctkar-Flude, Wilson-Keates, & Larocque, 2012). Standardized patients can be defined as “individuals trained to portray a patient with a specific condition in a realistic, standard and repeatable way” (Association of Standard Patient Educators, 2011, para 1). At SVSU, the nursing faculty and simulation educators have tried various ways to incorporate a realistic environment by using other nursing students and outside volunteers as SPs. However, difficulty recruiting volunteers, the poor quality of the SP performances, and the cost of recruitment, training and wages of trained SPs have been barriers to their use. Research has indicated that inter-professional collaboration with theatre students may eliminate the cost barrier of SPs and provide theatre and nursing students, as well as faculty the opportunity to learn from each other (Gitlin & Lyons, 2013; Hart & Chilcote, 2015).

Teaching Innovation

Through the use of interdisciplinary education, the Nursing and Theatre programs are collaborating in a study to validate the effectiveness of theatre students as healthcare standardized patients for a nursing simulation.

Impact of Initiative

This project will provide an enriching experience where simulation using SPs increases the realism of the scenario and provide nursing students with the opportunity to develop and refine necessary therapeutic communication, patient assessment, as well as critical thinking skills. In addition, this project will benefit the theatre students by improving their improvisational skills, advance their variety of characters portrayed, and provide additional employment opportunities.

References:

Association of Standardized Patient Educators. (2011). Terminology standards. Retrieved from: <http://www.aspeducators.org/node/102>

Austin, Z., Gregory, P., Tabek, D. (2006). Simulated patients vs. Standardized patient in objective structured clinical examinations. *American Journal Pharmaceutical Education*, 70 (5), 1-7. Retrieved from: <http://www.ajpe.org>

Cowperthwait, A., Saylor, J., & Schell, K. (2014). Healthcare theatre: A unique simulation partnership. *Clinical Simulation in Nursing*, 10, e41-e46. doi: 10.1016/j.ecns.2013.05.012

Gitlin, L.N., & Lyons, K.J. (2013) Forming a collaborative team. In S.W. Sussman (Ed.), *Successful grant writing: Strategies for health and human service professionals*. (4th ed., pp. 213-228) New York, NY: Springer.

Hart, J. A., Chilcote, D. R. (2016). Won't you be my patient? Preparing theater students as standardized patients. *Journal of Nursing Education*, 55(3), 168-171. doi: 10.3928/014834-20160216-09

Luctkar-Flude, M., Wilson-Keates, B., & Larocque, M. (2012). Evaluating high-fidelity human simulators and standardized patients in an undergraduate nursing health assessment course. *Nurse Education Today*, 32, 448-452. doi: 10.1016/j.nedt.2011.04.011

Robinson-Smith, G., Bradley, P.K., & Meakim, C. (2009). Evaluating the use of standardized patients in undergraduate psychiatric nursing experiences. *Clinical Simulation in Nursing*, 5, e203-e211. Doi: 10.1016/j.ecns.2009.07.001



Sylvia Fromherz Sharp
Assistant Professor
of Biology
Department of Biology

Sylvia completed her PhD in Molecular and Cell Biology at Brandeis University and has taught at SVSU since the fall of 2015. Her research includes studying the molecular mechanisms underlying sensorimotor system development and neurodegenerative processes using embryonic chickens as a model. She also studies the effects of micro-plastics on microorganisms in aquatic ecosystems and develops research education approaches and active learning pedagogy to support student learning.



Joseph Weaver
Assistant Professor
of Psychology
Department of Psychology

Joseph earned his PhD at Case Western Reserve University in 2013 and has taught at SVSU since the fall of 2016. His research focuses on how affect and cognition impact decision making and understanding the psychosocial factors that influence student success.

Writing an Experimental Passage: A Project to Improve **Research-Critical Skills** and Mastery of **Core Cell Biology Principles** in Diverse Student Populations

Abstract

Future success in STEM fields is more likely if students have mastered core principles in foundational areas (“core science” skills) and have developed strong reading, critical thinking, problem-solving, data analysis and communication skills (“research-critical” skills). In agreement with this skillset as a predictor of future student success, many pre-professional standardized tests require students to analyze experimental passages. An experimental passage consists of a short narrative and related data figure; accompanying questions require analysis and interpretation of data and/or mastery of core principles. Underserved students often report being underprepared for the rigors of passage-based exams and more broadly, often lack confidence in their core science, research-critical skills. How can we improve mastery of core principles while developing research-critical skills in diverse populations of students? Evidence supports active learning experiences for effective student learning (Freeman et al., 2014). Here we report the development, implementation and preliminary assessment results of a novel active learning approach: An experimental passage-writing project in cell biology. Our results suggest the passage-writing project may be a powerful approach to enhance student engagement while providing systematic and iterative support to develop key skills. Improved student confidence and success is predicted to have cascading positive effects, including improved academic success, increased retention, and better career preparedness.

Introduction

To improve students’ abilities in Biol. 360 Cell Biology to tackle primary scientific literature and improve their “core science” and “research-critical” skills.

Instructional Challenge

Many students have difficulty tackling primary STEM literature. In addition, students with strong research-critical skills, for example in scientific process, communication, confidence, critical self-reflection, and concept mastery are better prepared for future success in STEM careers, and yet it can be challenging to impart these skills to students with diverse and often underserved backgrounds.

Teaching Innovation

Students in Biol. 360 write an Experimental Passage. The process and product provide a mechanism for students to develop research-critical skills while making primary scientific literature more accessible. While the students for this study write Passages in cell biology, the passage-writing project is potentially applicable to any field of research.

Impact of Initiative

In preliminary studies, students in Biol. 360 Cell Biology show improved attitudes and aptitudes in STEM research-critical areas. Our data collection and analysis is ongoing and we will report recent data during the session.

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

References:
Freeman, S. et al. (2014) Active Learning Increases Student Performance in Science, Engineering and Mathematics. PNAS 111:8410-8415.

Nilson, L.B. (2016) Teaching at its Best: A Research-based Resource for College Instructors, 4e. Wiley.

Fromherz, S. et al. (2018). Classroom-based Research Experiences to Support Underserved Student Success: From Introductory Inquiry to Optogenetics in the Embryonic Chicken. JUNE 17: A97-A110.



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 Herber 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. The competition is open to all tenure-track faculty. Estimated number of awards: six. Estimated amount: up to \$5,500 per project.

Deadline for submitting an application is by 4:30 p.m. January 30th yearly or the next business day. Additional information is available on the 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 February 19th, 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 faculty who are interested in reducing the cost of textbooks in general education and developmental education courses. Supported by the grant, faculty will redesign their courses using Open Education Resources. Funding amount: \$1,000 to \$5,500. Proposals are due by 4:30 p.m. on June 1st annually or the next business day if the due date falls on a weekend.



How CAI Supports Faculty

TEACHING

- Course Design
- Best Practices
- Innovative Pedagogy
- 1-on-1 Consultations

SCHOLARLY & CREATIVE ACTIVITIES (SOTL)

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

UNIVERSITY SERVICE

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

Funding Opportunities that Support All Three Areas

- Dow Professor Awards
- CAI Department Innovation Awards

Reflective Notes

• **Based on the Keynote Presentation, Workshop, and Showcase Sessions, what strategies might you use with your students to enhance their motivation and learning?**

• **What ideas sparked your interest?**

Additional Notes

Additional Notes

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