9TH CELEBRATION OF TEACHING & LEARNING SYMPOSIUM

2025 Presentation Abstracts

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2025 Presentation Abstracts

9th Celebration of Teaching & Learning Symposium | University of Southern Indiana

Presentation Abstracts (Sorted by Title)

Keynote Presentation: Making Team Projects Work: Tips to Improve Your Student Team Projects

Invited Speaker: **Dr. Timothy M. Franz**, Industrial and Organizational Psychology, St. John Fisher University

Abstract:
A key role of educators is preparing students for today's world, where a top skill demanded by almost every employer is the ability to work in teams. This session will help instructors learn and develop some of the concepts and tools that can help students to work successfully on team projects. The interactive session will provide several foundational ideas about how to improve team projects in the classroom. In addition, the session will include tips for how to improve team projects when teaching remotely.

About the Speaker:
Dr. Franz is an Industrial and Organizational Psychologist at St. John Fisher University. He is a Professor of Psychology and past chair of graduate Human Resource Development and the undergraduate Departments of Athletic Performance, Criminology/Criminal Justice, and Psychology. He works as an organizational consultant through his consulting organization, Franz Consulting, to develop organizations by improving teamwork and leadership. Prior to his work as a professor, Dr. Franz worked full-time as a human resources consultant. He earned his Ph.D. in Social/Organizational Psychology from the University of Illinois at Chicago, his M.A. from the University of Buffalo, and his B.A. from SUNY Oneonta.

His areas of expertise include applied research in organizations, individual and team decision making, improving team performance, improving team leadership, and using teams to drive organizational change. He has published over 30 peer-reviewed papers in many top-tier journals, such as Journal of Applied Psychology and JAMA, as well as many practical papers. He has three books, including Making Team Projects Work: A College Instructor's Guide to Successful Student Groupwork, (2025, coauthored with Lauren Vicker), Meaningful Partnership at Work: How The Workplace Covenant Ensures Mutual Accountability and Success between Leaders and Teams (August, 2021, coauthored with Seth R. Silver), and Group Dynamics and Team Interventions: Understanding and Improving Team Performance (2nd edition forthcoming) and is currently writing on his fourth, tentatively titled Best Boss: How to Make New Managers into Exceptional Leaders (coauthored with Seth R. Silver).

Adaptive Learning Assignments Improve Learning in Anatomy and Physiology

Presenters: **Jessica Snow**, Health Sciences, University of Evansville

Keywords: Anatomy, physiology, active learning

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Poster Presentation

Abstract:
Anatomy and Physiology is a foundational course for undergraduate health sciences students. However, student success in Anatomy and Physiology is often a limiting factor in students' progress in their respective degree programs. Recent studies have suggested that adaptive learning tools offer promising learning tools for students (Matthews, 2021; Linden, 2019). We sought to determine whether completion of adaptive learning assignments in Anatomy 2 improves student learning in this course. Thirteen adaptive McGraw-Hill Connect Smartbook assignments were created and provided as optional assignments. Assessment data were collected from online assignments, exam grades and an end of semester survey. Preliminary data suggest that completion of adaptive learning assignments correlates with higher exam scores (r=0.3). A change in course design to require students to complete such assignments may offer a strategy to improve student success in Anatomy and Physiology. These findings may relate to other content areas by offering adaptive learning tools as one strategy to improve student learning of complex material.

References:

Matthews, Kevin, et al. "Implementation of an automated grading system with an adaptive learning component to affect student feedback and response time." *Journal of Information Systems Education* 23.1 (2012): 71-84.

Linden, K., Pemberton, L., & Webster, L. (2019, July). Evaluating the bones of adaptive learning: Do the initial promises really increase student engagement and flexible learning within first year anatomy subjects?. In *HEAD'19. 5th International Conference on Higher Education Advances* (pp. 331-339). Editorial Universitat Politècnica de València.

An Update on My Experiment in Specifications Grading

Presenters: **David O'Neil**, English, University of Southern Indiana

Keywords: Specifications grading, assessment, contract grading, mastery

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:
At last year's CETL Symposium, I introduced a new grading approach I piloted in Spring 2024: specifications grading. This method, like contract grading and mastery-based grading, evaluates individual assessments on a pass/fail basis rather than assigning grades or percentages. A student's final course grade is determined by demonstrating competency across a specified number of assessments.

This approach emphasizes mastery of core competencies, with feedback focused on improvement rather than justifying a grade. Students are encouraged to resubmit failed assessments, emphasizing learning and growth rather than punishing students for mistakes made during the learning process. Benefits of specifications grading include fostering deeper learning, reducing student anxiety, and maintaining academic rigor by requiring proficiency on essential criteria. Additionally, it discourages cheating, saves instructor time, and makes grading and feedback more constructive and supportive.

However, challenges arose during implementation, particularly the risk of a student failing due to minor lapses on specific criteria despite strong performance overall. For example, some students excelled in their teaching demonstrations but failed to meet strict time limits, a significant issue given the difficulty of redoing a 20-minute in-class demo.

In my Spring 2025 lightning presentation, I will share the modifications I am making to address these challenges and refine the system for the upcoming semester. As a whole, I aim to raise awareness about this innovative grading approach, explore its potential to address common grading frustrations, and engage the audience in a discussion about their own struggles with assessment. Together, we will consider how specifications grading might provide a pathway toward more equitable and effective evaluation practices.

Building a Service-Learning Mindset: Creating Online Modules for Respiratory Therapy Students

Presenters: **Mary Phillips**, Respiratory Therapy, University of Southern Indiana

Erin Parchman, Respiratory Therapy, University of Southern Indiana

Keywords: Service Learning, Respiratory Therapy, Online Learning

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Abstract:
Service learning is a well-established method of learning and common in pre-professional healthcare programs. The benefits of service learning include expanding students' strengths in both academic and professional skills (Stewart & Wubbena, 2014). In recent years, opportunities for expansive student service learning within our respiratory therapy program have diminished, with barriers being availability of time, resources, and clinical partners. Online learning is a ready consideration to enhance lessons that lack a performance context, and methods tested and refined during the recent pandemic highlight students' ability to develop skills from service learning via online delivery (Ngai, et.al., 2024). A need for online service-learning opportunities arose from a clinical partner canceling scheduled service-learning rotations for USI respiratory therapy senior students shortly before the beginning of the Fall 2024 semester. Program faculty elected to keep the service-learning rotations on the schedule and created individual online modules for each senior with the purpose of connecting students with the basis of service learning—actively joining academic learning with aiding a specific community (Goertzen, et.al., 2019)—with activities in a specific, formatted organization. Using guidance from the preparation phase of the four components of service learning (Goertzen, et.al., 2019), the modules contained short videos to introduce a specific problem among members of a medically underserved community, guided activities in academic literature to examine scope and impact on that community, interactive maps to identify the demographics of these community members, and video interviews and reports on active research and solutions. Students completed the modules by reading the clinical history and current state of a fictional patient in the community of focus, then creating an action plan to assist the individual. While each student's module included a different community of focus, each was constructed in identical sequence, using written, audio, and visual resources to appeal to various learning styles, and completed on campus with access to instructors for questions and clarifications. Each student participated in an individual debrief with an instructor after completing their assigned module. The challenges in creating the modules were the possibility of creating duplicate content that students had seen before in previous courses outside of the respiratory therapy program and obtaining detailed feedback on the project's impact on the students. Lessons learned included the need to gauge students' interest and previous exposure to specific

sub-categories prior to entering the module, create a group debrief post-project conclusion, and work for a sustainable format for disseminating project information. The purpose of the poster presentation is to describe the method used to create the modules, discuss the evidence used to choose the material and delivery of the resources, provide examples for faculty wishing to incorporate similar methods, and examine future opportunities.

References:

Goertzen, B.J., Kastle, S.D., Klaus, K., & Greenleaf, J. (2019). Discovering the leader within: Learning leadership through service (2nd ed.). https://www.fhsu.edu/leadership/student-resources/discoveringtheleader

Ngai, G., Lau, K.-H., & Kwan, K.-P. (2024). A large-scale study of students' e-service-learning experiences and outcomes during the pandemic. *Journal of Experiential Education*, *47*(1), 29–52. https://doi.org/10.1177/10538259231171852

Stewart, T., & Wubbena, Z. (2014). An overview of infusing service-learning in medical education. *International Journal of Medical Education*, *5*, 147–156. https://doi.org/10.5116/ijme.53ae.c907

Competency-Based Classroom Strategies, Part Deux

Presenters: **Theresa Marcotte**, Nursing, University of Southern Indiana

Pamela Miller, Nursing University of Southern Indiana

Keywords: Quality Improvement; Competency-Based; Reflection

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:
Introduction: The presentation will utilize presentation software to disseminate information on utilizing competency-based education in a research and evidence-based practice course in a baccalaureate nursing program. A demonstration of how to take a quality improvement project and take it from cognitive learning to competency-based learning will be discussed. This project demonstrates how to take current practices and adapt for a richer learning experience that is measurable.

Description of the Teaching Practice & Relevance: The Research and Evidence-Based Practice course provides students the knowledge and skills to translate current evidence into practice. One of the course objectives, comparing practice guidelines with current practice and presenting a plan to implement evidence in practice were addressed by a quality improvement project. Students identified a gap in care and designed a quality improvement process to improve the gap. Last year, students wrote a group paper with three evidence-based practice references and evaluated by a rubric. Students overwhelmingly did well collaborating on and developing an effective quality improvement initiative based on current nursing research. Faculty wanted to take this assignment a few steps further at adapted it to include a presentation and reflection. Students did the initial project as designed, then presented their quality improvement solution to the class. After, students met in their groups and completed a reflection exercise that focused on professional identity, competency in knowledge, skills, and attitudes, and inter-collaborative learning.

Students reflected on many aspects of the quality improvement process. Many comments in the reflection exercise stated the students were presented with information they had not considered when developing a solution to the case study presented. They also stated it was helpful to have the input of team members to gain different perspectives regarding the solution. Also included was the impact the process had on making them feel valued as a team member and that their contributions mattered to the team as a whole.

Presentation Purpose and Takeaways: The main purpose of the presentation is to disseminate knowledge of a teaching-learning process and to garner feedback from peers. Suggestions and clarification will aid in honing the assignments for future classes to be concise and student centric.

Resources/References:

American Association of Colleges of Nursing (2021) *Competency-Based Education.* https://www.aacnnursing.org/Portals/0/PDFs/Essentials/CBE-Draft.pdf

Centers for Medicare and Medicaid Services (2023). *Quality measurement and quality improvement.* https://www.cms.gov/Medicare/Quality-Initiatives-Patient-Assessment Instruments/MMS/Quality-Measure-and-Quality-Improvement #:~:text=Quality%20improvement%20is%20the%20framework,%2C%20healthcare%20ystems%2C%20and%20organizations.

Lobiondo-Wood, G., & Haber, J. (2018). *Nursing Research: Methods and Critical Appraisal for Evidence-Based Practice, 9th Edition.* Elsevier, St. Louis, MO

Design Smarter, Not Harder: Revolutionizing Course Creation with AI

Presenters: **JD Weagley**, Teaching & Learning Technologies, Purdue University

Keywords: Course Development, AI for creation and revision, Academic integrity with AI,

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Educators and instructional designers face increasing demands to develop engaging, high-quality courses with limited resources. Artificial intelligence (AI) offers transformative tools that streamline course design and enable a greater focus on enhancing student learning and academic success. This presentation explores how AI tools can assist in creating course materials, fostering innovation while addressing common challenges in higher education.

Participants will learn how AI can automate repetitive tasks, such as generating learning objectives, crafting syllabi, and developing quizzes, while also supporting creative processes like designing multimedia content and adaptive assessments. Tools will be demonstrated to showcase practical applications in streamlining course development. By leveraging AI, educators can reallocate time and energy toward personalized instruction and curriculum refinement, contributing directly to student success.

Through real-world examples and case studies, the session highlights how AI has positively impacted teaching practices. Faculty who integrated AI into their workflows have reported increased efficiency, enhanced accessibility of learning materials, and improved alignment with diverse student learning preferences. These benefits emphasize how AI can support inclusive and equitable education.

The presentation also addresses critical challenges of using AI in course design, such as ensuring content accuracy, maintaining academic integrity, and mitigating ethical concerns like bias and accessibility. Practical strategies, including incorporating human oversight and developing clear workflows for reviewing AI-generated content, will be shared.

Interactive elements will engage attendees, including live demonstrations of AI tools. Participants will experience firsthand how to create a course module and assessments using AI, leaving with actionable insights and a curated list of tools to apply in their own teaching practices.

This session offers lessons learned from the integration of AI in education, emphasizing its potential to enhance efficiency without compromising quality. As higher education evolves, AI represents a powerful ally in designing courses that meet institutional goals while supporting student engagement and academic success.

Empathy in Doctor of Physical Therapy Students: A Longitudinal Study

Presenters: **Kate Schwartz**, Physical Therapy, University of Evansville

Jordana Lockwich, Physical Therapy, Duquesne University

Keywords: Empathy, Physical Therapy, Service

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Standard Presentation

Abstract:

Research question/context: Empathy, broadly defined as recognizing and understanding the experiences of others, is an essential quality in providing high quality patient care. There is limited evidence exploring empathy in physical therapy, and what does exist provides conflicting results (Anderson et al, 2020). Additionally, some evidence suggests that service learning activities may impact empathy levels of healthcare providers. The University of Evansville and Duquesne University have a unique opportunity to longitudinally examine empathy in Doctor of Physical Therapy (DPT) students, as well as the impact of service learning through the University of Evansville's pro bono organization, Ace CARE. Though empathy has gained substantial attention in medical professions research in the last decade, little is known about empathy in physical therapy. Additionally, while Ace CARE has existed for 12 years, the impact it has on the development of students is unknown. Therefore, there is a critical need to longitudinally explore empathy levels in physical therapy students, as well as any potential covariates (such as service learning) that may impact empathy levels. Therefore, the purpose of this study is to measure levels of empathy of students across the DPT curriculum at two universities (University of Evansville and Duquesne University), as well as participation in service learning. We hypothesize that a change in empathy levels will exist between years in a DPT program. Additionally, we hypothesize that students involved in service learning activities will have higher levels of empathy than students that are not involved in these activities.

Approach/methods: Ninety-two students (49 from the University of Evansville, 43 from Duquesne University) participated in the study. After informed consent was obtained, demographic information regarding age, gender, year within the program, and frequency of involvement in volunteer and service learning activities (examples include, but are not limited to: pro bono service learning, youth tutoring or coaching, volunteering at local food pantries) were collected. Our primary outcome measure was the Jefferson Scale of Empathy for Health Professions Students, which is considered the gold standard for measuring empathy in healthcare providers. The Jefferson Scale of Empathy is a proprietary survey that was developed in 1970 and has been utilized in more than 350 publications. It has been established as a reliable and valid tool for measuring empathy in medical students (Hojat et al, 2001) as well

as undergraduate nursing students (Ward et al, 2009), with suggested normative values (Hojat et al, 2015). Both surveys were administered using paper and pencil format.

Discussions/lessons learned: A significant difference in the Jefferson Scale of Empathy was noted between the universities, with Duquesne University students scoring an average of 120.86 (SD=8.58) and University of Evansville students scoring an average of 115.02 (SD=11.17). Duquesne University students scored higher than a reported national student average of 116.54 (Hojat, 2018). Interestingly, no significant differences were observed between male and female students on any of the collected outcomes. This is an interesting finding, as many studies demonstrate higher empathy levels in female students and healthcare providers (Hojat, 2018). The second round of data collection was completed in the fall of 2024, and data is anticipated to be analyzed and ready for presentation at the conference.

References:

- Andersen, FA, Johansen, ASB, Søndergaard, J. *et al.* Revisiting the trajectory of medical students' empathy, and impact of gender, specialty preferences and nationality: a systematic review. *BMC Med Educ*. 2020:20, 52.
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- Beling J. Impact of service learning on physical therapist student's knowledge of and attitudes toward older adults and on their critical thinking ability. *J Phys Ther Educ.* 2004; 18(1):13-21.
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- Hojat M, Vergare M, Maxwell K, Brainard G, Herrine SK, Isenberg GA, Veloski JJ, & Gonnella JS. The devil is in the third year: A longitudinal study of erosion of empathy in medical school. *Acad Med*. 2009;84:1182-1191.

- Hojat M, Gonnella JS. Eleven Years of Data on the Jefferson Scale of Empathy-Medical Student Version (JSE-S): Proxy Norm Data and Tentative Cutoff Scores. Med Princ Pract. 2015;24(4):344-50.
- Rodríguez-Nogueira O, Moreno-Poyato AR, Álvarez-Álvarez MJ, Pinto-Carral A. Significant socio-emotional learning and improvement of empathy in physiotherapy students through service learning methodology: A mixed methods research. *Nurse Educ Today*. 2020;90:104437.
- Ward J, Schaal M, Sullivan J, Bowen ME, Erdmann JB, Hojat M. Reliability and validity of the Jefferson Scale of Empathy in undergraduate nursing students. *J Nurs Meas*. 2009;17(1):73-88.

Interprofessional Education between Family Nurse Practitioners, Doctor of Physical Therapy, and Occupational Therapy Students

Presenters: **Amanda Orr**, Nursing, University of Southern Indiana

Hannah LaMar, Physical Therapy, University of Evansville

Kristi Hape, Occupational Therapy, University of Southern Indiana

Keywords: IPE, FNP, DPT, OT

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Abstract:
Interprofessional Education (IPE) plays a crucial role in fostering collaborative practice among healthcare providers, including Family Nurse Practitioners (FNPs), Physical Therapists (PTs), and Occupational Therapists (OTs). The integration of these disciplines promotes patient-centered care by facilitating the sharing of knowledge and expertise, ultimately leading to improved clinical outcomes. FNPs, PTs, and OTs each offer unique perspectives on patient management—from diagnosis to rehabilitation—and their collaboration enhances treatment strategies that address the physical, functional, and psychological needs of patients. Team based learning activities allow these professionals can assess, plan, and implement coordinated care, reducing care fragmentation and improving continuity (Joshi et al, 2022). For example, FNPs focus on medical management, PTs address physical mobility, and OTs enhance daily functional activities. This holistic, team-based approach is especially critical for patients with complex, chronic conditions, where coordinated care is essential for optimal health outcomes (Joshi et al, 2022). Additionally, IPE fosters professional growth by broadening each provider's perspective on patient care and encouraging a culture of collaboration and respect (Seaton et al, 2020).

An IPE activity involving FNP, Doctor of Physical Therapy (DPT), and OT students offered a practical application of these principles. The students collaboratively discussed a complex case that followed a patient through surgery, hospitalization, and discharge with therapy services. This activity included both video conference and in-person meetings where students developed a comprehensive plan of care tailored to the patient's and family's needs. Key objectives included enhancing collaborative skills, understanding each discipline's roles and responsibilities, promoting patient-centered care, identifying interprofessional barriers, and improving clinical decision-making. One DPT student coordinated the meeting and recorded the video interaction for later review. FNP students finalized the plan of care individually and responded to reflection questions. The project aimed to improve teamwork, communication, and clinical decision-making, providing students the opportunity to practice collaborative care

approaches that aligned with the holistic, team-based strategies required in modern healthcare settings.

The IPE activity provided valuable takeaways for students across disciplines. First, students learned the importance of effective communication and teamwork, which were essential in providing high-quality, patient-centered care. By working together, FNPs, PTs, and OTs gained a deeper understanding of each other's roles and how to leverage their unique expertise in developing a cohesive care plan. The collaborative process allowed students to see how various disciplines complemented each other in addressing the complex needs of patients, particularly those with chronic or multifaceted conditions. Additionally, students gained insight into potential barriers to interprofessional collaboration, such as differing communication styles or scope of practice limitations and learned strategies to overcome these challenges. This experience prepared students for real-world healthcare settings, where effective collaboration is key to improving patient outcomes. Finally, engaging in shared decision-making enhanced students' clinical judgment, promoting a holistic approach to patient care that considered medical, physical, and functional needs, which is crucial in delivering comprehensive care across the healthcare system.

References:

Joshi T, Budhathoki P, Adhikari A, et al. (2022). Team-Based Learning Among Health Care Professionals: A Systematic Review. *Cureus 14*(1): e21252. DOI 10.7759/cureus.21252

Seaton, J., Jones, A., Johnston, C., & Francis, K. (2020). Allied health professionals' perceptions of interprofessional collaboration in primary health care: an integrative review. *Journal of Interprofessional Care*, *35*(2), 217–228. https://doi.org/10.1080/13561820.2020.1732311

Laying the Foundation for Social Responsibility Awareness in Novice Nursing Students

Presenters: **Teresa Krassa**, Biobehavioral Nursing Science, University of Illinois at Chicago College of Nursing

Keywords: Nursing students, social responsibility, teaching strategies, professional socialization

Type of Work: Teaching Practice

Presentation Format: Poster Presentation

Please contact the presenter for additional information about this work.

Level Up Your Course Design: Lessons from Video Games

Presenters: **Spence Farmer**, Online and Adult Learning, University of Southern Indiana

Keywords: Course development, curriculum mapping, learning objectives, online learning

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Consider the seamless way video games guide players through a world they've never seen, teaching them rules, mechanics, and strategies without a word of instruction. What if our courses worked the same way? This presentation explores how principles of spatial level design and game development can transform curriculum design, creating online learning environments as engaging and intuitive as the best games.

For students, online courses can feel like a maze — disjointed and overwhelming. Students navigate hours of content alone, tackling high-stakes assessments at a rapid pace, often in the fleeting hours of their evenings. They get lost in complexity, stuck on tough questions, or fall behind due to poor time management. Frustration sets in, and interest fades.

In games, every space is intentional. Levels guide players through challenges, build their skills, and lead them to mastery—all while keeping them immersed. A well-designed course can do the same: guiding students through objectives with clarity and momentum. Game developers rely on iterative design, starting with rough prototypes and refining based on feedback. Faculty can adopt this approach, evolving courses with each semester of student feedback.

"World 1-1" from Super Mario Bros, for instance, is an iconic level that introduces every key mechanic the player will need later, in a simple, accessible design. Courses can do the same: an early assignment mirrors the final project; a discussion board is used to introduce students, then used to explore a dense text. In adventure games, breathtaking vistas inspire players to move forward while subtle "pinch points" reorient them when the path becomes unclear; courses can similarly balance exploration with structured guidance to keep learners motivated with the use of clear objectives.

Faculty attending this session will gain actionable strategies to:

- Prototype Courses with Blockouts: Focus on structure and pacing before worrying about the details.

- Create Learning Vistas: Use clear objectives and examples to give students a vision of mastery from the start.
- Balance Tension and Release: Design activities and assessments that alternate between challenge and reward.
- Chunk and Scaffold Content: Break learning into manageable steps, building toward mastery in a natural, engaging way.

References & Resources:

Field, Peter. "Spatial Communication in Level Design." YouTube Video
Peter Field discusses how spatial design guides players in navigating game worlds. Field's insights into creating "pinch points" and "vistas" inform how educators can structure courses to guide and motivate learners through complex content.

Fullerton, Tracy. *Game Design Workshop: A Playcentric Approach to Creating Innovative Games.* CRC Press, 2018.
This comprehensive guide to game design includes methods like prototyping and iterative development, which align with the "blockout" methodology referenced in the abstract. Fullerton's principles can inspire instructors to develop engaging, student-centered learning experiences.

Brown, John Seely, and Douglas Thomas. *A New Culture of Learning: Cultivating the Imagination for a World of Constant Change.* CreateSpace, 2011.
Brown and Thomas examine how play and exploration in digital spaces foster deep learning. Their emphasis on curiosity and adaptability supports the abstract's focus on tension-and-release models to sustain learner engagement.

Gee, James Paul. *What Video Games Have to Teach Us About Learning and Literacy.* Palgrave Macmillan, 2003.
Gee explores how video games create effective learning environments by scaffolding knowledge and fostering problem-solving skills. His work bridges gaming principles and educational theory, making a strong case for the application of game-based design in instructional settings.

Koster, Raph. *A Theory of Fun for Game Design.* Paraglyph Press, 2004.
Koster's exploration of how games teach through patterns and problem-solving underscores the importance of designing courses that are both engaging and cognitively rewarding. His work highlights the parallels between effective game design and instructional design.

Mayer, Richard E. *Multimedia Learning.* Cambridge University Press, 2009.
Mayer's research into multimedia principles provides a foundation for integrating visual and interactive elements into course design.

Schell, Jesse. *The Art of Game Design: A Book of Lenses.* CRC Press, 2020.
Schell's book offers a framework for understanding game design through multiple perspectives, many of which are applicable to course design. His "lenses" provide practical tools for aligning learning objectives with engaging content delivery.

Squire, Kurt. *Video Games and Learning: Teaching and Participatory Culture in the Digital Age.* Teachers College Press, 2011.
Squire examines how video games engage learners in participatory and immersive ways. His work parallels the abstract's emphasis on designing courses as lived, interactive experiences.

Mental Health & Student Equity: Building a Collaborative Future

Presenters: **Tory Schendel-Vyvoda**, Center for Inclusive Excellence Department, Center for Innovation & Change, University of Evansville

Katia Hamzawsky, Psychology, University of Evansville

Julia Wolfe, Public Health, University of Evansville

Alana Osenbaugh, Cognitive Science, University of Evansville

Joseph Moreau, Political Science, University of Evansville

Keywords: Mental health, student-led, collaborative learning, project-based

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
The Evansville African American Museum, in collaboration with ChangeLab – an interdisciplinary credit-bearing academic offering through the University of Evansville's Center for Innovation & Change – developed a project-based course to establish a pop-up mental health café. This initiative was inspired by a senior UE student who envisioned creating a mental health café in the museum's neighborhood. The student worked alongside an adjunct professor from the Center for Innovation and Change at the University of Evansville to organize the course, which included selecting class materials, scheduling guest lecturers, and leading sessions throughout the semester. The student also played a crucial role in enrollment by recruiting students from various disciplines, including Psychology, Ethics and Social Change, Cognitive Science, Public Health, Sociology, Political Science, and Social and Human Services. This presentation highlights how academic environments can democratize the learning experience for students, fostering teamwork and integrating multidisciplinary skill sets that enhance classroom learning. Ultimately, this initiative created a tangible, real-world opportunity that benefits the local community while also supporting students' aspirations.

Mind the Gap - Peds Palooza: Students Gain Confidence with Pre-Clinical Experience

Presenters: **Jennifer Ireland**, Nursing, University of Southern Indiana

Pamel Miller, Nursing, University of Southern Indiana

Keywords: Pediatrics, Competency-based, Pre-clinical, Experience

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:
Peds Palooza is an interactive immersion activity created to fill an identified gap prior to the specialty clinical experience. Nursing students preparing for pediatric clinicals felt nervous and uncomfortable with their limited experience and lack of exposure with the pediatric population. The Peds-Palooza day introduces commonly used skills and assessments students may experience. It involves thirty stations of active, hands-on learning, interdisciplinary volunteers, group work, live simulations, and are self-guided, or faculty led.

Fall 2024 Peds-Palooza included members from the Evansville health department, Respiratory Therapists from Deaconess Gateway, Registered Dietitian and Nutrition students, a live simulation actor, and nursing faculty. Students gain experience with reviewing nutritional needs, fluid assessments, respiratory assessments, medication safety, pediatric vaccines, weight based medication calculations and growth and development milestones and other priority skills before going into clinical setting to decrease the students fear and improve clinical outcomes.

Additionally, recruitment of our community partners from clinical locations builds on the concept of the team approach in pediatric nursing. The addition of these team members also supports our interprofessional learning goals. Recent student feedback stated that interactions with these professionals allowed them to feel more comfortable in approaching other healthcare team members while in clinical. This outcome supports objectives of having communication within inter-professional teams and fostering mutual respect.

This teaching method over the last 3 cohorts has proven to be an efficient way to reduce the gap prior to clinical and decrease anxiety. By introducing new priority concepts early and reviewing previously learned nursing skills with a pediatric focus in preparation for clinical startup, we have successfully bridged many of the concerns expressed. Additionally, this fosters a sense of team within the cohort, involves kinesthetic learning activities with active learning techniques and contextualizes information with our community partner's support.

The purposes of this presentation are to share the activity and get the audience thinking about increasing the use of simulations and additional benefits of incorporating interprofessional activities. Listeners may review how this format of interactions may be adapted or replicated for their needs.

Details: Simultaneous skill stations and interactive simulations with live feedback, guidance, and support. Led by faculty, alumni, community volunteers or set up to be self-guided active learning. The students have a packet with brief descriptions of each station and QR code links on the packet to short videos or web pages. Locations and times are all preset as scheduled appointments which has proven to be the best model for an efficient workflow through each station for the volunteers and faculty. Details are reviewed in class the day prior, along with expectations, objectives, and appointment schedule. Debriefing held afterwards and further feedback is given.

Challenges- minimize time commitment from volunteers, maintain small groups, space availability, student absences; adapt to the change of schedule.

Lessons learned- smoother with reviewing schedule day before, details for each station, discuss time management.

Modifying Open Educational Resources and Creating Lab Kits for Introductory Geology Courses: Lessons Learned and Best Practices

Presenters: **Carrie Wright**, Geology, Physics, and Environmental Science, University of Southern Indiana

Keywords: OERs, financial equity, introductory STEM teaching materials, lab kits

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Textbooks are expensive, including image-heavy science textbooks and lab manuals like those for intro geology courses. Open Educational Resources (OERs) are known to increase financial and educational equity in college classrooms, especially for underrepresented or marginalized groups of students who may feel greater motivation to stay in a course and succeed if they can get (free) course materials from day one of a course. Many OERs are available for introductory STEM subjects like Geology, with various open access designations. The author found an introductory geology textbook and lab manual with CC BY designations that allow for copying, redistribution, remixing, and building upon the original work with credit to the original author. The presenter proceeded to modify, update, include paragraphs about local geology and images related to USI geology field trips to make the concepts more related to future USI geology students. These modified materials were used in GEOL 161: Introductory Geology at USI in online sections Fall 2023 and Summer 2024, and in-person sections in Spring 2024 and Fall 2024, and were added to USI's Scholarly Open Access Repository (SOAR). Thirty lab kits including fifteen mineral and thirty rock samples along with testing materials were created and put together with the help of a student worker and cataloged at Rice Library so that online learning students can borrow them at no cost. Educator challenges, observations, and experiences, as well as best practices and future work will be discussed.

The Power of Learning Through Action

Presenters: **Jordana Thomason**, Diagnostic Medical Sonography, University of Southern Indiana

Keywords: Engagement, Active-Learning, Learning through experience

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Many educators encounter challenges in maintaining student engagement, particularly during a student's college education, when burnout can become prevalent. Traditional lecture formats deliver information one way, which does not adequately address diverse learning styles. Active learning, however, can create a two-way communication approach where students are actively involved in their education (Gleason et al., 2011). This teaching method promotes accountability among students, encouraging them to take more responsibility for their academics (National Institute of Education, 1984).

The presentation will focus on three activities including creating a homemade phantom, discussing relay races but adding a unique twist, and a skit using interesting props to engage student participation. For each activity, a description will be provided, with the type of active learning method, the educational outcomes, and student feedback. Brief examples of additional activities will address obstacles that educators may encounter.

By implementing these activities, educators can help students develop many skills such as critical thinking. These various skills encourage lifelong learning and create personal and intellectual development.

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Time Well Spent: Unlocking Productivity Through Smart Self-Regulation

Presenters: **Penny Kirk**, Humanities, Vincennes University

Keywords: Time management, prioritization, self-regulated learning

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Standard Presentation

Abstract:
With so many distractions, how do students prioritize tasks, manage their days, and self-regulate their time to achieve successful academic performance? Prioritizing delegates tasks in order of importance, and in conjunction, time management governs the schedule. Time management is one aspect of self-regulation that students DO have control over (Wolters & Brady). Finally, this structure provides choice for students to self-regulate daily rhythms. The inability for students to effectively self-regulate their time is a phenomenon that every college professor recognizes in their students. For this reason, First Year Seminars, First Year Experience courses, and Study Skills courses, directly address time management to improve students' time prioritization in an attempt for students to succeed, persist, and graduate. One non-academic pitfall of student learning and success is the failure to find motivation to complete major tasks during their day (Tracy 3). Students struggle to self-regulate the use of time: to "take an active, purposeful role in managing their own studying, learning, or academic engagement" (Liu, et al). Competition exists balancing studies with external distractions such as social pursuits, gaming, and phone use (Adams & Blair). Research indicates that an effective form of self-regulation includes developing a strategic learning approach, where students increase awareness of the steps necessary to succeed academically (Liu et al). In addition, for students to self-regulate and adopt time efficiency, they must adopt three assumptions: be cognizant of time, understand what fills their time, and determine positive working habits (Adams & Blair). So, what is the answer to changing this crisis? This presentation will explore strategies to address practical methods students (and faculty) can implement to self-regulate priorities, and take control of time including implementing the Eisenhower decision matrix, time boxing, practicing techniques such as eat the frog or slicing the salami, or simply keeping a calendar or planner to facilitate organization. Quality instruction paired with motivational mentoring provides an opportunity for students to develop tools and skills for academic success.

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Trauma Informed Pedagogy: Improving resiliency for early career "helping" professionals

Presenters: **Brandi Watson**, Social Work, University of Southern Indiana

Keywords: Supporting students in adopting behavior that will mitigate burnout, compassion fatigue, and secondary trauma, use of trauma informed pedagogy, activities that can be accomplished in 5-10 minutes in the classroom to start and end field/internship/practicum classes

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
Research demonstrates that professions focused on service to people (teaching, nursing, medical professions, social work, psychology, etc.) tend to have higher turnover and shorter career trajectories due to burnout, compassion fatigue and secondary trauma (Price-Hamilton 2024, Sanders, 2021, and Carello & Butler 2014). Additionally, many students entering higher education have a history of trauma or may experience trauma while at college which will impact their learning and their self-care habits (Carello & Butler, 2014 and Henshaw, 2022). The combination of using Trauma-informed pedagogy while integrating discussion and learning around burnout, compassion fatigue and secondary trauma during their final year in school can increase student use and understanding of self care practices. Internship / Practicum / Clinicals are ideal classroom settings to begin to assist students in adopting behaviors that will improve their resiliency from the onset of their careers. Participants will explore the eight principles of Trauma Informed Pedagogy (Carello & Thompson, 2022). These include ensuring students' physical, emotional, and academic safety, fostering trustworthiness and transparency, intentionally facilitating connection and support, promoting collaboration and mutuality, empowering voice and choice, teaching self-regulation, fostering student identified sense of purpose, and paying attention to cultural, historical and gender contexts (Clark, 2023, Goodwin & Tiderington, 2022, Henshaw, 2022, Miller et all, 2023, Stromberg, 2023, and Glems et all, 2021). Included will be discussion on concerns with Trauma Informed Pedagogy and ways to mitigate potential harms (Mller & Stipp, 2023, Miller & Stipp, 2024, and Carello & Butler, 2014).

Participants will learn about the Professional Quality of Life Scale (PROQOL) which is an evidence-based tool to measure burnout, compassion fatigue, and secondary trauma. The PROQOL is a trauma informed tool with strong evidence base (Stamm, 2010). The presentation will share the presenter's experience with administering and teaching the PROQOL to students in Field Classes to assist with improving the capacity for students to adopt behaviors that mediate burnout, compassion fatigue, and secondary trauma. The presentation will focus on the areas measured by PROQOL with activities to introduce in class that address burnout,

compassion fatigue, compassion satisfaction, Moral Distress, Perceived Support, and Secondary Traumatic Stress. Resources and handouts from the PROQOL will be shared (Self-care Tools | ProQOL). A five minute activity conducted during a social work field class also will be demonstrated.

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Using AI for practice in the classroom- practice makes perfect

Presenters: **Jennifer Ireland**, Nursing, University of Southern Indiana

Keywords: AI in class, practice tests, ChatGPT, AI content accuracy

Type of Work: Teaching Practice

Presentation Format: Lightning Presentation

Abstract:
The reputation of Artificial Intelligence (AI) in a university setting often has negative associations and is not a welcomed guest in the classroom. Faculty meeting discussions about AI use in the classroom typically focus on efforts to detect and eliminate it. As faculty we use software and test proctoring to discover attempts of AI use and identify plans to deal with AIs negative uses, but AI can be our ally.

The purpose of this presentation is to share the AI generated practice activity as a teaching tool, demonstrate positive uses of AI in teaching and provide information to the audience on additional benefits of AI's use for practice. During Fall 2024 faculty-initiated use of AI to reinforce classroom content for pediatric students at the Kinney College of Nursing. As a result of using of the practice sets from AI, students demonstrated improved understanding and had decreasing unease over difficult content. Pediatric cardiac content has historically been perceived as some of the most difficult content in the course and students request additional guidance on how best to study this content area. In preparation for the cardiac unit, I planned to utilize Chat GPT to develop additional practice content to support students needs. The success and reception of the practice content was so positively received that it led to additional AI practice content for all subsequent units. Informal feedback received included how students felt the AI generated practice sets enhanced their understanding of challenging course content and that they applied the concepts in the rationales during their studying and on the exam. The students then requested similar content for subsequent units.

Details: Using AI and working with content settings a series of NCLEX style undergraduate level nursing questions were constructed based off lecture material, textbook and imported lecture PowerPoints and unit learning objectives were uploaded. The initial question sets generated were reviewed by faculty for content accuracy, bias, and appropriateness. Then AI was instructed to list more details including rationales for both correct and incorrect answers. The practice question sets placed on presentation slides, students were given time to review, then the answers and rationales were given several days later.

Challenges: AI generated questions are not always one hundred percent usable and need to be reviewed thoroughly, rationales were detailed for the right answer but lacked details for some wrong answers.

Lessons learned: some students stated they already did this on their own while others had never tried it, if including a new resource be prepared to cover all units as this will be requested.

Other findings: AI also has ability to create unfolding case studies.

Using Simulation to Teach Change Management Principles

Presenters: **Jenny Skelton**, Health Informatics and Information Management, University of Southern Indiana

Jack Smothers, Business Administration, University of Southern Indiana

Keywords: Change management, Healthcare administration, Graduate education, Quality improvement

Type of Work: Scholarship of Teaching and Learning (SoTL)

Presentation Format: Poster Presentation

Abstract:

Research Question/Context

Healthcare's complexity highlights the need for robust change management skills among leaders. While master's degrees are standard for many healthcare management roles, educational diversity results in varying Quality Improvement (QI) skills. The study aimed to identify effective ways to provide graduate program learners feedback on the QI competencies of change management. There were three study objectives:

1. To determine if there was a significant difference in QI scores for all students, as measured by the Self-Perception of Change Management Competency (SPCMC) Assessment after a simulation
2. To determine if there was a significant difference in QI scores in a subgroup of healthcare industry graduate students, as measured by a Self-Perception of Change Management Competency Assessment after a simulation
3. Compare the QI skills assessment scores of healthcare and non-healthcare graduate students after a simulation

Grounding

Students learn many change management theories, and various methods have been used to deliver quality improvement education. Simulation, an educational approach that garnered considerable attention in healthcare over the past two decades, provides systematic training and assessment tools tailored for clinical and non-clinical healthcare personnel (Gaba, 2007). Pringle et al. (2010) studied using a simulation tool to teach healthcare change management. However, while research in healthcare simulations has expanded, studies outside business education remain limited (Hallinger & Wang, 2020).

Methods

This pretest-posttest study, conducted in May–September 2023, involved graduate business students at a Midwest university. Participants completed an IRB-approved Qualtrics

survey, which obtained informed consent. The SPCMC assessment instrument, based on the National Association for Healthcare Quality (NAHQ) Competency Framework, used a 1-4 scale: novice to mastery (NAHQ, 2017). Students ranked their perceived level of competency on 12 change management ability statements, such as describing the value of a needed change to coworkers and explaining the stages of behavior that may occur when experiencing a workplace Change. Students engaged with the Change Management Simulation: Power and Influence V3®, role-playing as change agents in four manufacturing scenarios (Judge & Hill, 2020). Students role-play as a change agent to gain insight into why individuals might resist change, better appreciate the change agent's power, and how to avoid common missteps (Judge & Hill, 2020).

Discussion

The study effectively addressed all objectives. The simulation was an effective intervention for raising the self-perception of change management competency. Additional exploratory analysis of the change management competency statements revealed that the subgroup of healthcare industry students brought to class a lower perception of change management competency than the subgroup of non-healthcare industry students, as they had a lower mean pretest sum score on every competency statement except one. However, posttest scores showed no significant differences between groups, indicating alignment of competency levels after simulation.

Lessons Learned

This study demonstrated simulation as a valuable teaching tool, with future opportunities to include training on using change management tools (e.g., Stakeholder Analysis, Elevator Speech) to analyze employee acceptance, influence, or resistance to change in a healthcare scenario. Other future research opportunities include repeating this study in more graduate healthcare programs to perform a more complete analysis of healthcare professionals' results. Simulation could be used to teach change management skills to emerging healthcare leaders in various disciplines. The method could be deployed to other graduate health programs that develop leaders, such as Health Administration, Nursing, Occupational Therapy, and more.

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What We Owe Each Other: Teaching the Good Place as a Honors and Service Learning Course

Presenters: **Monica O'Neil**, Outreach and Engagement, University of Southern Indiana

Keywords: Service Learning, Honors, High Impact Practices, Moral and Ethical Philosophy

Type of Work: Teaching Practice

Presentation Format: Standard Presentation

Abstract:
In Spring 2024, I taught an Honors course on moral and ethical philosophy centered around a television show called *The Good Place*. NBC's *The Good Place* (2016-2020) focuses on a group of people who have died and think that they've mistakenly been sent to "the good place," a heaven-like paradise. In an attempt to stay in "the good place," the main characters work to recognize past wrongs, learn about ethics and moral philosophy, and begin to act altruistically. My HONS 129 course examined episodes of *The Good Place* as well as philosophical texts from Aristotle, Kant, Kierkegaard, Sartre, T.M. Scanlon, Philippa Foot, and others mentioned in the show. Students grappled with what it means to be moral and ethical members of their communities, and the course culminated in service-learning projects for their final assignment. The goals of this course were to engage Honors students at USI with deep philosophical texts and involve them in service learning as a way give back to their communities. This course, the television show *The Good Place*, readings on moral and ethical philosophy, and USI's Service-Learning program are all important and relevant because they can be used to combat dropping numbers in volunteerism and civic engagement in the US. According to the most recent statistics from the Institute for Citizens and Scholars, "33% of 18-24-year olds say they are not currently engaged in community activities, such as sports, hobbies, volunteerism, and faith groups."(1) Courses such as the one I taught could be beneficial in increasing the number of young adults who are civically engaged.

My presentation will focus on four areas: 1) Teaching difficult and often dry topics (moral and ethical philosophy) through a television show and other pop culture media, 2) introducing service-learning to Honors students, a highly motivated, goal oriented group of students at the University of Southern Indiana, 3) the strategies that worked and those that didn't while teaching this course for the first time, and 4) plans and directions to move forward teaching service-learning courses focused on community and the common good.

Audience members will take away new strategies for teaching topics that are dense and difficult, knowledge about USI's Honors and Service-Learning programs, and ideas on incorporating service-learning or community-based projects into their own courses.

(1) The Institute for Citizens and Scholars, *The Civic Outlook of Young Adults in America*, September 2023, https://citizensandscholars.org/wp-content/uploads/2023/09/Citizens-Scholars-Civic-Outlook-of-Young-Adults-in-America-Executive-Summary.pdf.