

Quad-POD Consortium Teaching Symposium:
Transformative Practices in Teaching & Learning

Friday, October 11, 2019
University of Michigan-Flint

Poster Presentations

POSTER SESSION 9:00 - 9:50 AM

A Medical Simulation Workshop for Student Actors

Gail Burses, Instructor, Nursing and Dan Gerics, Instructor, Theatre, Mott Community College

Nursing and theater programs at Mott Community College have collaborated to produce a workshop to prepare student actors to perform as Standardized/Simulated Patients (SPs) in healthcare simulation scenarios. Using actors as “patients” provides realism in scenarios and affords student actors the opportunity to practice character development and portrayal.

Closing the Distance Between the Online Student and You

Roxanne Buterakos, Assistant Professor, Nursing, University of Michigan-Flint

This presentation will provide examples of how to engage acute care nurse practitioner students when teaching online. Several types of assignments have been developed to help assess the students' ability to engage in critical thinking in preparation to care for the most critical patients in the health care arena.

Change It Up: Collaborating in a Faculty Learning Community

Sherri Donovan, Professor, Mathematics; Tricia Walters, Lisa Sova, Deepti Govil, Instructors, Education, Baker College

Mathematics education in American schools needs to transform from an atmosphere of rigidity to that of active engaged investigation. The faculty learning community was formed with the intention of facilitating pre-service teachers to reconstruct their conception of mathematics and become Baker ready to lead the new vision of mathematics education.

Findings from the Mott Assessment of Student Clubs Questionnaire (MASCQ)

Phil Nulph, Assistant Professor, Psychology and Brian Littleton, Assistant Professor, Psychology Mott Community College

This presentation will share the results and conclusions of a survey developed to assess students club success and functioning at Mott Community College.

Redesigning an Introductory Lab: Resources and Research

Helen Mae Cothrel, Lecturer, Physics, Kettering University

While preserving topics and equipment, we have refreshed our approach to the Physics 2 laboratory (a course about electricity and magnetism). The poster illustrates how we have changed the course to allow for more authentic laboratory and writing experiences and survey data we will use to assess the redesign.

Statics Education

Raghu Echempati, Professor, Mechanical Engineering, Kettering University

Statics and Solid Mechanics is challenging to many students. This poster will highlight some simple techniques on the topic of internal loads.

Student Video Presentations: Considerations for Assignment Logistics and Accessibility

Rebecca Reck, Assistant Professor, Mechanical Engineering, Kettering University

An ability to communicate effectively is a common learning objective. Presenting project results is a way for students to demonstrate communication skills. However, with large classes, there may not be enough time to for all students to present. This poster illustrates how a carefully designed video presentation assignment can be an effective and efficient alternative.

Profundity Grid: Achieving Nexus between Old and New Knowledge

Melojeane Zawilinski, Lecturer, English and Bianca Ramirez, Graduate Student Research Assistant, English University of Michigan-Flint

This poster presents the use of an advanced organizer called 'Profundity Grid (PG)' which aims to develop deeper discussions of texts through the various spheres in comprehension with principles on scaffolding and inclusivity.

The 2018-2019 Quad-POD Faculty Learning Community (FLC) groups were each asked to present a summary of their work.

Exam Security in Online Classes

Roxanne Buterakos, Assistant Professor, Christina Aplin-Kaliz, Assistant Professor, and Connie Creech, Professor, Nursing, University of Michigan-Flint; and Brian Feige, Professor, Biology and Sharon Schapel, Professor, Science & Mathematics, Mott Community College

This FLC explored concerns regarding security in online coursework and developed strategies to strengthen the integrity of assessment tools used in online courses.

Critical Inclusive Pedagogies

Joshua Dugas, Associate Professor, Writing and Communication; Julia Keider, Faculty Development, Baker College
Rebecca Reck, Assistant Professor, Mechanical Engineering, Kettering University
Elizabeth Cunningham, Assistant Professor, Education; Holly Kopesky, Graduate Student, Master of Social Science;
Vickie Larsen, Associate Professor, English; Stephanie Roach, Associate Professor, English; Tracy Wacker, Lecturer, Biology/Director, Thompson Center for Learning & Teaching, University of Michigan-Flint.

This FLC will explore the four principles of critical inclusive teaching (transparency, academic belonging, structured interactions, and critically engaged difference) and share strategies for developing and sustaining critically inclusive classrooms at the course, department, and/or disciplinary level.

Engaging Students in Undergraduate Research

Ron Kumon, Associate Professor, Physics; Diane Peters, Associate Professor, Mechanical Engineering; Boyan Dimitrov, Professor, Mathematics, Kettering University; Mihai Burzo, Associate Professor, Engineering, University of Michigan-Flint; Ron Stamper, Assistant Professor, Chemistry, Mott Community College; Amy DeSonia, Business Program Director, Baker College

This FLC worked to identify strategies for teaching undergraduate students about research. Over the past two years, the FLC built a website identifying resources about undergraduate research practices and constructed a syllabus for a research skills course.

Framing Meaningful Learning: A Critical Thinking Experience

*Sherri Donovan, Professor, Mathematics and Tammie Elgammal, Professor, Health Science, Baker College
Michelle Ammerman, Associate Professor, Biology; Hee Seok Nam, Assistant Professor, Mathematics; Lihua Wang,
Professor, Chemistry/Biochemistry, Kettering University
Heidi Clippard, Associate Professor, Nursing and Gina Palombo, Professor, Nursing, Mott Community College
Nancy Grigg, Lecturer, Social Work, University of Michigan-Flint*

Since the fall of 2015, this FLC has focused on developing activities and strategies to deepen student learning and critical thinking skills. Primarily this has focused on techniques instructors can use to introduce and connect components of critical thinking to the content of the discipline. These efforts span four institutions of higher learning and the academic disciplines of composition, mathematics, nursing and the sciences.

Characteristics of Faculty Teaching On-Ground and Online Non-Traditional Students

Lyn Behnke, Assistant Professor, Nursing, University of Michigan-Flint; Susan Cathcart, Professor, Business Administration, Baker College; Heidi Clippard, Associate Professor, Nursing, Mott Community College; and Carmen Stokes, Assistant Professor, Nursing, University of Michigan-Flint

This Faculty Learning Community explored the characteristics of effective faculty teaching face-to-face prelicensure Associate Degree Nursing (ADN), Bachelor of Science in Nursing (BSN), and online Registered Nurse (RN)-BSN nursing students.

Multidisciplinary Service Learning Research

*Emily Feuerherm and Kazuko Hiramatsu, Associate Professors, Linguistics, University of Michigan-Flint
Ken Williams, Assistant Professor, School of Management, Kettering University*

This FLC explored the process of developing, implementing, tracking, and evaluating service learning across the disciplines. Service learning projects were integrated with course learning outcomes through explicit reflective practice.