

2026 TEACHING AND LEARNING STRATEGIES (TLS) PROGRAM
Wednesday, May 13, Bartley Hall
Co-Sponsors: VITAL and UTS-Learning Technologies



**VILLANOVA INSTITUTE FOR
TEACHING AND LEARNING**

DETAILED AGENDA

Building Relationships: A Path to Thriving in Academe

The TLS program affords us the opportunity to come together as a teacher-scholar community to deepen, diversify, and innovate our instructional practices. The program offers an engaging, collegial campus-wide forum to share instructional practices that support our students' learning and exchange ideas with colleagues. Our keynote speaker, Dr. Peter Felten, will examine how fostering relationships drives student success, especially within the rise of A.I. Faculty colleagues will facilitate concurrent sessions.

9:30-9:50 a.m. – Registration – LoBiondo Atrium, First Floor
Continental Breakfast – Nydick Commons, First Floor

10:00-11:15 a.m. KEYNOTE – PWC Auditorium (Room 1011) and/or Simulcast, Room 1001

Connections Are Everything: How Trusting Relationships Drive Student Success

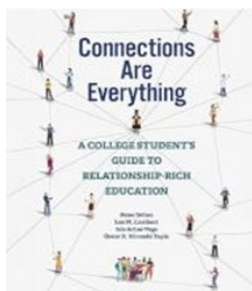
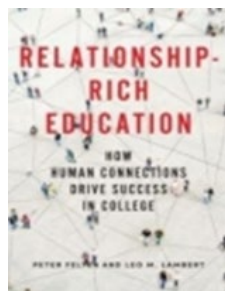
Dr. Peter Felten, Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History, Elon University

Research consistently shows that students' relationships with faculty, staff, and peers are crucial to academic success and personal well-being in higher education. With the rise of generative AI, human connections matter even more for learning, motivation, well-being, and meaning-making. Drawing on almost 500 interviews with students, faculty, and staff at universities across the country, this interactive session examines how fostering relationships – especially educationally purposeful peer relationships – offers a practical, scalable, and humane path to ensuring that all students experience welcome and care, become inspired to learn, and explore the big questions that matter for their lives and our communities.

11:30 a.m.-1:00 p.m. WORKSHOP: Relational Feedback as a Tool for Learning, Connection, and Well-Being – Curley Exchange, Garden Level

Dr. Peter Felten, Assistant Provost for Teaching and Learning, Executive Director of the Center for Engaged Learning, and Professor of History, Elon University

In this workshop we will look at how feedback on student work can support learning, connection, and well-being -- even in large classes, and even in a time of generative AI. We will consider both the feedback we give students and opportunities for structured student peer feedback. You will leave the workshop with practical ideas for how you can use relational feedback to promote learning, connection, and well-being – without devoting all your time to grading.



11:30 a.m.-12:20 p.m. Concurrent Sessions 1, Bartley Hall, Second Floor

1.1. Teaching Ideas Carousel: Five Ideas to Teach Students How to Learn – Room 2001

Hibba Abugideiri, Associate Professor, History; Francois Massonnat, Associate Instructor, French & Francophone Studies; Ryan Almeida, Assistant Teaching Professor, Geography & the Environment; Janet Guedon, Assistant Teaching Professor, Biology; and Gwendolyn Hamid, Clinical Assistant Professor, M. Louise Fitzpatrick College of Nursing

- Goals: (1) Experience “new” instructional methods
(2) Consider their application to your discipline

Instructional Area: Active Learning

Join Villanova faculty, who participated in a regional teaching conference, for a “Carousel” to experience and discuss five immediately applicable instructional methods to teach students how to learn.

1.2. Making a Network of Human Connections: Classroom Guest Speakers – Room 2044

Anna Drummey, Associate Teaching Professor, Psychological & Brain Sciences and Christina Winterton, Assistant Teaching Professor, Biology

- Goals: (1) Identify criteria for choosing a guest speaker in your class
(2) Discuss ways students can maximize the benefits of the learning experience

Instructional Area: Active Learning

Students report truly enjoying guest speakers (Jablon-Roberts & McCracken, 2022). Capitalizing on this experience, we propose choosing guest speakers with particular goals in mind that extend beyond the semester.

1.3. "But I'm Not Good at Chemistry." – Room 2045

Maria Winters, Visiting Assistant Teaching Professor, Chemistry & Biochemistry, Hannah Gilmour, BS '28, Biology, and Sara Figueroa, BS '28, Biochemistry

- Goals: (1) Explore ways to increase student motivation over your course content
(2) Teach students to take control over their own education

Instructional Areas: Active Learning; Course or Curriculum Design/Redesign

This session will focus on obtaining maximum engagement of students through process learning, gamifying concepts, and encouraging students to have agency over their own learning.

1.4. Early Brightspace Insights - Strengths of the LMS & Anticipated Challenges – Room 2046

Christopher Brown, Associate Teaching Professor, Physics

- Goals: (1) Key differences, improvements, and hurdles from Blackboard to Brightspace
(2) Leave with actionable ideas for course designs and content integration

Instructional Areas: Technology-Enhanced Teaching; Course or Curriculum Design/Redesign

A faculty Brightspace Early Adopter will share advantages, new features, and anticipated challenges associated with the new LMS. We will brainstorm design schemes and course content interaction for your classes.

11:30 a.m.-12:20 p.m. Concurrent Sessions 1, Bartley Hall, Second Floor cont.

1.5. Beyond Prompts: Reusable AI Workflows for Teaching – Room 2072

Raisa Velthuis, Associate Professor, Finance & Real Estate

- Goals: (1) Distinguish agentic AI workflows from single use chatbot prompts and identify one recurring instructional task suited for automation
(2) Draft a reusable instruction file that an AI agent can execute repeatedly to produce course-ready materials

Instructional Areas: Course or Curriculum Design/Redesign; Technology-Enhanced Teaching

Moving beyond one-time prompts, participants will create reusable agentic AI workflows that generate, quality-check, and format instructional materials each semester, reclaiming faculty time for meaningful student engagement.

1.6. GenAI and Information Literacy: Supporting Research and Learning – Room 2073

Sara Marx, Social Sciences Librarian II, and Nicole Daly, Social Sciences Librarian, Falvey Library

- Goals: (1) Become familiar with Falvey's approach to GenAI literacy and the research process
(2) Explore activities that promote GenAI literacy across disciplines

Instructional Areas: Technology-Enhanced Teaching; Inclusive Teaching

Falvey subject librarians share their approach to GenAI and information literacy with activities to help your students understand its effects on the research process and how to approach it.

12:30-1:20 p.m. Concurrent Sessions 2, Bartley Hall, Second Floor

2.1. Teaching Ideas Carousel: Three Ideas to Create Conditions for Active Learning – Room 2001

Amy McKeever, Associate Professor, M. Louise Fitzpatrick College of Nursing, Leena Shevade, Assistant Teaching Professor, Sustainable Engineering Program; and James Waters, Postdoctoral Scholar, Ethics

- Goals: (1) Experience "new" instructional methods
(2) Consider their application to your discipline

Instructional Area: Active Learning

Join Villanova faculty, who participated in a regional teaching conference, for a "Carousel" to experience and discuss three immediately applicable instructional methods for creating conditions for active student learning.

2.2. Supercharging Office Hours: Emotional Intelligence Theory and Practice – Room 2045

Juliana Studer, Associate Director of Tutoring Services, Tutoring Center

- Goals: (1) Enhance skills for managing the three pillars of Emotional Intelligence
(2) Enhance your ability to connect with students

Instructional Areas: Mental Health and Well-Being; Teaching Effectiveness

Office hours enhance students' sense of connection but switching off "classroom management mode" is challenging. This session leverages Emotional Intelligence Theory to increase productivity and connection in 1:1 student interactions.

12:30-1:20 p.m. Concurrent Sessions 2, Bartley Hall, Second Floor cont.

2.3. From Brat to Brilliant: Teaching with AI and PICRAT Model – Room 2046

Sunny Hallowell, Associate Professor, M. Louise Fitzpatrick College of Nursing

- Goals: (1) Identify how PICRAT clarifies student engagement and teacher technology use
(2) Apply PICRAT to design a course activity for improved learning

Instructional Area: Course or Curriculum Design/Redesign; Technology-Enhanced Teaching

A hands-on session where faculty apply the PICRAT (Passive, Interactive, Creative; Replace, Amplify, Transform) model to redesign activities that deepen student engagement and purposeful technology use.

2.4. Who's Afraid of Woolfbot? An Experiment in AI for Literary Studies – Room 2072

Megan Quigley, Associate Professor, and Tate Gibbons, Research Assistant, MA '27, English

- Goals: (1) Discuss critical AI assignment with a chatbot for humanities courses
(2) Consider potential directions for future assignments

Instructional Areas: Technology-Enhanced Teaching

We will discuss an assignment we gave to grad/undergrad students to dialogue with a crafted Chatbot about literature. We wanted students to be critical and creative about the project: How did it feel to discuss philosophical questions with a Large Language Model?

2.5. Inclusive Teaching & Rigor: A Necessary Connection – Room 2073

Jamiella Brooks, Director of Academic Collaboration and Research, Center for Dialogue

- Goals: (1) Explore studies and examples demonstrating how rigor is necessary for an equitable learning environment
(2) Formulate and apply a contextually based definition of rigor to meet learning goals

Instructional Areas: Inclusive Teaching, Teaching Effectiveness

This interactive workshop will guide participants to define rigor based on disciplinary/curriculum goals and lead to teaching practices that are inclusive and equitable to empower student growth and learning.

1:00-2:10 p.m. Lunch – Bartley Hall, Nydick Commons, First Floor

2:20-3:10 p.m. Concurrent Sessions 3, Bartley Hall, Second Floor

3.1. Student-Faculty Trust & Grading Equity: Challenges of AI in the Humanities – Panel, Room 2001

Jean Lutes, Professor, English, Whitney Martinko, Associate Professor, History, and Brett Wilmot, Teaching Professor, Ethics

- Goals: (1) Discuss strategies for inviting students into conversations about academic integrity, AI use, and learning goals
(2) Discuss how to promote grading equity in the age of AI

Instructional Areas: Technology-Enhanced Teaching; Course or Curriculum Design/Redesign

The panel discusses how the rapid advancement of AI capabilities and widespread student usage has undermined trust, an essential part of learning and invites faculty conversation on this timely and critical topic.

2:20-3:10 p.m. Concurrent Sessions 3, Bartley Hall, Second Floor cont.

3.2. Assigning, Enabling and Assessing Student Presentations (Individual and Group) – Room 2044

Derek Arnold, Senior Instructor, and Heidi Rose, Professor, Communication

- Goals: (1) Better determine benefits of assigning/integrating student presentational elements in assignments
(2) Better effectively evaluate such elements in your assignments

Instructional Area: Course-Level Assessment

A growing number of faculty have incorporated presentations into their courses to engage students in authentic learning and assessment and mitigate the impact of AI tools. We will examine creating and integrating student presentation elements into assignments as well as how to assess such aspects within them.

3.3. Get Students Moving: Active Learning Strategies to Increase Engagement – Room 2045

Jill Gonzalez, Associate Teaching Professor, Spanish

- Goals: (1) Learn about and experience movement-focused teaching strategies applicable across disciplines
(2) Define activity goals and discover practical methods for classroom implementation

Instructional Area: Active Learning

Movement-focused learning increases student engagement, supports diverse learning styles, and improves recall through physical interaction. It encourages participation and provides faculty members with immediate feedback on student understanding.

3.4. 1000 Days with Duolingo: What I Learned about Gamification and Motivation – Room 2046

Pete Watkins, Senior Director, Teaching, Learning, and Assessment, College of Professional Studies

- Goals: (1) Discuss the psychological principles behind gamified learning
(2) Carefully consider ways to use (or not) gamified learning in your teaching

Instructional Area: Technology-Enhanced Teaching in the In-Person Class

Learn about the ups and downs of gamified learning and how you might use gamification strategically in your courses.

3.5. AI as Instructor Tool for Feedback, Revision, and Metacognition – Room 2072

John Cunicelli, Associate Teaching Professor, Spanish

- Goals: (1) Use AI to deliver focused feedback and improve student revision
(2) Foster metacognition and autonomy through structured reflection activities

Instructional Area: Technology-Enhanced Teaching; Metacognitive Reflection

This session examines how ChatGPT can be used to provide targeted feedback and support metacognitive reflection, thus helping students improve revision practices, deepen awareness of their thinking, and develop greater agency.

3:10 – 4:00 p.m. Reception in Appreciation of a Year of Teaching and Learning Together

Curley Family Exchange, Garden Level

With [Kevin Hanson](#), renowned guitarist, composer, producer, faculty at Temple University and Philadelphian