Creating Opportunities for Collaboration with Students and Faculty: Insights from Studies of Innovations in Teaching and Learning.

Fall 2015
Innovation Grant in 2015-16
Teaching & Learning with iPads: Faculty

Mascheal Schappe
Grant Goals

Use the iPad to increase personal/professional efficiency.

Use the iPad as a teaching tool that will promote exploration of innovative and effective teaching strategies that could be implemented in Maryville classrooms and beyond.

Find and use educational apps that enhance student learning and deepen understanding.

Introduce and use the SAMR model as a guide to refer to and reflect on as we increase the use of Technology in our classrooms.
Action Plan

One to One for faculty and staff

10 Monthly 60-minute Appy Hours (30 minutes: revisit previous topics, 30 minutes: Personal/Professional Efficiency, 30 minutes: Enhancing Teaching and Learning with Technology)

5-10 minutes technology tips and/or success stories at monthly faculty meetings
Typical Agenda Items & Activities

Introduce Apps & iPad Tools

Guiding Questions

1. How can this App/Tool enhance Professional Proficiency?
2. How can this App/Tool enhance teaching and learning? Where would these activities appear on the SAMR model above or below the line?

Share Successes

Spring – Participants Presenting – Apps they discovered and Apps from the new Maryville Cloud
SAMR Model

**Redefinition**
Tech allows for the creation of new tasks, previously inconceivable

**Modification**
Tech allows for significant task redesign

**Augmentation**
Tech acts as a direct tool substitute, with functional improvement

**Substitution**
Tech acts as a direct tool substitute, with no functional change
Centralized Service Learning Model
Phase One (Pilot Phase)

OCTH 665: Graduate Seminar
5th Year Cohort

Community Program

OCTH 602: Management & Admin.
5th Year Cohort

Share Community
Program Outcomes
Program Development
Needs Assess
Grant Proposal
Billing Coding Docum.
Personnel Management
Marketing Plan
Strategic Planning SWOT
<table>
<thead>
<tr>
<th>Standards</th>
<th>Mean Differences</th>
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<tbody>
<tr>
<td>Organize, collect, and analyze data in a systematic manner for evaluation of practice outcomes. Report evaluation results and modify practice as needed to improve client outcomes</td>
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<tr>
<td>Analyze the current policy issues and the social, economic, political, geographic, and demographic factors that influence the various contexts for practice of occupational therapy</td>
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<tr>
<td>Integrate the current social, economic, political, geographic, and demographic factors to promote policy development and the provision of occupational therapy services</td>
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<td>Articulate the role and responsibility of the practitioner to advocate for changes in service delivery policies to effect changes in the system, and to identify opportunities in emerging practice areas</td>
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<tr>
<td>Analyze the trends in models of service delivery and their potential effect on the practice of occupational therapy, including, but not limited to, medical, educational, community, and social models</td>
<td>.80**</td>
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<td>Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs, service delivery options, and formulation and management of staffing for effective service provision</td>
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<td>Understand when and how to use the consultative process with groups, programs, organizations, or communities</td>
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<td>Describe and discuss the impact of contextual factors on the management and delivery of occupational therapy services</td>
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<td>Describe the systems and structures that create federal and state legislation and regulation and their implications and effects on practice</td>
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<td>Demonstrate knowledge of applicable national requirements for credentialing and requirements for licensure, certification of registration under state laws</td>
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<td>Demonstrate knowledge of various reimbursement systems, appeals mechanisms, and documentation requirement that affect the practice of occupational therapy</td>
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<td>Demonstrate the ability to plan, develop, organize, and market the delivery of services to include the determination of programmatic needs, service-delivery options, and formulation and management of staffing for effective service provision</td>
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<td>Demonstrate the ability to design ongoing processes for quality improvement and develop program changes as needed to ensure quality of services and to direct administrative changes</td>
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<td>Develop strategies for effective, competency based, legal and ethical supervision of occupational therapy and non-occupational therapy personnel</td>
<td>1.12**</td>
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<td>Describe the ongoing professional responsibility for providing fieldwork education and the criteria for becoming a fieldwork educator</td>
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<td>Demonstrate an understanding of the process of locating and securing grants and how grants can serve as a fiscal resource for scholarly activities</td>
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<td>Explain and justify the importance of supervisory roles, responsibilities and collaborative professional relationships between the occupational therapist and the occupational therapy assistant</td>
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<td>Describe and discuss professional responsibilities and issues when providing service on a contractual basis</td>
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<td>Describe and discuss strategies to assist the consumer in gaining access to occupational therapy services</td>
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<tr>
<td>Report evaluation results and modify practice as needed to improve client outcomes</td>
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Bauhaus Botany
Examining the Impact of a Collaborative Student Research Team of Arts and Sciences

Kyra N. Krakos
Maryville University
Missouri Botanical Garden
2015
The Honeysuckle Project

- **PROSPERITY**
  - lower management cost
  - product from biomass
  - adult plant

- **PLANET**
  - invasive honeysuckle

- **PEOPLE**
  - native plant restoration
  - juvenile plant
  - community education event

Photos:
- Students engaging in an educational activity outdoors.
- A group of people in a natural setting, possibly related to the project's activities.
To reunite creativity and function through experimentation
Held a series of open “salons” to explore new mediums
Reflect the values of the new world
The process of discovery will have common patterns by both art and science students as they experiment with the invasive honeysuckle plant fibers.
Honeysuckle: from tree to art medium
The community workshops

- Series of four held in July 2014
The art show...

Art Exhibit Opening & Reception
Friday, Oct 17
7–9 p.m.

Interactive Art Show & Vendors
Saturday, Oct 18
10 a.m.–2 p.m.

What is Bauhaus Botany?
Maryville students, faculty and staff are working to raise awareness about invasive species and the importance of protecting biodiversity. As part of an interdisciplinary approach, art and other goods were made from honeysuckle.

Maryville University - Art & Design Building | 80 Maryville University Dr, Town and Country, MO

Family Weekend Saturday events include pumpkin painting, an open honeysuckle workshop, and goats demonstrating green invasive species management.
How Bauhaus was our Botany?

- To reunite creativity and function through experimentation
- Held a series of open “salons” to explore new mediums
- Reflect the values of the new world
Lessons Learned

Keys or Contributing Factors to Success:

1. Personalization of the Device

2. On-Going Professional Development

3. Giving Value to the Learning: Sharing at Faculty Meetings and Appy Hours (Support by Leaders)

4. Participants Becoming Leaders
- Future Directions
  - Book chapter
  - Expansion of programs
  - Shared scholarship
- Student Researcher Perspective
  - Brittney Sanders
- Faculty Researcher Perspective
  - “Think Tank” Scheduled Time
  - Like-minded colleague
    - Take the risk
    - Don’t fear failure
    - Flexible
    - Accept all forms of feedback
What I learned...

- The importance of shared Learning Space
  - Workshops. Our “salons”.

- Letting the students push the boundaries
  - I didn’t see the end at the beginning
  - I underestimated the outcome
Collaborations as a scaffold for innovative teaching and learning

Brainstorm
Pair and Share
Questions?