Evaluate Sessions and Win!

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- Complete session evaluation*

*Each session evaluation completed (limited to one per session) = one contest entry

**Five (5) $25 gift cards** will be awarded
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Classroom Learning
Learning through lecture

Workplace Experience
Learning by doing

Field Preparation
Mental preparedness

Teamwork
High-stakes teambuilding
Three Key Principles of Learning

- Knowledge is cumulative
- Prior understandings shape new knowledge
- Gaps in learning hinder knowledge accumulation.

Simulations as a Teaching Tool

Fostering Enhanced Learning

• Activate long term memory.
• Invoke behaviors & emotions experienced in real life.
• Fun and engaging for everyone!

But what about when they leave the classroom?
Key Principles of Learning

- Knowledge is cumulative
- Prior understandings shape new knowledge
- Gaps in learning hinder knowledge accumulation.

Incorporate simulations across the curriculum!
B.A. Emergency and Disaster Management
Program Objectives

• Identify the goals of disaster management from prevention/reduction of loss due to hazards, disasters, and emergencies.

• Differentiate between response strategies for various emergency and disaster incidents.

• Examine the phases of the cycle of disaster

• Compare and contrast the roles and responsibilities of the individuals and agencies in an emergency and disaster incident.

• Analyze factors and coping strategies involved in emergencies and disasters.

• Demonstrate emergency and disaster preparedness from planning to recovery.

Core Courses

<table>
<thead>
<tr>
<th>Code</th>
<th>Title</th>
<th>Skill</th>
</tr>
</thead>
<tbody>
<tr>
<td>EDMG101</td>
<td>Introduction to Emergency Management</td>
<td>I</td>
</tr>
<tr>
<td>EDMG220</td>
<td>Emergency Planning</td>
<td>I</td>
</tr>
<tr>
<td>EDMG230</td>
<td>Emergency and Disaster Incident Command</td>
<td>I</td>
</tr>
<tr>
<td>EDMG259</td>
<td>Hazard Mitigation and Preparedness</td>
<td>D</td>
</tr>
<tr>
<td>SSGS300</td>
<td>Research Design and Methods</td>
<td></td>
</tr>
<tr>
<td>EDMG320</td>
<td>Natural Disaster Management</td>
<td>D</td>
</tr>
<tr>
<td>EDMG321</td>
<td>Social Media Application to Emergency and Disaster Management</td>
<td>D</td>
</tr>
<tr>
<td>EDMG330</td>
<td>Managerial Issues in Hazardous Materials</td>
<td></td>
</tr>
<tr>
<td>EDMG340</td>
<td>Consequence Management</td>
<td></td>
</tr>
<tr>
<td>PSYCH432</td>
<td>Psychology of Disaster</td>
<td></td>
</tr>
</tbody>
</table>
Game-Based Learning

- Virtual environment to recreate simulated real life situations.
- Motivation based on intrinsic rewards.
- Teaches skills or competencies
- Challenging Users vs Causing Users to Compete
<table>
<thead>
<tr>
<th>2018</th>
<th>2018</th>
<th>2019</th>
<th>2019</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Curriculum Mapping</strong>&lt;br&gt;Review of Emergency and Disaster Management curriculum for key I, D, M opportunities</td>
<td><strong>Simulation Development</strong>&lt;br&gt;Draw upon partnerships and faculty expertise to build simulations for identified courses.</td>
<td><strong>Simulation Implementation</strong>&lt;br&gt;Simulations launched in EDMG101, EDMG220, EDMG320, EDMG321. Launching EDMG230 and EDMG259 this Spring.</td>
<td><strong>Data Collection</strong>&lt;br&gt;Collection of data to determine if enhanced learning is occurring in new curriculum.</td>
</tr>
<tr>
<td>Simulation Lab with 3D virtual reality</td>
<td></td>
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</tr>
</tbody>
</table>
Next Steps

• Complete implementation of simulations

• Assess student learning

• Implement within other programs in the School of Security and Global Studies

Key Considerations

• Cost

• Scalability

• Short-term vs Long-term Goals

• Faculty Training

• Course Progression
Questions?

Thank You

Contact Us

Nicole Drumhiller, Ph.D., CTM
Program Director, Intelligence Studies
ndrumhiller@apus.edu

Karen Srba, Ed.D., PMP
Consultant, St. Francis University
drkarensrba@outlook.com

Mark Riccardi, PhD
Dean, School of Security and Global Studies
mriccardi@apus.edu

Terri Wilkin, MS, JD
Program Director, Emergency & Disaster Management
twilkin@apus.edu
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