

**Focusing on Teaching and Learning:
Marking 20 Years of the
Wisconsin Teaching Fellows/Scholars Program**

Pyle Center, UW-Madison

April 8-9, 2005

Agenda with Abstracts

Friday, April 8

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|-------------|---|-------------------------|
| 10:00-12:00 | Registration | Main Lobby |
| 12:00-1:00 | Luncheon
Seating by WTF/WTS class clusters | Main Dining Room |
| 1:00-2:30 | Keynote Address
<i>Individual Inquiry, Collaborative Investigation, and
Collective Scholarship</i>
Richard Gale, Senior Scholar
The Carnegie Foundation for the Advancement of Teaching | Room 325-326 |
| 2:45-4:00 | Concurrent Sessions | |
| | Informal Networking Room available
throughout both days of the conference | Room 220 |
| | <i>Follow-up discussion with Richard Gale</i>
This session provides participants with an opportunity to discuss
unanswered questions, ongoing concerns, great ideas, and opportunities
for further work. | Room 112 |
| | <i>Finding Their Voices: Meaningful Student
Engagement in Skillful Reading, Writing, Thinking and Reflection</i>
E. Nicole Meyer, UW-Green Bay; Mary Hoeft, UW-Colleges;
Tony Ciccone, UW-Milwaukee; James Hamilton, UW-Platteville;
DeWitt Clinton, UW-Whitewater
How can faculty identify that skillful reading has occurred? How can
faculty aid students in producing skillful writing? Both questions necessitate
another, which is: How can faculty engage and reward skillful reading and
skillful writing? The Wisconsin Teaching Scholars involved wish to
examine these questions from different perspectives in order to propose
solutions to such universal questions which challenge and excite many
teaching scholars. This panel will be interactive in nature and participants
should come prepared to apply the innovative methodologies used by the
presenters. | Room 309 |

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2:45-4:00 Concurrent Sessions (*continued*)

Exploring Student Learning on Diversity: Vandeberg Auditorium 121
A Collection of Efforts to “Unpack” the Student Experience of Diversity

Maria Stalzer Wyant Cuzzo, UW-Superior; La Vonne Cornell-Swanson,
UW-Eau Claire; Deb Hoskins, UW-La Crosse; Jonathan Shailor, UW-Parkside

The panel will present four different scholarly projects on understanding student learning of diversity issues. Topics include course reconstruction to facilitate diversity experiences; diversity circles as a method and approach to promoting cultural competency; ah-ha, pause and resistance moments in student learning experiences of diversity; and student attitudinal profiles as insight into student change. Then the panel will provide a facilitated discussion with the participants about student learning of diversity opportunities and challenges, and how to access the student’s perspective of learning through scholarly research and study.

Using Hands-on Activities to
Involve Students in Learning

Room 325-326

Dean D. VonDras, UW-Green Bay; Simei Tong, UW-Eau Claire;
Tricia Davis, UW-River Falls

This session discusses assessment research that illuminates the benefit of activities to promote student learning. Different classroom activities that allow physical and intellectual exploration as well as application of student knowledge and their usefulness in promoting deep understanding will be discussed.

Beyond Content: Ethical Attitudinal, and
Reflective Learning in the College Classroom

Room 213

Holly Hassel, UW-Colleges; Pete Burkholder, UW-Stout;
Denise Clark, UW-Oshkosh

This session will discuss the results of our ongoing scholarly investigations into teaching as 2004-2005 OPID Teaching Fellows. Specifically, each of our projects is concerned with the ways and what students learn—beyond “the material”—in our respective classes.

4:00-4:15 Break

Foyer in front of Room 325-326

4:15-5:30 Concurrent Sessions

Changing Racial Attitudes and Understanding:
The Psychology of Racism

Room 309

Cyndi Kernahan and Tricia Davis, UW-River Falls

What happens to students as they learn about a controversial social issue? How do their attitudes change? Why? These were our questions as we examined students taking a course in the psychology of racism. To answer these questions we assessed psychology of racism students using both

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4:15-5:30 Concurrent Sessions (*continued*)

***Changing Racial Attitudes and Understanding:
The Psychology of Racism (continued)***

quantitative and qualitative measures at the beginning and end of a semester (the quantitative data was also compared to a control group). Results revealed an increased understanding of the scope of racism and more acknowledgment of racism generally. Qualitative analyses also showed how the student's changed their assessment of themselves and of everyday occurrences of racism.

Lessons Learned Over Time

Room 325-326

Helen Rosenberg, Wendy Leeds-Hurwitz, Laura Gellott,
Frances M. Kavenik, and Pamala Handrow, UW-Parkside

As members of different departments who were Wisconsin Teaching Fellows/Scholars at different times, each of us had specific goals for ourselves with regard to improving our teaching. Panel members will talk about their "teaching place" when becoming WTF/Scholars and how the program impacted their teaching styles. In addition, we will examine changes over time in the format of the WTF program from our own experiences, as well as how the program aided us in developing a teaching style that incorporates interaction with students, a focus on process, and how our teaching to date facilitates UW-System goals of assessing learning competencies and outcomes for students.

Mapping Complex Crossroads:

Vandenberg Auditorium 121

Where Feminist Pedagogy, SoTL and "Intersectionality" Meet

Helen Bannan, UW-Oshkosh; Deb Hoskins, UW-La Crosse;
Helen Klebesadel, UW-System; E. Nicole Meyer, UW-Green Bay;
Deb Pattee, UW-Eau Claire; Ronna Popkin, UW-Madison

Women's Studies faculty convened at the SoTL in the Disciplines meeting selected "intersectionality"—interacting systems of oppression that shape individual experiences in culturally-constructed ways—as the concept our students consistently struggle to grasp. Adapting "lesson study" methodology as a "concept study," two of us are teaching this idea in Spring 2005 in an "Introduction to Women's Studies" at the UW Castle in Scotland and in an upper division course at UW Oshkosh, "Gendered Lives." Students in these courses are discussing a series of related questions online, and our research team is observing and analyzing the students' developing ideas. This will be an informal progress report of our ongoing work, inviting audience interaction.

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4:15-5:30 Concurrent Sessions (*continued*)

Radical Course Revision:

Room 213

The Promise of Backwards Design FACETS PROJECT

Leslie Owen Wilson, Susan Hughes Gingrasso, Martin Loy and
Craig Wendorf, UW-Stevens Point

In an Information Age, effective teaching hinges on being able to create course designs that can be reconfigured and recreated quickly. With the rapid proliferation of knowledge, it becomes imperative that educators first envision their learners at the end of their contact, and then design instruction based on that vision. This creation of viable end-visions of learners allows one to determine realistic expectations for mastery at both rudimentary and enduring levels. Participants will examine techniques for creating realistic end-visions of learners, and explore specific questions and ways to look at concepts to help sort and arrange content more easily.

6:00-7:00 Reception

Alumni Lounge

Saturday, April 9

7:30-8:00 Continental Breakfast

Foyer in front of Room 325-326

8:00-8:45 Concurrent Sessions

Making a Connection: Assessment of Learning Styles

Room 325-326

Wayne Weber and Esther Ofulue, UW-Platteville

A problem exists in that *objective* measures to assess student learning for an *entire* course, in relation to the achievement of defined learning objectives and outcomes, are limited. Another major problem is that objective measures to assess learning in relation to different learning styles are also quite limited. The major goal of the current project was to develop a system that addresses these problems. The system developed was originally piloted in two courses, *Cell Biology* and *Genetics*, and has since expanded to include other courses from other campuses. The background, methodology and current results of this project will be presented.

***One Project Plus Two Disciplines Equals A Better
Community***

Room 309

Lisa Riedle and Rea Kirk, UW-Platteville

At this interactive workshop, participants will learn approaches to service learning, from engineering and special education, demonstrating that service learning can work with any age, any community, any discipline. Participants will develop an individualized plan of action to incorporate service learning into one of their courses.

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8:00-8:45 Concurrent Sessions *(continued)*

***A New Approach to Teaching Twentieth-Century
World History***

Room 111

Sue Patrick, UW-Colleges

In Fall 2003 I revised my HIS 127, The World in the Twentieth Century course. I wished to achieve more effectively my primary learning goal of having students understand that the present is rooted in the past. That meant that they would have to see that things occur today because of what had happened before, drawing on an ability to draw connections through time. My presentation will report on the results from Fall 2003 and Fall 2004.

Beginnings and Endings:

Room 213

Entering and Exiting a Major Program

Rhonda Sprague, UW-Stevens Point; Pamala Handrow, UW-Whitewater;
Shaun Lynch, UW-Superior

Students entering and exiting major programs face different (but related) challenges. This panel will showcase the projects of three 2004-2005 Teaching Fellows. Rhonda Sprague's project explores the utility of an "orientation to the major" course for helping students determine their future/career goals. Pamala Handrow's and Shaun Lynch's projects look at the process for developing and outcomes earned in a capstone course. Panelists will discuss the possible relationship between the two areas, focusing upon how to connect the initial and final elements of a program.

***Learning from Learning Community
Research on Intellectual Development***

Vandeberg Auditorium 121

Jane Oitzinger and Daniel Kallgren, UW-Colleges

We will present the preliminary results of our ongoing, longitudinal study of student intellectual development in team-taught, interdisciplinary learning communities and single-discipline courses. Then we will lead a discussion on questions this research raises, such as "Should student intellectual development be a primary concern in general education courses, or should faculty be more concerned about covering disciplinary material?"

***Active Learning and Practice at the Master's Level in
Communication***

Room 112

Kathryn M. Olson, UW-Milwaukee

This paper examines the potential of active learning and multiple, low-risk application trials to promote understanding and professional skills in a Master's level "Introduction to the Communication Discipline" Proseminar. Contemporary learning theories suggest that students will be better able to "think with," rather than just "think about," concepts if particular pedagogical strategies are employed. This project tests that assertion by comparing the learning outcomes and understanding of students in a one-credit version of the Communication Proseminar to those in a three-credit version; the three-credit version made explicit, repeated use of the pedagogical strategies in question, instead of covering substantially more "Communication content." *(continued next page)*

8:50-10:00 Concurrent Sessions (*continued*)

Japanese Lesson Study in the College Classroom

Room 325-326

Bill Cerbin, UW-La Crosse

Japanese elementary teachers participate in a process called lesson study in which they collectively design, teach, observe, and revise a single “Research Lesson.” The “lesson” is a manageable unit of analysis in which teachers can modify teaching practices without undertaking major course revisions. Intrigued by its potential, UWL started to explore lesson study in 2003. Currently, 60 UW-La Crosse instructors from 13 departments are engaged in Lesson Study (<http://www.uwlax.edu/sotl/lsp>). This session explores how lesson study “works” and its effect on teaching and learning. We will examine examples from several disciplines and discuss how you can start to do lesson study in your own classes.

A Model for Motivating SoTL Momentum

Room 309

Lori Carrell, UW-Oshkosh

In this interactive workshop, participants will experience the process used on the UW Oshkosh campus to motivate faculty involvement in the Scholarship of Teaching and Learning with the use of a “Teaching Challenges” survey. From an identification of their own specific classroom conundrums, participants (and faculty on any campus using such an approach) will be able to gain a personal understanding of the usefulness of research on teaching and learning, and from that identified “need” construct a SoTL research plan. This “personal connection” process addresses the affective component of altering campus climates to be more positive toward SoTL work.

Teaching Cultural Diversity

Vandenberg Auditorium 121

Sharon Scherwitz and Eric Kraemer, UW-La Crosse

Teaching typically involves presenting conflicting points of view, either diverging perspectives within a culture or different cultural perspectives. The Wisconsin Teaching Fellows program has long acquainted its participants with developmental models of student intellectual development [Perry, Belenky et al.] to help teachers better evaluate student development. For teaching serious cultural diversity, however, acquaintance with these models should be supplemented with an understanding of recent theoretical work in intercultural development [Bennett] and recent philosophical insights about diversity. Only such an enriched understanding will make it possible for teachers to help students develop into intercultural learners. We present examples from our teaching experiences including Introductory Philosophy, Multicultural Philosophy and Medical Ethics courses.

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8:50-10:00 Concurrent Sessions (*continued*)

***The Somethingness of Learning Plans:
Self-Directed Learning***

Room 213

Kat Lui, UW-Stout

The most important factor influencing learning is ascertaining what the learner already knows. Based on self-directed learning premises learning plans are one means of identifying previous knowledge. Additionally they serve as a guide to assist student learning throughout the semester. During the 2004 Spring and Fall Semesters, 75 undergraduate students utilized learning plans in two sections of "Training Systems in Business & Industry". This session is intended for instructors who are curious about self-directed learning. Participants will gain insight into the use of Learning Plans in undergraduate courses. They will engage in dialogue about best pedagogical practices regarding self-directed learning.

10:10-11:25 Closing Plenary Session

***Twenty Years Later: Reflections on Higher Education
and Professional Development with Past and Current
Program Directors***

Room 325-326

Bill Cerbin, Professor of Psychology and Assistant to the Provost, UW-La Crosse; Tony Ciccone, Director, Center for Instructional and Professional Development, UW-Milwaukee; Jane Ewens, Director, Wisconsin Teaching Fellows Program, UW-Waukesha; Peter Hoff, Past President, University of Maine; Susan Kahn, Director, Office of Institutional Effectiveness, Indiana University-Purdue University Indianapolis; and Lisa Kornetsky, Director, Office of Professional and Instructional Development, UW System

Past and current OPID and WTF/WTS Directors will use their own career paths to reflect on several of the major changes in professional development and higher education over the past 20 years.

11:30-1:00 Lunch and Round Table discussions

Main Dining Room

1:00-2:30 End-of-Year Meeting for
2004-05 Wisconsin Teaching Fellows and Scholars
Fellows
Scholars

Room 220

Room 112