OPID Spring Conference on Teaching & Learning
April 16-17, 2020
Memorial Union, Madison, WI

THE JOYS OF
Teaching & Learning

Creating Transformative Experiences

Keynote
Dr. Joshua Eyler
How Our Students Learn

Sponsored by the Office of Professional & Instructional Development
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# UW System | OPID Spring Conference on Teaching & Learning

**April 16 – 17, 2020 | Memorial Union, Madison, WI**

## THURSDAY, APRIL 16

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<td>Registration with Coffee, Tea, &amp; Pastries</td>
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<tr>
<td>8:45 a.m. – 9:30 a.m.</td>
<td><strong>First Wave Hip Hop Theater Ensemble</strong> &amp; Welcome</td>
<td>Great Hall</td>
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<td>9:45 a.m. – 11:00 a.m.</td>
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<td>11:00 a.m.</td>
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<td>12:30 p.m. – 2:00 p.m.</td>
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<td>2:00 p.m. – 3:15 p.m.</td>
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## FRIDAY, APRIL 17

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<td><strong>First Nations Cultural Landscape Walking Tour</strong> with Omar Poler</td>
<td>Observatory Hill</td>
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<td>8:30 a.m.</td>
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| 9:30 a.m. – 11:00 a.m. | Keynote: Joshua Eyler  
*How Our Students Learn* | Great Hall |
| 11:15 a.m. – 12:30 p.m. | Sessions IV                                                             | See App/Synopsis |
| 12:30 p.m. – 1:45 p.m. | First Nations Lunch                                                   | Tripp Commons          |
| 2:00 p.m. – 3:30 p.m. | Twitter-Enhanced Fishbowl Discussion:  
*How Our Students Learn* with Joshua Eyler | Great Hall |

This schedule is current as of 3/11/2020; updates will be posted to the conference app.
There is a lot of discussion in higher education these days about the science of learning but not a lot of consensus on what kind of science we are talking about or how it can benefit our students. In this talk, I will explore intersections between anthropology, psychology, cognitive neuroscience, and educational research that can yield important insights into student learning. Along the way, we will discuss how this approach to thinking about our teaching can inoculate us from educational fads, can play a role in institutional student success initiatives, and can provide a framework for us to design and test new pedagogies.

Dr. Joshua Eyler is Director of Faculty Development and Director of the Thinkforward Quality Enhancement Plan at the University of Mississippi. He previously worked on teaching and learning initiatives at Columbus State University, George Mason University, and Rice University. His research interests include the biological basis of learning, evidence-based pedagogy, and disability studies, and he is the author of How Humans Learn: The Science and Stories behind Effective College Teaching (West Virginia UP, 2018).

josheyler.wordpress.com
Humans have lived along the shores of Waaksikhomik (Where The Man Lies, known today as Lake Mendota) in Teejop (Four Lakes, known today as Madison) for at least 12,000 years. Since 1848, or the last 1.5% of the human story of Teejop, the demography of Teejop changed from a 99% Ho-Chunk world to a 99% non-Native American population. Similarly, during the last 1.5% of the human story of Teejop, the ecology of Teejop rapidly and radically changed from oak savanna and wetlands into a largely non-indigenous urban forest built upon landfill of the former wetlands of Teejop. The Waaksikhomik shoreline features 11 archaeological mound sites and at least 28 human habitation sites with Archaeological Site Inventory numbers.

The University of Wisconsin-Madison is proud to claim "more distinct archaeological sites here than on any other university campus in the country—maybe even in the world!" As such, UW-Madison is re-conceptualizing how the entire campus landscape can serve as a classroom and can address learning goals for students. Inhabited for 12,000 years, we will discuss the environmental and social transformations of our place and of our landscape captured through the voices of the UW System student body. We will see reflections of our campus community's relationship and understanding of the First Nations of the western Great Lakes by visiting buildings and campus markers that illuminate our journey from Dejope (Four Lakes) to Madison.

**Omar Poler** (Sokaogon Ojibwe) serves as American Indian Curriculum Services Consultant in the Teacher Education Center at the School of Education. He supports the integration of Wisconsin First Nations histories, cultures, and tribal sovereignty in academic instruction required by Wisconsin Act 31. He leads UW-Madison First Nations Cultural Landscape Tours and is involved with campus and community signage projects, including Our Shared Future, a campus-wide effort to increase learning opportunities on UW-Madison's shared past—and future—with the Ho-Chunk Nation.

**Sign-up is required** at registration.
This walking tour will begin at Observatory Hill at 7:30 a.m. Participants can use the free 80 Bus that circulates campus every 10-15 minutes. Bus stops at State & Langdon Streets and at the Memorial Union on Langdon & Park Street are the closest to the conference and hotels.

(Several stops on the Campus bus #80 route will put you with easy walking distance of Observatory Hill. The easiest way to reach the overlook would be to get off the bus at Charter and Observatory Drive (Sewell Social Science Building) and continue walking west on Observatory Drive for several hundred feet.)

The walk is 1.2 miles long and includes the steep Observatory Hill and Bascom Hill. It will end at Memorial Union in time for our keynote – *How Our Students Learn* with Dr. Joshua Eyler.
This heritage marker, first dedicated in June 2019, is being hosted on locations throughout the UW-Madison campus. The marker will return to Bascom Hill in 2021.

Bascom Hill Historic District

Our Shared Future

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land, a place their nation has called Teejop (day-JOPE) since time immemorial. In an 1832 treaty, the Ho-Chunk were forced to cede this territory. Decades of ethnic cleansing followed when both the federal and state government repeatedly, but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin. This history of colonization informs our shared future of collaboration and innovation. Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation, along with the eleven other First Nations of Wisconsin.

Ho-Chunk Nation

Bad River Band of Lake Superior Chippewa
Forest County Potawatomi
Lac Courte Oreilles Band of Lake Superior Chippewa
Lac du Flambeau Band of Lake Superior Chippewa
Menominee Indian Tribe of Wisconsin
Oneida Nation
Red Cliff Band of Lake Superior Chippewa
Sokaogon Chippewa Community Mole Lake Band of Lake Superior Chippewa
St. Croix Chippewa Indians of Wisconsin
Stockbridge – Munsee Community Band of Mohican Indians
Brothertown Nation* (not federally/state recognized)
THURSDAY, APRIL 16

Registration
8:00 A.M. COFFEE, TEA, & PASTRIES, ANNEX & RECEPTION ROOMS

Welcome
8:45 A.M., GREAT HALL

First Wave Hip Hop Theater Ensemble
James Gavins Creative Director
First Wave

The First Wave Hip Hop Theater Ensemble is a groundbreaking collective of spoken word poets, emcees, dancers, singers, actors, and hip-hop artists attending the University of Wisconsin-Madison. Under the creative direction of James Gavins, Arts Education Outreach Specialist, the ensemble is the performance company of the First Wave Hip Hop and Urban Arts Learning Community, founded by the Office of Multicultural Arts Initiatives (OMAI).

The Touring Ensemble has performed in England, Mexico, Panama, Ghana, South Africa, and Jamaica as well as across the United States, including featured performances on Broadway. First Wave will open the conference with its latest exploration and interpretation of power, identity, and personal and social responsibility.

Greetings
Fay Akindes Director
Systemwide Professional & Instructional Development
UW System

Carleen Vande Zande Associate Vice President
Academic Programs & Educational Innovation
UW System

Session I
9:45 A.M. – 11:00 A.M.

SILENCING THE IMPOSTER SYNDROME
“I Don’t Think I Belong Here, But Maybe I Do?: Utilizing Self-Affirmation as an Intervention to Keep First-Gen and Working-Class Students in the Classroom”
Valerie Murrenus Pilmaier English, UW-Green Bay

How to engage our students and keep them motivated through the high-stress times of the semester? How to keep the monster of Imposter Syndrome at bay? While all students experience stress, First-Generation and Working-Class students’ experiences with Imposter Syndrome result in higher drop/fail/withdraw rates, causing them to be less likely to persist (Engle; Jorgenson; Collier and Morgan; Olivas). Since FGS and WCS are less likely seek out support networks available on campus (Engle), this in-class self-affirmation exercise enables them to focus on why they are in college, the goals that they would like to achieve and how to get there. This simple, ten-minute intervention, first introduced by Cresswell et. al at Carnegie Mellon, helps to increase students’ ability to withstand the stress of the semester, thereby enabling them to better complete the necessary tasks in the course and remain in the class.
First-Semester College Students and Belonging in Linked Courses
Amanda Tucker English/Humanities and Carrie Keller Sociology/Academic Assessment, UW-Platteville

Linked courses have been widely embraced within higher education, with good reason: they have been shown to strengthen students’ academic performance and deepen their integrative learning. While these benefits are profoundly important, this presentation, on paired general education courses for first-semester freshman, focuses on the non-cognitive dimension of the linked course experience. More specifically, we consider the impact of this experience on students’ academic, social and institutional belonging. Disorientation and imposter syndrome are common experiences for first-semester freshman, especially those who are first-generation or come from underrepresented minorities. We predict that linked courses will positively impact students’ sense of belonging and cohort-building, based on results from pre- and post-surveys as well as use classroom observation. We also consider the potential non-cognitive benefits to instructors who participate in linked courses.

Motivating Students
Eli Aba Operations and Management, UW-Stout

Faculty are expected to prepare and be motivated to teach students. Also, motivated students become more enthusiastic about the courses they take and want to do more on their own. This contributes to producing engaging, interactive, and lifelong learners. Therefore, it is important we motivate our students. This presentation provides ways by which students can be motivated throughout the semester.

Promoting Social Justice Pedagogy
Transformation Through Obliteration: Breaking Down the Nature/Culture Binary for Our Students and Why this Matters
Alexis Piper Literatures and Languages, UW-Whitewater

In this talk, the presenter will offer specific, practical ways that educators can create transformative learning experiences by chipping away at the nature/culture binary, a pervasive and pernicious false dichotomy that separates humanity from the rest of "the great project of life on this planet" (Louis Owens, Mixedblood Messages). I will also explain why I and other First Nations peoples understand it as an imperative that we do so. I will outline four specific pedagogical strategies (followed by specific writing assignments that can be tailored, depending on discipline) that, in my experience, weaken walls between nature and culture, between our species and the Great Magna Matter (Max Oelschlaeger, The Idea of Wilderness) that is the "rest" of creation. I will also ask participants for their input, along with their own thoughts on and strategies for transforming student learning by breaking down the nature/culture binary.

Pre-Service ESL Teachers and Undocumented Students
Gregory Cramer Teacher Education, UW-Parkside

This presentation describes a SoTL intervention that attempts to engage teacher candidates in authentic dialogue with an issue that they may have little awareness of undocumented students in K-12 classrooms. Demographic research indicates that the teaching force is mostly white and middle-class, while over half of K-12 students will be non-white by 2040, with growing numbers of undocumented students. Survey methodology was employed to gauge teacher candidates awareness of—and attitudes towards—undocumented students and families. Candidates wrote critical reflections based on scholarly books and articles, documentary film, and counter-narratives regarding undocumented students and families. Pre-data indicate that most teacher candidates are unaware of undocumented students and the issues they face in school and society. Post-data suggest that encouraging teacher candidates to critically reflect on their learning has potential to make them more inclusive and equity minded practitioners.
The Authenticity of Art: Using Arts-Based Assessments to Explore Social Justice in the Classroom
James Carlson Department of Educational Studies, UW-La Crosse

In this presentation, instructors of a Multicultural Education course at a predominantly white institution will describe the role of using arts-based assessments to explore social justice issues in the classroom with preservice teacher candidates. In order to prepare preservice teachers to meet the needs of their ethnically, racially, socially, and linguistically diverse students in the 21st century (Gay & Howard, 2000), course instructors explain how they have integrated arts-based pedagogies and assessments into the course as an alternative to traditional (i.e., print-based) “reading-response” papers.

Facilitating Effective Discussions
Facilitating Difficult Discussions: Politics and Free Speech in the Classroom
Rickie-Ann Legleitner English and Philosophy, UW-Stout

Bipartisan politics have become more divisive, and consequently, classroom discussions that center on politicized topics have become more fraught for students and faculty alike. As a professor whose teaching and research centers on identity studies, my course readings, discussions, and writings have inherently become politically charged. Always a careful navigation, exploring these topics has become more challenging and, arguably, more vital since the 2016 election. My talk will offer ten practical suggestions and methods for facilitating difficult classroom discussions. We will explore issues such as trigger warnings, free speech, student-led discussion and debate, credible research, political affiliation, hot button topics and current events, voting, professor watchlists, student evaluations, workload, and emotional labor. This workshop will be run as a collaborative dialogue and will provide a space to share struggles, strategies, and successes.

Hey, let's talk about what's happening today! Engaging students with active discussions in face-to-face and online courses.
Rebecca Graetz Office of Library and Digital Learning Innovation, UW-Superior

Do ever wonder why students just sit there in class and stare at you? Or why they seem to bomb online tests? This session will showcase two case scenarios. The first case is how a new faculty member changed the way he promoted discussions in his face-to-face course using current events for Business Ethics. The second case is how a face-to-face instructor started teaching online and realizing that the course he inherited had test questions embedded in the discussion board postings. These two tactics were revolutionary for the faculty teaching these courses as well as student engagement. So, how do you get students engaged? This session is to start the discussion and share how to bring a traditional class to meet the needs of current students.

Effective implementation of small-group discussion in a large lecture setting: Get students talking!
Robert Graziano Geosciences, UW-Milwaukee

Implementation of an active learning strategy termed ‘discussion breakout sessions’ within a large lecture course has improved engagement, outcomes and student satisfaction. A five-year review of educational strategies and learning outcomes in a large (100-200) lecture-only environmental geology course was completed to assess the benefits of incorporating this strategy. Although active and group learning strategies can be difficult to employ in large lecture settings, these discussion breakout sessions have enhanced student sociality (within and outside of class) and allowed for integration of ideas from various student perspectives and backgrounds. Allowing students the opportunity to break from lecture to conduct a group activity enhances peer-to-peer interaction that is essential for improving learning outcomes. Review of this strategy and its outcomes has also demonstrated its benefits for student-instructor interaction, attendance-assessment correlations, learning outcomes and overall student satisfaction. Participants will be expected to engage in a brief (geology-themed!) sample breakout session.
Cultivating Curiosity, Fostering Sociality, and Embracing Failure: How Platteville Sunflower Oil Company Uses High Impact Practices to Get the Job Done

Marcia J. Harr Bailey and George Krueger School of Business with students: Joe Black, Alex Lund, Addison Reilly, Anna Stukenberg UW-Platteville

The mission of Platteville Sunflower Oil Company (PSOC), a student-run business, is to cultivate community through sunflowers. Since 2013, over 300 students have connected to the project as members of the Board of Directors, which manages the business, or through courses related to entrepreneurship, marketing, sales, or chemistry.

This interactive panel session will include student and faculty perspectives. Faculty members will discuss the use of High Impact Practices, including: employing professional selling practices through sunflower oil sales, developing a cookbook with local food partners for a community-based learning project, and integrating undergraduate research in chemistry to create a new product for the company.

Student board members will share their learning experiences about cultivating curiosity, fostering sociality, and embracing failure through this student-run business. These student entrepreneurs will engage participants in an interactive presentation intended to build discussion about High Impact Practices and how these practices help accomplish company goals.

Teaching About Racism: Compassion for Our Students and for Ourselves

Cyndi Kernahan Psychology, UW-River Falls

Teaching about race can be a joyful and meaningful professional experience, but it can also be a frustrating and upsetting one. So much is at stake! How do we help our students to understand what we want them to know while also ensuring an open and collaborative learning environment? Also, how do we keep in mind the very different experiences of White students and students of color in learning this material?

In this interactive workshop, we will focus on strategies and evidence presented in the new book Teaching about Race and Racism in the College Classroom: Notes from a White Professor (Kernahan, 2019). These themes overlap nicely with three of the themes from Josh Eyler's book How Humans Learn: Sociality, Failure and Emotion. Each of these sections will include interactive and discussion pieces to ensure everyone leaves with concrete ideas and examples.

Engaging Learning, Brain Change, and Curiosity Using Kolb's Experiential Learning Cycle

Connie Schroeder Center for Excellence in Teaching and Learning, UW-Milwaukee

Zull (2004) explains our brains change as we learn and develop connections between neurons. What if we struggle to engage students in experiencing these brain changes? How do we evoke and sustain engagement fueled by curiosity? Participants begin exploring Kolb's Experiential Learning Cycle (1984) first by experiencing the concrete phase of Kolb's Cycle themselves. Videos model how concrete experiences evoke prior knowledge, infuse relevance, and prompt ambiguity and sensory arousal to provoke curiosity. As participants reflect on these videos, using the MODE Tool to analyze levels of engagement. Participants engage in examining the abstract principles of Kolb's Cycle as a framework for engaging diverse learners, aligning with outcomes, and supported by modified grading schemes. As a low stakes assessment, Kolb Cycle lesson plans are examined and participants shift into the final Kolb Cycle phase, active experimentation and begin their own Kolb lesson plan by brainstorming and sharing concrete experience ideas that evoke curiosity for learning.
ASSESSING STUDENT LEARNING
Facilitating prospective hindsight with a premortem in first-year experience courses
Regina Nelson Teaching and Technology Center, UW-Platteville

Postmortems are often used after an event occurs, particularly if there is a bad outcome. This tool is employed to help determine cause-and-effect. A premortem is a strategy in which a team or individual imagines that a project has failed, and then works backward to determine what potentially could lead to that failure. Students in a first-year experience course were asked to complete a prospective hindsight activity where the assumption was that at the end of the current or upcoming semester in 3-4 months, they had not done well evidenced by a low semester GPA. The question posed for reflection was simply, "What went wrong?" This prospective hindsight activity was completed at the beginning of a first-year experience course with students doing a premortem speculating on the end of their first college semester. The activity was repeated at the end of the first-year experience course where the students were asked to speculate on the end of their second college semester. The premortem results were compared as a way to examine student learning and growth in the course and the sensemaking of the course outcome.

Self-directed Learning and Student Motivation: Evidence based on Loss Aversion Grading Scheme
Sakib Mahmud School of Business and Economics, UW-Superior

Self-directed learning among students in introductory economics courses might be influenced by negative perceptions and past experiences as well as stress associated with receiving higher grades. To explore whether the expectations and pressures of getting a higher grade are influencing student motivation to develop performance-enhancing strategies through self-directed learning, the study explores whether a grading system based on loss aversion measurement can change student behavior. The research design is based on the convergent parallel mixed methods using the quantitative pre-and-post anonymous online questionnaire surveys and the qualitative short reflection notes. Since contemporary research reveals that people dislike losses more than they enjoy gains, the learning goal of the research is to find how framing grades as a point of reduction as opposed to earning points throughout the semester, transforms the students to be better planners considering students response to pre-and-post online questionnaire surveys and self-reported short reflection notes.

The effect of expressive and reflective writing on perceived stress, self-efficacy, and approaches to learning among graduate-level social work students
Stephanie Rhee Social Work Professional Programs, UW-Green Bay

Based on a mixed-methods approach, this study examined the efficacy of expressive and reflective writing for graduate-level social work students enrolled in two sections of the family practice course. For quantitative data, 15 students (9 in experimental class and 6 in compassion class) completed Qualtrics assessing perceived stress, self-efficacy, and approaches to learning at pretest and posttest. For qualitative data, 27 students in the experimental class completed at least 5 weekly 15-minute online expressive and reflective writings about their stressful experiences and their purposes for academic learning at their preferred places. Mixed-design ANOVAs showed no significant improvement for the experimental class in any of the dependent variables compared to the comparison class. Qualitative analyses of 139 writings, however, illustrate that students who expressed their
stressful experiences and deeply reflected on their purposes seemed to integrate their negative experiences into more positive and constructive personal and professional learning and growth.

**ENGAGING THE WORLD**

**Make the World your Classroom with Intercultural Collaborations**
*Michele Peetz Management and Carol Scovotti Marketing, UW-Whitewater*

Business has become increasingly international in scope. Technological advances that make global communication possible in real-time is a key change driver in the global work world. Throughout the last century, international business was reserved for employees with years of experience. Today, almost 92% of C-suite executives worldwide say that their top need is finding and keeping employees with intercultural competencies. As educators, our job is to help students develop the new, softer skills needed to succeed in this global work world. Despite the proliferation of books, articles and cases about how to work with diverse, geographically distributed team members, deep, authentic learning requires hands-on experiences. This presentation describes the “Internationalization at Home” initiative established at UW-Whitewater to help business students develop intercultural competencies within existing courses.

**Fostering Patient-Centered Care: Bridging the Classroom and Real-World Practice Experiences**
*Casey Gallimore and Katherine Rotzenberg School of Pharmacy, UW-Madison*

Institutes of Medicine (IOM) identified patient-centered care as a shared competency all healthcare professionals should attain during training. Patient-centered care includes demonstrating empathy, supporting autonomy, understanding perspective, and acknowledging and appropriately responding to emotion of others. It has been shown to foster healthy therapeutic relationships, improve patient experience and optimize health outcomes. Methods to best teach and assess patient-centered care in classroom environments has not been well defined. The program will present a project aimed at designing, implementing and assessing a longitudinal Patient-Centered Care module within a skills-based course. Presenters will share the approach and results related to instructional design, activity implementation, and module evaluation and revision. The presentation will culminate in best-practices related to patient-centered care simulation, including both formative and summative assessment.

**Career Change Transformation: Active Learning for Direct Entry Masters Students**
*Alyson Lippman College of Nursing, UW-Milwaukee*

This semester I decided not to do the same old thing. These Direct Entry Masters students were store managers, social workers and teachers, biology or psychology students, students of the arts. Drawing from previous life experience to engage them in student-centered learning, I defined myself as a facilitator, rather than provider of information. I established buy-in, flipped the classroom and then inspired curiosity so students became eager to explore new, detailed content in creative ways that fostered critical thinking. After this semester they will be nurses. They have no choice but to transform and they cannot do so with rote memorization alone. They have to feel it!

**TRANSFORMING LAB WORK**

**Transformational Language Teaching: When the Student Becomes the Teacher**
*Kimberly Morris Global Cultures and Languages, UW-La Crosse*

Although pragmatics lies at the intersection of language and culture, it has not traditionally played a large role in second language (L2) classrooms at any level. This study attempts to bridge this gap by (1) equipping advanced students of L2 Spanish with the pragmatic knowledge they need to perform authentic tasks in the L2 through
task-based instruction, and (2) preparing these advanced students to pass on this knowledge to novice students through online instructional modules. Qualitative analyses of pre/post role-plays collected from advanced students confirmed a significant approximation toward target-like pragmatic norms following instruction. Furthermore, students demonstrated increased meta-pragmatic awareness after designing instruction for their novice peers, who also exhibited increased pragmatic competence in the online modules. This study offers new insights on involving students in their own learning, thereby maximizing L2 pragmatics instruction at different levels.

Beyond the Lab Report: Guiding students to think about their learning via peer-review and self-assessment
Breeyawn Lybbert Chemistry, UW-Green Bay

In my General Chemistry (GOB) classroom, I strive to give students opportunities to think about their learning in meaningful ways. Students are tasked with writing two lab reports for the class. Writing the report is worth 40% of their grade, whereas the other 60% is based on a guided peer-review and self-assessment. To complete the peer reviews, students answer detailed questions which guide them through analyzing each of their peer's reports. Having done the peer-reviews and learning how to discern the key aspects of a quality lab report, each student then completes the same detailed review of their own report, a self-assessment. It is my hope that with this thoughtfully designed, highly structured process, students start to develop a growth mindset, learning that they too can successfully critique other's work as well as their own. This presentation will discuss the successes and pitfalls of implementing these assignments.

Standard Based Grading using Canvas in introductory Physics Labs
Yan Wu Engineering Physics, UW-Platteville

Many students fail to achieve the mastery of learning even with continued practice. This is true in introductory physics labs, where students fail to master certain lab skills even though these skills are practiced repeatedly throughout the course. In order to address this problem, the authors investigated whether standards-based grading (SBG) is a more effective assessment approach to help students with developing basic laboratory skills. In SBG, students' grades are attached to the specific learning objectives and reflect their current learning status. Instead of receiving a fixed grade common with traditional grading method, for each lab, students' learning mastery is re-assessed, thus allowing them to learn from mistakes. We will present the implementation of SBG using online Learning Management System (LMS) Canvas and the results of pre/post knowledge assessments in sections graded with SBG method and sections with traditional method.

FAIL REALLY DOES MEAN “FIRST ATTEMPT IN LEARNING” IN COMPETENCY-BASED EDUCATION
Sahar Bahmani Economics, Suresh Chalasani and Parag Dhumal Department of Business, UW-Parkside; Musa Ayar Department of Business, UW-Platteville; Jill Halverson Business, UW-Oshkosh

Does FAIL really mean a First Attempt in Learning (Kalam)? It is in a competency-based education program (CBE). This type of program, which is becoming increasingly popular in higher education, allows students to have more than one attempt to demonstrate their competency in a given area. Students literally cannot fail; if they are unable to demonstrate mastery in the first attempt, they are provided with feedback and further direction and asked to complete a second attempt. If mastery is still not achieved, the student will be asked to re-do a project or assignment in another subscription period. Learn more about how this works in a competency-based business education degree-completion program from a panel of faculty members who were involved in the development of this program and can speak to the unique nature of this program which is now offered by an AACSB-accredited institution and graduated its first students in 2019.
CENTERING STUDENT CURIOUSITY: DESIGNING FOR TRANSPARENCY AND INCLUSIVE INQUIRY IN THE COLLEGE CLASSROOM

Lisa Jong, Todd Lundberg, Naomi Salmon, and Jessica TeSlaa Collaborative for Advancing Learning and Teaching, UW-Madison

Drawing on lessons learned in a teaching professional development initiative at UW-Madison, this workshop provides participants opportunity to reflect on what sparks their own and their students curiosity about the content that they teach and to draw on teaching strategies that bring curiosity to the center in course designs. The workshop begins with facilitated reflection on why participants find their own course content curious. Presenters will briefly offer concrete strategies (complete with hardcopy and online resources) for (1) establishing inquirer roles for students and teachers, (2) curating cultural artifacts that demonstrate the value of curiosity within a course, and (3) making the inquiry process transparent for students. The session will conclude with participants using one of the strategies to re-envision the design of a course, class session, or activity. Along the way, participants will have opportunities to hear from one another and share what they are learning.

CREATING A SAFE SPACE TO FOSTER CRITICAL THINKING

Longzhu Dong Management and Marketing, Cindy Albert and Angie Stombaugh Center for Excellence in Teaching and Learning, UW-Eau Claire

In this interactive workshop, we will introduce a teaching approach that scaffolds interconnected active learning strategies and provide a safe space in which all students can practice and connect learning to real-world situations.

Participants will experience a simulation of a cultural active learning strategy used in an International Business course to teach students how to interact with another culture. Students are empowered to take risks and think creatively in low-stakes classroom activities as they prepare for the real-world clients they will be working with when completing the high-stakes final project.

Participants will experience the impact that culture has on the way people perceive and treat others and observe how the instructor provides feedback to correct misconceptions and encourages thoughtful reflection as students work through their mistakes.

After the simulation, participants will transfer the concepts and skills to their own content area.
Lunch Honoring the Wisconsin Teaching Fellows & Scholars (WTFS)
12:30 P.M. – 2:00 P.M., GREAT HALL

WTFS is a year-long community of practice addressing the Scholarship of Teaching and Learning (SoTL).

Welcome
Anny Morrobel-Sosa, Vice President, Academic & Student Affairs
UW System

WTFS Co-Directors
Heather Pelzel, Biology, UW-Whitewater
Alison Staudinger, Democracy and Justice Studies, Women’s and Gender Studies, & Political Science, UW-Green Bay

Panel Discussion
Arriety Lowell, Physics, UW-River Falls
Rebecca Nesvet, English, UW-Green Bay
Shanna Nifoussi, Natural Sciences, UW-Superior
Raymond Pugh, Chemistry, UW-Platteville
Eugene Tesdahl, History, UW-Platteville

Poster Session and Book Signing with Desserts, Coffee & Tea
2 P.M. – 3:15 P.M., TRIPP COMMONS

Wisconsin Teaching Fellows & Scholars Posters

A Deep Dive into DFW Rates
Beth Austin Communicating Arts, UW-Superior

Many institutions track DFW rates and hold teachers accountable for improvement. This approach implies that teachers are responsible for students not passing or withdrawing. To more fully understand the reasons why students earned D’s and F’s and withdrew from my 100-level online courses, information from the Registrar, emails, discussion posts, E-Hive, and course data were collected. Assumptions and wrong conclusions are easily drawn when only looking at a reductive datapoint. To help students succeed and to improve retention, we need to consider the specific reasons that keep students from passing and staying in school.

An Arts-based Research Case Study of Collaborative Art Methods Course Assignment between the Instructor and Art Education Students
Jaehan Bae Art, UW-Oshkosh

This visual arts-based research (ABR) case study portrays an experiment in collaborative research design in a midlevel art education methods course. ABR is a transdisciplinary approach to knowledge building that combines the tenets of the creative arts in research contexts. The overarching research question is: How does their development of individualized art education research impact students’ perceptions of art education and learning? The art education students (n=9) in this course collaborated with the instructor in designing the research
project—choosing the readings and developing the research design and methods based on the topic of their choice. Data was collected in analyzing participants' reflective journals, artwork that describes their research experience, and a focus group interview. Findings indicate that the students enjoyed their freedom to choose research topics that identify issues in their pre-service teaching experiencing research in a real-world context, and articulating how their findings apply to their teaching practices.

Increasing social presence in online learning
_Sahar Bahmani_ Economics, UW-Parkside

Social presence is defined as the feeling of community a learner experiences in an online environment where learners express their emotions and feelings to interact with one another in a way that promotes their learning. Socially interactive learners leads to them being engaged learners. Learning management system developers, instructional designers, instructors, practitioners, researchers and scholars all recognize that a major growing trend is improving the social presence experience in online learning. With the growing number of online courses being offered, improving social presence helps stimulate learner experiences in the course, thereby improving learning. This study focuses on how increasing social presence in online courses increases overall student satisfaction with the course. The logic behind this is because improved social interaction in online courses will enhance learner to learner interactions as well as learner to instructor interactions. To increase student engagement, structuring online courses so that students have opportunities for regular interaction with each other is vital. Seven methods are introduced to increase social presence in online classes through more effective social interactions. It is found that increasing social presence by incorporating these practices increases overall student course satisfaction, which has implications on student retention in online courses.

Do Supplementary Multi-Modal Learning Projects in a Traditional Laboratory Setting Assist in Student Comprehension?
_Casie Bass_ Animal and Food Science, UW-River Falls

While multimodal learning practices are used to enhance student learning, they are seldomly utilized in science, technology, engineering, and mathematics (STEM) laboratory settings. In addition, whether or not these practices benefit student comprehension of materials remains to be elucidated. Students (n=42) at the University of Wisconsin-River Falls campus enrolled in ANSC 448 (Physiology of Reproduction) course completed 11 weeks of laboratories during the semester. Six laboratory sessions were taught traditionally, with students 1) taking a quiz over the previous week's material, 2) listening to a short PowerPoint presentation of relevant material, and then 3) completing dissections or hands-on work related to the reproductive topic. The other five laboratory sessions were taught traditionally with the last 15-20 minutes including a multi-modal learning project, focused on visual, auditory, reading/writing, and/or kinesthetic learning tasks. Quiz scores were compared between traditional and multimodal labs within the semester, as well as among previous semesters.

Using student generated test questions to promote higher order thinking in a cell biology course
_Ashley Driver_ Biology, UW-Stevens Point

Students struggle to retain information and form study habits that foster critical thinking and knowledge retention. The objective of this study is to determine whether student generated test questions can improve these deficits in student learning. This study is currently being conducted in an upper level cell biology course with four units. The first unit serves as a baseline control, with no intervention used. During the remaining units, students are introduced to Bloom’s Taxonomy and challenged to create and submit questions using higher order thinking.
Questions are reviewed and compiled into a test bank available to students prior to each unit exam. Student exam performance is being compared between the units with and without intervention. Additionally, surveys are given with each exam to determine question generation participation and student perception. The results from this work may provide further insight on ways to improve student learning and knowledge retention.

Making Mathematics Relevant Again
Whitney George Dregne Mathematics and Statistics, UW-La Crosse

“Yeah, but when I am going to use that?” A question that every math teacher has been asked in their career. When UWL decided to offer a new liberal arts general education math course, MTH 123 Mathematics for Decision Making, a major goal for my course design was to make sure no student finished the course asking this question. The course was designed to focus on the applications of mathematics to real-world issues. Anecdotal evidence pointed to students liking the course but liking the course and knowing when they would use the content from the course are two different outcomes. This SoTL project examined what past MTH 123 students remember from the class focusing on project design and content. I examined if the real-world applications made the material feel more relevant to the students and I begin to investigate if the relevancy increased students’ long-term retention of mathematical concepts.

Effectiveness in Teaching Professionalism in a Bachelor of Social Work Course
Joan Groessl Social Work Professional Programs and Jolanda Sallmann Social Work, UW-Green Bay

Like other professional programs, social work educators are charged with insuring that students in the discipline are socialized to requirements and expectations as a professional. To respond, the BSW Program created a course addressing professionalism. This in-progress study is designed to evaluate student understanding of social work professionalism. Social work juniors enrolled in a course on professionalism and teamwork completed an initial essay describing the student’s perception of what it means to be a professional. A two-week teaching unit followed using the behaviors identified in the program’s Rubric for Assessing Professional Behavior. At week seven, students again reflected on what it means to be a professional. Thematic analysis of differences was conducted. Upon completion of the course, a self-assessment and service-learning supervisor evaluation will be analyzed to determine any change in definition, depth of discussion, alignment of perceptions, and themes related to the topic of professionalism.

A consultative approach to online course design and development
Eileen Horn Instructional Design, UW-Extended Campus

The study analyzed the skills and strategies used by instructional designers (IDs) during online course design; the goal was to describe how and when IDs from UW Extended Campus facilitate learning about online course design and teaching online. Current skills and practices are described to identify areas of potential growth. In the current model of consultation, learning that happens as part of the process is informal and not documented. Since faculty have limited time to devote to professional development, UW Extended Campus has an interest in documenting the work that occurs during the course development process as a way to recognize this learning. How would this change the consultative approach to course design? Data was collected through interviews and analyzed through the lens of cognitive apprenticeship. The results will be used to develop skills of current staff and contribute to professional development planning for instructional designers.
Students' Perceptions of their Presentation Performance Related to Video Viewing
Sonia Khatchadourian English, UW-Milwaukee

A common problem is that some students do not feel confident giving presentations to peers. It is especially important for Health Science students to become more confident with speaking in front of others, as they will be medical professionals whose care for others will depend upon effective communication. The purpose of this study is to examine Health Science Writing students’ perceptions about their performance before and after viewing their own presentations; to identify factors that shape their perceptions; and, to consider how to help them build confidence and skills. The study examines how Mediasite Lecture Capture (video recording software) may be a useful learning tool. Participating students completed three web surveys before and after giving a class presentation and after having viewed the video of their performance. The preliminary results indicated that video viewing did help some students to feel more confident about their performance and to recognize strengths.

Community Engagement Projects in Business Courses: Student Perceptions and Impacts on Learning
Anna Land Information Technology & Supply Chain Management, UW-Whitewater

Community-based learning (CBL) has been noted for academic development, personal development, intercultural competence, and commitment to future civic engagement. Despite the benefits of this high-impact educational practice, instructors are often reluctant to implement CBL into their courses. The lack of research published on CBL in operations and supply chain management suggests that more creativity is required to design student projects aligned with course content and objectives. Others may find the estimated time needed for developing relationships with community partners and logistical issues to be too overwhelming. The purpose of this study is thus to explore the benefits of implementing CBL into business courses and offer best practices for instructors willing to take the initiative. Data was collected through both pre- and post-CBL experience questionnaires along with reflective writing assignments. Qualtrics and QDA Miner were used as tools to collect and analyze the qualitative and quantitative data.

Video Self-assessment as a Learning Process for Undergraduate Nursing Students
Gunnar Larson Nursing, UW-Eau Claire

Simulation of patient care has reached a level of acceptance, in Nursing education, that it can substitute for traditional clinical experiences. Simulation debriefing is recognized as a best practice in the learning process. Reflection is regarded as formal constituent of the learning process. Video is used as an adjunct to reflection and/or debriefing, but the literature remains equivocal. A qualitative study was implemented with a simulated patient care experience, that is part of a clinical course, to explore nursing students' perceptions of the value of reviewing video of themselves. In the course, students are required to write a reflection about their experience within 48 hours of the experience. The qualitative focus of this study comes from student responses to a new cue question in the reflection assignment: “What is something you learned about yourself from watching your video?”. NVivo 10 qualitative analysis software was used to determine salient themes.

Student Perceptions of Self-Efficacy and Academic Risk Taking in a Physics Classroom
Arriety Lowell Physics, UW-River Falls

Academic risk taking can be an integral part of the learning process for students in any discipline. Like other forms of risk taking, the perceived level of risk in a specific academic event varies greatly by individual. For some students asking questions of their peers is a low risk activity, while asking a question of the instructor is a high-risk
activity. For other students the perceived level of risk in these events is reversed. This study will investigate what academic activities predominantly junior and senior students in an introductory algebra-based course view as risky. Via a mid-semester intervention using identity and action-based language, the study will also explore how identifying as a risk taker impacts student learning outcomes and their perceptions of self-efficacy. Content knowledge and self-efficacy will be evaluated using standardized tools in a pre and post format.

**Community based learning in an undergraduate mechanical engineering lab**  
*Scott Melin* Mechanical Engineering, UW-Platteville

To function in the modern engineering workplace, it is critical that students develop strong communication and teamwork skills. Toward this end, a service learning partnership was developed between the local elementary school and a junior level engineering instrumentation course at the UW - Platteville. University students visited the elementary classrooms and conducted brainstorming activities centered around the engineering design process. This brainstorming activity was the start of a six-week project wherein teams of engineering students put their skills into practice by developing hand held sensors to compliment the elementary curriculum. This study sought to assess the undergraduate student learning gains centered in developing students' written communication skills, sense of civic responsibility, and teamwork skills. The impact of this service learning project on the student experience will be assessed through a mixed methods study made up of a pre/post student assessment of learning gains survey, and pre/post written reflection prompts.

**Walking, Wondering, Writing: Thoreau's Pedagogy in Practice**  
*Rebecca Nesvet* Humanities, UW-Green Bay

Today, the default humanities learning space remains the classroom or the Learning Management System, but writer, activist, and sometime teacher Henry David Thoreau (1817-62) famously lived and wrote for two years in a very different kind of space: a wooded pond “a mile from any neighbor.” He hoped to engage with that environment but his project evolved to additionally critique his society from a distance and reflect on his goals and practice. What happens if we try his method? Students in my Fall 2019 English and Humanities capstone read Thoreau's Walden: or Life in the Woods, related works, and key criticism; performed a walk and free-write in the university Arboretum; and, finally, completed original research and editorial projects which they presented at a college-wide conference. Their submitted writing, editing, group presentation, and final self-reflection combine to reveal connections between field experience and development of transferable research and editorial skills.

**Creating a Sense of Belonging in Small Groups**  
*Shanna Nifoussi with Lane Kobel* Natural Science, Biology Program, UW-Superior

Group work is an integral component of the active learning classroom; establishing an individual's sense of belonging in small groups is an important aspect of learning as it allows students to feel more engaged with the class and to feel more comfortable asking questions. The question posed by this study was: to what extent does the way in which groups are formed influence an individual's sense of belonging in the group? Groups were either formed randomly and changed biweekly, or formed intentionally based on surveyed learning styles and maintained throughout the semester. While no differences in belongingness were found between the groups, strongly positive correlations between feeling safe to share opinions or understanding the class content and a students' sense of belonging emerged. This data solidifies the importance of developing a student's sense of belonging to facilitate course engagement and content understanding.
Do Students Experience Awe in Introductory-Level Astronomy Course Activities?
William Parker with Chad Jocius Mathematics and Physics, UW-Parkside

Have you ever felt the world was so big you just couldn't take it all in at once? Did you change your outlook or behavior after that feeling? If so, you may have experienced the emotion of awe. Scientists have implicated awe as a motivator to persist when studying complex topics, and awe has shown promise in helping students learn science. Before seeing if awe motivates students, we wanted to find out whether students experience awe in course activities during an introductory-level astronomy course. We gave students two surveys developed by psychologists: one to determine prior experiences of awe in nature and the other to determine experiences of awe during class activities. We found, on average, no awe experiences prior to class in nature and slightly elevated reports of awe in course activities, focused on sky observations. This suggests we look further into the effect of awe on student learning.

Student Perceptions of Connectedness in the Undergraduate General Education Health Classroom
Sarah Pember Health Education and Health Promotion, UW-La Crosse

A connected university classroom is one in which students perceive a supportive and cooperative environment. Perceived connectedness is positively associated with undergraduate students’ grades, affective learning, willingness to express themselves, and behavioral intent. The more students feel connected, the more likely they are to be self-motivated, and to appreciate and use what they learn in class. The purpose of this study was to broadly investigate student perceptions of connectedness in the context of the undergraduate general education health classroom. Data was collected via anonymous online survey, based upon the Classroom Community Scale (Rovai, 2002) and the Connected Classroom Climate Inventory (Dwyer, et al., 2004). Findings from this research offer a foundational understanding of how undergraduate students experience connectedness, what perceived benefits they gain from increased connectedness, and what specifically the teacher and students do to support increased connectedness.

Learning Biochemistry the write way: Writing as a tool to promote conceptual understanding
Raymond Pugh Chemistry, UW-Platteville

Many studies have demonstrated enhanced conceptual understanding by students when learning involved writing about the concept, including in STEM. Further analyses of these studies indicate that writing is most effective when the assignments contain the following: (1) A meaning-making writing task; (2) Clear writing expectations; (3) Interactive writing practices; (4) Opportunities for students to partake in metacognition. However, writing is not commonly used in the teaching of biochemistry. This research, conducted in a first semester General Biochemistry course over three semesters, investigates the effectiveness of writing assignments containing all four of the aforementioned constructs to teach and enhance student understanding of biochemistry concepts. Performance on a selected exam question was used to assess conceptual understanding. Findings indicate that the writing assignments can enhance student understanding but that student engagement during the peer review and revision process is critical to how successful the writing assignment is in enhancing student understanding.
Fluency, Content Mastery, and Liberal Arts Skills in the CBLI Capstone Requirement
Aragorn Quinn Foreign Languages and Literature, UW-Milwaukee

Foreign undergraduate language programs often struggle to meld the disparate graduation goals of linguistic and cultural fluency as well as mastery of liberal arts skills. This project seeks to evaluate the implementation of a new capstone requirement in an undergraduate Japanese Studies program at a mid-sized, access mission R1 institution. Beginning in 2017, these new criteria were based on a Content Based Language Instruction (CBLI) model, and replaced a more strictly language-focused capstone project. This project evaluates the effect of these changes on student learning outcomes and on the perceived value to students of the capstone requirement itself. Through the use of anonymous surveys and using the “phenomenography” methodological approach first employed by Emily Adler, this project evaluates the costs and benefits of programmatic changes to the capstone requirements over the course of the first five semesters of this CBLI-based capstone experience.

Peer Review Assessment Demonstrates Increased Confidence and Improved Writing Skills Among Online Graduate Students
Laura Reisinger Communication Technologies and Cynthia Rohrer Food and Nutrition, UW-Stout

A common frustration of graduate program directors is the student’s inadequate writing capabilities. This study was conducted in two UW-Stout online courses. The research questions were: (1) Does the peer-review of writing during initial assignments increase the student’s ability to identify ideal characteristics of skillful writing? (2) Does the peer-review improve the student’s self-perception, thus reporting a more confident attitude regarding their personal writing? A mixed method questionnaire was used as a pre- and post-survey in both programs’ introductory courses. For the research question (1), the survey results showed no increase in the students’ ability to identify ideal characteristics of skillful writing. However, the survey results for research question (2) indicated a 5% increase in their response to how confident they were of their personal writing skills; this was further supported by the post-survey essay question in which 90% of the participants reported “phenomenal” experiences with the peer review process.

Pairing Courses in History and Multiculturalism: A Study of Student Engagement
Kyle Steele Educational Leadership and Policy, UW-Oshkosh

Is generating meaningful conversations about social justice in our multicultural society difficult? Is engaging students in absorbing historical conversations a challenge? This upcoming study, which will take place in the summer session, uses student surveys to understand the degree to which pairing courses that cover these subjects—history and multiculturalism—leads to a more dynamic interdisciplinary learning experience, one that produces more student engagement and deeper learning? In the undergraduate education program at UW Oshkosh, students prior to student teaching take two classes in the foundations of education, often in the same semester: Foundations of American Education (408) and Foundations of Multicultural Education (406). While these courses cover distinct material, they dovetail remarkably well and lend themselves to cross-course assignments and curriculum mapping. 408 immerses students in the historical and philosophical aspects of American education, while 406 frames schools are sites of diversity, policy debates, and meaningful social justice.
REMEMBERING RACHEL: Confronting Illegal Slavery in Wisconsin through Community-Based Learning (CBL)

Eugene Tesdahl History, UW-Platteville

My study suggests that a community-based learning (CBL) approach empowered students to leave the classroom in favor of cemeteries, archives, and museums to confront difficult topics. In Summer 2019, six undergraduate students in Wisconsin History forced their campus, community, and state to face the ugly truth of illegal chattel slavery in nineteenth-century Wisconsin. Students examined the lives of Rachel, Maria, and Felix, three African American people whom Platteville founder John Rountree illegally enslaved in the 1830s. Students worked with community partners to restore and repair Rachel's (circa 1854) gravestone, in the Rountree family burial plot, in Hillside Cemetery in Platteville, Wisconsin. Students and community partners wrote and installed an exhibit on African American history in the Grant County History Museum, Lancaster, Wisconsin. Student reflections revealed that this hands-on approach permitted students direct application for their learning in their community and increased their enthusiasm for the urgency of history.

Learning as Meaningful [AND] Memorable: Assessing the Effectiveness of High-Impact Practices

Mary Worley Communication and Journalism, Eau Claire

Students at UW-Eau Claire engage in high-impact practices (HIPs) in order to promote deep, active learning and increase engagement but these experiences often lack assessment of effectiveness. The university goal is for students to engage in at least one HIP, which may include service-learning, an immersion or study abroad experience, internships, or student-faculty research. The current study evaluates HIPs for communication and journalism students in order to better understand the effectiveness of each experience as it relates to core outcomes for the department and university. Specifically, the student survey quantitatively measures a) perceptions of civic responsibility, b) exposure to equity, diversity, and inclusivity, and c) perceived relevance to curriculum and career goals. Additionally, students provide an open-ended reflection of their HIPs. Results from this study can be used for department assessment and to understand how HIPs are impacting student learning outside of the classroom.

Do Experiences in the Classroom Translate to Improved Job Interview Skills?

Chris Yahnke Biology, UW-Stevens Point

A successful job interview is integral to transitioning from college to the workplace. University instructors are proficient at teaching discipline-specific content as well as skills like oral and written communication, quantitative literacy, and working in teams, but do students translate these skills to job interview responses? In this project, students completed a mock internship interview at the beginning of the semester using Big Interview. As part of an introductory biology course, students conducted a semester-long team research project that included a written report, oral presentation, and field work. Students then completed the same mock interview at the end of the semester. Ten questions were selected representing common questions asked during a typical interview. I recorded response duration for each question and transcribed interview responses. Preliminary results suggest that instructors can be more explicit in training their students how to incorporate skills learned in the classroom to job interview responses.
Making General Education “Wicked” – Integrating Project-based and Active Learning in a General Education Course

Jeffrey Zimmerman Geography, Geology, and Environmental Sciences, UW-Whitewater

Project based learning has been shown to enhance critical thinking skills, deepen the learning process and engender for students a stronger sense of agency and belonging. These benefits of project-based learning are especially relevant for a General Education survey course with a large concentration of first-generation students. This research presents both qualitative and quantitative data on student learning and outcomes from a piloted revision of Global Perspectives; a required General Education course typically taken by first-year students. Conventionally, Global Perspectives is taught as a lecture-based course where student assessment comes from exam scores and quizzes. The revision to the course shifted pedagogy to the active-learning model that included significantly more group work, peer review of papers and a signature group research project. Although only one semester of data was collected, qualitative and quantitative data suggests that student learning, skills development, and engagement improved considerably compared to the conventional pedagogical model.

CONFERENCE POSTER PRESENTATIONS

Embracing, Nurturing a Culture of Curiosity and Growth in Context of Teaching and Learning

Tanzeem Ali Department of Education, UW-Superior

Linda Darling Hammond and colleagues lists continuing Professional Development as a vital component for retaining early career teachers. Dr. Ali shares how an embedded assessment in her science methods course for pre-service teachers assists to tap into their prior knowledge through self-reflection; engage in experiences to learn through assimilation, accommodation revising their mental schema for emerging learning enhancing curiosity in lifelong learning. Attendees will have the opportunity to 1) explore the role of curiosity in teaching and learning 2) learn about strategies to tap into prior knowledge, 3) promote growth mindset in students by embracing it as an instructor enhancing curiosity in future lifelong learning.

Improving communication: A robust evaluation of enhanced instruction to present a patient to a pharmacy preceptor.

Susanne Barnett and Kim Lintner School of Pharmacy and Pharmacy Practice, Katie Flesch Student Help Pharmacy-Inpatient Services UW Hospital and Clinics, UW-Madison

Objective: Improve critical thinking and communication skills of student pharmacists through enhanced instruction of presentation of a patient to a pharmacy preceptor.

Methods: Blended and active authentic learning strategies were implemented into a Pharmacotherapy Skills course in Fall 2019. Impact of instruction was evaluated through 1) a student confidence survey to present a patient pre- and post-semester in two student cohorts (Fall 2018-19, 2019-20), 2) student performance-based exam scores (Fall 2018-19, 2019-20), and 3) a preceptor survey evaluating student performance on clinical rotations (2019). Between-group assessments will be performed using Mann-Whitney U and independent t-tests.

Results: Both student cohorts (>75%) agreed the skill of presenting a patient is important. At baseline, 50% of responding preceptors reported students need more preparation to present a patient to a preceptor.

Future Implications: A preceptor survey will be administered in July 2020 to determine how learning strategies influenced student skill performance on clinical rotations.
Effect of Video Examples in Teaching Hypothesis Test Selection
Abra Brisbin and Andrew Senapatiratne Mathematics, UW-Eau Claire

Students in math and science courses often struggle with the higher-order thinking task of choosing an appropriate problem-solving method. Reading worked examples has been shown to improve students’ learning by slowing the process of forgetting. In this study, we compare the use of video examples to practice problems in teaching students to choose appropriate hypothesis tests in introductory statistics. Students in two sections of introductory statistics were randomly assigned to watch video examples or solve practice problems during their first lesson on choosing hypothesis tests. We will present results on short-term learning gains from a pretest and posttest, as well as results on long-term memory from quizzes and homework during the remainder of the semester.

Faculty Experience of Capstones
Caroline Boswell History, UW-Green Bay

Research on the design of high-impact capstones claims that successful experiences require faculty to design intentionally; too often a capstone course is a “not fully articulated afterthought” produced in response to external pressures, evolving trends in the discipline, or institutional expectations (Hauhart & Grahe, 2015; McNair & Albertine, 2012; Jones, Barrow, Stephens & O’Hara, 2012). This poster will share results from a mixed-method, multi-institutional study gauging the type of faculty who teach capstone experiences, their intrinsic and extrinsic motivations, and the type of support they receive. This evidence will be used to create responsive resources for institutions, programs, and instructors responsible for providing successful capstone experiences.

Allowing Students to Take Control of Their Learning
Matt Evans Physics & Astronomy, UW-Eau Claire

As technology has evolved, so have the ways educators have used it to help their mission of teaching and learning. Over the past 15 years I have used iClickers in my classrooms and online homework systems outside of class. Both of these teaching techniques have allowed my focus to evolve from assessment driven tasks to ones of inquiry and learning. This allows students to use the technology as a tool to learn; rather than being punitive their tasks can help the students towards a deeper and better understanding of the material.

Puzzle Based Learning: Inspiring Critical Thinking in Engineering
Nima Ghafoorianfar Mechanical Engineering, UW-Platteville

In this work, puzzle-based teaching technique and its effect on critical thinking is presented. The goal is to get students to think about framing and solving unstructured problems. Engineering puzzles are presented as the solution to increase students’ problem-solving skills. The puzzles satisfy most of the following criteria: generality, simplicity, and eureka factor, and entertainment factor. The puzzles are designed to illustrate basic concepts of critical thinking and problem-solving in engineering. Puzzle based learning approach present a whole new perspective to engineering students that core engineering concepts are relevant, useful, and interesting. There are well established pedagogical methods addressing the above issues, such as problem and project-based learning. However, these methods are focused on problems and projects that are long and complex with no unique solution which require knowledge in several areas. On the other hand, puzzles are simple and usually have a single correct answer.
Using InTeGrate Modules to Teach Geology in the Context of Societal Issues to General Education Students
Chelsea Lancelle Civil and Environmental Engineering (Geology), UW-Platteville

Students who take Physical Geology to fulfill a General Education requirement often say, “How does this apply to me?” My goal as an instructor is for my students to work together in an inclusive environment through real-world problems in order to view Geology in a societal context that applies to everyone. Many of the problems I use were developed through the InTeGrate (Interdisciplinary Teaching about Earth for a Sustainable Future) project. These peer-reviewed modules are available and free to use for any educator and span many interdisciplinary topics. Most activities focus on active learning strategies to get students of any level involved. Modules incorporating data are carefully structured so that students who are uncomfortable with math are not excluded from the activity. My goal is to introduce InTeGrate modules as well as discuss how I have successfully used specific modules in my course.

Students’ perceptions of online videos: Usage, effect, and student-instructor interaction in organic chemistry laboratory
Yujuan Liu Department of Chemistry, UW-Parkside

This study explores students’ perceptions of online videos that are accessible and equitable for all students in Organic Chemistry Laboratory courses. Publicly available online videos were selected and assigned to students to assist their preparation and learning in organic chemistry laboratory courses. Descriptive statistics and written comments were used to investigate students’ perceptions of the usage and effectiveness of online videos based on students’ responses to an instrument. The preliminary findings in this study suggest online videos can be used to improve students’ preparation and learning of organic chemistry as well as to promote more interactions between students and instructors.

Understanding Local Economy Through Undergraduate Research
Rubana Mahjabeen and Praopan Pratoomchat School of Business and Economics, UW-Superior

We initiated two undergraduate research projects to use in the Principles of Macroeconomics and Principles of Microeconomics courses at the School of Business and Economics, University of Wisconsin-Superior. The main objectives of the research assignments are to stimulate interest in the local economy as well as building the research skills of the undergraduate students at the entry level. Two course research assignments and one student survey assessing students’ learning outcomes were developed and implemented. The preliminary findings from the survey shows that the assignments help students understand how the local economy works, raise the skills of collecting, processing, and interpreting data, and raise their interest about the local economy.

Teach Authentic Learning: How to Engage Students Through Self-Understanding
Leni Marshall Department of English and Philosophy, UW-Stout

Authenticity is not about tapping into some mystical internal drive but rather about creating a simple beacon that focuses on what we want to bring to the world. When designing a class, “covering content” and “meeting learning goals” can sometimes overwhelm those dream goals of engaging students, fostering curiosity, and creating an atmosphere of mutual learning and respect. In this interactive seminar, participants build a framework that places their own vision front-and-center in course planning while still meeting required learning goals. Decision-making based on one’s own ideals can boost confidence and add clarity. Modeling authenticity encourages students to immerse themselves in course content. The framework that participants generate strengthens their understanding of their own values and dream goals so they can apply that understanding to craft lesson plans and make decisions that support authenticity and alignment with their vision and purpose.
Promoting Effective Use of Faculty Office Hours
Abulkhair Masoom Mechanical and Industrial Engineering and Fahmida Masoom Civil and Environmental Engineering, UW-Platteville

College faculty hold office hours to be available to students to provide help with course material, research, advising and scheduling classes, and career planning and life, in general. But it is widely known that it is just a handful of students who drop in during office hours and those who need help the most never show up. Moreover, with access to online resources like solutions manuals for STEM classes, more students are choosing not to see their professors while not recognizing their own deficiencies in understanding and getting much needed help. This often results in unsatisfactory grades for many. To address this, authors of this study introduced a required “office visit assignment” in their courses. This activity has been very well-received with overwhelmingly positive feedback from students. This presentation describes how and why this was done, student feedback, outcomes and plans for future work.

Critical Encounters of Race Through Personal Narrative
Ann Mattis English, UW-Green Bay

This poster explores how personal narratives enhance students' critical perspectives of race in the Humanities classroom. It will synthesize SOTL research about how to best engage students' experiential and affective knowledge in the Humanities classroom. As I seek to revise my writing assignments for my 200-level online course “Ethnic Diversity and Human Values,” I would like to rethink how I am asking students to engage the emotionally-charged topic of race in their writing. Specifically, I hope to determine the best ways to tap into students' personal experience while remaining pedagogically rigorous and grounding their narratives of race in academic theories.

Analysis of Students Attention Using AI
Mehdi Roopaei Electrical and Computer Department, UW-Platteville

A student's attention is key to their success in the classroom and the ability to retain knowledge. In this project, a platform to detect student's emotion, pose, and gesture is implemented into a classroom in a helpful and secure way. Key points of a student's face and pose securely and anonymously is generated using deep learning models to score the attentiveness of each student in real-time throughout the duration of a class. This framework can be trained further to more accurately detect a student's attention or engagement. This proposed platform can also be used to evaluate the instructor of how engaged they keep their students.

Incorporating Course-Based Undergraduate Research Experience (CURE) in an Introductory Course in Biomedical Engineering (ME 4500)
Bidhan Roy Mechanical Engineering, UW-Platteville

ME 4500 ("Introduction to Biomedical Engineering") is a 3-credit course that is being offered in fall 2019. 90% of the students enrolled in this course are seniors in mechanical engineering and the rest 10% are senior students from engineering physics. The aim of this course is to enable students appreciate the importance of the coursework(s) from their engineering major program in solving problems in life science and medicine. Hence this introductory course is primarily an introductory course in Biomechanics. In fall 2019, the concept of CURE (Course Based Undergraduate Research Experience) that is practiced in life sciences education but rarely tried in engineering education nationwide was incorporated in the coursework. The problem studied was the blood flow through stenotic vessels. Having students investigate a frontline research problem improves their learning and builds on their confidence to tackle more complex problem. The presentation will highlight – (a) how every student with varied academic preparation contributed, and (b) metrics developed to measure student engagement, development of skill sets, and learning.
Evolving Sense of Self: Teaching as a Transformative Experience
Nicholle Schuelke Education, UW-Superior

The ways student teachers view themselves as professionals determines to a great extent how well they perform as teachers, how long they stay in the profession, and how they feel about themselves as teachers in the classroom. This study examines how pre-service teachers envision their sense of professional identity as they engage in self-reflective acts about planning, instructing, and assessing. During student teaching, this act of reflection grows and evolves. This study examines the transformative experience of crafting a professional identity during the student teaching residency.

Session III
3:30 P.M. – 4:45 P.M.

INSPIRING STUDENTS’ IMAGINATIONS
Inspiring Student Curiosity about Utopias and Dystopias: Integrating Humanistic and Information Technology Approaches to Expand Imaginations
Mary Lenzi Philosophy, UW-Platteville and Jo Ann Oravec Information Technology and Supply Chain Management, UW-Whitewater

Philosophy and information technology faculty explore how utopian and dystopian perspectives can be integrated into undergraduate classroom teaching. Such strategies as scenario construction have been used throughout history to envision the usefulness and value of emerging technologies (from steam-powered engines to robotics), and their societal environmental effects (climate change). This presentation presents emblematic examples of these efforts in humanistic contexts (utopian-dystopian philosophical literature) as well as in information technology (artificial intelligence-related scenarios). Since Plato's ideal “Republic,” (380 B.C.) and Thomas More's "Utopia" (1516), generations of social, political ideologues and entrepreneurs have projected future trends, often overturning the past and possibly progressing humanity with new political, scientific, and pragmatic technologies. The presentation provides interactive exercises and case studies with ancient and futuristic scenarios

The Ultimate Transformative Activity: Design Your Perfect Mate
George Smith Performing & Visual Arts (Emeritus Faculty), UW-Platteville

As a transformative learning experience, “Design Your Perfect Mate” asked students to engage in both intra- and interpersonal consideration of traits, characteristics & behaviors that they sought in their “significant other.” Students also identified “deal busters”—traits or behaviors that would nullify all positive attributes. Gender-based consensus lists were created & discussed. Based on their first- and second-hand experiences in dating relationships, students attempted to explain & defend their choices. A consistent learning outcome every semester was that men & women were usually seeking the same traits in their mates—a willingness to listen & openly communicate, honesty, loyalty, a sense of humor, flexibility, empathy, common sense and similar characteristics. This activity was often students’ first, last & only opportunity to discuss “significant other” values in a somewhat abstract form that did not potentially jeopardize their own relationship.

In their own words: Digital reflections from "Multicultural America"
Peter Blewett English, UW-Milwaukee

In this session, participants explore the challenges and benefits of using digital stories as reflective activities. Peter Blewett, who uses reflective digital stories as the culminating experience in his Multicultural America course, will guide the discussion. During the final five weeks of the semester, students create reflective digital stories for screening during the final examination. The final examination thus becomes the culminating event in the course,
an event that can be filled with peril as well as epiphany. The digital storytelling experience helps the students identify transformative but authentic moments during the semester. Although students often reteach important lessons from the student's rather than the instructor's perspective, some stories recreate moments of conflict in the classroom. The presentation includes at least one example of a digital story as well as assignment materials.

**Teaching with (or without) Technology**

**Engaging students in asynchronous online discussions**

_Steve Baule_ English, UW-Superior

According to the Best Colleges.com (2018) survey of online programs, fully online programs have increased by approximately 31% between 2016 and 2017. At the same time, potential students are worried about the potential lack of quality in online programs and the perceived lack of interaction and community among classmates and with the professor. This exploratory mixed method study reviewed the impact of two particular instructional practices on student engagement within asynchronous online course discussions, the use of video introductions and the provision of choice to students within the discussion prompts. Both quantitative and qualitative review of the student discussions inform the findings about general engagement as well as whether or not either practice improved critical engagement as measured by Bloom's taxonomy. Interactive links from the poster will allow participants to dig deeper into the data than a traditional poster presentation. Bring a QR-code reading device.

**Components of Efficacy and Self-Regulation that Influence Online Success among Underserved Students**

_Madhumita (Mita) Banerjee_ Sociology, UW-Parkside

As the most diverse campus within the UW System, UW-Parkside serves a larger proportion of underserved, underrepresented, and academically underprepared students in the state. As the proliferation of online courses intensify, this study examines self-regulation, self-efficacy, and technological efficacy of its student demographic as research suggests that this group often struggles with self-direction, self-discipline, and help seeking behavior. Survey data from 535 students from various disciplines suggest race/ethnicity, low income, and first-generation status, among others, to be significantly associated with lower levels of self-regulation and efficacy, deemed as important attributes underpinning online success. Strategies and effective practices that address such issues to improve student engagement and learning leading to higher achievement and success in the online environment are discussed. The findings have implications for how instructors facilitate their online courses, how advisors assess students' online readiness, and how institutions structure their support systems to assist online learners.

**Use of Computers in the Classroom**

_Jana Fogaça_ Psychology, UW-Green Bay

Research on the use of computers in the classroom yields contradictory results regarding their effect on performance (Carstens et al., 2015). Zhang (2015) suggested that self-regulation could decrease multitasking among students using computers in class. The present study assessed if self-regulation affected self-reported distracted time in class among computer users. Participants were 76 undergraduate students. They responded questions about self-regulation and use of computers in class at the end of five different weeks during the semester. Repeated measures ANOVA with average time that students were distracted in class as the dependent variable, the five weeks when data were collected as the within subject measure, level of computer use in class (high vs. low) as the between subject measure, and self-regulation as the covariate showed that, even after controlling for self-regulation, students who used computers in class more often were significantly more distracted in class during the entire semester.
UNDERGRADUATE RESEARCH AS A TRANSFORMATIVE ACT: HOW PLANNING FOR STUDENT FAILURE MAKES FOR BETTER LEARNING

Laura Lee Biology, UW-Stevens Point, Abbey Fischer Chemistry, UW-Eau Claire, Kathy Immel Psychology and Kristi Wilkum Communications-Theater Arts, UW-Oshkosh

In spite of our best efforts, students often fail to succeed in our courses. This is especially true in courses with a research component. A taxonomy to guide course design can help instructors plan for student failures as transformative learning opportunities. Helping students to fail well instills knowledge of the process, seeds of resilience, or grows skills in problem solving and self-awareness. In this panel session, four instructors will discuss how research was incorporated into courses in different disciplines, and how failure was turned into valuable learning experiences for both students and instructors.

TEACHING THROUGH CONFLICT: FOSTERING INCLUSIVE AND CONFLICT-RESILIENT LEARNING COMMUNITIES

Sarah MacDonald Center for Excellence in Teaching and Learning, UW-Milwaukee

When conflict erupts in the classroom, teachers frequently view this as an interruption of the day's agenda, perhaps an indication of something gone awry. Our inclination may be to shy away from the conflict or try to resolve it as quickly as possible and move on. However, when constructively engaged, conflict can be a catalyst for transformative learning. Furthermore, as our campuses and communities grow increasingly diverse, both teachers and students need to hone our capacities for navigating well the conflicts that often arise when we encounter difference.

In this workshop, we will explore how moments of conflict may function as learning opportunities. Using a specific scenario, we will practice analyzing conflict dynamics to determine possible responses. We will also discuss responsive and proactive strategies for fostering inclusive and conflict-resilient learning communities.

EXPLORING AUTHENTIC LEARNING OPPORTUNITIES: SHARING EXAMPLES AND HANDS-ON ASSESSMENT

Susan Huss-Lederman, Marjorie Rhine Department of Languages and Literatures; Prajuki (Juk) Bhattacharyya, Dale Splinter Department of Geography, Geology, and Environmental Science; Ken Brosky College of Integrated Studies, UW-Whitewater

Authentic learning happens when students apply their content knowledge and disciplinary skills to address real-world issues relevant to their everyday lives, conduct open-ended inquiry, and take ownership of their learning. During the 2019-2020 academic year, UW-Whitewater faculty participated in course planning and development activities to create interdisciplinary, team-taught, general education elective courses that explicitly incorporate authentic learning on the theme of freshwater. This initiative, funded by the National Endowment for Humanities, enabled a team of faculty members from the UW-Whitewater campuses in Whitewater and Janesville to engage in the planning activities. In this 90-minute workshop, members of the planning committee will share selected examples of courses containing a variety of authentic learning activities and facilitate small-group discussions about how these activities generate authentic learning. Specifically, participants will explore how they can utilize similar activities and approaches to the learning and assessment process in their own courses.
MAKING READING MATTER IN THE FIRST YEAR
Gwen Blume, Danielle Hale, and Jill Stukenberg English, UW-Stevens Point

In this interactive workshop, participants will explore the age-old problem of getting students to do the reading. (Or, is the problem understanding or remembering the reading? Making connections from the reading to class?) We'll consider the challenge of teaching first-year students how to interact with texts in productive and discipline-specific ways. Through reflection, discussion (small and large group), and discussion of example approaches from expert teacher-scholars, as well as peer experts in the room, participants will emerge with ideas for new approaches to the old problem of out-of-class reading.

Dinner with Colleagues
5 P.M.
FRIDAY, APRIL 17

Registration
7:00 A.M., ANNEX ROOM

First Nations Cultural Landscape Walking Tour with Omar Poler
7:30 A.M. – 9:00 A.M., OBSERVATORY HILL

Walking tour from Observatory Hill to Memorial Union. Sign-up is required.
Omar Poler American Indian Curriculum Services Consultant
Teacher Education Center
School of Education, UW-Madison

Humans have lived along the shores of Waaksikhomik (Where The Man Lies, known today as Lake Mendota) in Teejop (Four Lakes, known today as Madison) for at least 12,000 years. Since 1848, or the last 1.5% of the human story of Teejop, the demography of Teejop changed from a 99% Ho-Chunk world to a 99% non-Native American population. Similarly, during the last 1.5% of the human story of Teejop, the ecology of Teejop rapidly and radically changed from oak savanna and wetlands into a largely non-indigenous urban forest built upon landfill of the former wetlands of Teejop.

UW-Madison is likely the most archaeologically-rich university campus in the United States. The Waaksikhomik shoreline features 11 archaeological mound sites and at least 28 human habitation sites with Archaeological Site Inventory numbers.

This walking tour will begin at Observatory Hill at 7:30 a.m. Participants can use the free 80 Bus that circulates around campus every 10-15 minutes. Bus stops at State and Langdon Streets, and the Memorial Union on Langdon and Park Street are the closest to the conference and hotels.

(Several stops on the Campus bus #80 route will put you with easy walking distance of Observatory Hill. The easiest way to reach the overlook would be to get off the bus at Charter and Observatory Drive (Sewell Social Science Building) and continue walking west on Observatory Drive for several hundred feet.)

The walk is 1.2 miles long and includes the steep Observatory Hill and Bascom Hill. It will end at Memorial Union in time for our keynote – How Our Students Learn with Dr. Joshua Eyler.

Coffee, Tea, & Pastries
8:30 A.M., RECEPTION ROOM
Keynote
9:30 A.M. – 11:00 A.M., GREAT HALL

Introduction of Keynote Speaker
Fay Akindes Director
Systemwide Professional & Instructional Development
UW System

HOW OUR STUDENTS LEARN
Joshua Eyler, Ph.D.

There is a lot of discussion in higher education these days about the science of learning but not a lot of consensus on what kind of science we are talking about or how it can benefit our students. In this talk, I will explore intersections between anthropology, psychology, cognitive neuroscience, and educational research that can yield important insights into student learning. Along the way, we will discuss how this approach to thinking about our teaching can inoculate us from educational fads, can play a role in institutional student success initiatives, and can provide a framework for us to design and test new pedagogies.

Session IV
11:15 A.M. – 12:30 P.M.

ADDRESSING EMOTIONS: EMPATHY, ADVOCACY, AND MINDFULNESS
Establishing an Empathetic Community: Best practices for setting up an emotionally supportive learning space
Elizabeth Silverstein Philosophy, UW-Milwaukee

First impressions are extremely important, and in the first week or two of a course, we set the tone for the entire semester. This interactive presentation will demonstrate how to get your course off on the right foot and to create a space where all students feel empowered to learn. In this session participants will engage in and learn about a variety of tools to utilize in the first 2 to 3 class periods of a face to face course that set a tone of inclusivity, community, and emotional support. These tools will include utilizing introduction placards that help build community and a sense of belonging; simple practices for establishing a relationship of trust with students and letting them know that you, the instructor, are a source of support; how to collaboratively create a learning community with your students, including how to create a community agreement; and activities for getting students to interact with each other on a deeper level and engage in active listening. The objective of this session is to acquire a set of tools to help create a learning environment where students are engaged and active participants, and all students are empowered and supported.

Informal Advocacy as a Way to Enhance Student Engagement and Deeper Learning
Dean VonDras Psychology, UW-Green Bay

This presentation will discuss how informal advocacy activities may be used within the undergraduate classroom to enhance student engagement and deepen learning. As a teaching and learning tool, informal advocacy is defined as taking on and expressing a point of view that advocates for the key concerns of an individual or group, and describes a problem-based solution. Oriented in accord with Kant's notion of deep understanding and Entwistle's (2000) pedagogical model of surface and deep levels of learning, an assessment model of deep learning will be presented. Research findings providing support for the assessment model and suggesting a
Mindfully Engaging: Examination of Mindfulness Traits Impact on Various Academic Engagement Scales
Gaurav Bansal Business Administration, Karl Schindl Accounting and Finance, UW-Green Bay

Mindfulness has recently emerged as an increasingly important and popular topic for social scientists as well as educators; however, the impact of mindfulness on academic engagement is relatively understudied. It is believed that academic engagement is a multi-faceted construct comprising of several dimensions or qualities, including student and faculty interaction, academic challenge, active learning, collaborative work, and beyond-class collaboration, among others. These facets are captured via different engagement scales - intellectual engagement, peer engagement, student-faculty engagement, online engagement, and beyond-class engagement. Similarly, research suggests that mindfulness has four traits: alertness to distinction, awareness of multiple perspectives, openness to novelty, and orientation in the present. Even though research indicates that mindfulness and academic performance are related, there is no systematic examination to reveal such relationships. Through empirical examination, this study examines the relationship between different mindfulness traits and academic engagement scales. We will discuss the pedagogical interventions that could be created to enhance student learning using the mindfulness techniques based on the mindfulness dimensions that appear to be most significantly related with the underlying engagement.

Authenticating ePortfolios & High-Impact Practices (HIPS)

ePortfolios: High Impact Practice and Vehicle for Campus Collaboration and Curricular Outcome Assessment
Kate Farley Center for the Advancement of Teaching and Learning and Kristin Vespia Psychology, UW-Green Bay

ePortfolios are a high impact educational practice for students that can facilitate reflection on learning and the development of a growth mindset. They also provide unique opportunities for curricular assessment and student-staff-faculty collaborations. Presenters will describe the infusion of ePortfolios in a senior capstone course and explain how students, staff, and a faculty member collaborated in the design, implementation, and evaluation of the practice over successive semesters. They will also discuss the structure of the ePortfolios around psychology major learning outcomes and ways in which the final products could be used in curricular assessment.

Empowering Adult Learners Using Prior Learning ePortfolios as a High Impact Practice
Lauren Smith Office of Continuing Studies & Dept of Women and Gender Studies, UW-Whitewater, Diane Treis Rusk Academic Programs and Educational Innovation, UW System

Portfolio has emerged as an important high impact practice (HIP), supported by growing evidence that these activities can support integrative learning. Students who partake in Prior Learning Assessment (PLA) may demonstrate improved academic outcomes and this may be especially so for students from minoritized groups and students who participate in PLA by portfolio. In this segment we will review the PLA by ePortfolio program offered at UW-Whitewater and examine how PLA by ePortfolio activities can support transformative learning experiences for adult learners, as well as positively impact students' metacognitive growth, internal validation, academic confidence, and their ability to transfer and integrate learning throughout their academic experience and beyond.
Student Parents Navigating High Impact Practices: Evidence from Regional Comprehensive University

Ekaterina Levintova and Kim Reilly Democracy and Justice Studies, UW-Green Bay

In addition to the financial strain that being a parent adds to the stress of attending college, student parents face extra challenges and might be effectively prevented from participation in HIPs and/or not getting the maximum benefit from HIPs. To date, few, if any, studies have examined whether this represents a barrier to student parents’ integration into the campus educational experience. To fill existing lacunae, we have conducted 46-item survey of UWGB students (both at the main campus and three branch campuses in Sheboygan, Marinette, and Manitowoc), asking both student parents and non-parents about access, challenges, and rewards of various HIPs. Ultimately, we also strive to create a list of recommendations for best practices in ensuring equity on our campus and providing access to the educational success of student parents on our campus and beyond, as our study has broader implications for this particular national conversation.

MEETING STUDENTS WHERE THEY’RE AT: MOVING BEYOND TALK TO ACTION

Jordan Landry Director, Center for Excellence in Teaching and Learning and English; Danielle Kvam Communications Studies, Heidi Nicholls Anthropology, Global Religions and Cultures, Jennifer Schuttlefield Christus Women in Science Program, Chemistry Department, Mai Khou Xiong Student Achievement Services, UW-Oshkosh

University leaders across the country are calling on their instructors to transform and adapt in the face of historic declining enrollments in order to recruit new students and retain current ones. At the same time, activist students are demanding that instructors better understand and respond to 21st century students’ identities, expectations and needs. Together, these groups envision instructors who respond with innovation to the changing face of the University and the students within it. UW-Oshkosh has answered both these calls by envisioning and implementing programs, initiatives, and practices aimed at meeting students where they’re at here and now. The four presenters in this workshop will lay out a vision of engaging, teaching, and supporting 21st century students. And, they will outline the strategies necessary to make such a vision real.

Altogether, we will discuss pedagogical practices and opportunities for increasing the success of students who faced academic challenges in high school. We will share ways of evaluating the effectiveness of teaching strategies in terms of their impact on student learning. And, we will provide our strategies for supporting student leadership among underrepresented students who do not see their identities or their cultures reflected positively within the University structures. Join us for these engaged presentations and the lively discussion that promises to follow.

FIVE FABULOUS FAILS: AN ASSIGNMENT TO FAIL ON PURPOSE AND THE RESEARCH BEHIND IT

Marnie Bullock Dresser Humanities, UW-Platteville and former students: Jayne Cler and Deanna Schara

In a course called Creativity and Problem-Solving, Professor Marnie Bullock Dresser uses an assignment called “Five Fabulous Fails,” which asks students to fail on purpose in five specific ways (such as coloring outside the lines, wearing clothes that don’t match, or putting something odd on your ice cream) and reflect on the experience. Students find the assignment challenging and transformative, both in terms of the logistics and the emotions of failing on purpose. In this panel, Professor Dresser will discuss the research behind the assignment (including work from prominent creativity researchers such as Arthur Cropley, Mark Runco, Mihaly Csikszentmihalyi, and Teresa Amabile; Pixar founder Ed Catmull; as well as science writer Stuart Firestein and novelist John McNally). Two of her former students, Deanna Schara and Jayne Cler, will share their experience with their own “fabulous fails” and their perspective on how a transformed view of failure affected their education.
A ROAD MAP FOR TEACHER EDUCATORS TO MEET THE REQUIREMENTS OF FIRST NATIONS STUDIES ACT 31
Virginia Lea Teaching, Learning and Leadership, UW-Stout

This workshop presents a Road Map developed by a University of Wisconsin Professor of Education, in partnership with two Ojibwe colleagues from Lac du Flambeau. The Map consists of a broad curriculum to guide teacher educators in meeting the requirements of First Nations’ Studies ACT 31 within Educational Foundations courses. The Map aims to help Wisconsin's disproportionately white pre-service teachers to better understand the neo-colonialism and cultural hegemony that continue to impact Native communities, including the often dishonored historical and current civil liberties and civil rights at the heart of the Native experience. Digital storytelling is embedded in the curriculum, authentically reflecting elders’ cultural knowledge, and the strengths and identity formations of Ojibwe students and educators at the Lac du Flambeau public school, and the Lakeland Union high school. The map infuses indigenous knowledge, historical and current data from the Lac du Flambeau community, and additional resources into course themes.

TEACHING INCLUSIVELY: BUILDING STUDENTS’ SENSE OF BELONGINGNESS TO PROMOTE LEARNING
Don Gillian-Daniel, Sarah Silverman, Jessica TeSlaa, and Devin Wixon Provost's Office/Collaborative for Advancing Learning & Teaching, UW-Madison

A positive classroom climate contributes to a student's sense of belonging as well as their motivation to learn, which is key to their academic success. Importantly, this process begins before the semester starts, during course planning. It also happens on the first day of class, and is subsequently reinforced throughout the semester. Students' sense of belonging is enhanced when instruction is well designed and implemented (Freeman, Anderman, & Jensen, 2007). In addition, belongingness interventions improve academically at-risk students’ GPA and promote their health and wellbeing (Walton & Cohen, 2011). In this workshop participants will: (a) consider how sharing aspects of their identity on the first day of class can promote belongingness, (b) practice engaging students in a way that sets a positive tone for the semester, (c) explore cultural capital (Yosso, 2012) as a way to empower marginalized students, and (d) develop a plan to implement new ideas.

First Nations Buffet Lunch
12:30 P.M. – 1:45 P.M., TRIPP COMMONS

Cracked wild rice salad, with nuts, dried fruit, and vinaigrette made with local maple syrup
Smoked trout dip with veggies
Chokecherry shredded pheasant
Cranberry barbecued bison meat balls
Three Sisters stew with hominy, beans, and squash
Fry cakes
Blackberry compote with corn bread, basil, and honey

Menu subject to change.
Twitter-Enhanced Fishbowl Discussion with Joshua Eyler
2:00 P.M. – 3:30 P.M., GREAT HALL

HOW OUR STUDENTS LEARN

We invite you to engage in a dynamic and unscripted dialogue – in a fishbowl. The rules are simple.

The fishbowl consists of a few chairs situated in the center of a larger circle. Only people sitting in the fishbowl speak; those sitting on the outside observe and actively listen. Participants in the outer circle may join the fishbowl by sitting in the empty chair after which someone in the fishbowl voluntarily leaves the fishbowl. There is always one empty chair in the fishbowl.

We will have a Twitter-enhanced fishbowl. If you prefer to engage digitally, we invite you to bring a hand-held device or laptop.

FAREWELL