

# THE JOYS<sup>OF</sup> Teaching & Learning

*cultivating community*



**Carl Wieman, Ph.D.**  
*Teaching & Learning Science  
In the 21<sup>st</sup> Century*  
Friday, April 22



**Gloria Ladson- Billings, Ph.D.**  
*Critical Race Theory in Education*  
Friday, April 29

## Land Acknowledgement

*As a system of universities in Wisconsin we share stewardship of the land and water between the Michigami, the full system of Great Lakes, and Michiziibi, the great Mississippi River, with the current sovereign nations of Potawatomi, Ho-Chunk, Menominee, Ojibwe, Oneida and Mohican people along with the ancestors before them. Together we commit to being connected to this space, increasing our knowledge of it and transmitting that knowledge to future generations.*

This land acknowledgement statement was written for UW System's Freshwater Collaborative of Wisconsin by *Professor Margaret Noodin*, Director of the Electa Quinney Institute and a Center for Water Policy scholar at UW-Milwaukee.



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.

2018

This heritage marker is installed on Bascom Hill, UW-Madison. It was developed by UW-Madison in collaboration with the Ho-Chunk Nation.

Bad River Band of Lake Superior Chippewa  
Forest County Potawatomi  
Ho-Chunk Nation  
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)

# Acknowledgments

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# THE JOYS OF Teaching & Learning

*cultivating community*



*Dr. Fay Yokomizo Akindes*  
Director, OPID

Greetings,

Welcome to OPID's 42<sup>nd</sup> Annual Spring Conference on Teaching & Learning -- our second year online.

This year we are honored to have two distinguished educators as keynote speakers: *Dr. Carl Wieman*, a Nobel laureate in Physics and Professor of Physics, and Education, at Stanford University (April 22), and *Dr. Gloria Ladson-Billings*, Professor Emerita of Education at UW-Madison and member of the prestigious American Academy of Arts and Sciences (April 29). Dr. Wieman and Dr. Ladson-Billings are equity-minded educators who have devoted their academic careers to ensure that all students have the opportunity to learn and thrive to their potential. We welcome them to our Spring Conference.

*New this year:* OPID's Wisconsin Teaching Fellows & Scholars 2021-22 will be sharing their Scholarship of Teaching & Learning (SoTL) projects during afternoon break-out sessions. Fellows & Scholars were nominated to participate in the year-long learning community by their provosts. Making public their SoTL projects is the faculty version of UW System's (Student) Research in the Rotunda.

Organizing OPID's Spring Conference takes many hands and creative minds. I am grateful to OPID's Advisory Council and its Executive Committee for fulfilling leadership roles. Many thanks to *Dr. Sylvia Tiala* (UW-Stout), Chair of the Signature Programs Committee; *Dr. Jordan Landry* (UW-Oshkosh), Chair of the Anti-Racist Pedagogies Committee; *Dr. Diane Reddy* (UW-Milwaukee), Chair of the Digital Pedagogies Committee; and *Dr. Angie Stombaugh* (UW-Eau Claire), Chair of the Mentoring | Center Directors Committee. Collectively they contributed imagination and integrity to our conference programming. Together we are *cultivating community* among UW's 13 universities and beyond.

We are pleased to welcome colleagues from other Wisconsin post-secondary institutions – Wisconsin’s two tribal colleges – College of Menominee Nation and Lac Courte Oreilles Ojibwe College, the Wisconsin Technical College System, and WAICU - the Wisconsin Association for Independent Colleges & Universities to our conference. We work in different systems, but we all share a commitment to Wisconsin’s students and ensuring their academic success through graduation. Together we produced *Equity in the College Classroom: Educating Ourselves as Educators* in October, 2021, and look forward to future collaborations. Inviting our educator colleagues to attend OPID’s Annual Spring Conference on Teaching and Learning is one small way of *sustaining community* among us.

During the October conference, educator-activist *Elder Ada Deer*, the first Menominee graduate of UW-Madison, shared her thoughts in conversation with *Dr. Lisa Poupart* (Lac Du Flambeau Band of Lake Superior Anishinaabeg), Associate Professor of First Nations Studies, Women's and Gender Studies, and Humanities at UW-Green Bay. Elder Deer reflected on the centrality of education in meaningful social change, the responsibility higher education has to tribal communities, and ways to deal with racial battle fatigue. Ada Deer inspires us to “Keep at it!” because, as she says, whether we realize it or not, we are setting an example.

Thank you for participating in this year’s OPID Spring Conference: *The Joys of Teaching & Learning: Cultivating Community* in the UW System and beyond.

Our work continues...

Sincerely,

A handwritten signature in blue ink that reads "Fay Akindes". The signature is written in a cursive, flowing style.

Fay Yokomizo Akindes, Ph.D.  
Director, Office of Professional & Instructional Development (OPID)  
University of Wisconsin System

# FRIDAY, APRIL 22

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**9:15 A.M. – 9:30 A.M.**

## **Greetings from UW System**

*Fay Yokomizo Akindes, Ph.D.*

Director, Office of Professional & Instructional Development (OPID)

*Carleen Vande Zande, Ph.D.*

Associate Vice President, Academic Programs & Faculty Advancement

**9:30 AM TO 10:45 AM**

## **PRESENTATION**

### **Cultivating Community with Digital Pedagogies**

*Diane Reddy* Center for Excellence in Teaching & Learning, *Kathy Pinkowsky* Letters & Science Information Technology, *Andrew Cole* Communication, *Aisha Kendrick* Nursing, *Julia Snethen* Nursing, *Christopher Charles Peters* Nursing, UW-Milwaukee, *Lauren Bishop* Social Work, UW-Madison, *Ann Friesema* Clinical Mental Health Counseling, UW-Parkside.

Moderators: *Kathy Pinkowsky*, (UW- Milwaukee) and Sarah Riforgiate (UW-Milwaukee)

A multi-institutional panel of instructors will share the digital pedagogies they use to cultivate community. Additionally, several students involved in one of the communities cultivated will share their perspectives. The session will introduce the digital pedagogies used to cultivate community with brief videos. The video portion of the session will be followed by a live participant-panelist exchange during which participants can directly ask panelists questions and engage in rich discussion of the pedagogical approaches featured.

This session was curated by OPID's Digital Pedagogies Committee chaired by *Diane Reddy* (UW-Milwaukee). Committee members: *Abhimanyu Ghosh* (UW-Stout), *Mary Beth Leibham* (UW-Eau Claire), *Terry McGovern* (UW-Parkside), *Regina Nelson* (UW-Platteville), *Sarah Riforgiate* (UW-Milwaukee), *Susan Wildermuth* (UW-Whitewater), *Houa Xiong* (UW-Oshkosh).

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## Keynote Plenary

11:00 AM TO 12:30 PM

### Moderator and Introduction of Speaker

*Sylvia Tiala*, Ph.D., Associate Professor, Teaching, Learning, & Leadership, UW-Stout; Member, OPID Executive Committee; Chair, Signature Programs Committee

## TEACHING & LEARNING SCIENCE IN THE 21<sup>ST</sup> CENTURY

Carl Wieman, PH.D.

Professor of Physics and Education, Stanford University

Guided by experimental tests of theory and practice, science and engineering have advanced rapidly in the past 500 years.

Education in these subjects, however, guided primarily by tradition and dogma, has remained largely *medieval*. Recent research on how people learn, combined with careful experiments in university classrooms, is now revealing much more effective ways to teach and evaluate learning than is currently used in most classes. I will discuss these results, what they tell us about principles of learning, and their effective implementation in science courses. This research is setting the stage for a new approach to teaching that can provide the

relevant and effective science education for all students that is needed for the 21<sup>st</sup> century. It also shows better ways to evaluate teaching quality, and it reveals that traditional attitudes about learning and the introductory science curriculum can be inadvertently sustaining systemic discrimination.



**Dr. Carl Wieman** is a Professor of Physics and Education at Stanford University. Wieman has conducted extensive experimental research in atomic physics (Nobel Prize in Physics, 2001) and university science and engineering education (Carnegie Foundation Professor of the Year, 2004). He founded PhET, which provides online interactive simulations that are used 100 million times/year to learn science, and published a book, *Improving How Universities Teach Science: Lessons from the Science Education Initiative* (2017). He is currently studying expertise and problem-solving in science and engineering disciplines, and how this can be better measured and taught. Most recently, he was awarded the 2020 Yidan International Prize for Education Research.

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## Session I

1:00 PM TO 2:00 PM

### PRESENTATIONS

#### Experiential Learning via Augmented Reality

*Keif Oss* Design, *Kris Isaacson* Math, Statistics, Computer Science, UW- Stout, *Patrick O'Leary* Community Member, Learning Technologies University of Minnesota

Moderator: *Regina Nelson* (UW-Platteville)

Presenters will share their experiences in crafting a cross-disciplinary and community-based learning experience

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using augmented reality in creating a self-guided interactive tour told by the “ghosts” of the Mabel Tainter Center for the Arts in Menomonie, Wisconsin. Attendees of the session will learn strategies to deploy augmented reality content into their own projects using accessible personal devices such as cell phones, pad-based products, and consumer-grade camera equipment. The session will also share experiences using WYSIWYG (what-you-see-is-what-you-get) augmented reality software engines that can be used to develop content with little-to-no knowledge of programming languages. While the presenters’ research is oriented toward the theatrical and visual arts, the session is designed to explore the potential uses of augmented reality as part of educational experiences across a variety of disciplines including the sciences, engineering, technology education, and more

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### **Transformative Pathways to Belonging Through the Humanities First-Year Seminar Courses: UW-Green Bay’s Teagle Grant**

*Valerie Murrenus Pilmaier* English, *Ann Mattis* English, *Mark Karau* History, *David Voelker* History and Humanities, *Jennifer Ham* German and Humanities, *Derek Jeffreys* Religion and Humanities, UW-Green Bay  
Moderator: *Cyndi Kernahan* (UW-River Falls)

To reinvigorate its Humanities Program, faculty from UW-Green Bay applied for a Teagle Grant to create a Humanities pathway that emphasizes critical thinking, reading, writing, and inquiry skills while focusing on Transformative Texts and Essential Questions central to understanding the human experience. Shared inquiry creates a sense of shared community that translates into engaged citizenship as students recognize that their voices can effect change. The “Pathways to Transformative Humanities” project is intended to provide incoming freshmen with a common introduction to their university experience and a coherent pathway through half of their general education experience. Each of the first two courses are built around a common reading list of “Transformative Texts” and feature discussions surrounding “Essential Questions.” This panel discusses the process that the team went through to create the grant application, their current work on the project, and the trajectory of the project moving forward.

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### **Supporting Diverse Students Through Professional Development of Mentors**

*Jodi Thesing-Ritter* Equity, Diversity, Inclusion, and Student Affairs, *Catherine Chan* Research and Sponsored Programs, UW-Eau Claire  
Moderator: *Angie Stombaugh* (UW-Eau Claire)

Engagement in undergraduate research is one of the most impactful educational experiences for college students, yet opportunity gaps persist for many from marginalized backgrounds. One of the ways to reduce this gap is to provide professional development for faculty mentors to support their work in recruiting and mentoring diverse students. In this session we will share our efforts to strategically address these gaps with informational workshops, followed by the implementation of summer faculty mentor community of practice (COP). We will present our COP model which included an online curriculum and remote cohort meetings in summer 2021 to share resources and experiences as well as to provide mutual support in their work. Lessons learned and future work will also be shared in this presentation. Feedback and experiences in similar work will also be solicited from session participants to broaden the conversation on mentoring diverse students throughout the UW System.

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## **Wisconsin Teaching Fellows & Scholars 2021-22**

The following presentations are the culmination of a year-long engagement with the Scholarship of Teaching and Learning (SoTL). This is the faculty version of UW System's Student Research in the Rotunda.

### **INTERCULTURAL AGILITY AND DIVERSE LEARNERS**

Moderators: *Valerie Barske* (UW-Stevens Point) and *Heather Pelzel* (UW-Whitewater)

#### **iDoable (Inclusive Design of Online Asynchronous Blueprints for Learning Equity)**

*Leni Marshall* Professor of English, Philosophy and Communication, UW-Stout

With earnest conversation, quiet laughter, challenging ideas, and enthusiastic gestures, groups of students consider the many ways literary texts navigate intercultural differences. That was the vision. Over years, I honed course content using data-driven best practices until, on good days, reality and vision matched. Then, COVID. In-person exercises that built skills, inclusion, and engagement no longer worked. How can instructors foster genuine, in-depth responses and intercultural agility in virtual, asynchronous environments? This time, my research yielded mainly anecdotal studies. Wanting qualitative and quantitative demonstrations of efficacy, I designed this on-going study of research-based pedagogical interventions that support inclusive pedagogy, ADEPT conversations, and quality online instruction. Pre- and post-surveys will measure feelings of inclusion. With a previous online class as a control, qualitative and quantitative analyses of discussion board posts will measure skill levels and depth of engagement. The goal is a pedagogy for online development of intercultural agility.

#### **Effective Enhancement of Equity, Diversity, and Inclusivity in the Mentoring of Research Students**

*Matt Evans* Professor of Physics and Astronomy, UW-Eau Claire

Effective approaches to research mentoring can take on different forms, but can be grouped into themes, including professional expectations, clear communications, and mindful role modeling. Twenty-two faculty mentors from a wide variety of backgrounds and disciplines took part in an online summer community of practice entitled Mentoring Diverse Students in Faculty/Student Collaborative Research to analyze these themes and develop ways to fold them into their research processes with students. Examples from the program include the use of research contracts, and methods used to recognize barriers to research that are faced by diverse students. This study looks at the longitudinal effects of this program by surveying the mentors, and their mentees, to assess which modules of the course had the most impact on the mentor-mentee relationship, and whether methods introduced were implemented successfully.

#### **Pursuing The Dream: Dialogues of Culture, Language, and Identity**

*Don Hones* Professor of ESL/ Multicultural Education, UW-Oshkosh

In this poster presentation, I share a new course developed for second-year UW Oshkosh students will be engaged with young people in the Oshkosh Area School District to support the district's Growing Readers program of literacy development. This course is part of the university's Quest III program, which engages students in community learning. Our undergraduate students are majority white, and there are few non-white students at present going into teaching. Thus, this course serves as a place to support undergraduates as they consider the impact of race, socio-economic status, and other factors on schooling experiences, assisted by course readings, discussions, and one-on-one interactions in the field with culturally, linguistically, and socioeconomically diverse

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students in the Oshkosh Public Schools. An additional goal of this course is to promote the idea of career paths through higher education to public school students as they build relationships with university students through conversations and writing on themes of culture, language, and identity. This course is scheduled to be offered for the first time in the 2022-2023 academic year.

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## Session II

**2:15 P.M. – 3:15 P.M.**

### PRESENTATIONS

#### Shared Session

#### **The Joys of Cultivating Community in English 3260 Language and Culture: Teaching Practices for Diversity/Global Learning**

*Yuanyuan Hu* Humanities, UW-Platteville

Moderator: *Sarah Riforgiate* (UW-Milwaukee)

This presentation will share the joys of cultivating community in English 3260 Language and Culture taught in person in the fall 2021 semester at UW-Platteville. It will focus on the joys attributed to five major assignments (i.e., homework sets, interview project, student-led discussion, film analysis, and a world language and culture map) that cultivated a community of diversity/global learning. The five major assignments provided students with the joys of interacting with each other, members in local and/or global communities, and multimodal instructional materials, which are much needed during the pandemic. The students' joys will be exemplified by voices of three invited students and those of some other students as expressed in their reaction papers. Attendees will sample the joys by participating in two activities adapted from student-led discussions.

#### **Stop, Collaborate, and Listen: Partnering with Local Businesses to Cultivate Engaging Group Projects**

*Natalie Schneider* Lubar School of Business Department of Management, UW-Milwaukee

Client-based group projects offer a unique opportunity for students to engage with each other and learn on the job within the safety of a classroom. The pandemic also instigated a slew of problems for local businesses, extending an opportunity for university students to help their community. This lightning presentation discusses how I cultivated community within my classroom by partnering with local businesses to foster high-impact client-based collaborative projects in two undergraduate courses. Specifically, this presentation will 1) explain how I formed relationships with companies to support student projects, 2) explain how I cultivated a collaborative learning environment and student engagement through a group project-based learning pedagogy, and 3) offer suggestions on how client-based projects can be incorporated across academic disciplines. Attendees will learn how to approach companies and how to create transformative collaboration among students such that group projects advance content learning, teamwork, practical skills, and a sense of community.

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#### Shared Session

#### **Using Digital Badges to Promote and Track Professional Development Programming for Instructors at UW-Green Bay**

*Kate Farley* Center for the Advancement of Teaching and Learning, *Sam Mahoney* Center for the Advancement of Teaching and Learning, UW-Green Bay

Moderators: *Kris Vespia* (UW-Green Bay) and *Jamie White-Farnham* (UW-Superior)

In 2022, UW-Green Bay's Center for the Advancement of Teaching and Learning (CATL) awarded digital badges to instructors for completing professional development opportunities related to teaching and learning using five badge categories: participation, knowledge, practice, mentorship, and scholarship. These "open" badges are awarded through a website called Badgr and can be displayed on many platforms to showcase new skills to external audiences. Badgr also integrates with Canvas, which means badges can be automatically administered through a Canvas course after a user has met a certain criterion. CATL has been using this feature to issue badges for those that have completed each course in our institution's Distance Education Certificate sequence. After the success of those badges, CATL also began badging other professional development opportunities offered through or in partnership with the Center. This presentation will provide an overview of CATL's badge taxonomy and some guidance around getting started with badging.

### **Agile Adventures in Mentoring: Experiencing the Journey**

*Sylvia Tiala Nakatani Teaching and Learning Center, Urs Haltinner Teaching, Learning and Leadership, UW-Stout*

Presenters provide insights into developing an Agile-informed mentoring model individualized for instructors seeking to balance their teaching, service, and research goals. Beginning with an Agile framework for game design the presenters modified their approach to include a story-based theme asking mentees to reflect on and write their story within the context of a professional development plan. Lessons learned from implementing a new mentoring program not limited to the importance of building trusting relationships, building reflective practitioners' skills as a key element the mentoring process, and using a metaphor of "writing a book" to frame personalized professional development will be discussed. This presentation will reflect on presenters' ongoing experiences using agile and scrum principles used to implement a new mentoring model for instructors at the university level.

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### **Wisconsin Teaching Fellows & Scholars 2021-22**

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#### **STUDENT MINDSETS AND PERCEPTIONS**

Moderators: *Valerie Barske* (UW-Stevens Point) and *Heather Pelzel* (UW- Whitewater)

#### **Investigating Student Perceptions of the Online and Face-To-Face Discussions of Scholarly Articles in General Education Courses**

*Tyler Ostergaard* Assistant Professor of Art History, UW-Platteville

This project explores student perceptions of online and face-to-face discussions of scholarly articles. I observed that in my general education Art History classes students are consistently more willing to participate in online rather than face-to-face discussions of scholarly articles. Furthermore, despite producing high-quality analysis in online spaces, students are often unwilling, or unable, to translate these findings to in-person discussions. This suggests that the online discussions may not provide the intended scaffolding to facilitate face-to-face discussion nor lead to critical engagement with scholarly arguments. Data were collected from students in four general education courses in Fall 2021 and Spring 2022, which ran as fully in-person and on-campus classes. Student perception data were analyzed using qualitative methods looking at both online and face-to-face discussions. I hope these findings will suggest strategies for ameliorating the gap between instructional design and student learning outcomes.

## **Student Attitudes and Perceptions of a Writing Task and Effects on Task Performance**

*Greg Kerkvliet* Senior Lecturer of Rhetoric and Composition, UW-River Falls

Students bring their attitudes and perceptions into every learning situation. These can reflect confidence or anxiety about their previous skills, how the instructor has affected that confidence or anxiety, levels of interest in a required task, and their broader student goals, to name a few. How do those attitudes and perceptions affect how well they demonstrate the thinking, learning, and reading skills prompted in an academic writing assignment? In this project, questionnaires measured student attitudes and perceptions of a research argument essay, while considering student attendance and frequency of seeking additional help. Those essays were then evaluated for quality and analyzed alongside individual questionnaire responses, for the purpose of developing useful interventions during the writing process. Such interventions could bridge equity gaps in instruction that affect student learning, through increased knowledge by students and instructors of how their processes might be affecting their results.

## **Do Introductory Biology Students Achieve Deeper Learning When They Employ Learning-by-Teaching in Small Groups?**

*Nadine Kriska* Instructional Academic Staff Biology, UW-Whitewater

Over several years of teaching Introductory Biology, I found many students lack the skillsets to be effective biology students. They rely on ineffective study habits like memorization and general reviews that do not achieve the deeper learning necessary to make connections to content encountered in upper-level biology courses. I am interested to learn if students achieve deeper learning of a concept when they play the role of a course tutor and teach it in a small group. Students will create a study guide and video for their small group in which they explain an assigned concept. I am assessing the student tutors' learning through targeted exam questions on the topic that balance lower-and upper-level Bloom's taxonomy to determine the level of deeper learning achieved through this approach. I will survey the students on their experience and perception of whether they feel they achieved a better understanding of the topic.

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## Session III

**3:30 P.M. – 4:30 P.M.**

## PRESENTATIONS

### Shared Session

#### **Alternative Grading Practices: Ungrading, Specifications Grading, and More**

*Dana Wanzer* Psychology, UW-Stout

Moderator: Kris Vespia (UW- Green Bay)

Grades and grading are inherently problematic: they stifle risk-taking and creativity, encourage students to focus more on the grade and less on the learning, and are subject to teacher biases. Alternative grading systems like ungrading, specifications grading, and contract grading all aim for more authentic, equitable, and empowering approaches to grading. This presentation will discuss the fraught history and challenges associated with grading before providing an overview of various alternative grading systems. Personal experiences and student feedback will be woven throughout the presentation to illustrate what these alternative grading systems can look like in practice.

## **How To Evaluate Overall Student Engagement**

*Tony Palmeri* Communication Studies, UW-Oshkosh

A class participation grade inherently favors extroverted students comfortable with what often becomes animated classroom discourse. Introverted students, along with students for whom English is a second language, frequently feel marginalized in such an environment. As educators interested in equity and fairness to ALL students, we need to recognize that class participation is merely ONE way of demonstrating engagement with a course. This presentation will describe a method of evaluating overall course engagement that can be adapted for instructors in all disciplines.

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## **Wisconsin Teaching Fellows & Scholars 2021-22**

The following presentations are the culmination of a year-long engagement with the Scholarship of Teaching and Learning (SoTL). This is the faculty version of UW System's Student Research in the Rotunda.

## **MINDFULNESS AND PERSISTENCE**

Moderators: *Valerie Barske* (UW-Stevens Point) and *Heather Pelzel* (UW- Whitewater)

## **Identifying Characteristics of Adaptive Learners Using a Novel Activity with Doctor of Physical Therapy Applicants**

*Steve Johnson* Clinical Assistant Professor of Physical Therapy, UW- Stevens Point

Adaptive learning has been identified as a preferred characteristic for health profession education and important in the development of clinical decision-making skill. Adaptability of health care professionals is seen as a valuable attribute in a modern rapidly changing and fast paced health care environment. The ability to identify characteristics of adaptive learners would be a valuable tool in a competitive graduate admissions process like physical therapy. Could a novel group activity as part of the admissions process help faculty identify applicants with characteristics of adaptive learners? The UW- Stevens Point Physical Therapy program incorporated a novel

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adaptive learning activity into the campus visit day. Prospective applicants completed the novel task in small randomly assigned peer groups and completed an open response survey about their experiences. Qualitative analysis of applicant responses was conducted to investigate themes of adaptive learning, inform future novel activities, and explore applicant's adaptive learning attributes.

## **Using Contemplation to Deepen Reading in the Literature Classroom**

*Rebekah Fowler* Associate Professor of Literature, UW-La Crosse

In her book *Reader Come Home: The Reading Brain in the Digital World*, Maryanne Wolf argues the key to deep reading is contemplation. This project asks the question "does contemplation deepen reading?" Using a pre-text/post-test assessment and student reflections from four literature-focused courses, I analyze student responses to determine whether, and to what extent, students referenced in-class and homework-based contemplative pedagogies used in the course to deepen their reading practice and to identify examples of deeper reading as the result of these pedagogies. For the pre- and post-tests, participants were asked to read a short passage and respond to seven questions asking them to summarize, predict, analogize, interpret, and analyze the work, and to reflect on their reading experience and strategies and on insights gained from the readings to determine if there was significant change from the pre- to the post-test responses in depth of reading and in named strategies.

## **Student Stuckness: Communication Practices That Assist Students in Overcoming Challenges**

*Sarah Riforgiate* Associate Professor of Communication, UW-Milwaukee

Undergraduate college students face an array of challenges including working through difficult assignments/classes, navigating time constraints and more. Challenges can decrease students' ability to focus on classes and academic persistence. This study focuses on identifying communication factors that helps students overcome these challenges including: 1) the content of the messages, 2) who messages are from, and 3) how the messages are communicated (i.e., in person, via email, etc.) to determine which of these factors is important for overcoming challenges. Undergraduate college students (n=134) completed an online survey with open-ended questions to share a time when they were stuck and information about the messages they received. Results were coded using iterative qualitative coding cycles. By analyzing communication patterns, this study provides practical communication strategies to increase student problem-solving and persistence in college.

## ***In Their Own Words: Students' Stories of Persistence Through Challenging Collaborations***

*Ali Gattoni* Adjunct Assistant Professor of Communication, UW-Milwaukee

Research on cooperative learning and using groups in the classroom highlights the benefits group work has for students, including academic learning, building relationships, and developing communication skills (Johnson & Johnson, 2005). Despite the acknowledged benefits, some students hold negative perceptions and often find group work challenging. Challenges may create times where students feel "stuck" in completing projects or communicating with group members, possibly impacting academic learning and the development of collaboration skills. For this project, undergraduate students completed surveys with open-ended questions about their experiences working in groups. Survey responses were qualitatively analyzed for key themes about students' experiences of getting stuck in groups, including the impact that being stuck has on student learning. Results provide an understanding of student experiences in their own words, highlighting some of the pedagogical practices and strategies that instructors can use that may have a positive impact on student success.

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## **Fireside Chat with Dr. Carl Wieman**

**5:30 P.M. – 6:30 P.M. | ZOOM**

Unscripted conversation with Dr. Wieman about his morning keynote, and scholarship on teaching science in the 21<sup>st</sup> century. This is an opportunity to pose questions, exchange ideas, or simply to listen.

Moderator: *Dr. Erin Speetzen* Associate Professor of Chemistry, UW-Stevens Point; and member, OPID's Advisory Council and Signature Programs Committee.

FRIDAY, APRIL 29TH

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## Keynote Plenary

9:00 A.M. – 10:15 A.M.

### Greetings from UW System

Fay Yokomizo Akindes, Ph.D.

Director, Office of Professional & Instructional Development (OPID)

### Greetings and Introduction of Speaker

Carleen Vande Zande, Ph.D.

Associate Vice President, Academic Programs & Faculty Advancement

University of Wisconsin System Administration

## CRITICAL RACE THEORY IN EDUCATION

### Gloria Ladson- Billing, PH.D.

Professor Emerita, University of Wisconsin- Madison

Dr. Gloria Ladson-Billings is the former Kellner Family Distinguished Professor of Urban Education in the Department of Curriculum and Instruction in the Department of Educational Policy Studies at the University of Wisconsin-Madison. Internationally known as a scholar of culturally relevant pedagogy and critical race theory, she is the author of the critically acclaimed books *The Dreamkeepers: Successful Teachers of African American Children* and *Crossing Over to Canaan: The Journey of New Teachers in Diverse Classrooms*, and numerous journal articles and book chapters. Most recently Teachers College Press published *Critical Race Theory in Education: A Scholar's Journey* (2021), a collection of Dr. Ladson-Billings' most influential and widely cited writings. She is the immediate past president of the National Academy of Education and president of the American Education Research Association (AERA) in 2005-06. In 2018 Dr. Ladson-Billings was elected to the prestigious American Academy of Arts & Sciences.



### Moderator

Jordan Landry Ph.D., Director, Center for Excellence in Teaching and Learning, UW-Oshkosh; Member, OPID Executive Committee

**10:30 A.M. – 11:45 A.M.**

## **PANEL DISCUSSION**

### **Critical Race Theory's Restorative and Transformative Power**

#### **Thandeka Chapman**

Professor of Education, University of California – San Diego

Dr. Thandeka K. Chapman's work focuses on schooling outcomes of desegregation policies in urban and suburban districts. She has published in the areas of English education, qualitative inquiry, critical race theory, urban education, and multicultural education. Dr. Chapman co-edited *Social Justice Pedagogy: The Practice of Freedom* (2010), and *The History of Multicultural Education* (2008), a six-volume book set chronicling the development of multicultural education in the U.S. through influential articles



#### **Anjela Wong**

Associate Professor of Education for Equity & Justice, UW-Eau Claire

Dr. Anjela Wong (she/they) is an activist-scholar, whose research and teaching interests include justice and anti-racist education, collaborative research, children of immigrant experiences, and family-community-school partnerships. She is the author of *Opening Doors: Community Centers Connecting Working-Class Immigrant Families and Schools* (2017).



Moderator: *Valerie Barske*, Professor of History and Coordinator of International Studies and Peace Studies, UW-Stevens Point, and Co-Director, Wisconsin Teaching Fellows & Scholars

Activist-scholars Drs. Chapman and Wong will lead this session focused on processing, responding to, and taking action on Dr. Gloria Ladson-Billings' presentation on Critical Race Theory (CRT). This event asks you to reflect on CRT, examine anew, or for the first time, its transformative power, and to determine next steps for supporting and serving students through an equity and racial justice lens. The presenters will also share their own strategies for teaching CRT in ways that lead to transformations both of students and the classroom and the importance of doing so at this critical historic moment when CRT is under attack. They are both alumnae of UW-Madison.

This session was curated by OPID's Anti-Racist Pedagogies Committee chaired by *Jordan Landry* (UW-Oshkosh). Committee members: *Valerie Barske* (UW-Stevens Point), *Amber Handy* (UW-Parkside), *Bryan Kopp* (UW-La Crosse), *Mary Lee-Nichols* (UW-Superior), *Megan Schmid* (UW-Madison), *Amanda Tucker* (UW-Platteville), *Susan Wildermuth* (UW-Whitewater), *Houa Xiong* (UW-Oshkosh).

## WISCONSIN TEACHING FELLOWS AND SCHOLARS - PANEL DISCUSSION

### **Equity-Minded Scholarship of Teaching & Learning (SoTL): Creating a Community for All Disciplines**

Co-Directors of OPID's Wisconsin Teaching Fellows and Scholars (WTFS) offer a space to discuss the new thematic direction of the program as well as the newly emerging field of "equity-minded SoTL." This thematic pivot broadens the scope of SoTL to include research questions that address inequities in our institutions. We seek to further a greater understanding of "equity-minded" practitioners as those who "question their own assumptions, recognize stereotypes that harm student success, and continually reassess their practices to create change" (USC Center for Urban Education 2022). We view an equity-minded approach to SoTL as an invitation to welcome scholarly teachers from all disciplines to participate in a more collaborative community of practice. In the end, we hope this panel begins a salient dialogue about where participants might see themselves fitting into such a community where equity may be embraced as central to all teaching.

*Heather Pelzel* WTFS Co- Director (Director of UW-Whitewater's LEARN Center and Associate Professor of Biology),  
*Valerie Barske* WTFS Co- Director (Coordinator of International Studies and Peace Studies and Professor of History, UW- Stevens Point)

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## Session I

**1:15 PM TO 2:15 PM**

### PRESENTATIONS

#### **Cross-Cultural Inclusivity in Assessment**

*Angela Mesic* American Indian Studies, *Sarah Gordon Altman* American Indian Studies, UW-Milwaukee  
Moderator: *Amanda Tucker* (UW-Platteville)

Most efforts at culturally responsive pedagogy often fall short of addressing instruction and assessment techniques. There are needs for culturally relevant curriculum and instruction techniques. Students with strong ties to a culturally defined community, including Native American, East Asian, African, and Latino students, form and maintain their sense of self in a way that is interdependent upon others. Many students raised in the United States form and maintain their sense of self in an independent way, focused on personal achievement and accomplishments, without cultural context and connections. This "independent" cultural model of education is typically the one used in mainstream university classrooms (Fryberg & Covarrubias, 2013). Cultural factors that impact how students view themselves and their community relationships become more important as campus spaces diversify. Instruction and assessment based on interdependent processes in the classroom have been shown to lead to more academic success across a wide range of students.

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#### **Embedded EDI Consultants and Interns: A Multidisciplinary Approach to Classroom Equity and Inclusion**

*Kristin Vespia* Center for the Advancement of Teaching & Learning (& Professor of Psychology), *Stacie Christian* Interim Assistant Vice Chancellor of Inclusive Excellence, *Kate Farley* Teaching, Learning, & Tech Consultant, UW-Green Bay, *Caroline Boswell* University of Louisville Delphi Center for Teaching & Learning  
Moderators: *Megan Schmid* (UW-Stevens Point) and *Cyndi Kernahan* (UW-River Falls)

The Embedded Equity, Diversity, and Inclusion (EDI) Consultants and Interns program is in its pilot year at UW-Green Bay. The initiative was created by the Director of Inclusive Excellence in Student Affairs, the Director of the Center for the Advancement of Teaching and Learning, and a faculty member on the university's Council for EDI. This year 10 faculty members and their undergraduate interns have been placed in our academic colleges to provide consulting services on equity-minded and inclusive teaching practices, as well as to complete year-long EDI projects. This interactive presentation will encourage engagement by the audience after brief descriptions of the proposal origins, the process of seeking funding, the selection and training of the consultants and interns, and the lessons learned thus far in the pilot year.

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## Shared Session

### **High-Impact Audits in Digital Marketing**

*Kathy Fredrickson* Marketing, UW-Oshkosh

Moderators: *Regina Nelson* (UW-Platteville) and *Erin Speetzen* (UW-Stevens Point)

The Digital Marketing Analytics Client Project was created and launched in spring 2018 at the University of Wisconsin–Oshkosh. Since the project's inception, 87 small businesses and non-profits have received website and social media audits.

The experience provides junior and senior level students with the opportunity to apply what they have learned by completing the Google Analytics certifications, as well as a social media audit.

### **Rethinking High Impact Practices in the Classroom**

*Jeffrey Sweat* Social Science, *Georgios Loizides* Social Science, *Kimberly Sesvold* Psychology, UW-Stout

High Impact Practices (HIPS) to increase retention and graduation rates are often resource-intensive and involve the development and staffing of large-scale campus programs. Enhancing student engagement and retention in a cost-effective way serves the interests of higher education institutions, faculty, and students. Preliminary findings will be presented from a survey of instructors at UW-Stout (and a limited number of follow-up in-depth interviews) which focuses on courses and assignments that are particularly engaging or impactful for students. These data will be used to determine the courses or assignments presently being taught that are identifiable as including characteristics of HIPS. By identifying which HIPS elements are present within current practices, steps can ultimately be taken to promote these techniques across the institution to enhance engagement, retention, and graduation rates.

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## **Wisconsin Teaching Fellows & Scholars 2021-22**

The following presentations are the culmination of a year-long engagement with the Scholarship of Teaching and Learning (SoTL). This is the faculty version of UW System's Student Research in the Rotunda.

### **GROUP WORK AND STUDENT ENGAGEMENT**

Moderators: *Valerie Barske* (UW-Stevens Point) and *Heather Pelzel* (UW-Whitewater)

### **Lessons from the Pandemic – Improving Student Engagement and Learning in Engineering Dynamics in the Face-to-Face Lecture Setting**

*Bidhan Roy* Associate Professor of Mechanical Engineering, UW-Platteville

Keeping students engaged and focused on learning has always been a challenge in Engineering Dynamics. Students come from all major engineering programs, and they range from the freshman to the senior level. As lectures went online during the pandemic, the challenges were magnified. To meet these challenges, a modified version of MUSIC (empowerment, usefulness, success, interest, and caring) model of student motivation (Jones, 2009) was implemented with mixed results. In fall 2021, lectures were face-to-face. The model was implemented again in four sections with a total of 90 students. Based on the scores of student performances in assignments, and comparison with pre-pandemic semesters, improvements were observed. However, within any given section, students at the junior/senior level performed much better than students in the freshman/sophomore level.

### **Career Preparedness in the Theatre Arts: A Reflective Process Guided by Student Challenges Related to Individuality**

*Misti Bradford*, Associate Professor and Chair, Theatre Arts Department, UW-Parkside

College students choosing a career in the Theatre Arts face an array of challenges driven not only by their passions and interests, but also by their individual backgrounds, belief systems, choices, and needs. Idealized career mindsets are met with obstacles placed by the ever-evolving Theatre Arts industry and from the evolution of the individual. The anxiety associated with the uncertainties of a Theatre Arts career have also been exacerbated by the Covid-19 pandemic. This study uses reflections and surveys to provide insight into student problem solving and persistence as they move through their college experience and transition into the professional world. We hope to prepare students for the certainty of uncertainty by increasing understanding about how students persist through these challenges, build resilience, and how it affects their career preparedness at the freshman, graduate, and alumni levels.

### **Exploring Macroeconomics Students' Experiential Learning Cycle Using Econland Simulation**

*Praopan Pratoomchat* Assistant Professor of Economics, UW-Superior

Kolb's experiential learning cycle has become more significant in the past decades among the community of scholarship of teaching and learning. Simulation is one tool to help students engage in the experiential learning cycle, and it is increasingly proposed as an alternative way of learning in Economics. This study investigates the experiential learning cycle stages; concrete experience, reflective observation, abstract conceptualization, and active experimentation, using a simulation game called "Econland" in Principles of Macroeconomics courses. The simulation offers undergraduate students a real-world experience of policymakers by making decisions on tax rates, interest rates, and government budgets for seven periods. The study evaluates the effect of engaging students in each stage of Kolb's experiential learning cycle by conducting data analysis and assessment from a survey on students' learning preferences, two reflective essays, and game strategy statistics.

### **Team Role Assignments: Improving Group Work Strategies for First-Year Environmental Science Students**

*Keith Gilland* Assistant Professor of Biology, UW-Stout

Project management and cooperative group work are considered important parts of many ecological curricula but are often viewed negatively by students. Here, I focused on three components related to group work in UW-Stout's introductory Plant Biology class: General attitudes toward cooperative learning, feelings and attitudes toward their group mates, and feelings of self-efficacy as scientists. Working in teams, students identified and mapped populations of invasive species on campus and developed a short report their findings. For each segment of the project, students identified their "job" from a set of prescribed roles and completed a questionnaire related to their feelings toward their own and their peer's performance, their feelings about group

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work overall (SAGE assessment), and their feelings of self-efficacy (Baldwin's self-efficacy assessment). I anticipate using these results to adjust my own teaching practice in this class, others in the Environmental Science Program, and sharing them with the discipline.

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## Session II

**2:30 P.M. – 3:30 P.M.**

### PRESENTATIONS

#### Shared Session

##### **Humanities for All!: Humanistic Inquiry as Inclusive Pedagogy in First-Year Writing**

*Amanda Tucker* Humanities, *Katie Kalish* Humanities, UW-Platteville

Moderator: *Amber Handy* (UW-Parkside)

Given the huge correlation between student performance in first-year writing and retention and graduation rates, organizations like the National Council of Teachers of English (NCATE) have heavily promoted resources for inclusive teaching. Today the need for inclusive pedagogy in first-year classes is more pressing than ever, and educators are seeking new ways to reach all students. This presentation discusses how humanistic inquiry can be used to increase diversity, equity, and inclusion. We discuss our experience redesigning a first-year writing course around four humanities-based principles: self-reflection, perspective-taking, collaboration, and social responsibility. The redesign is being funded by the Teagle Foundation's and the National Endowment for the Humanities' Cornerstone: Learning for Living Initiative, which aims to bring humanities from the periphery to the center of the undergraduate experience. In the presentation we discuss how humanistic principles can be used to create inclusive classroom spaces in first-year writing and in any discipline.

##### **Interventions for At-Risk Students: Tools for Sense of Belonging and Academic Success**

*Heather McGrew* Writing, Language and Literature, UW-Superior

Join us for a discussion of best practices and suggested interventions for at-risk developmental and first-generation college students (FGCS). This session will explore the results of a semester-long doctoral internship completed by the presenter in spring of 2021. The presentation will include a brief background of the internship expectations, a summary of initial research findings, examples of several interventions that were created and deployed to students from the populations of interest, and some suggestions and practices for effectively helping students claim and develop a sense of belonging and learn about strategies and tools for success. Handouts will be available and there will be time at the end for questions and comments/discussion.

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#### Shared Session

##### **Using Interactions to Cultivate and Nurture a Community of Asynchronous Online Learners**

*Mary Churchill* Education, UW-Superior

Moderator: *Sylvia Tiala* (UW-Stout)

Cultivating an online learning community in an asynchronous environment takes intentional planning and presence. Once developed, nurturing the community to enhance the student learning experience is possible through the creation of interactions between students, between students and the content, and between

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students and the instructor. Session components include understanding course interactions within a community and practical strategies for intentional inclusion of interactions within an asynchronous learning environment. While focused on asynchronous strategies, this session is applicable to anyone teaching online courses. The information presented can be adapted to many online learning management systems.

### **How Many is Too Many? A Conundrum with Online Homework Management System Attempts**

*Jill Halverson* Accounting, UW-Oshkosh

Online homework management systems have become a popular tool in higher education. Not only does it provide students with quick access to feedback, but it also somewhat lightens the load in terms of grading for the instructor. This session will include a literature review on studies related to online homework management systems and their impact with a special focus on the number of attempts, tries, or “check my work” opportunities offered with an eye toward future potential research into this area.

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### **Academic Integrity in the UW System Flexible Option: Modeling Ethical Strategies in the Era of For-Profit Homework Help Sites and Syndicated Cheating**

*Kim Kostka* Flexible Option, *Helen White* Learning Technology and Media Department, UW Extended Campus, *Kristin Woodward*, University Librarian Team Lead, *Susan Stalewski* Biomedical Sciences Program, *Nicole Simonson* Nursing, UW-Milwaukee

Moderator: *Erin Speetzen* (UW-Stevens Point)

The internet is a significant part of the student learning experience and often used for finding supplementary information, study guides, and academic support. Syndicated cheating sites are a part of the landscape, challenging academic standards for ethical behavior by requiring students to upload assessments or papers in order to receive assistance. To support students facing these growing challenges, collaborators from the University of Wisconsin Flexible Option Program will demonstrate tutorials that were developed to address academic integrity in online sharing platforms. In these modules, students will encounter several cases, learn to identify ethical pitfalls, and are directed toward appropriate solutions. The tutorials are available as open educational resources and were developed to facilitate equitable education for students, interpreting academic conduct policy for internet-specific challenges.

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### **Wisconsin Teaching Fellows & Scholars 2021-22**

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### **CRITICAL REFLECTION AND PROFESSIONALIZATION**

Moderators: *Valerie Barske* (UW-Stevens Point) and *Heather Pelzel* (UW- Whitewater)

### **Novel Interventions to Increase the Self-Efficacy of Graduate Students Providing Treatment for Children Who Stutter**

*Bryan Brown* Assistant Professor of Communication Sciences and Disorders, UW-Eau Claire

Speech pathologists report feeling under prepared to provide treatment to children who stutter (CWS). To increase graduate students’ ability to design accurate and sophisticated treatment plans for CWS, a collaborative multi-assignment project was used. Students worked independently to identify unambiguous errors in treatment designs. Then discussed the errors and potential corrections in small groups. To measure changes in their

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treatment plan designs, students independently designed treatment plans for two profiles: both before and after the collaborative assignment. Identifying errors in treatment plans may benefit students' self-efficacy and confidence to provide treatment to CWS. Increased self-efficacy and confidence may also improve access to adequate treatment of stuttering to CWS across Wisconsin. Students completed a survey examining their self-efficacy and confidence as treatment providers and a brief knowledge assessment.

### **Can Mindfulness Help Manage Performance Anxieties of Students of Performing Arts in Public Funded Liberal Arts Colleges**

*Dinesh Yadav* Assistant Professor of Lighting Design/Technical Direction, UW-Green Bay

This research project is designed to understand the factors that contribute to the performance anxiety among college performers and manage their performance anxiety with the practices of mindfulness. This study aims to find out patterns of performance anxiety and possible control mechanism for students. Performance anxiety affects individuals who are generally prone to anxiety and are in high public exposure and is understood as a form of social phobia. The reasons, types, and extent of the performance anxiety vary between professions, and conditions and context of the performance along with other social factors. A pre-intervention online survey was sent to students of Theatre and Dance at UW-Green Bay. Thirty-six students took the survey, data is analyzed using SPSS and Excel software. Primary observations suggest that performance anxiety varies with gender and sexual identities, standing in the college, first-generation and non first-generation students.

### **Education Ecosystems and Platforms: A New Perspective on the Role of Business Schools**

*Ashay Desai* Professor of Management and Human Resources, UW-Oshkosh

This paper investigates how Business Education (BE) can respond to the environmental forces that are changing the nature of business schools and education. I use concepts from platform-based thinking of businesses and ecosystem-based conceptualizations of environments to examine how business programs evaluate the needs of students and community partners as well as delivery methods to make a transformation that will deepen engagement between business school's stakeholders and to balance relevance and quality. I consider the internal and external challenges and responses associated with recent critiques of BE and the need for business schools to redefine their identity. I, then, explain the basics of platform-based businesses and draw parallels to the education field. I suggest how business schools can act on potential development initiatives with stakeholders and best balance the twin objectives of significance and quality through radical innovations. I provide examples of recent promising contributions to the future of BE.

### **Student Teachers as Classroom Managers: Critical Reflection of the Teaching Self**

*Nicholle Schuelke* Associate Professor of Education, UW- Superior

Student teachers commonly report both anxiety and excitement about the process of learning to teach during residency. A key aspect for teacher candidates is feeling "whole" or "ready" as it relates to understanding effective and ineffective classroom management strategies and the contexts in which these strategies are employed. This self-efficacy about the ability to handle the complexities of classroom management impacts a sense of self as teacher. This study explores how student teachers perceive their proficiency in effective classroom management skills and the impact on their professional identity. A qualitative examination of teaching reflections, teaching evaluation comments, and focus group discussions revealed the sources of and kinds of transformational changes in their professional craft and their evolving identity. It identified the reflective stances needed in identity development.

## **Empathy in the Classroom: Student Recognition and Perceptions of Empathy as Teaching Strategy**

*Desiree Wiesen- Martin* Assistant Professor of Sociology, Criminology and Anthropology, UW-River Falls

Instilling empathy in undergraduate students allows instructors to positively influence their student's level of understanding, comprehension, and retention of the course material (Latshaw 2015; Ghidina 2019). Empathy-based teaching strategies are those that utilize affective and/or cognitive empathy to aid students in learning course subject matter and are often formatted as reflective writing and/or discussion after exposure to personal narratives (written or audio-visual) or simulations/activities in which students must take the perspective of another person. Previous research has investigated the efficacy of empathy-based teaching strategies, but do students recognize and perceive the value and efficacy of these strategies. A mixed-methods questionnaire was used to determine whether students were being exposed to empathy-based teaching strategies, whether those students recognize the teaching strategy as empathy-based, and if students perceive value in empathy-based teaching strategies. This research has implications for curriculum design and evaluation.

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## Session III

**3:45 P.M. – 4:45 P.M.**

### PRESENTATIONS

#### **Contemplative Practices and Anti-Oppressive Pedagogies**

*David Voelker* Humanities and History, UW- Green Bay, *Greta Gaard* English and Women, Gender and Sexuality Studies, UW-River Falls, *Teysha Bowser* Professional Counseling, UW-Oshkosh, *Samuel Cocks* Philosophy, UW-La Crosse, *Franklin Chen* Chemistry and Natural and Applied Sciences, UW-Green Bay

Moderator: *Amber Handy* (UW-Parkside)

This panel will explore how mindfulness and other contemplative teaching approaches can serve as strategic tools for building anti-oppressive pedagogies in higher education. Research and teaching experience confirm that simply providing students with evidence and narratives of economic, social, and environmental injustices is insufficient for generating empathy, solidarity, and a desire to act for change. Panelists will describe their research-based development and implementation of contemplative practices and anti-oppressive pedagogies from diverse fields across the university. Additionally, they will guide participants through an experiential mindfulness practice.

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### ROUNDTABLE

#### **Prior Learning Assessment (PLA) Impact and Practice**

*Elizabeth Grbavcich* Writing, Language, & Literature, UW-Superior

Moderators: *Verda Blythe* (UW-Madison) and *Erin Speetzen* (UW-Stevens Point)

This roundtable invites attendees to share their prior learning assessment (PLA) and credit for prior learning (CPL) experiences, whether from the student, instructor, advisor, or administrator perspective. Those unfamiliar with PLA, too, are welcome! The Credit for Prior Learning Coordinator from UW-Superior will share information and examples but will structure this session with prompts to give attendees the opportunity to share their

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methods and observations. This will allow for comparisons of likenesses and differences in PLA across UW campuses as we discuss topics such as types of assessments; administrative and departmental policies and expectations; effects on time to degree, engagement, and other student and teaching/learning concerns.

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### **Navigating Spaces in Higher Ed: Collaborating for the Inclusion of Underrepresented Voices in Teacher Education**

*Elizabeth Rollins* Teaching and Learning, *Leti Cortes* Teaching and Learning, *Tressa Gosz* Teaching and Learning, *Leanne Evans* Teaching and Learning, UW-Milwaukee

Moderator: *Abhi Ghosh* (UW-Stout)

Our research study, *Navigating Spaces in Higher Ed*, began out of a common recognition from our research team that the transition to college is a difficult one, for any new student. These difficulties can be heightened for new students who are also part of marginalized communities, or those who are commonly underrepresented in higher education (i.e., students of color and first-generation students), and we wanted to create supports for navigating the Early Childhood Education (ECE) program. We started this research study with the goals of promoting and supporting ECE pre-service teachers in higher education spaces. By examining early-program

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students' experiences within the ECE program and focusing on collaborating with traditionally underrepresented pre-service teachers, we hope to bring new supports to the program that are responsive to and inclusive of all ECE students.

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### **Wisconsin Teaching Fellows & Scholars 2021-22**

The following presentations are the culmination of a year-long engagement with the Scholarship of Teaching and Learning (SoTL). This is the faculty version of UW System's Student Research in the Rotunda.

### **INNOVATIVE DIGITAL PEDAGOGIES**

Moderators: *Valerie Barske* (UW-Stevens Point) and *Heather Pelzel* (UW-Whitewater)

### **Adoption of Online Pedagogies: Influences Measured by the Diffusion of Innovation Theory**

*Amy Lane* Instructional Designer of Information Technology Management, UW-Extended Campus

One of the largest movements to online teaching and learning in higher education was due to a pandemic which shifted thousands of college students and faculty to online learning. This shift created a critical need for faculty resources and the adoption of new pedagogies. Faculty needed to develop online teaching skills in order to create high-quality online instruction. This study was grounded in the Diffusion of Innovations (DOI) theory with the purpose of determining how the DOI characteristics influence faculty in the adoption of innovative online pedagogies. After faculty participated in three faculty development courses they completed a Diffusion of Innovations (DOI) survey to measure their perception of the characteristics that influenced their level of adoption. In addition, the survey included an innovation score for early, moderate or late adoption of innovation. The results focus on the influences that faculty face in adopting new online pedagogies for online teaching.

### **Using ePortfolio to Develop Students' Learner Autonomy in Chinese-Language Classes**

*Hongying Xu* Assistant Professor of Global Cultures and Languages, UW-La Crosse

Learner autonomy, the ability to take charge of one's own learning, is essential. ePortfolio enables students to

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select and reflect on their work. The present study explored if integrating a culture ePortfolio into an undergraduate Chinese class could help students develop their learner autonomy. Students created five posts throughout the semester on a particular cultural topic out of their own interest, each of which included a summary in Chinese, an analysis, and interpretation in English of the resource they found. They then read each other's posts and responded to at least two posts. They also had two in-class discussions about their posts. Students took a survey of their learner autonomy before and after the ePortfolio in addition to a reflective essay. Descriptive and qualitative analysis showed that students perceived improved learner autonomy, especially in their use of resources outside of class and their strategies in planning, monitoring, and evaluating learning.

### **"Live from the Red Square!" Virtual Educational Travel in History Classroom**

*Andrey Ivanov* Assistant Professor of History, UW-Platteville

Fieldwork is a staple of experiential teaching. Existing SoTL literature has largely affirmed the value of learning history through exploration (such as going to a museum or archeological site). The reality of the pandemic, however, disrupted the in-person explorative learning. Could the use of remote-virtual field trips (RVFTs), an emerging pedagogical medium, present a viable option for educational travel? I sought to answer this question by traveling to historical sites, while connecting students in my global and Russian history classes via streaming interactive video platform. Based on student surveys, post-fieldtrip debriefings and analytics of video recordings, this study concluded that short-term RVFTs significantly enhance students' experiential learning in the history classroom during the pandemic. RVFTs also make such learning more accessible where personal considerations (such as health) or institutional circumstances may inhibit such journeys for students.

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### **The Impact of an AI-Driven Discussion Platform on Students' Outcomes**

*Ekundayo Akinlade* Assistant Professor of Management and Human Resources, UW- Parkside

Asynchronous online discussions are often at the core of most online courses. Instructors use them as important tools for student-to-student engagement to foster different student outcomes. Despite the potential benefits of online discussions, several challenges exist. For example, students do not always engage fully in these online discussions, and when they do, some of their responses are cursory or repetitious comments that hold less value for fellow students. This study used an AI-supported discussion platform, Packback, to develop students' critical thinking skills and promote engaging and meaningful discussions. As they compose, students receive real-time feedback from Packback on the quality of their posts, encouraging them to ask effective open-ended questions at higher levels of Bloom's taxonomy. Furthermore, Packback serves as an equity tool by providing a personalized learning experience to each student, thereby promoting academic success for all students irrespective of their background and unique skill sets.

**OPID's 2022 Spring Conference on Teaching & Learning is a presentation of the University of Wisconsin System.** Plans are currently underway for a *hybrid* conference on April 20-21, 2023 at the Memorial Union in Madison. Keynote and other presentations will be live-streamed for participants who attend online.