

THE JOYS^{OF} Teaching & Learning

Centering Students

Keynote Speaker



Dr. Peter Felten

*Relationship-Rich Education:
Learning and Equity In and Beyond Our Courses*

Thursday, April 20, 2023
9:00am to 10:30am

Wisconsin Teaching Fellows & Scholars-
Poster Reception
Equity-Minded SoTL (Scholarship of Teaching & Learning)



Dr. Lisa Brock

Founding Director, Arcus Center for Social
Justice Leadership Kalamazoo College
Respondent to SoTL projects

Concurrent Sessions
**Innovative Teaching & Learning
in the UW System**

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)

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THE JOYS OF Teaching & Learning

Centering Students



Dr. Fay Yokomizo Akindes
Director, OPID

Greetings,

When Covid kept us home in Spring 2020, Professor *Michael Estanich* (UW-Stevens Point) conceptualized a clever re-vision of his dance students' final project and he posted it on YouTube. OPID re-posted the inspiring video on our Website -- a reminder that teaching & learning could and *would* continue even during a pandemic.

OPID's 2023 Spring Conference will open with Prof. Estanich's Spring 2023 students dancing *together* in Memorial Union's Great Hall : a symbolic beginning to our first in-person conference since 2019.



[Pass A Dance - Spring 2020 DNCE 304 Final Project](#)

UW-Stevens Point Dance students performed their final project for the Spring 2020 semester under quarantine due to COVID.
www.youtube.com

OPID's 2023 Spring Conference brings together faculty and instructors from our 13 UW universities; we also welcome colleagues from Wisconsin's technical, independent, and tribal colleges. What we hope results is the possibility of unexpected conversations, surprise connections, and a reinvigorating spark for teaching and learning. Being and communicating together: this is what we've been missing since 2019 and what we thrive on as educators.

In addition to our plenary speaker *Dr. Peter Felten* and more than 30 concurrent sessions, OPID's Spring Conference curates spaces for serendipity : poster galleries, a First Nations Cultural Landscape Walking Tour of UW-Madison, a "fishbowl" circle talk on dialogic pedagogy, and OPID's first Networking Lunch for faculty/staff of color with guest *Dr. Lisa Brock*. Lisa is also a guest respondent to the Wisconsin Teaching Fellows & Scholars' year-long Scholarship of Teaching & Learning (SoTL) projects, several of which emerged from her talks at Faculty College 2022. Collectively these "curated serendipitous" spaces weave together emergent experiences that give meaning to teaching, learning, and being in Wisconsin.

It's 2023 -- time to claim and share the joys of teaching and learning: *centering students*.

Welcome back!

THURSDAY, APRIL 20

Keynote Plenary

8:45 AM TO 10:30 AM

THE GREAT HALL, MEMORIAL UNION

Greetings from UW System

Fay Yokomizo Akindes, Ph.D.

Director, Systemwide Professional & Instructional Development (OPID)

Tracy Davidson, Ph.D.

Associate Vice President, Office of Academic Affairs (OAA)

Dancing Together – UW-Stevens Point students an excerpt of HOMELAND.

Choreographer:

Michael Estanich, Professor of Dance, University of Wisconsin-Stevens Point

Performers:

Madilin Beckel, Erin Bohn, Erin Clementich, Sarah Dickinson, Clara Douglas, Scarlett Hildebrand, Aubree Leitermann, Ellie McGillivray, Grace Meyer, Olivia Rosenberg, Marcella Schneider, Natalie Shrock, Josiah Stevens

Music:

Swarms by Clogs, African Solstice by Fiddlers 4, Pickin the Devil's Eye by Fiddlers 4

Original Text:

Michael Estanich, Professor of Dance, University of Wisconsin-Stevens Point

Program Note:

HOMELAND is a work about how we remember. Nuanced, specific, and personal movement episodes support the telling of poetic stories which create a vivid landscape of the home that lives in our sensations and memories.

RELATIONSHIP- RICH EDUCATION: LEARNING AND EQUITY IN AND BEYOND OUR COURSES

Peter Felten, PH.D.

Assistant Provost for Teaching and Learning at Elon University

Our *Centering Students* theme is intentionally tied to the expertise of this year's plenary speaker. Decades of research demonstrate that the quality of student-faculty, student-staff, and student-student interactions are foundational to engaging, inclusive, and purposeful learning. Educational relationships profoundly influence motivation, learning, belonging, and achievement for all students, and particularly for new majority students. Drawing on more than 400 interviews with students, faculty, and staff across U.S. higher education, we will explore relationships as a flexible, scalable, equitable, and humane approach to ensuring that all students experience welcome and care, become inspired to learn, and explore the big questions that matter for their lives and our communities. You will leave with practical

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ideas for research-informed ways that you can cultivate educationally powerful interactions in your work with students in and beyond the classroom.

Dr. Peter Felten is professor of history, executive director of the Center for Engaged Learning, and assistant provost for teaching and learning at Elon University. During the 2022-2023 academic year, he has been named Fulbright Canada Distinguished Chair in the Scholarship of Teaching and Learning, at Carleton University in Ottawa. Peter has published six books about undergraduate education including (with Leo Lambert), *Relationship-Rich Education: How Human Connections Drive Success in College* (Johns Hopkins University Press, 2020). His next book, a student guide to relationship-rich education co-authored with Isis Artze-Vega, Leo Lambert, and Oscar Miranda Tapia, will be published by Johns Hopkins in 2023 (with an open access online version free to all readers). He has served as president of the International Society for the Scholarship of Teaching and Learning (ISSOTL) and also of the POD Network, the U.S. professional society for educational developers. He is on the advisory board of the National Survey of Student Engagement (NSSE) and is a fellow of the Gardner Institute, a foundation that works to advance equity, justice, and upward social mobility through higher education. Peter earned a Ph.D. in history from the University of Texas at Austin and a B.A. in history, summa cum laude, at Marquette University. He was born and raised in Madison.

Session I

10:45 AM TO 11:45 AM

CONCURRENT SESSIONS

Centering Our Students Through Teaching and Learning in Anti-Racist Classrooms

Maria Franshaw Teacher Education, *Kenneth French* Geography/Anthropology, *Daniel Martin* Graphic Design, *Ami Bouterse* Music, *Kamil Samara* Computer Science, *Donna Hewitt* Music, UW-Parkside

Multicultural Greek Council Room

Moderator *Amber Handy*

UW-Parkside faculty and instructors share stories of their Anti-Racist Classroom Summer Institute (ARC SI). For more than 10 years, Parkside's ARC SI has been a journey into teaching and learning through an anti-racist lens, emphasizing equity-minded pedagogical strategies and inclusion-focused student interactions. This session consists of three parts—brief introduction, 2022 cohort panel, and conference participant engagement. The session discusses ways to challenge and change traditional curriculum narratives and assessment structures to center marginalized and historically underrepresented students. It also shares ARC SI curricular and instructional resources, including readings, practitioner discussions, journal reflections, and experts from the field. Throughout the session, stories and lived experiences will portray how anti-racist teaching and learning benefits our students and further translates into activism and resistance for social justice.

The Joys of Informal Mentoring: Strategies for Any Course and Any Instructor

Jenny Ronsman Writing Foundations, *Jessica Warwick* Biology, *Ashley Heath* Public and Environmental Affairs, UW-Green Bay

National Panhellenic Council Room

Moderator *Sylvia Tiala*

Many instructors agree that mentoring can play a significant role in student success; this theory has laid the foundation for many impactful First Year Seminars and formal mentorships for upper-level and graduate students. But mentoring every student is an insurmountable and emotionally exhausting challenge, particularly

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when instructors are operating under increasing course caps and pressure to deliver crucial content. In this session, you will hear from professors at UW Green Bay who teach in three different disciplines – Biology, Writing Foundations, and Public and Environmental Affairs – on high-impact ways to integrate informal mentoring in any classroom as a vehicle for student success and higher job satisfaction. Informal mentoring has brought the joy back into the classroom for these instructors during a historically complicated time for higher education. Their goal is to pass these strategies to colleagues and re-ignite enthusiasm for teaching and learning across the UW system.

Centering Student Learning Through Alternative Grading

Heather Pelzel Biology, *Jessica Bonjour* Chemistry, *Jenna Cushing-Leubner* Curriculum & Instruction, *Julie Minikel-Lacocque* Curriculum & Instruction, UW-Whitewater

Beefeaters Room

Moderator *Kristin Koepke*

Ungrading? Specifications grading? What are they and how do they impact student learning? There has been increasing interest in alternative grading practices in recent years, as evidenced by a growing number of publications and presentations, possibly related to the increase in equitable pedagogical practices and a refocus on learning rather than grades. Despite the growing body of knowledge about grading alternatives, it remains hard to define as there are a large number of variations and approaches to “ungrading”.

This interactive panel session will feature instructors from various disciplines sharing their experiences using alternative grading practices, including ungrading and specs grading, in a variety of classes (upper-level, lower-level, general education, and majors). Following an initial discussion of their experiences, the panelists will facilitate a conversation with attendees about the challenges and benefits of these approaches. The panelists will share examples of materials they’ve created through handouts and digital access for attendees.

Student Stories: Classroom Experiences and Practices Related to Inclusivity and Learning

Sarah Riforgiate Center for Excellence in Teaching and Learning/Department of Communication, *Sarah MacDonald* Center for Excellence in Teaching and Learning, *Adam Jussef* Dean of Students Office, *Sarah Heldman*, *Manar Saeed M Al Darweesh*, UW-Milwaukee

Old Madison Room

Moderator *Angie Stombaugh*

Classes provide opportunities for students to feel connected and engaged with instructors and classmates, but also excluded and disengaged. Students experience a greater sense of hope and resilience to persist in their studies when they feel connected and engaged. Further, adopting inclusive teaching practices increases student motivation and success. While research often tests the efficacy of teaching practices, learning more about how students experience these teaching practices can lead to additional insights. Therefore, this presentation will report qualitative findings from interviews with diverse undergraduate students about their experiences of inclusive classroom practices. Then we will share practical data-driven recommendations for educators of inclusive practices that can help students feel more connected and thrive.

Making Failure Fabulous: Strategies to Encourage (Appropriate) Risk-Taking in Student Work

Marnie Bullock Dresser Humanities, UW-Platteville

Council Room

Moderator *Mary Beth Leibham*

"Some people react positively to the same situations which elicit anxiety for others" is a generally true statement, but leading creativity researcher Mark Runco wrote it in relation to fear of failure and how it can lead to an unproductive rigidity for students.

Creativity involves risk-taking and tolerance of possible failure. We often blithely ask students to "Be creative! Do something different!" without taking the time and effort to understand why many students tend to "play it safe." This presentation will 1) summarize important research related to risk-taking and failure, 2) share the specifics of a tried-and-true assignment called "The Five Fabulous Fails" (where students fail on purpose, reflect, and discuss the experience), and 3) give participants time to consider where they could adjust their own courses and assessment to make room for what some scholars call "productive failure."

Lunch

12:00 PM TO 1:15 PM

THE GREAT HALL, MEMORIAL UNION

NETWORKING LUNCH FOR FACULTY AND STAFF OF COLOR – THE PYLE CENTER

Session II

1:30 P.M. – 2:30 P.M.

CONCURRENT SESSIONS

Teaching About Race and Racism: Effective Approaches for Helping Students Learn in the Face of Resistance and Denial

Cyndi Kernahan Psychological Sciences, UW-River Falls

Multicultural Green Council Room

Moderator *Kris Vespia*

Using evidence from the Scholarship of Teaching and Learning (SoTL) as well as social psychology, we will briefly cover why resistance occurs on the part of our students and, more importantly, how we can effectively teach about racism in the face of that resistance. Specifically, we will focus on both centering our students, by taking their resistance and emotions seriously, and decentering our students, by helping them to understand the broader system of racism that exists beyond their individual experience.

Specific teaching strategies, grounded in evidence and experience, will be shared, and discussed, including the use of affirmation and discussion to build community and trust while enhancing the understanding of systemic racism. Throughout, we will take seriously the ways in which White students and students of color are likely to experience learning about racism in different ways.

Student Ideas in Practice: Fostering Belonging Through (Near) Peer Engagement

Jill Budny Honors College, *Amillia Heredia* Master's Student (Criminal Justice & African and African Diaspora Studies), *Derrick Langston* PhD student (Communications) and Multicultural Student Success Coordinator (Black Student Cultural Center), *Juan Garcia* UWM Undergraduate (Biochemistry), *Ronan Carpenter* UWM Undergraduate (Psychology & French), *Jo Fox*, UWM undergraduate (Women & Gender Studies), *Grace Dorschel* UWM undergraduate (Sociology major and American Sign Language minor), *Emily Kern* UWM undergraduate (Political Science), *Luke Konkol* UWM PhD student (Anthropology), *Laya Liebeseller* UWM PhD student (Anthropology), UW-Milwaukee
Beefeaters Room
Moderator *Shanna Nifoussi*

As part of our ongoing efforts to center marginalized students and to make our community a more radically welcoming space, the UW-Milwaukee Honors College recently hosted two summer camps designed to foster a sense of belonging among current and future Honors students who identify as students of color. Both camps utilized an asset-based model and highlighted (near)peer-mentoring. The idea for these camps originated from Honors students in an experiential-learning tutorial, and they were planned and run by students on the Honors Equity Team with the help of our graduate student partners and faculty advisor. In this interactive panel, Equity Team students and our graduate partners will highlight our planning processes for both camps, the activities we offered, the challenges we faced, and our goals for future camps. We will also include time for brainstorming and collaborative problem-solving for audience members who wish to host similar events on their own campuses.

A Discussion Board Swap Meet

Beth Grbavcich Writing, Languages and Literature department: Writing program, *Beth Austin* Communicating Arts, *Jeanette Pucheu* Writing, Languages and Literature department: Spanish program, UW-Superior
Council Room
Moderator *Jamie White-Farnham*

Too often students and teachers view online discussions as busy work and just something to check off the Canvas To-Do list. Building community, engagement, and interaction are all primary goals for using the Discussion Board tool. Panelists representing Communicating Arts, Spanish, and Writing offer suggestions for engaging prompts and clarifying instruction, present course examples, and guide session participants in a crowd-sourcing exercise for using Canvas's Discussion Board tool. Together, the panelists and session participants will generate innovative ideas and share best practices for immediate and easy implementation.

An Equity-Minded Pedagogy – Implementing Academic Safe Spaces in Online Classes to Support Student Success

Suresh Chalasani Business, *Madhumita Banerjee* Sociology, UW-Parkside
National Panhellenic Council Room
Moderator *Sylvia Tiala*

We plan to share our experiences with design and implementation of safe spaces for students in online classes. Often the classroom, in-person or virtual, is one of the places where issues of struggling students manifest. The goal of safe spaces in the virtual classroom is to promote student communication, connect them with necessary resources -- academic and non-academic -- to help, and create pathways for them to overcome obstacles. We will distinguish between academic and non-academic safe spaces, discuss the need for academic safe spaces in online classes, and present how such spaces can complement other strategies to support student success. We will present strategies to implement and compare the advantages of different approaches and share examples of safe spaces implemented along with student responses who utilized them. Academic safe spaces can help nontraditional students navigate the constraints of time and academic resources and ultimately aid in

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improved retention rates.

Listening to First-Year Students, Helping Them Learn

Amy Menzel Languages & Literatures, UW-Whitewater
Old Madison Room

Moderator *Kristin Koepke* and *Sarah Riforgiate*

Current research urges us to take a holistic approach to best support first-year students. Even so, each individual's holistic experience is unique, which is part of what makes teaching challenging and wonderful in equal. This session will provide an overview of recent research methods and discussion and offer practical measure suggestions and approaches that will both inform your teaching and enhance student learning.

Session III

2:45 P.M. – 3:45 P.M.

CONCURRENT SESSIONS

Impact on Student Engagement in Online Learning at UW Oshkosh Using Quality Course Design

Rebecca Graetz, Michelle Pietrzek Division of Online and Continuing Education, UW-Oshkosh

Multicultural Green Council Room

Moderator *Kristin Koepke*

Quality Courses by Design (QCD) is a professional development opportunity teaching faculty how to design quality courses through UW Oshkosh Division of Online and Continuing Education. During this course, faculty are taught the pedagogy of teaching online, accessibility and how to use Canvas as well as revising an existing course for a quality assurance review. This presentation will show data collected from October 2022 up to the presentation as well as faculty feedback from Quality Courses by Design. Michelle Pietrzak will also present on the impact on student engagement in her own course(s) this completing QCD and using a new course template after it passed an internal information review for quality.

Certificates, Credentials, and Badges for Justice, Equity, Diversity, and Inclusion (JEDI)

Dwight Watson Curriculum and Instruction, *Jodi Galvan* Communications Department, UW-Whitewater

Old Madison Room

Moderator *Angie Stombaugh*

This session will explain the creation of a badging or certificate program that focused on diversity, equity, and social justice in PK-12 settings.

The purpose of the certificate program offset the current censorship and sanctioning practices in public schools which prevents the teaching of what is being called "divisive-concepts." These concepts are typically race, social justice, and diversity-related and includes sex education, LGBTQ+ discussions, and critical race theory. Recent legislation such as the Parental Rights in Education: "Don't Say Gay Bill" – Florida Republican House Bill 1557 prohibited classroom discussion about sexual orientation or gender identity in certain grade levels. Educators need to develop knowledge, skills, and dispositions pertaining to justice, equity, diversity, and inclusion to enhance their effectiveness as teachers and administrators. This session will outline the processes that were taken to develop a JEDI certificate for customize training with Continuing Education. Participants will learn how

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they too might be able to replicate this process.

Racial Microaggressions on Campus: Take-Aways from a Student-Centered Podcast

Tracy Fernandez Rysavy English and Women's, Gender, and Sexuality Studies, UW-Green Bay
Beefeaters Room
Moderator *Kris Vespia*

Research shows that experiencing microaggressions on campus can negatively affect students of color in terms of self-esteem, a sense of belonging on campus, and academic performance. Jeremy Franklin, Ph.D. notes, "Rather than focusing on academics, students of color may have to divert their energy to cope with stress responses caused by racial microaggressions." In her podcast *Let's Not Do That: Microaggressions on College Campuses*, the presenter interviewed BIPOC students about their experiences with microaggressions on campus. In this workshop, she will discuss what the students had to say about how they were affected by microaggressions and how they wished professors had responded after witnessing them, as well as techniques for intervening with compassion for all involved. Rysavy will also talk about how she uses her own podcast and others to increase engagement in the classroom.

Building Ecological Excellence Within Our Institution's Commitment to Diversity

Bryan Kopp English and Women's, Gender, and Sexuality Studies, *Tara Nelson* Center for Transformative Justice, UW-La Crosse
National Panhellenic Council Room
Moderator *Sylvia Tiala*

Institutional commitment to diversity is commonly cited as a facet of campus climate and necessitates the prioritization of systematic practices, process, and procedures that promote equity and inclusion within higher education. However, little empirical research operationally defines or denotes antecedents of institutional commitment to diversity. In fall 2022, UWL conducted focus groups to investigate BIPOC and/or LGBTQ+ student perceptions of the institution's commitment to diversity. Using grounded theory, an operational definition campus was created as means to evaluate campus progress on its commitment to diversity. While perceived as fractured, research participants believe that the university's commitment to diversity can be coordinated thus strengthening our ecological excellence. Participants offered insights and action items for improving the institution's commitment to diversity including inclusive teaching practices that practice activism and resistance for social justice.

Limited to 15 participants

Teaching with the Trouble: A Reflective Dialogue on Affective Learning

David Voelker Humanities and History, UW-Green Bay, *Alison Staudinger* Director of Faculty Development & Career Advancement, University of Denver
Council Room
Moderator *Sarah Riforgiate*

When faculty and students consider wicked problems such as climate disruption and systemic racism, they use conceptual and affective ways of knowing, the latter of which require navigating difficult and unpredictable terrain. Students may struggle to engage their emotions, and faculty's own affective responses may be difficult for them to process. Together we'll consider several questions, including: How can instructors both hold their own affective knowledge and space for students to express and integrate multiple knowledges? What are the potential

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risks and benefits of exploring porous boundaries between knowledge that has been framed as objective and subjective, and how might boundary crossing enable ethical knowledge and action? What professional development and community practices might help faculty to prepare for and process this integrative work? Participants in the session will gain tools for their own classrooms or professional development spaces, as well as reflections on the affective dimensions of learning. **Note: This session will be repeated on Friday morning with an inner circle of 15 participants and an outer circle of silent observers.**

Afternoon Refreshments

3:45 PM TO 4:15 PM

Session IIII

4:15 P.M. – 5:15 P.M.

CONCURRENT SESSIONS

Shared Session

Lessons Learned from Team-Teaching a Storytelling Course that Explores Astronomy

Robin Mello Theatre, Jean Creighton Physics, UW-Milwaukee

National Panhellenic Council Room

Moderator *Shanna Nifoussi*

This session presents preliminary findings about team-teaching and student learning from our Star Stories research. Star Stories is a study embedded within an interdisciplinary course combining Storytelling and Astronomy that uses Design-Thinking* as an instructional framework. We address data relating to the successes, pitfalls, and benefits of teaching in tandem. We will also discuss the impact of team instruction on our professional development and activities and tools developed to enhance students' curiosity, engagement, science literacy, and storytelling/communication skills.

We encourage anyone interested in building learning communities with students and colleagues to attend. We also hope that our interdisciplinary collaboration may serve as a practical model for encouraging creativity and curiosity among students and faculty on other campuses.

* Design-Thinking (promoted at the Hasso Plattner Institute of Design at Stanford University) refers to collaborative practices that revolve around solving problems, innovating, team-learning.

A Course Gamification Framework to Motivate Student Learning

Yan Shi Computer Science and Software Engineering, UW-Platteville

National Panhellenic Council Room

Moderator *Shanna Nifoussi*

In the context of education, gamification is a pedagogy of using game elements and/or game designs to motivate student learning and promote a growth mindset. Many STEM courses cover important technical contents. Students usually need to work on different assignments to reinforce their learning. Sometimes instructors find students not motivated enough to finish the assignments, especially bonus assignments and after class readings/practices. This presentation will introduce a generic course gamification framework to help motivate student learning outside the required course works. The presenter will also demonstrate a case study on how this framework was implemented in a software engineering course in Fall 2022. The session will end with a

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round table discussion on exploring possibilities to gamify participants' own courses.

Shared Session

Course Success Self-Review: Centering Students Through Guided Reflection on Instruction and Course Design

Dan Pell, Karen Skibba Center for Teaching, Learning and Mentoring, UW-Madison

Old Madison Room

Moderator *Kristin Koepke*

The Course Success Self-Review combines a unique tool and website to help instructors and support staff strengthen the design and delivery of face-to-face, hybrid, and online courses – centering student learning and success. Using the self-review, instructors can reflect on a course and receive actionable advice and targeted resources in under an hour. A finalist for the 2022 POD Innovation Award, and a featured project in the EDUCAUSE 2022 Horizon Report Teaching and Learning Edition, the self-review enables instructors to better understand and address their own needs and challenges. With a focus on interaction, we'll introduce the tool, website, and the comprehensive framework of recommendations. Join us to explore implications and applications of evidence gathered by the tool of instructor needs and priorities. See how the self-review can inform your own teaching or the development of similar resources to meet the needs of instructors.

Finding the Joy in RSI through the Scholarship of Teaching & Learning

Rebecca Mullane, Kelly Schoeller General Education, *Amy Harmsen* Business & IT, *Emily Hayes, Gus Boyle-Gustavus, Bobbi Mand, Angela Henschel, Amy Tyznik*, Moraine Park Technical College

Old Madison Room

Moderator *Kristin Koepke*

Creating and maintaining Regular and Substantive Interaction (RSI) through teaching and learning practices not only addresses newly outlined Federal guidelines, but also enhances student and faculty engagement. This panel features the Advanced Teaching Fellows Team at Moraine Park Technical College (MPTC) and their projects focused on exploring the scholarship of teaching and learning to foster engagement in a multi-modal classroom, building community within diverse learning environments, utilizing simulators for interactive and engaging learning opportunities, and supporting faculty excellence. There will be many takeaways to incorporate best practices in your own classroom – regardless of discipline or modality.

Learning in Action: Internships, Assessment, and Internship Alternatives through a Justice Lens

Madhumita Banerjee, Kaila Bingen, and Debra Karp Community & Business Engagement, UW-Parkside

Beefeaters Room

Moderator *Sylvia Tiala*

What are you advocating for in your experiential education program to foster student success? In the past five years, UW-Parkside has prioritized justice-oriented efforts to increase equity and access for internships while also investing in internship alternatives, including community-based learning, campus employment, and work-based learning. This presentation will contribute new insights into students' access to internships and will highlight the evolution of assessment in a decentralized internship program through the adoption of university-wide internship learning goals, faculty professional development, student self-assessment, and LMS-integrated instructor assessment of student learning. Presenters will also discuss potential impact on students' academic success and overall career readiness through participation in internship alternatives, including a new work-based experiential learning course, as well as how we can increase participation of disadvantaged and marginalized student groups in high-impact practices (HIPs). Participants will leave with concrete strategies that can be implemented in the

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classroom, across a curriculum, or within whole programs.

Students and ChatGPT: “*Seriously, this is not the end of the world*”

*Lane Sunwall, David Delgado Center for Excellence in Teaching and Learning, UW-Milwaukee
Multicultural Greek Council Room
Moderator Regina Nelson*

The launch of ChatGPT, a tool that can mimic human writing and even pass AP English exams, has raised concerns about its potential to enable easy cheating in education. However, ChatGPT can also be used as a supplement to traditional teaching methods, similar to the way that handheld calculators enhanced mathematics education in the 1970s. ChatGPT can be employed to create personalized lesson plans and exercises, provide customized instruction to students, assist with grading and feedback, and serve as a virtual tutor for students. This presentation will explore the potential uses and concerns surrounding ChatGPT in education. In addition, based on research and in-class experience, it will offer insights on how the tool can be effectively integrated into the classroom to center teaching on student needs - both now and into the future.

Teaching Empathy

*Lynn Goerdts and Mimi Larson Social Work, UW Superior
Council Room
Moderator Shanna Nifoussi*

Cultivating empathy should be a topic of significance for all of us in higher education as we invest in our students and ourselves to engage with others in a more compassionate way. Research also supports the fact that professionals who are able to demonstrate and convey empathy are more effective in their work and that clients (and students) who experience empathetic responses tend to have improved outcomes. We will be sharing a 3-step model for teaching empathy that could be applied to a variety of professions, including our discipline of social work. It is a model that incorporates cognitive, affective and behavioral strategies designed to influence student understanding of and ability to provide empathy to others.

Together we will learn about the model and practice some of the exercises. We will also share a summary and results of five years of pre/post student data.

SoTL Poster Reception

5:30 P.M. – 7:00 P.M.

TRIPP HALL, MEMORIAL UNION

Appetizers and a cash bar available.

Wisconsin Teaching Fellows & Scholars 2022-23

Sarita Mizin, Kaia Simon, Clifton Ganyard, Michelle McQuade Dewhirst, Valerie Krage, Kristina LaPlant, Taylor Cole Miller, Kim Omachinski, Beth Johnson, Rebecca MacKinnon, Catherine Mossman, Shannon Prince, Douglas Selent, Irfan Ul-Haq, Rebecca Haley, Chris Hergenrader, James Berry, Saemyi Park, Jess Bowers, Ann Oberding, Kim Zagorski, Amanda Zbacnik, Ken Brosky, Narendra Regmi

Co-Directors *Valerie Barske*, UW-Stevens Point and *Heather Pelzel*, UW-Whitewater

Guest Respondent *Lisa Brock*, Founding Director, Arcus Center for Social Justice Leadership, Kalamazoo College

The following presentations are the culmination of a year-long engagement with the Scholarship of Teaching and Learning (SoTL) with an emphasis on Equity-Minded SoTL.

Using SoTL to Assess the Educational Impact of Gender Equity Center Work as a Non-Credit Bearing Curriculum

Sarita Jayanty Mizin English, Affiliate in Race, Ethnicity, Gender, and Sexuality Studies, UW-Eau Claire

This study documents the educational impact of The Intersectional Women's Center's non-credit bearing programming at the University of Wisconsin- Eau Claire. As feminist and queer theorist Sara Ahmed writes, "To become a feminist is to remain a student" (2017). Adopting this feminist understanding of what it means to be a student, this study adopts an equity-minded approach and intervenes in SoTL scholarship by framing all programming attendees, Faculty, Staff, and Students, as equally learners in intersectional feminism. Additionally, it combines Ahmed's feminist methodology with SoTL assessment practices to evaluate the programming of The Intersectional Women's Center (IWC) at the University of Wisconsin- Eau Claire as a curriculum. This study uses curriculum assessment and data collection methods from SoTL including ethnographic interviews, survey instruments, and reflection assignments to measure the impact of the IWC's programs in meeting the Race, Ethnicity, Gender, and Sexuality Department's learning objectives criteria.

Playing a Teacherly Role: Power and Peer Response in Writing Classrooms

Kaia Simon English, UW-Eau Claire

Peer response in writing classrooms is a common pedagogical practice, and it is also often an unsatisfying, if not frustrating, experience for both students and teachers. This presentation draws from a larger ethnographic study of seven writing classrooms. Grounded thematic analysis of interview data from seventeen first-year writing students reveals that a majority are uncomfortable in the unequal power dynamics of being placed in the teacherly role of responding to writing. Students often respond by refraining from offering each other critical feedback. Instead, they hedge, they offer "do whatever you want," or they provide blandly positive responses to instructor prompts. Students' discomfort suggests the need for re-envisioned purposes of peer response that do not place students in a teacherly role. Equity-based approaches to peer response in first-year writing classes can decenter enactments of social power and linguistic oppression that might play out among students and might empower student writers.

Assessing Complex Thinking in a First-year Seminar

Clifton Ganyard History, UW-Green Bay

This project examines student learning in a first-year seminar on Conspiracy Theories and American History. The course centers social justice issues in relation to conspiracy theories, which revolve around racial and racist tropes, such as the antisemitic Judeo-Bolshevik myth or so-called “Black paranoia”. While these theories have deep roots in American history, they are remarkably persistent, continuing to the present in QAnon and anti-vaccination conspiracy theories. Drawing on previous SoTL work (Cicccone 2008, 2018), the project has two related goals: (1) to assess students' comprehension of conspiracy theories in American history and contemporary politics and society, and (2) to assess students' comprehension of their own learning. The course offered students extra credit to complete optional essays responding to a series of prompts concerning students' understanding of what conspiracy theories are and why people believe them and employs close reading techniques (Staudinger 2017) to investigate student learning.

Student Perceptions of the Western Musical Canon

Michelle McQuade Dewhirst Music, UW-Green Bay

The field of music is engaged in intensifying conversations around diversity and inclusion in both academic and performance circles. I teach in my program's Music History sequence and could easily cover only the “traditional” (i.e., white and Eurocentric) canon of composers. But if I teach my course in that way, I will not be preparing students to actively participate in the current reckoning in their chosen field. I will begin my Spring 2023 Music History course with a survey of open-ended questions that gauge students' attitudes toward the Western musical canon. Their responses will guide my efforts to cover both the “expected” canonic material and counterexamples designed to interrogate the canon. I will present a preliminary qualitative examination of survey responses in April and will later issue an exit survey to measure the ways in which student perceptions of the canon may shift.

Facilitating Student Understandings of Equity and Social Justice through Guided Discussion Groups

Val Krage Early Childhood Education, UW-La Crosse

Undergraduate students bring their middle-class perspectives of prek-12 education into their teacher preparation classrooms. These perspectives often include misconceptions about issues of diversity and inclusion and the systemic bias present in the educational system and in the lives of many children and families. Undergraduate students frequently lack the experiences necessary to fully understand the complexities of bias and equity. They must rely on classroom instruction to challenge misconceptions to be prepared to create inclusive classrooms for their future students. In this SoTL project, students in the course Administration and Advocacy in Early Childhood participated in guided small group discussions to facilitate inquiry, reflection, and equity-minded perspectives of diverse children and families. This study examines the impact of student-facilitated discourse on student understandings of equity issues for children and families. A qualitative analysis of student responses to a pre- and post-project survey will offer insight into the evolution of their understandings.

Teaching Beyond Oppression: How Centering Stories of Resistance Increases Political Efficacy

Kristina LaPlant Political Science and Public Administration, UW-La Crosse

Over the last half century, public opinion research has documented a consistent decline in Americans' trust in government, most notably among younger individuals (Hosking 2019; Kahne and Westheimer 2006). In this study, I conduct an experimental analysis in a general education political science course to test whether centering learning assessments on stories of political resistance or oppression has an impact on students' political efficacy, or the belief that “political and social change is possible and that the individual citizen can play a part in bringing about this change” (Campbell et al. 1954). Preliminary data analysis indicates a statistically significant increase in

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political efficacy scores within the treatment group receiving the political resistance stimulus. Overall, the findings of this research suggest that counter-narratives matter. By encouraging students to view politics through a lens of resistance, educators can create transformative educational experiences that inculcate the foundational values of participatory democracy.

Teaching History with TikTok: The Teaching and Learning Benefits of Public-Facing Video Projects

Taylor Cole Miller Communication Studies, UW-La Crosse

Michel-Rolph Trouillot (1995) writes that “history means both the facts of the matter and the narrative of those facts,” meaning that in writing history, one both gives voice and creates silences. Through typical essay projects and exams in Television & Media Histories, students often miss the stakes of those silences, especially for marginalized or otherwise oppressed communities. Using TikTok as a platform, this SoTL project asks “can public-facing historical projects deepen students’ critical understanding of writing history?” For the optional assignment, students created three three-minute equity-minded videos for our class TikTok account that uncovered lost histories including the contributions of women, people of color, local/rural, and queer people throughout broadcast’s past. I perform a qualitative analysis of the results of a student questionnaire, offering insight into how the project informed their understanding of historiography, how they believed they should be assessed, and how TikTok serves as a critical public sphere.

Inclusive and Equity-Minded Learning Through Self-Reflection Journaling

Kim Omachinski Communication, UW-Milwaukee

Journaling, in the context of higher education, allows students to use introspection, problem solving skills, and share personal examples (Hyers, 2018). In the medical field, journaling and reflecting have been used to recall field experiences and to process and contextualize experiences in the past (Ortlipp, 2008). To date, there is a lack of research in communication using journaling and self-reflection as a means of evaluation and growth of student knowledge. I applied equity minded pedagogy to challenge traditional methods of white cultural standards in writing through self-reflection journals in multiple Cross-Cultural Communication courses. Students responded to open-ended questions on their experiences in journaling in both a pre and post-test, and completed a final self-reflection paper explaining how they believed they developed cross-cultural communication competency through their writing.

SoTL Inquiry into Students Making Meaningful Connections to the Geosciences

Beth Johnson Geology, UW-Oshkosh

Wisconsin K-12 students have few opportunities to study geoscience outside of required units in fourth and eighth grade, resulting in a lack of understanding about educational and career opportunities available regardless of ethnicity, gender, etc. Although we are training new geologists every year, the deficit for the geoscience workforce will be approximately 130,000 by 2029 (Gonzales and Keane, 2020). Also, students are looking for altruistic careers, something geoscience can fill. To address assumptions of perception such as presented in Brookfield (2017), students played Geology Bingo, which consists of 25 activities about the discipline, employment opportunities, and meaningful careers to help their communities. Activities were selected and arranged so all students had a path to completion regardless of internet access, transportation, or money. Geology students completed a pretest and post-test covering questions about their understanding of the science of geology, career opportunities in geology, and their satisfaction with their current majors.

Investigating Teaching Interventions to Reduce Math Anxiety – Exam Corrections

Rebecca MacKinnon Integrated Studies, UW-Parkside

Math anxiety is the feeling of tension or apprehension about mathematics and numbers. Because math anxiety has been correlated to low participation and achievement in mathematics, disproportionately affects students underrepresented in math courses, and can be passed on to children as those with math anxiety become parents and teachers, researchers seek to reduce math anxiety in students (Dowker et al, 2016). This project examines test corrections. Allowing students to submit corrections to high stakes, timed assessments is an established teaching methodology that has been shown to increase student mastery of the content (NCTM, 1995). Does offering students the opportunity to do test corrections also reduce math anxiety in students? I surveyed my students in my College Algebra II and Trigonometry course throughout the semester, utilizing the Math Anxiety Research Scale (Richardson and Suinn, 1972) and open-ended questions to determine their level of math anxiety before, during, and after the course.

Measuring Intentional Equity in the Classroom: Comparison of a Visual and Traditional Syllabus in an Introductory Biology Course

Cathy Mossman Biological Sciences, UW-Parkside

A syllabus is typically dense because it covers the rules/layout of the course. The intentional addition of visual aids in a syllabus may benefit students with weak verbal skills or those with learning challenges. I compared comprehension of a traditional versus visual syllabus in an introductory biology course to determine if one syllabus gives a more positive course introduction. A survey was offered at the beginning of the course with one syllabus, after which both syllabi were available for students to use throughout the semester. A second survey was offered at the end of the course to determine syllabus usage and reactions. Preliminary data indicate no significant difference in comprehension ability between the two syllabi. End of semester data indicate a strong preference for the traditional syllabus. Students commented that they appreciated the simplicity of the traditional syllabus which contrasts other scholarship, but may be indicative of STEM students.

Balancing the Narrative: Including and Valuing Counternarratives in the Curriculum and Assessment of a Teacher Education Literacy Course

Shannon Prince Teacher Education, UW-Parkside

Pre-service teachers (PSTs) learn the content of “how to teach” through both the classroom setting and field-based experiential settings. PSTs often report a disconnect between the theories of teaching, traditionally learned in the classroom setting, and what they experience in the field. The challenge of working with diverse populations in field placements (Nash et al., 2021) may be assuaged through the critical examination of master narratives and counternarratives. One way to do this is by disrupting the master narratives in PSTs understanding of literacy learning by providing space for them to confront these narratives against counternarratives of minoritized groups (Aronson et al., 2020). This study explores how PSTs make sense of counter and master narratives of literacy development learned in a teacher education course. Participants were given a pre-and-post survey of perspectives on their understanding of literacy development. Course artifacts, such as lesson plans, were collected and analyzed.

Unicorn Land - Teaching Using a Serious Game to Promote Student Engagement and an Equitable Learning Environment for Neurodiverse Students

Douglas Selent Computer Science and Software Engineering, UW-Platteville

This research examines the effects that teaching using a serious game has on engagement and performance. This is intended to help students who are neurodiverse, who are more likely to struggle with learning from a

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traditional lecture-style class. A one-group pretest-posttest quasi-experiment design was conducted in this SoTL study. Two lessons were taught on algorithms to find the shortest path from a single source to all other vertices in a graph in a Computer Science Algorithms course. One lesson was taught normally, and one was taught by playing a serious game called Unicorn Land. Unicorn Land is a unicorn-themed Mario Kart style board racing game where students use the algorithm to race down the river. Students took a survey on engagement after both lessons, a pretest prior to each lesson, and a posttest. The survey results and learning gains were analyzed. There were no significant differences in engagement or performance.

Equity in a Math Class

Irfan Ul-Haq Mathematics, UW-Platteville

In academia, generally, we teach our students equally; that is, the content matter is delivered the same way to all the students placed in a class, and all students are treated equally. This philosophy poses a challenge, however, since not all students in a class have a similar academic background. For example, students taking a Calculus-II class are expected to have a good understanding of the material covered in previous math classes. But the reality is that students have different levels of mathematical problem-solving skills for the contents covered in Calculus-I or earlier math classes, even though everyone passed Calculus I and prior math classes.

An equity-minded strategy was implemented for the Calculus-II class to help level the playing field, that is, help students recall or refresh skills from earlier math classes that are, generally, needed to be successful in Calculus-II. It is my intention to share what I have learned from the implementation of this strategy.

Assessing Student Confidence in Chemistry When Given Assessment Autonomy

Rebecca Haley Chemistry and Biotechnology, UW-River Falls

Chemistry often elicits anxiety in students. These thoughts can potentially be alleviated with equitable practices, including those with respect to assessment and grading. Traditional summative assessments (multiple-choice, short answer exams) do not allow for communication between student and instructor. Oral exams, on the other hand, allow for this communication during the assessment, helping to build a relationship between student and instructor. The research presented here details the effect of giving students control over their assessments with respect to their confidence in an organic chemistry I class. This control is achieved through allowing students to choose to take an oral exam or a written exam. To analyze the effect of giving students this autonomy, a survey on student confidence in chemistry was given at the beginning and end of the semester. Students who chose to take oral exams were also asked to write a letter about their experience as well.

Examining the Effect of Different Curriculum Delivery Methods on Academic Success and Student Engagement in an Introductory Animal Science Course

Chris Hergenrader Food and Animal Science, UW-River Falls

Students from marginalized populations are uncommon in animal science departments. These students often feel isolated in introductory animal science classes with traditional professor-centered lecture. Active learning strategies (guided inquiry, case studies, and small group discussion) require student interaction and collaboration in the learning process. Thirty-two students participated in an introductory animal science course in which the first four-week unit was taught with traditional lecture format and the second four-week unit was taught using active learning strategies. Students were surveyed to determine their feelings after each unit about academic preparation, course engagement, sense of belonging, connections with classmates, and connections with their professor, and after the second unit about which mode of instruction they preferred. A majority felt they learned best through lecture but felt active learning was as effective or better when considering engagement, developing a stronger sense of belonging, and making stronger connections with classmates and their professor.

Promoting an Indigenous Counternarrative in an Undergraduate Introductory Linguistics Class as a Means of Decolonizing the Syllabus

James Berry English, UW-Stevens Point

The introductory linguistics course usually focuses on studying the language of instruction. Other languages generally appear as “exotic” problem sets in textbooks, which is not accidental, as “[c]oloniality... is deeply embedded in linguistic disciplinary practice” (Deumert & Storch 2020). At Faculty College 2022, Brock emphasized teaching counternarratives as a response to powerful master narratives in our classrooms. The centering of English is, by far, the most powerful master narrative in the U.S. linguistics classroom. This project suggests one way for instructors to de-center English and increase awareness of threatened indigenous languages, to address power dynamics that exist between colonial and indigenous languages. A semester-long “Indigenous Language Project” comprising scaffolded assignments structured the course. Effects of the intervention were studied qualitatively through the comparison of a pre-test and post-test. Evidence indicates a favorable response from students and, importantly, an increase in awareness of indigenous languages and the significance of preserving them.

Assessing Social Work Students in Public Library Field Placements Through an Equity-Minded SoTL Lens

Jess Bowers Sociology and Social Work, UW-Stevens Point

I will analyze social work student experiences within public libraries to assess learning and skill development. The UWSP social work program is in a unique position for social work students to develop practice skills and demonstrate competencies within libraries. Library social work aligns with our professional mission and values due to opportunities for policy revision, advocacy, case management, and community network building through a social justice lens. UWSP social work interns will assist with services in SCLS libraries, and goals and responsibilities were developed from surveying library staff about unmet needs in the SCLS Libraries. As field coordinator, I will use weekly supervision meetings, site visits, and evaluations to assess their experiences. In particular, I will assess how student experiences within libraries have increased their utilization of equity-minded practices, such as trauma informed care, cultural humility, and self-determination with vulnerable populations (Miller-Young, J. & Yeo, M, 2015).

Rapport-Building Strategies to Improve Retention and Success in Online Classes: Testing Effectiveness of Instructor Video Presence and Peer Review Video

Saemyi Park Political Science, UW-Stevens Point

One common problem in online classes is that students fail and drop out at rates far higher than face-to-face students. Previous studies show limited human connection in online learning leads to lower student success (Glazier 2016). Because online classes tend to attract older, nontraditional, and female students with more family obligations (Johnson 2019), identifying effective retention strategies for online classes is important to address the gap in student success.

This study investigates the effects of building rapport between faculty and students and among students to improve retention and success in online learning experiences. Based on the Social Presence Theory, a semester-long experiment will be conducted in two online sections of an introductory political science class to see whether video presence of the instructor and peers affect students' satisfaction and achievement. Analysis of student surveys, open-ended feedback, and focus group interviews demonstrates the effects of rapport-building teaching strategies in online classes.

Classrooms for Inclusivity, Emerging Voices in Art Education Preservice Educators

Ann Oberding-Carlisle Art Education, UW-Stout

This study explores the creation of an inclusive and equity-minded classroom of “awake-ness.” “Without the ability to think about yourself, to reflect on your life, there’s really no awareness, no consciousness (Cruickshank, 2008, p. 1). While researching the lived experiences of preservice art education students prior to student teaching, I seek to understand how future teachers “perceive” themselves becoming and purposely preparing to create their own inclusive classrooms. This research is also intended to illuminate best practices in an inclusive art education higher education classroom that promotes critical thinking and inquiry for preservice teachers. Through pre-surveys, individual pre/post interviews, and journal reflections I hope to glean information on how future teachers develop their own identities, actuate agency, and impact social change within their future classrooms and communities in which they “live consciously awake.”

Using Social Justice to Alleviate Fear in Undergraduate Research Courses

Kimberly Zagorski Social Science, UW-Stout

Research methods courses train majors in the development, conduct, and dissemination of original research. Fear of these courses is common, creating difficulties for the instructor when designing course material to ensure students’ course success (Papanastasiou and Zembylas, 2008). In this project, I examine if inclusion of the theme of power and examination of local issues reduces student anxiety and increases confidence in the research process. Power is envisioned as: student identity as researchers; a theme to understand the lived experience; and responsibility researchers have to participants. Students completed methods exercises around the theme of inequality. Current and past local government officials visited class to help students center their research questions within the Dunn County community. Finally, class readings highlight how students can examine the lived experience. To determine the impact of the intervention, pre/post tests were administered asking questions on anxiety about research and self-identification of research skills.

Exploring Learning Needs of Students with Disabilities in Higher Education

Amanda Zabacnik Special Education, UW-Superior

Institutes of higher education provide accommodations to students with disabilities. One study found that 85 percent of students with psychiatric disabilities drop out of college for reasons related to stigma (Porter, 2021). How DS are delivered matters. Using mixed methodological methods, this SoTL research gathers evidence about students’ experiences accessing higher education, adherence to accommodations, feelings about support from campus professionals, and analysis of ways that DS meets needs. Being equity-minded, analysis of DS practices warrants attention, to eliminate barriers to education. This process ensures that students’ voices are being heard and optimization of learning experiences occurs. The data will be used to create a plan of action for better meeting the needs of the students, if justified. Hearing student voices is freeing and uplifting; it helps educate, create connections, and bridge gaps in understanding (Thomas, 2015).

Assessing the Implementation of Counter-Narratives in a Creative Writing Classroom

Ken Brosky Integrated Studies, UW-Whitewater

Counter-Narratives can be a powerful pedagogical tool, most importantly in the university setting. Syed and McLean (2021) identify an important framework of Master Narratives: they are both rigid and dynamic because they can be changed--both by those in power and those who are marginalized. I wanted to approach this in my Creative Writing classroom by examining how counter-narratives enhance students’ understanding of the creative writing process. I implemented more diverse assigned readings, an exploration of different cultures’ approaches to storytelling, and empowering students to redesign the peer review process. To assess my implementation, I

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developed a first-day self-assessment that asked students to identify and think about their readings from K-12 based on prior research from Carnegie Mellon and Cornell University. I also developed an end-of-semester self-assessment that challenged students to think about whether counter-narratives enhanced their learning.

The Role of Access to Peer Coaches in Student Success

Narendra Regmi Economics, UW-Whitewater

There is a widespread belief that quantitative disciplines, including economics, are only accessible to certain students thereby creating anxiety and preventing learning, especially in students with already low GPA. In order to address the learning problem stemming from this anxiety, I examined the effect of weekly peer-led supplemental instruction on student learning in my principles of macroeconomics course. The intervention was received quite favorably by students as evidenced by their responses to the post-course survey. Students expressed that the tutoring sessions not only improved their understanding and engagement in the course, but also provided opportunities to learn from their peers in a much more relaxed environment. This effect was actually more pronounced in students with lower GPA. Additionally, about 10% percent of the students reported that the availability of supplemental instruction in an introductory course encouraged them to pursue economics as either a major or a minor.

FRIDAY, APRIL 21

First Nations Cultural Landscape Walking Tour

7:00 A.M. – 9:00 A.M.



Dr. Annie Jones, UW-Madison, leads a walking tour of the Madison campus highlighting effigy mounds dating back 12,000 years, and provides counter-narratives from a First Nations' perspective. The tour is 1.2 miles long and includes Observatory Hill, Bascom Hill, Dejope Residence Hall and ends at Memorial Union with its murals depicting First Nations' peoples. The Waaksikhomik shoreline features 11 archaeological mound sites and at least 28 human habitation sites with Archaeological Site Inventory numbers. The First Nations Cultural Landscape Walking Tour was created by Aaron Bird Bear. The tour is limited, and pre-registration required.

Circle Dialogue

8:00 A.M. – 9:00 A.M.

TEACHING WITH THE TROUBLE: A REFLECTIVE DIALOGUE ON AFFECTIVE LEARNING

Encore session from Thursday afternoon. Circle dialogue limited to 15 participants. Outer circle open to pedagogy observers.

David Voelker Humanities and History, UW-Green Bay, *Alison Staudinger* Faculty Development & Career Advancement, University of Denver

When faculty and students consider wicked problems such as climate disruption and systemic racism, they use conceptual and affective ways of knowing, the latter of which require navigating difficult and unpredictable terrain. Students may struggle to engage their emotions, and faculty's own affective responses may be difficult for them to process. Together we'll consider several questions, including: How can instructors both hold their own affective knowledge and space for students to express and integrate multiple knowledges? What are the potential risks and benefits of exploring porous boundaries between knowledge that has been framed as objective and subjective, and how might boundary crossing enable ethical knowledge and action? What professional development and community practices might help faculty to prepare for and process this integrative work? Participants in the session will gain tools for their own classrooms or professional development spaces, as well as reflections on the affective dimensions of learning.

Poster Walk / Continental Breakfast

9:15 A.M. – 10:00 A.M

CAPITAL VIEW & LANGDON ROOM AND THE BREAKFAST WILL BE IN GREAT HALL, MEMORIAL UNION

Peer Interaction in Online Classes

Susie Lamborn Educational Psychology, UW-Milwaukee

To engage students to connect with each other more fully and in a meaningful manner in an online, asynchronous class environment, two types of discussions were implemented. These are called Ask and Respond discussions and Fun and Practice discussions. These discussions provide an opportunity for students to engage with each other in an online discussion in which they are supported to discuss course material in a manner that is relevant to them. Ask and Respond allows the student to identify a topic for which they want to initiate a post from the class materials that may be related to their work context or personal lives. Fun and Practice discussions are set up by the instructor to engage the students in a topic in a less traditional manner. For each discussion the student makes an initial post and then responds to another student's post. These assignments are relatively easy for the instructor to grade.

High-Impact Experiential Teaching and Learning Practice

Kate Liu Engineering and Technology, UW-Stout

In Fall 2022, I designed a semester-long project for students in Packaging Design and Evaluation. Students experienced a unique learning process with one of three groups participating in UW-Stout's STEMM Student Expo.

Centering Student Insight Intramurally with COVE Studio

Rebecca Nesvet Institute for Research in the Humanities, UW-Madison

Students become disengaged and re-traumatized when their perspective is dismissed. Major print anthologies published for the humanities period or national survey course ignore student perspective by design. They tend to center existing canons and to pursue "objectivity" via depersonalization, revealing nothing about the editor. This isn't how editing always works. Isaac Asimov's celebrated "Asimov's Annotated" editions are at their strongest when Asimov reveals something about his family's immigrant experiences and his unique insights on the literature. The COVE Studio platform (<http://covecollective.org>) facilitates annotation that centers students by (1) aggregating student annotations, including, potentially, from different courses and institutions, and (2) providing a broader range of proofread, vetted texts than most anthologies, including texts that reveal suppressed BIPOC voices and experiences. By annotating reliable copies of these texts together, students using COVE go beyond the opportunities provided by annotation tools such as hypothesis to see their insights and informed subjectivities recognized as critical editing.

Inclusive ADDIE Model

Sameer Ahmed and *Mary Bartling* School of Business, UW-Platteville

Experiential learning has been proven to be more effective in boosting learning impact and retention than traditional classroom-style methods, if we employ Diversity, Equity, and Inclusion (DEI) interventions in our pedagogy. One such intervention is using the inclusive ADDIE model. ADDIE model is a staple in instructional design for decades that includes a linear process of five phases: Analysis, Design, Develop, Implement, and Evaluate. The model has been criticized because it misses the important DEI principles. Our poster considers the inclusive ADDIE model and its nine sub-stages: introspection, needs, context, lesson, understanding, supporting

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structures, implementation, values, and evolution. We will apply it to our teaching of business classes using Experiential Learning Pedagogy.

Development of Interprofessional Socialization in a Simulated Learning Environment for Speech-Language Pathology and Social Work Students

Cody Marie Busch and Lynn Gilbertson Communication Sciences and Disorders, UW-Whitewater

The World Health Organization (WHO) emphasizes the need for “collaborative practice-ready” healthcare professionals. Being “collaborative practice-ready” includes engaging in interprofessional education (IPE) learning experiences. An experiential IPE collaboration between the speech-language pathology (SLP) and social work (SW) programs at the University of Wisconsin-Whitewater addressed interprofessional communication and socialization. A total of 32 students (16 SLP and 16 SW) participated in a hybrid IPE experience with online asynchronous preparation and a full day in-person culminating experience. In a mixed-methods approach, the Interprofessional Socialization and Valuing Scale (ISVS-21) was used to collect data on the students’ perceptions of collaborative practice and qualitative responses were recorded. SLP and SW students responded “To a great extent” (average 6.27) on a 7-point scale in agreement with ISVS-21 items. The highest rated items included being able to exchange ideas in team discussions and an overall appreciation for the benefits of an interprofessional approach to care.

Critical Reflection of the Learning Self: Using Reflection for Transformation

Nicholle Schuelke Education, UW-Superior

Understanding the transformative nature of learning about a professional craft requires students to embrace a reflective practitioner stance. This requires opportunities to engage in reflection-on-action as well as reflection-in-action to make connections between course content and the world of practice. This session shares the instructor’s pedagogical practices related to course activities noted in a variety of student reflection artifacts to isolate the reflective stance, the impact on professional practice, and the levels of reflection.

It encourages a dialogic approach to share, consider, and explore good practice in practitioner reflection. It will model a curiosity in the nature of reflection and its role in the transformative process of learning about craft, even as it occurs across professions, disciplines, and contexts. It seeks to extend the current knowledge in models of reflective practice, share methodologies, and understand the potential for enhancing knowledge and skill acquisition as a practitioner.

The ALChemistry of Impact – Embedding High Quality HIPs through Pedagogy, Space, and Technology in Active Learning Classrooms

Connie Schroeder Center for Excellence in Teaching and Learning, *Anja Blecking* Chemistry,

High Impact Practices are narrowing equity gaps by yielding gains in completion rates, retention, deep learning, personal development, and academic achievement. Increasing interest in curricular pathways for all students to experience HIPs led us to examine the relationship between active learning classrooms (ALCs) and HIPs. As part of a larger ALC assessment, we aligned the Eight Quality Elements of HIPs with over twenty-five survey questions during three survey cycles (2015-2022). UWM ALC instructors and students (over 700) across the seven years confirmed a very high presence of all eight HIPs quality elements embedded in ALC course design, technology, and space features. Given the evidence of quality HIPs practices embedded in ALCs, we recommend departments, and institutions scale initiatives to embed these quality HIPs practices as a curricular pathway to leverage and scale equitable access to HIPs and advance student success for all students.

Assigned Participant Roles in Asynchronous Online Discussion: Impact on Engagement, Connectedness, and Critical Thinking

Pamela Terrell Communication Sciences and Disorders, *Allison Ashburn* Communication Sciences and Disorders, *Kallie Medenwald* Communication Sciences and Disorders, UW-Stevens Point

Graduate students in a speech-language pathology course participated in asynchronous online discussions during the pandemic-related transition to online courses in 2020. Students were randomly assigned to a group which remained the same for the duration of the course. Each week they rotated through a different role, including discussion leader, passage master, creative connector, and devil's advocate and discussed assigned journal articles. Discussions were transcribed, coded, and analyzed. Results indicated rich discussion which included connections to other coursework, deep synthesis and application of the readings, as well as the creation of a safe, open community of learners.

UW Stout Mathematics, Statistics and Computer Science EDI-Sharing Community

Andrei Ghenciu Mathematics, Statistics and Computer Science, *Christopher Bendel* Mathematics, Statistics and Computer Science, UW-Stout

In this presentation we talk about some of the main outcomes and some specific action times that resulted from the UW Stout Mathematics, Statistics and Computer Science (MSCS) EDI Sharing Community. This community was initiated by Dr. Sylvia Tiala, from the UW Stout Provost Office, and by Dr. Chris Bendel and Dr. Andrei Ghenciu, from the MSCS department. It started in Fall 2021, and it currently has around 20 very active members from across the campus.

Sharing Our Voices: Application of Technology in Enhancing International Nursing Students Multicultural Experiences on Global Health.

Maria del Carmen Graf College of Nursing, *Heidi Hansen* College of Nursing, UW-Oshkosh

This paper aims to analyze the application of technology in enhancing nursing students' cultural and global health competencies. The diversification of patients makes cultural competence a vital component of nursing practice. Culturally competent nurses relate to multicultural patients on a deeper level, which increases patient and community health care outcomes. Nursing curricula offer opportunities to develop cultural competencies with a global emphasis in response to the fast-growing diverse communities. Some of these opportunities include instructor lead study abroad clinical rotations. The COVID-19 pandemic presented a barrier to international programs, limiting in-person cross-cultural learning. Faculty instructors from the University of Wisconsin Oshkosh developed a series of virtual, international nursing students round tables with the College of Nursing faculty and students from India, Peru, Argentina, and Colombia to facilitate cross-cultural experiences. This analysis offers an in-depth perspective of technology application in cultural care education within the nursing curricula.

Syllabus Nuts & Bolts: Inclusivity and Accessibility Without Overload

Kim Omachinski Communication, *Xianwei Van Harpen* Mathematical Sciences, *Kimberly Hernandez* History, UW-Milwaukee

Learn how to organize your course syllabus and schedule in ways that accommodate accessibility and allow for language beyond the nuts and bolts of your course without losing sight of the learning objectives. We will share language that incorporates inclusivity statements, community agreements (participation expectations), accessibility resources, GER and UW System requirements, as well as a clear, concise assignment schedule. How can instructors include all of this content without overloading students? How can instructors convey all desired information while maintaining focus on the course objectives? Come join our session to find out how you can build a comprehensive yet concise course syllabus that is equity minded and inclusive.

Session I

10:15 A.M. TO 11:15 A.M.

CONCURRENT SESSIONS

Shared Session

Student and Mentor Perspectives on the Senior Project at High School: Motivation for College

Susie Lamborn Educational Psychology, UW-Milwaukee, University School of Milwaukee

Beefeaters Room

Moderator *Mary Beth Leibham*

This presentation considers the Senior Project at the high school level from the perspectives of the student and the mentor. We will explore this year-long endeavor as a motivational factor for learning and future academic plans. I was invited to mentor a student for his senior project. We are both of Asian heritage with different cultural backgrounds. I have conducted research on ethnic and racial socialization with Asian-American youth. The student's topic is Stereotypes and Identity for Asian American youth. He will explore this topic through academic articles, news articles, and memoirs. He will be responsible for completing an oral presentation at his school towards the end of the academic year. We have agreed to meet monthly to discuss his progress. This presentation will consider this experience and how it motivates the student to pursue this activity, engage in a potential future research topic, and think about future academic plans.

Reflective Teaching: A Shared Journey

Kristin Riesgraf and *Heather Kahler* Mathematics and Computer Science, UW-Superior

Beefeaters Room

Moderator *Mary Beth Leibham*

As instructors of our department's corequisite model for developmental math, we adopted a reflective teaching practice. We will share how our regular meetings before, during, and after the semester informed our teaching. Specifically, we will address how we collected and processed student feedback, the nuances of teaching online versus on campus, instructor collaboration, and our implementation of an Open Educational Resource (OER).

Feminist-Centric Online Graduate Programs: Pedagogical, Social/Cultural, and Theoretical Integration

Adrienne Viramontes, *Jackie Arcy*, *Jonathan Shailor*, *Hilary Rasmussen*, and student *John Gaidosh* Communication, UW-Parkside

Old Madison Room

Moderator *Sylvia Tiala*

This roundtable discussion explores the scope, structure, and practices of online graduate programs for the 21st Century. UW-Parkside has developed a new Master's in Professional Communication online graduate program that is student-centered, offers feminist-centric online coursework, includes high-impact practices, and focuses on equity, diversity, and inclusion of non-traditional graduate students. The program incorporates feminist pedagogical tenets such as: promoting reflexivity, concern for materiality, treating students as co-educators, presenting knowledge as intersectional and constructed, honoring diversity and lived experience through intersectional approaches, cultivating self-care and boundaries and feminist pedagogy in an online environment. The roundtable features four faculty and one student.

Teaching With a “Living Textbook” (OER)

Anita Alkhas, Diana Boateng Global Studies, *Ruth Adeniyi, Rania Belhadj Yahia* Global Studies Graduate Teaching Assistant, Global Studies, UW-Milwaukee
Multicultural Greek Council Room
Moderator *Stephanie Guedet*

Tackling a new language is daunting for many students, but it can also be highly rewarding, boost their confidence, and help them acquire many skills that they can apply to other disciplines. This round-table discussion will focus on strategies to support beginning language learners throughout the semester so that they make steady, palpable progress. Each speaker will share specific approaches they have taken in first-year French courses with the objective of increasing intrinsic motivation, promoting self-directed learning, and cultivating flow states in and out of class. The examples to be shared include Social-Emotional Learning practices, the development of a fully online, customized Open Educational Resource (OER) curriculum, multiple low-stake assignments and assessments, flexible due dates, and other forms of differentiation. To a great extent, these approaches are informed by a radical shift in perspective gained while studying and teaching during the pandemic.

Our primary motivations for adopting an open textbook were to reduce costs to students and increase accessibility. The greatest long-term advantage of adopting OER, however, has been taking advantage of the Creative Commons license that allows for remixing. Each semester that we use it, we can update content as needed, creating a “living textbook” that responds to the needs of our program and of our learners as they evolve.

A Cacophony of Voices: Critical Information Pedagogy

Helena Sumbulla and Liliana LaValle McIntyre Library, UW-Eau Claire
Council Room
Moderator *Kristin Koepke*

This interactive workshop applies student-centered pedagogy to information literacy learning outcomes, which supply students with an arsenal of tools and techniques to navigate our increasingly complex digital landscape. Participants will be introduced to example assignments that encourage critical thinking within classrooms and engaged citizenship outside of it, as well as techniques for structuring inclusive student discussions. We will discuss concrete methods to make your classroom a space where students feel that their voices are heard and valued, as well as safe to navigate complex problems. In the spirit of valuing all voices, audience participation is strongly encouraged for this workshop. It is our hope that participants will leave with a peer-recommended inventory of suggestions for cultivating critical classroom discussions.

Positionality, Advocacy, and Centering Marginalized Students: Equity Minded Pedagogies in Three Parts

Kimberly Hernandez Center for Latin American and Caribbean Studies, *Ke'andra Hagans* Helen Bader School of Social Work, *Kristine M. Lize* School of Education, UW-Milwaukee
National Panhellenic Council Room
Moderator *Heather Pelzel*

Co-panelists share strategies for building community in the classroom, centering marginalized students in curriculum, and highlighting equity-minded pedagogies. These objectives are achieved through positionality, counter narratives, and curriculum development. Effective use of social positioning can facilitate the introduction and critical analysis of racial hierarchies and racial positioning; in-group diversity; and gender constructs. Counter narratives can aid in identifying and addressing disparities in access and inequitable resources for BIPOC students and adequately equipping and empowering all students for success. Centering marginalized students can be

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structured into curriculum development that includes stories diverse in authorship and character and voices of those who are oppressed or those who are without the same power as those of the dominant culture.

Session II

11:30 A.M. – 12:00 P.M.

CONCURRENT SESSIONS

Building Community Agreements for Emergent Classrooms

Riley Drake Department of Counseling, Rehabilitation, and Human Services, UW-Stout

Multicultural Greek Council Room

Moderator *Shanna Nifoussi*

Community agreements are often considered to be powerful for classroom relationship building. However, many agreements are formed out of fear, scarcity, and competition, and have the potential to lead to the dehumanization of students. This session asks: How might we co-construct community spaces for learning that live and breathe with transformative intimacy? Drawing from adrienne maree brown's (2017) *Emergent Strategy: Shaping Change, Changing Worlds*, we will explore practices and rituals that invite vulnerability, abundance, and wonder in building and sustaining community agreements. Participants will leave the session with curiosities and visions for co-creating our shared teaching and learning spaces.

Shared Session

Centering Students' Voices in Intercultural Conversation

Kaishan Kong Languages, UW-Eau Claire

National Panhellenic Council Room

Moderator *Sylvia Tiala*

The presenter will share a global collaborative project that brought students from the University of Wisconsin-Eau Claire in the United States and students from Taylor's University in Malaysia to explore culture and identities through virtual exchange. The purpose of this collaborative class project was to extend language education beyond the classroom and broaden students' cultural awareness through interacting with peers from different linguistic and cultural backgrounds. Based on the weekly topics and some open-ended prompts, students from both countries were encouraged to focus on aspects of their interests and share their ideas. For instance, when discussing the topic "Roles & Performativity", students shared their ideas from Disney characters to pop music, from male cosmetics to gender inequity. Giving students the space and power to voice their ideas enhanced an organic and profound intercultural conversation.

Cultivating Technical Writing Skills Through a Scaffolded Peer Review Approach of Lab Reports in a Junior-Level Laboratory Course

Yan Wu Engineering Physics, UW-Platteville

National Panhellenic Council Room

Moderator *Sylvia Tiala*

Communication skills are critical for a successful career in engineering. Unfortunately, many students enter engineering programs with the wrong notion that the engineering profession requires much math and science but little literacy. On the other hand, very few engineering programs can afford a separate course dedicated to technical writing within the already tight credit budget. Lab reports thus serve as an excellent tool to sharpen

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writing skills in engineering courses. The 'scaffold peer review' approach aims at cultivating technical writing skills via lab reports with significant buy-in from both the students and the instructor. Component submission, guided peer review, and revision are the three critical elements of this approach. I will present the implementation of a 'scaffold peer review approach' in a junior-level engineering physics lab course. Results of direct and indirect assessments show significant improvement in students' technical writing skills using this pedagogical approach.

Pre-Service Teachers' Use and Perceptions of Scaffolds Designed to Support Planning for Instruction

Anne Robertson, Donna Kirk, Stephanie Polkowski Department of Education, UW-Superior

Beefeaters Room

Moderator *Heather Pelzel*

This is a presentation of the Scholarship of Teaching and Learning (SoTL) project, Pre-service Teachers' Use and Perceptions of Scaffolds Designed to Support Planning for Instruction. In the fall of 2022, data was collected in select UW-Superior Department of Education undergraduate courses containing Pre-Student Teaching Clinical Experiences (PSTCE). The aim was to learn more about lesson planning knowledge, skills, and efficacy of teacher candidates leading up to the Student Teaching Residency. Data surrounded equity and effectiveness of available scaffolds and universal supports, whether they are being used effectively, and whether are they equitable, among other topics, to inform practices and delivery of equitable and effective learning material surrounding lesson planning.

Embracing a Community of Care at UW-Green Bay: Covid and Beyond

Valerie Murrenus Pilmaier English and Women's, Gender and Sexuality Studies, *Ann Mattis* English and WGSS, *Kate*

Farley UWGB Center for the Advancement of Teaching and Learning and the Library, *Nichole LaGrow* previous

UWGB Distance Education Coordinator, *Nicole Kurth* UWGB Pride Center Coordinator, UW-Green Bay

Old Madison Room

Moderator *Sylvia Tiala*

How to provide appropriate care for the self and others in the midst of chaos? This panel, consisting of faculty and staff from across UW-Green Bay, will discuss the ways that they embraced the concept of radical care during and since Covid for faculty, staff, students, and themselves as instructors and people. This group, comprised of a member of the Center for Teaching and Learning, a former Director at Residence Life who is now the Pride Center Coordinator, the UW-Green Bay Distance Education Coordinator, the Assessment Coordinator and faculty member, and a faculty member who teaches in four disciplines (Writing Foundations, English Literature, Humanities and WGSS), will discuss the ways that they adapted to this situation with the idea of "care as a critical survival strategy" as outlined in Kawehipuaakahaopulani Hobart and Kneese's "Radical Care: Survival Strategies for Uncertain Times" with a community of care approach and how that affected their target groups and themselves. This presentation is also informed by bell hooks' tenet from *Teaching to Transgress* that "to educate is the practice of freedom," as we had to re-educate ourselves based on necessity and recognition of student and personal bandwidth. Each participant will talk about her own experiences for about 4 minutes each and then we will leave 10 minutes for Q&A from the audience.

Closing Plenary/ Lunch

12:15 P.M. – 1:30 P.M.

THE GREAT HALL, MEMORIAL UNION

Welcome

Sarah Riforgiate, OPID Executive Committee Member

Student Voices

Sarah Riforgiate, OPID Executive Committee Member and *Sarah MacDonald* Center for Excellence in Teaching and Learning

Tribute to Two UW Instructors: Marnie Dresser and Mimi Larson

Fay Yokomizo Akindes, Ph.D.

Director, Systemwide Professional & Instructional Development (OPID)

Farewell

Fay Yokomizo Akindes, Ph.D.

Director, Systemwide Professional & Instructional Development (OPID)

Our conference started with students dancing and ends with students' voices.

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OPID's 2024 Spring Conference on Teaching & Learning

April 18 & 19, 2024 | Memorial Union in Madison

