

THE JOYS^{OF} Teaching & Learning

Engaging Students

Opening Plenary



Dr. Bryan Dewsbury
Florida International University
Engaging Students in Dialogue
Thursday, April 18, 2024
9:00am to 10:30am

Wisconsin Teaching Fellows & Scholars-
Poster Reception

Closing Plenary



Flower Darby
University of Missouri
Engaging Students Online & In Person
Friday, April 19, 2024
11:00am to 12:15pm

Breakout 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)

Acknowledgments

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President, Universities of Wisconsin

Johannes Britz, Ph.D.
Interim Senior Vice President, Office of Academic and Student Affairs, Universities of Wisconsin

Tracy Davidson, Ph.D.
Associate Vice President, Office of Academic Affairs (OAA), Universities of Wisconsin

Spring Conference Organizers

Fay Yokomizo Akindes, Ph.D., Director, Systemwide
Professional & Instructional Development (OPID) OAA
Erin McGroarty, Program Associate, OAA

With support from
Diane Waters, OAA

Proposal Reviewers

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OPID Executive Committee

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Angie Stombaugh, UW-Eau Claire
Sylvia Tiala, UW-Stout

Wisconsin Teaching Fellows & Scholars

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UW-Green Bay	<i>Kristin Vespia, Ph.D.</i> <i>Mary Gichobi, Ph.D.</i>
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UW-Superior	<i>Jamie White-Farnham, Ph.D.</i> <i>Shanna Nifoussi, Ph.D.</i>
UW-Whitewater	<i>Susan Wildermuth Ph.D.</i> <i>Ken Brosky</i>

Additional Support

OPID's Spring Conference was supported, in part, by the Digital Learning Environment (DLE) of the Universities of Wisconsin. DLE is an advisory council chaired by Julie Pohlman, Director of Libraries and Academic Technology.

THE JOYS^{OF} Teaching & Learning

Engaging Students



Dr. Fay Yokomizo Akindes
Director, OPID

Greetings,

One of the joys of teaching & learning is connecting with students and reaffirming that their dreams have value, that they belong in the classroom, that they are enough.

Engaging students begins with knowing our students. As a professor of 20 years, I loved the start of a fresh semester. One of my favorite first-day icebreakers was sitting in a circle and listening to each student share one accomplishment or experience that -- in the room -- only they could claim. I remember a returning adult student who had visited every baseball stadium in the country, a woman who purchased an old bus on eBay, another woman who splurged on Bonnaroo tickets, a student who simply said she didn't have charge-card debt (that sparked spontaneous applause!), and a student who savored his first beer at a bar while his twin brother, born minutes after midnight, sat and watched. These stories humanized the classroom; tensions that entered the room were, hopefully, poofed away and students walked out, and returned, with "summer in their shoes."

OPID's annual Spring Conference on Teaching & Learning begins before we even meet in person at the Memorial Union in Madison. This program is a preview of what's to come. Our conference begins and ends with Dr. Bryan Dewsbury (Florida International University) and Flower Darby (University of Missouri), two exceptional educators who are continually questioning and developing effective ways to engage students both in person and online, and to make their teaching and learning practices and content meaningful, relevant, and transformative.

In between their plenary talks, we have several concurrent break-out sessions facilitated by faculty, instructors, and instructional designers from our constellation of Universities of Wisconsin. They will share experiences of engaging students in undergraduate research, community-based learning, first-year experiences, and other high-impact practices. Generative artificial intelligence, namely Chat GPT, continues to challenge how we rethink our teaching and learning practices, including how we design and grade assignments. Sessions are informative, interactive, and reflective of teaching and learning in these times.

Thursday afternoon ends on a high note. OPID's 2023-24 Wisconsin Teaching Fellows & Scholars, a year-long community of practice with participants from 12 of our 13 universities (all but Madison), will make-public their year-long Equity-minded SoTL projects. Congratulations to our systemwide fellows and scholars, and their mentors WTFS Co-directors Dr. Valerie Barske (UW-Stevens Point) and Dr. Heather Pelzel (UW-Whitewater).

Everyone you meet and talk to at this conference is an educator with stories to share of engaging students. I invite you to experience curated serendipity, a signature of all OPID events.

Organizing an annual Universities of Wisconsin conference among 13 universities is a challenge, and a pleasure! It is an opportunity to collaborate with OPID's Advisory Council comprised of teaching and learning center directors and faculty members (see Acknowledgments page for a full list). Members of the Council serve as anonymous conference proposal reviewers, session moderators, and liaisons to their home universities. I am especially thankful to the OPID Executive Committee - Cyndi Kernahan (UW-River Falls), Angie Stombaugh (UW-Eau Claire), and Sylvia Tiala (UW-Stout), and the Wisconsin Teaching Fellows & Scholars Co-Directors Valerie Barske (UW-Stevens Point) and Heather Pelzel (UW-Whitewater) for their support and guidance. Thank you!

With awe and gratitude,

A handwritten signature in cursive script that reads "Fayy Shindes".

P.S. What did I share on the first day of class that no one else in the room could claim? "When I was a college student, I went to a Bob Marley concert at the Waikiki Shell."

Subsequently a student who shares a birthday with Bob Marley gifted me a bumper sticker : Emancipate yourselves from mental slavery, none but ourselves can free our minds.

THURSDAY, APRIL 18

Opening Plenary

9:00 AM TO 10:30 AM

THE GREAT HALL, MEMORIAL UNION

Greetings from the Universities of Wisconsin

Tracy Davidson, Ph.D.

Associate Vice President, Office of Academic Affairs (OAA)

Fay Yokomizo Akindes, Ph.D.

Director, Systemwide Professional & Instructional Development (OPID)

ENGAGING STUDENTS IN DIALOGUE

Bryan Dewsbury, PH.D.

Associate Professor of Biology and Associate Director of the STEM Transformation Institute at Florida International University

College classrooms hold the promise of providing students with rich experiences to help them thrive, in spite of differences in backgrounds, ideologies, histories. To realize this promise, we must complicate our notion of what it means to teach, regardless of subject matter. Using examples from the historical relationship between education and social progress, and an equity-minded approach to a science classroom, we will collectively re- envision ways to engage students in fruitful, respectful, and meaningful dialogues.



Dr. Bryan Dewsbury is Associate Professor of Biology and Associate Director of the STEM Transformation Institute at Florida International University. He is the Principal Investigator of the Science Education and Society (SEAS) research program, a team blending research on the social context of teaching and learning, faculty development of inclusive practices, and programming to cultivate equity in education. Previously, he was at the University of Rhode Island. Bryan is a Fellow with the John N. Gardner Institute, where he assists institutions of higher education cultivate best practices in inclusive education.

Session I

10:45 AM TO 11:45 AM

CONCURRENT SESSIONS

Better Together....Always

Heidi Nicholls Anthropology, Undergraduates: *Frances Kerkhof* Honors College, Anthropology Major, Social Justice Minor, Indigenous Studies Certificate, *Julia Dhams* Anthropology and History Dual Major, *Tobin Jackson* Anthropology Major, Indigenous Studies Certificate, LGBTQiA Studies Certificate, *Sonia Howen*, *Jon Bye* Anthropology Major, Indigenous Studies Certificate, *Rachael Luedtke*, *Blayde Pamperin* Anthropology and Environmental Studies Majors, Indigenous Studies Certificate, UW-Oshkosh

National Pan-Hellenic Council Room

Moderator *Jamie White-Farnham*

All too often in pursuit of being better educators, we forget to look to the experts of their learning experience, our students. What started as one professor's research focused on student success and belonging spawned by students, led to an undergraduate methods class designing research tools and employing methods, resulting in a student newspaper article and student feedback celebrating students being the central and integral part of this research. This roundtable conversation is centered on undergraduate students' experiences being a part of this collaborative project, relationship building in the classroom, and the power of undergraduate research. This conversation, meant to include the audience, explores high-impact practices in and out of the classroom and opportunities for us to do and be better, together.

A Year with Generative AI: Three Lessons for Tomorrow's Education

Lane Sunwall, *David Delgado* Center for Excellence in Teaching and Learning, UW-Milwaukee

Multicultural Greek Council Room

Moderator *Kris Vespia*

Over the past year, generative AI tools like ChatGPT have revolutionized education. While misuse of AI by students is broadly acknowledged, AI has not undermined teaching as initially feared, and holds promise for sparking better and more engaging learning in the future. This presentation delves into the transformative impact of AI, by showcasing three practical strategies for integrating AI into your classroom. We will explore methods for teaching students how to use generative AI, and to do so ethically. We will examine ways to adapt assignments and your course structure to the reality of AI. And finally, we will showcase a selection of essential AI tools you can use as you teach.

The Joy of Knowing Students: Improving Student Outcomes & Engagement through 1:1 Connection

Ashley Edwards Communication Studies, *Eugenia Turov* Chemistry, *Sarah Pember* Public & Community Health, UW-La Crosse

Beefeaters Room

Moderator *Regina Nelson*

This round table celebrates the joy of teaching in connection and community, as three educators discuss the ways meeting 1:1 with students improves learning outcomes and engagement. In addition, we reflect on the ways we benefit from doing this pedagogy work in community with one another. Beyond shared themes about connection, authenticity, reflection, and mothering, Edwards (Communication Studies) discusses using 1:1s to build agency and creativity as part of the structure of ungrading in a senior seminar, Turov (Chemistry) discusses using 1:1s to

Continued on next page

improve belonging in a large General Education course, and Pember (Public Health) discusses using 1:1s to help first-year students navigate campus resources related to mental health support, violence prevention, and academic services. The round table will conclude with time to discuss recommendations for using 1:1s in student learning, as well as for creating informal communities of practice.

A Comparison of Ungrading, Competency-Based Grading, and Specifications Grading: Which One Makes the Grade?

Pamela Terrell Communication Sciences and Disorders, UW-Stevens Point
Old Madison Room
Moderator *Megin Schmid*

Over the past several years I have researched and experimented with three different popular grading practices: ungrading, competency-based grading, and specifications grading. Each grading approach has pros and cons and requires a different pedagogical learning. Perhaps competency-based grading might work best for a particular teaching style, whereas ungrading might be better suited to certain disciplines or student level (e.g., 200-level undergraduate vs. graduate). In this session I will explain the inherent problems of grading, define these three strategies, and share benefits and caveats of each grading paradigm. This will be done in the context of actual course examples and student feedback of the different grading strategies. There will be an opportunity to apply these strategies to your own course, discuss with others, and ask questions.

Developing Guidelines for Classroom Dialogue

David Voelker Humanities & History, UW-Green Bay
Langdon Room
Moderator *Kristin Koepke*

Are you interested in using more dialogue in your courses but concerned about student incivility or microaggressions? Establishing guidelines for classroom dialogue can be very helpful in creating constructive, civil conversations. Participants in this workshop will have a chance to share both aspirations and concerns about classroom dialogue and will make a start on developing guideline or principles for dialogue within their courses--whether face-to-face, virtual classroom, or asynchronous online.

Lunch

12:00 PM TO 1:30 PM

LUNCH ON YOUR OWN- THERE ARE EATERIES IN THE BUILDING, AND FOOD TRUCKS AND RESTAURANTS NEARBY.

Session II

1:45 P.M. – 2:45 P.M.

CONCURRENT SESSIONS

Creating Assignments Using the Transparency Framework

Angie Stombaugh, Avonlea Hanson Center for Excellence in Teaching and Learning, UW-Eau Claire
National Pan-Hellenic Council Room
Moderator *Jamie White-Farnham*

Instructors are continuously looking for strategies to create a more inclusive environment within the classroom. While many ideas exist, the changes are usually labor-intensive and challenging across multiple courses. This workshop session will explore the process of creating assignments with the Transparency Framework to tackle that challenge. Research supports that the formatting of two assignments in one course increases students' academic confidence, sense of belonging, and retention of students (Winkelmes et al., 2016). This workshop will introduce the Transparency Framework and its core principles of Purpose, Task, and Criteria. Practical examples and case studies will be shared to illustrate the implementation of the framework in various courses. As the workshop explores the framework, we will also share the experiences of students, instructors, and the university with implementing the Transparency Framework through data and examples.

Shared Session

Engaging Students in Dialogue about Generative AI and Social Inequity in the Writing Classroom

Bryan Kopp English, UW-La Crosse
Multicultural Greek Council Room
Moderator *Kris Vespia*

Recent research highlights a new phase in the "digital divide," suggesting that advancements in AI, particularly generative AI tools like ChatGPT, are creating new educational inequities. Aithal and Aithal (2023) emphasize the disparities arising from students' varying proficiency with and access to these tools. Sullivan et al. (2023) note that while ChatGPT enhances learning for some, it disadvantages others, exacerbating existing social inequities. Choi (2023) observes that AI can assist students with writing and discussion challenges, indicating its potential to address inequities, though cooperative work is crucial. To explore these issues, I designed a senior seminar course titled "Writing with/against AI," focusing on AI's transformation of writing and interrogating questions of equity and access, to be taught Spring 2024. This course, rooted in critical pedagogy and Freire's problem-posing education, aims to promote critical consciousness and dialogue about AI's role in social inequities within the writing classroom. The session will share background on generative AI and social inequity, outline the critical pedagogy strategies that have been integrated into this course, and spotlight student perspectives on AI's impact on these inequities.

Rallying Students: Creating a Reacting to the Past Game on 1970s LGBT Activism

Jordan Landry English, UW-Oshkosh
Multicultural Greek Council Room
Moderator *Kris Vespia*

This presentation focuses on the benefits of using a "Reacting to the Past" game to increase engagement, equity, and knowledge retention. Reacting to the Past is a national movement. This new game centers on three 1970s LGBT activist communities: 1) the Third World Gay Revolutionaries and Black Lesbian Feminists, 2) the Lesbian Feminists and 3) the Mainstream Gay Movement led by gay Jewish activists. Each student is placed on one of

Continued on next page

these teams and assigned a historical lesbian, gay, bisexual and/or trans activist to research. Through representing their activist's perspective, students bring Trans and Queer activism alive. They gain a vision of how intersectional identity and oppression play a role in the competing goals among the groups. By actively engaging history, the students begin to understand the dynamic force of Latinx, Black, Jewish, and white activist coalitions in shaping not only trans, lesbian, bisexual and gay history but U.S. history.

Shared Session

Positive Psychology: The Missing Piece to Positive Schools

Molly Welch Deal School of Education: School Counseling, UW-Stout

Beefeaters Room

Moderator *Sarah Riforgiate*

Despite empirical support for the effectiveness of positive psychology and positive psychology interventions, the field of education has demonstrated minimal interest. Today's students are experiencing a variety of complex challenges opening the door to depression, anxiety, and decreased school attendance. Educators are tasked with protecting and fostering student development mentally, emotionally, socially, and academically; curriculum rich in positive psychology can provide the missing pieces to the puzzle of academic and social/emotional success. Positive psychology explores what makes life worth living and how wellbeing can be increased. It prioritizes positive emotion, engagement, relationships, meaning, and accomplishment. The application of positive psychology can benefit every aspect of life from relationships to self-image to academic and career performance. When used in schools, positive psychology can teach students how to gain control over their lives by choosing to focus on positivity and strength, rather than ruminating on problems.

What the Health?! Strategies to Thrive in the Stressful World of Higher Ed.

Jared Dalberg Human Biology, UW-Green Bay

Beefeaters Room

Moderator *Sarah Riforgiate*

Every week we hear about bad news in higher ed. This impacts mood, morale, our personal and professional life. What gives?!...ultimately our health. This session will address how stress effects the brain; specifically, how cortisol impacts mood/emotions, memory, sleep, hunger, and health. Understanding how stress effects our brain and health, we will share practical strategies to take care of our brains to manage stress, activate the parasympathetic response, and address our needs (aka bandwidth). During the presentation we will practice some of these strategies, as well as invite dialogue on how others manage stress and how to incorporate some of these strategies into our classrooms. Finally, there will be a call to action to incorporate one stress management strategy into our personal life and one strategy to incorporate into our classroom.

Regents' 2024 Teaching Excellence Award-winners

Sustained Engagement with Teaching & Learning

***This presentation will be repeated on Friday morning at 9:45**

Old Madison Room

Moderator *Fay Akindes*

Bridging Classrooms and Communities

Donald Hones English-as-a-Second Language and Bilingual Education, UW-Oshkosh

Our colleague shares some of his experiences in 27 years of preparing teachers at UW-Oshkosh, including building relationships with immigrant and refugee communities, grant writing and administration to offer low-cost licensing to hundreds of ESL and bilingual teachers, and the ongoing challenge and joy of fostering community in each of his classes.

Keeping it Fresh

Rebecca Stephens English and Women's and Gender Studies, UW-Stevens Point

How do you keep a class interesting for you to teach and for your students to learn when you teach the same class over a long period of time? How do you keep from boring yourself and your students when you've taught the same class for decades? This presentation will look at examples from teaching first-year writing classes and Introduction to Women's and Gender Studies for over 25 years to consider how reflecting on the changes in the discipline, in the students, and in changing teaching pedagogies can help keep teaching the same class again and again from feeling stale.

Innovating Special Education Programs While Reflecting Back: Providing Excellence in Education Professional Preparation in Response to Changing Needs

Amy C. Stevens & Shannon Stuart Department of Special Education, UW-Whitewater

Our colleagues at UW-Whitewater have provided effective teacher training for 50 years by changing over time to meet the needs of special educators and others working with individuals with disabilities. Their mission: to prepare professionals to become change agents who use evidence-based practices and critical thinking to support individuals with disabilities and their families across a variety of contexts guides our program development. How have their programs changed from the past and what innovative programs do they envision moving forward?

Refreshments

2:45 PM TO 3:00 PM

RECEPTION ROOM

Session III

3:00 P.M. – 4:00 P.M.

CONCURRENT SESSIONS

First-Year Experience: Increase Belonging Through Choice, Hands-On Activities, and Campus Resources

Rachelle Haroldson Center for Excellence in Teaching and Learning, UW-River Falls

Multicultural Greek Council Room

Moderator *Sarah Riforgiate*

Looking to increase a sense of belonging in your course, especially for first-year students? Looking to increase engagement? Looking to spice up your assessments? In this workshop you will learn different ways to cultivate a sense of belonging through active learning, alternative assessments, and student exposure to campus resources based on a pilot First-Year Experience course. Participants will partake in various hands-on activities and discuss ways to embed student choice. Be prepared for an interactive experience!

Undergraduate Research Experiences (UREs): What's the Buzz?

Cordelia Bowlus McNair, Brian Wallace, Department of Kinesiology and Athletic Training, *Melissa Doersch* UWO

Undergraduate Healthcare, UW-Oshkosh

Old Madison Room

Moderator *Sue Wildermuth*

As the Universities of Wisconsin, particularly the regional comprehensives, face declining enrollments and unprecedented disengagement, it is incumbent on us as educators not only to revisit high impact practices (HIP) identified and extolled in the literature for almost two decades as “engagement elixirs” but also to rethink how we pitch them to students. During this workshop we will identify ways in which to create a buzz around the undergraduate research experience (URE)--considered one of the most impactful HIPs. The presenters will lay the groundwork for a round-table discussion by outlining a pilot project at the University of Wisconsin Oshkosh designed to improve engagement by both generating interest in UREs and building a compelling narrative centered on UREs and career outcomes. Round-table participants will break out into discussion groups and be invited to share ideas and challenges related to creating a buzz around UREs.

Shared Session

Using Engaging Digital Projects to Assess Students' Learning Outcomes

Hongying Xu Department of Global Cultures and Languages, UW-La Crosse

Beefeaters Room

Moderator *Cyndi Kernahan*

Changed learning outcomes in foreign language education call for corresponding new tools in assessment to measure students' achievement rather than the traditional pen and paper tests. This session describes how to use e-book creation through a digital platform as an alternative assessment tool for evaluating student learning outcomes. Students are evaluated on how they communicate in the language they are learning by employing multimodalities including: texts, images, videos, and audios. This session will share details in setting up this assessment, including the instructions, the procedure, and the rubrics. It will also provide hands-on opportunities for participants to try out the digital platform so that they are fully comfortable using this alternative form of assessment in the future.

Fostering Global Empathy Through Engagement: An Examination of an International Studies Simulation for Majors and Non-majors

Moira Lynch Politics, Geography and International Studies, UW-River Falls
Beefeaters Room
Moderator *Cyndi Kernahan*

This project focuses on how classroom political science and international studies simulations can foster and promote global empathy within students. The presentation examines a simulation implemented in an introductory international studies course, comprised mainly of non-majors. Discussion centers on pretest and post-test survey results from the students' simulation experiences, and it invites participants to reflect on the role of empathy in their own classrooms.

Analysis of Students' Transition Back to Face-to-Face Instruction

Anne Kelly Hoel Business, *Schmidt Laura* Mathematics, Statistics & Computer Science, *Min DeGruson* Engineering & Technology, UW-Stout
National Pan-Hellenic Council Room
Moderator *Angie Stombaugh*

Scholarship of Teaching and Learning (SoTL) research investigated student academic experiences across multiple disciplines as the pandemic abated and students transitioned from online/hybrid modalities back to face-to-face instruction. The collaborative research was conducted from the vantage point of three distinct disciplines: Business Management, Packaging Engineering, and Mathematics. Pre- and post-survey results, along with focus group interviews on the students' return to face-to-face classes, are discussed. Reflection on how COVID-19 teaching and learning adaptations affected and continue to affect students and instructors is shared, along with lessons learned on strategies to foster student success during times of change. Session attendees will be asked to share their experience with students while returning to face-to-face modality and a favorite idea/activity to inspire student success.

Session IV

4:15 P.M. – 5:15 P.M.

CONCURRENT SESSIONS

Learning in Local Settings: Authentic Engagement, Empathy, and Leadership

Stephanie May de Montigny Anthropology, *Erin DeMuyneck* Geography, *Donald Hones* Education, *Li-Hsuan Hsu* Art Education, UW-Oshkosh
Old Madison Room
Moderator *Cyndi Kernahan*

What does it mean to foster authenticity in learning and community engagement? Where do leadership qualities manifest? This interdisciplinary roundtable of experienced instructors draws on work with diverse local partners including international students, local museums, after school programs, elementary and middle schools, senior living facilities, food pantries, and more. Panelists from Education, History, Anthropology, Art Education, and Geography will discuss community-based learning in whole courses and "bite-sized" activities, assignments, and projects (a.k.a. CBL "Lite"). Along the way, participants will emphasize: connecting real-world experience to course content; challenging student's thinking and understanding of themselves and their world; developing

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collaborations that are authentic, equitable, empowering, reciprocal and mutually beneficial; developing, reflecting on, and recognizing student learning, empathy, critical thinking, leadership, and civic responsibility. Panelists will reflect on pedagogical practices such as using poetry and writing reflections, involving students in faculty research and writing, oral histories, art activities, ethnography, and more.

Hesitant to Hopeful: UW-Whitewater's Proactive Approach to Generative AI

Eric Loepp, Dana Wagner, Ted Witt Learning Technology Center, UW-Whitewater

Multicultural Greek Council Room

Moderator *Sue Wildermuth*

This presentation showcases UW-Whitewater's innovative approach to integrating generative AI into its educational framework and offers a model for other institutions to follow in responsibly incorporating AI. From foundational AI literacy through faculty workshops to broader campus engagement, we detail how AI's ethical use and implications for academia were addressed. Key elements include collaborative policy development with governance groups, analyzing and incorporating instructor and student needs, and empowering educators through grants for practical classroom applications. This transformation in AI perception and use at UW-Whitewater illustrates a proactive, ethical approach to AI in higher education, preparing for a future where AI is a fundamental part of learning and teaching. The UW-Whitewater learning technology team is hopeful that by sharing our story and experiences in the AI policy and programming space, we can support (and learn from) peer institutions as they further develop AI practices and policies across the Universities of Wisconsin.

Shared Session

Going Against the Numbers: A Creative Approach to Problem-Solving

Sheril Gilbertstadt Accounting & Finance, UW-Eau Claire

Beefeaters Room

Moderator *Kristin Koepke*

For students enrolled in introductory courses that involve computational analysis, detailed cost calculations can prove overwhelming and lead to academic disconnect. How can we promote academic connection? A team-based exercise that explores why decision makers reject solutions supported by quantitative data can incite curiosity and foster meaningful connection. Begin by introducing classroom teams to a case in which a manager's actions appear questionable. Include data in the case. Have students confirm that the decision maker's approach is not supported by quantitative data. Each team must identify relevant stakeholders and propose possible explanations to explain the manager's questionable actions. Explanations may focus on extenuating factors such as ethical considerations and concerns related to equity, diversity, inclusion and belonging. Exploring why the best course of action may not be supported by the numbers helps students adopt an expansive lens in understanding the usefulness and limitations of quantitative analysis in making informed decisions.

Applying the Three Principles of Universal Design for Learning: Strategies from General Education Linguistics Courses

Yuanyuan Hu Humanities, UW-Platteville

Beefeaters Room

Moderator *Kristin Koepke*

The three principles of Universal Design for Learning are commonly known as follows: 1) multiple means of representation, 2) multiple means of action and expression, and 3) multiple means of engagement. What are the implications of the three principles for general education courses? How can the principles be applied in general education courses? What teaching strategies can be transferable across general education courses to engage

Continued on next page

students in learning? This presentation illustrates each principle of UDL with teaching strategies from three general education linguistics courses and the relationship between the principles as exemplified by the three courses. The presentation invites the audience to reflect on the transferability of the teaching strategies and think about the application of Universal Design for Learning in engaging students in general education courses.

HIPs Quality Features Tools and Metrics for Scaling Progress Toward Closing the Achievement Gap

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

National Pan-Hellenic Council Room

Moderator *Sarah Riforgiate*

The eleven High Impact Practices impact achievement gaps, retention, and graduation rates, particularly for marginalized and first-generation students. Two challenges persisted as institutions increased offerings of HIPs experiences. HIPs were not easily accessed by the populations most at risk. Second, quality variation in implementation continued without standards and metrics. Kuh (2008) identified the HIPs Eight Quality Features associated with the “high” of high impact: Higher-level expectations, Interaction, Frequent feedback, Investment over time, Diverse encounters, Public competence, Real-world application, and Reflection-Integration to mediate quality. Academic courses are the most equitable point to increase HIPs access. Few course redesign and metric tools limited widespread individual, program, or institution-wide scaling. Participants will use the HIPs Assignment-builder Tool to redesign assignments with two HIPs Features - Interaction and Diverse Encounters and explore thirteen additional HIPs course redesign tools. After ballparking their HIPs Syllabus Rubric score, we'll consider strategies to scale and sustain HIPs program-wide.

SoTL Poster Reception

5:30 P.M. – 6:30 P.M.

TRIPP HALL, MEMORIAL UNION

Appetizers and a cash bar available.

Wisconsin Teaching Fellows & Scholars 2023-24

Anna Cook, Damir Kovačević, Kimberley Reilly, Cord Brundage, Kate Evans, Eugenia Turov, Megan Orcholski, Hilary Snow, Lisa Schreibersdorf, Maria Franshaw, Hilary Rasmussen, Ganapathy Natarajan, Sarah Strange, Chris Holtkamp, Erik Kline, Lauren Gantz, Sarah Ross, Erica Ringelspaugh, Kenneth Mullins, Vivek Singhal, Joshua Stangle, Jennifer Vogler, Rashika Kamal, Courtney Wilt

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

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.

Building a Sense of Belonging Through Mindfulness Practice in a General Chemistry Course

Anna Cook Chemistry and Biochemistry, UW-Eau Claire

Students in general chemistry courses often experience levels of high anxiety and stress and struggle with feelings of not belonging. A sense of belonging has been shown to be especially critical to student success and retention for minoritized students. Introducing a daily mindfulness practice can reduce stress and anxiety and

Continued on next page

build a sense of belonging. In this SoTL project, the impact of incorporating weekly mindfulness practices in a general chemistry course are explored. Once a week, I led the class in 5 minutes mindfulness practices. The impact of the mindfulness practices on the students' perceived stress and anxiety levels, attitudes and familiarity with mindfulness practices, and sense of belonging were evaluated using an online survey. In this poster, the effect of the mindfulness practice on minoritized students are highlighted. Improvements in students' perceived stress and anxiety levels, attitudes and familiarity with mindfulness practices, and sense of belonging were observed.

Student Perceptions of Master and Counter-Narratives in IR Theory

Damir Kovačević Political Science, UW-Eau Claire

This SoTL project is a qualitative content analysis of student reflections on dominant and counter-narratives in International Relations Theory (IR). Dominant narratives are widely accepted cultural perspectives and histories that appeal to universal truth or universal values. Counter-narratives productively challenge conventional wisdom by considering marginalized stories, lived experiences, and perspectives, which encourages students to question their own assumptions, recognize harmful stereotypes, and continually reassess their practices while implementing necessary changes. In my international relations theory course, students were asked to reflect in Weeks 2, 7, and 14 on prompts centered on (1) the relationship between power and knowledge in IR; (2) the major concepts relevant to IR; (3) why we study IR; and (4) which IR theories they subscribe to. I assessed how these reflections evolved after exposure to counter-narratives in IR, specifically various critical theories that challenge the traditional paradigms.

Fostering Intersectional Belonging: Assessing Community in an Online WGSS Course

Kimberley Reilly Democracy & Justice Studies, UW-Green Bay

The concept of student "belonging" has been studied in higher education since the 1990s (Nunn, 2021; Tinto, 2017; Strayhorn, 2012). More recent research has linked belonging to important markers of academic success, including students' persistence, achievement, and sense of well-being. If belonging matters, it is important to understand how to manifest students' sense of community and connectedness across modalities. Relationship-building through "genuine welcome" and "deep care" can happen organically in face-to-face classroom settings but must be planned more intentionally in online environments. Belonging is also at the heart of feminist pedagogy, and therefore it matters in all Women's, Gender, and Sexuality Studies (WGSS) courses, regardless of modality. My research project examines how to foster a deeper, intersectional sense of belonging among students in an online asynchronous version of Introduction to WGSS. Utilizing quantitative survey data and open-ended feedback, my project demonstrates the effects of incorporating intentional community-building strategies.

Improving Student Retention and Sense of Belonging Through Study Strategy Capacity Building in an Anatomy and Physiology Course

Cord Brundage Biology, UW-La Crosse

Universities have not been designed for all students; this can result in performance gaps. Anatomy and Physiology (A&P) part 1 and 2 at the UW- La Crosse are upper-division courses with lower pass and higher withdrawal rates. These rates may be due to disparities in access and awareness of study strategies. I explored avenues to improve student study skills development and belongingness in an A&P classroom. These included instructor and peer driven activities. Results were compared with concurrent and previous course sections without these activities. Success measures included direct, formative and summative assessments, retention data, early and late semester surveying on belongingness and qualitative student response scoring. Results from several of these measures indicated that providing students with access to study skills can decrease student belongingness uncertainty and improve retention rates. These strategies and measures can be translated into other bottleneck courses in an effort to mitigate inequities in student success.

Fostering Belongingness in University General Education

Kate Evans Recreation Management and Recreational Therapy, UW-La Crosse

A key to students' persistence in college is a sense that those at the university – other students, faculty, and staff – value their membership within the community (Tinto, 2017). This sense of belonging is most directly fostered by their daily interactions with students, faculty, staff, and administrators. Students with a strong sense of connection to their university feel a greater sense of commitment to the institution which helps them to persevere through challenges they face by impacting their motivation to persist and their motivation to learn (Walton & Cohen, 2007). The general education course, REC 150 was designed to build relationships – between students, faculty and students, and students and the university. The course design - from the in-classroom structure to course assessments - was built to maximize student engagement, relationship-building, and the students' sense of belonging. This study aims to examine the efficacy of REC 150 in achieving these goals.

Belonging In General Chemistry

Eugenia Turov Chemistry and Biochemistry, UW-La Crosse

Throughout the field of equity-minded teaching, specifically within Chemistry and STEM, student belonging is a key predictor of student success (Artze-Vetga et al 2023). In this study, we are measuring student perception of their belonging within the General Chemistry course using a peer-reviewed Likert scale survey (Fink et al 2020). We are investigating which specific belonging interventions work best, and whether feelings of belonging affect student performance in the General Chemistry course. Surveys were given to students both at the beginning of the semester and at the end of the semester. The second survey was modified to allow students to both rank the provided interventions as well as provide suggestions for future interventions. In addition, we interviewed several students who are repeating the course to understand how a sense of belonging affected their academic performance. Preliminary data indicates the class had a strong sense of belonging, and high average GPA, demonstrating the connection between belonging and academic performance.

"This Class was Better Than I Expected": Utilizing a Student-Centered Approach to Understand Effective Teaching Tactics in the Public Speaking Large Lecture

Megan Orcholski Communication, UW-Milwaukee

Speech anxiety impacts as much as 75% of the global population, driven by various causes, such as the fear of rejection or failure, general shyness, uncertainty, a lack of situational control, and not being prepared (NCA, 2019). This makes a required public speaking course both necessary and daunting to students, many who express that being an effective speaker is important but unattainable. Unlike the majority of communication professors who move away from teaching the basic course, I have focused my career around training the skill of public speaking in accessible, equitable ways they can tangibly employ into their lived experiences. While I have received general feedback over the years, this project seeks to utilize student experience and targeted feedback to understand which tactics best aid in the understanding of public speaking, critical thinking, and advocacy in the basic required public speaking course.

Assessment of Student Perceptions of Experience and Skill-Building to Improve Introductory Honors Writing Courses

Hilary K. Snow Honors College, UW-Milwaukee

Decker and Hicks (2022) have demonstrated the importance of intensive writing early in a student's academic career to build a foundation for success. Eckstein et al (2021) have shown that understanding student perceptions helps educators structure courses to support student success. This study seeks to understand students' overall experience with introductory writing in our program and their perception of their improvement during the

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semester to evaluate the success of recent equity-focused changes to the program. Students completed a survey at both the beginning and end of the semester. Their self-assessment is also compared to their instructor's evaluation of their skills to measure student perceptions versus instructor perceptions. The study looks for differences among student populations, including first-generation students, in student perception of their success and how they describe their experiences with the writing program. Results from this study will identify areas for future intervention and research.

Student Perceptions of Assessment

Lisa Schreibersdorf English, UW-Oshkosh

SOTL work has increasingly supported alternatives to traditional A-F grading schemes as a means of improving student-teacher relationships, increasing equity, and ultimately, improving student success. This study surveyed students and instructors in 18 first-year writing courses regarding the purpose, basis, and value of grades in order to provide a foundation for designing and adopting alternative strategies. Course grades measure multiple dimensions of student work (academic achievement as well as behaviors) and different instructors weigh each dimension differently, which can make grading seem unreliable. It's also unclear how much influence each instructor's approach to assessment has on their students' perceptions over the course of a semester. Therefore, this study aligns students' perceptions with their instructors, to identify mismatches. It also looks for changes over time to determine whether students' perceptions more closely match their own instructors' by the end of the semester. Mismatches and persistent student perceptions should be considered when designing alternative assessments.

A SoTL Inquiry of the Effects of Multicultural Children's Literature on Pre-Service Teachers' Efficacy as Culturally Responsive Mathematics Teachers

Maria Franshaw Teacher Education, UW-Parkside

Access and equity in P12 school mathematics are core national and state values. Pre-service teachers (PSTs) report a disconnect between their P12 experiences and these values which undergird their mathematics education courses. Therefore, preparing PSTs to foster and sustain classrooms centered on cultural relevancy and responsiveness is essential, and their self-efficacy beliefs can be influenced by activities to cultivate their confidence (Ross, 1998; Siwatu, 2009). A literacy practice with students using multicultural literature has been shown to positively impact their awareness and understanding of others (Evans, 2010). Using multicultural children's literature also positively impacts PSTs' attitudes related to cultural and diversity issues (Iwai, 2013; Jett, 2018). This study analyzed the effects of using multicultural children's literature to teach mathematics on PSTs' perceptions of their efficacy as effective equitable mathematics teachers. PSTs completed four assignments as well as the culturally responsive teaching self-efficacy survey (Siwatu, 2007), pre- and post-course.

Ditching Venn Diagrams for Mixing Bowls: Centering Student-Generated Knowledge in Equity-Minded Pedagogy

Hilary Rasmussen Communication, UW-Parkside *Presenter *Rachael Williams*, UW-Parkside Undergraduate

In this poster, we argue that student-generated or co-created knowledge is an effective equity-minded pedagogical practice not only because it offers students greater agency over class material, but also because when teaching concepts like intersectionality, the process of engagement is the point. Concepts related to diversity and equity are necessarily both co-created and intersectional, meaning that "top-down" teaching methods not only poorly capture the material, but also reinforce traditional hierarchical structures that run counter to EDI-centered pedagogy.

This SoTL project provides a joint reflective critique of an in-class discussion activity on Intersectionality in a course called Communication and the Human Condition and is co-authored with an undergraduate student who

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was enrolled in the course when the lesson in question was carried out in Spring, 2023. The activity achieved positive outcomes by centering student-generated knowledge and reshaped my own thinking on best practices for teaching the concept of intersectionality, intersectionally.

Grading for Growth: Student Perceptions and Experiences with Outcomes Based Grading Practices in an Upper-Level Technical Engineering Course

Gana Natarajan MEIE, UW-Platteville

Students sometimes tend to be grade-oriented due to the structures and hierarchies created by grading, rather than learning-oriented (Rapchak et al., 2023). This research measured student perception of fairness along with student experiences. In an upper-level engineering course, first two lab memos were graded on a rubric. The next two memos were graded outcomes-based, providing feedback and an opportunity to resubmit. The last two memos were once again graded using rubrics. Data were collected using a survey instrument on student experience, student perceptions of grading fairness, and open-ended comments. Student experience variables and perception of grading fairness were collected on a Likert scale.

Increasing Engagement with Dramatic Literature using Neurodivergent Reading Strategies Through an Equity-Minded SoTL Lens

Sarah Strange Performing and Visual Arts, UW-Platteville

This SoTL project examines how implementing neurodivergent reading strategies can improve engagement with dramatic literature in a general education Introduction to Theatre class. With an equity-minded focus, this project embodies the teaching philosophy of Universal Design for Learning (UDL) that seeks to remove barriers rather than moving the goalposts and provide supports to all students regardless of diagnosis (Tobin and Belhling, 134). It seeks to grant permission to students to take alternative approaches to learning. Strategies included the use of dramatized audio recordings, chunking material, rewards for reaching small goals and active journaling. The project draws upon Robin Mello's SoTL work (2007) to assess teaching within an arts-based curriculum. Analysis of student surveys demonstrates that using the reading strategies improved student engagement over the course of the semester. Ultimately, through increasing the number of students who actively engage with the text, every student benefits from the addition of neurodiverse voices.

Connecting Sustainability to Student Interests to Foster an Inclusive Classroom

Christopher Holtkamp Plant and Earth Science, UW-River Falls

My research measures how well students connect concepts of sustainability, broadly defined, to their chosen majors and career interests in a sustainability focused general education course. Research shows investment in course material is integral to an inclusive classroom and improved course outcomes (Harackiewicz, Smith, and Priniski 2016). Creating curriculum and a welcoming environment for students who may question the relevance of sustainability to their interests is important to foster student success and engagement. Surveys were conducted at the beginning and end of the semester to understand how students' perceptions of and connection to sustainability concepts changed over the semester and if an environment was established that allowed students to feel a connection to the course and material. Results indicate over 90% of students saw a connection between sustainability and their major, indicating the broad approach to the course is effective in making sustainability accessible to most students.

Textual Ownership and Annotation for Meaningful Learning in the Literature Classroom

Erik Kline English, UW-River Falls

Textbook costs are a barrier for many students. Open-access publishing and textbook rental programs have mitigated some impact, but they are imperfect options (Baron, 2014; Liming, 2018). Concurrently, students in upper-division English courses often do not engage with works at an expected level, which has an outsized impact on the teaching and learning of literature, where a constructive dynamic between student and text is essential (Showalter, 2009; pg. 35). This SoTL project investigates how providing students with textbooks to own and annotate might counteract some of the engagement challenges students of literature face. In this pilot study, English majors in an Early American Literature course are provided textbooks and surveyed about reading experiences. Preliminary results suggest that this practice provides students a sense of ownership of their texts, which in turn creates more meaningful personal learning and more engaged and dynamic classroom communities. The teaching and learning of literary history and analysis could be improved if programs fund ownership of textbooks for their students.

Decolonizing the Teaching of Native American Oral Tradition via Indigenous Storywork and Apprenticeship Pedagogies

Lauren Gantz English, UW-Stevens Point

English literature courses often reduce Native American oral tradition to written transcriptions, divorcing stories from their social contexts and reinforcing presumptions “that the oral is a less developed version of the written” (Heath Justice, 2018). This SoTL project suggests “Indigenous storywork,” which requires oral tradition “to be taken seriously” (Archibald, 2008), offers instructors a decolonizing framework for teaching Native American orature. The study also recommends non-Native instructors incorporate storywork in partnership with Indigenous knowledge-keepers, adopting an “apprenticeship pedagogy” (Vellino, 2022). The project involved a semester-long Native American Literature course in which students investigated Indigenous thinkers’ own theorizations about the function and act of storytelling, analyzed the relationship between Native oral and literate traditions, and experienced live storytelling with a citizen of the Ho-Chunk nation. The effects of the intervention were studied via qualitative analysis of three surveys issued at critical points in the semester.

SoTL Inquiry into Preservice English Teachers’ Sense of Belonging While Learning to be Culturally Sustaining Practitioners

Erica Ringelspaugh English, UW-Stevens Point

The English Education program teaches anti-racist and intersectional pedagogy to prepare new teachers to be culturally sustaining practitioners. Teachers must understand the role of racism and privilege in the United States education system and have a commitment to social justice (Warren and Hotchkins, 2015) to not harm students (Schussler et. al. 2010). SoTL research consistently finds that students perceive courses addressing race and diversity as emotionally and cognitively extra challenging (Chick, Karis, and Kernahan, 2009). Classroom belonging supports students in their discussion of racial topics and growth toward more just attitudes (Kernahan, Zheng, and Davis, 2014). This SoTL study explores what works to foster and solidify a continuing sense of belonging in the English Ed methods to support student learning. I collected mixed methods data via surveys, video reflections, and in-class activities. Students reflected on the power, support, and limits to their community and strategies that built and sustained their bonds.

Producing “Theater Magic”: Enhancing Theater Shop Practicum to Promote Student Ownership in Creating Spectacle

Sarah Ross Theatre and Dance, UW-Stevens Point

Technical theater practicum is an essential experience to provide labor for production needs. Assessment has traditionally been based on students' ability to complete a set number of hours in a shop (costume, scenic, prop/paints, light/sound) over a semester and may not reflect students' competency in shop skills and techniques or their connection to the work. My SoTL project utilizes an equity approach drawing research from Artze-Vega, Darby, Dewsbury, and Imad (2023) to center student voices in the planning and execution of production projects within practicum. I will use two teaching interventions to promote student ownership and belongingness in the shop space and champion individuals' impact within a creative team. More specifically, I will employ reflective journaling and revised assessment from time-based requirements to project-based evaluation. Evidence will include student projects to be captured and shared for visiting audiences, revealing their impact in creating theater magic.

Will an Increased Sense of Belonging Improve Students' Success in Introductory Accounting?

Kenneth Mullins Business, UW-Stout

Students enter my classroom trying to earn a degree in Business Administration or Accounting. Some students enter the classroom full of confidence as if they were meant to be there. There are always students who seem uncomfortable in the classroom. They don't ask for help when they need it and fall behind. They lack confidence and behave as if they don't feel like they belong in a college-level accounting class. The purpose of this study is to find a way to increase a student's feeling of belonging in my classroom and to see if this matters regarding the successful completion of the course. My project relates to SoTL through an equity-minded approach because I am attempting to determine whether a feeling of belonging in class can make all students feel like they have an equal opportunity to learn.

Improving Student Engagement using Alternative Grading Practices

Vivek Singhal E&T, UW-Stout

When students are actively engaged in their learning, they are more likely to experience positive outcomes academically, personally, and socially (Tinto, Vincent, 2012). Furthermore, classroom engagement can improve equity in education by fostering an inclusive and participatory learning environment. Thus, educators are always seeking strategies to improve student engagement in their courses. In my research two interventions were used to encourage increased engagement in the classroom. The first intervention was to offer students bonus points for participation and effort. Students self-graded themselves on this intervention based on assessment criteria. The second intervention was to use graded peer evaluations for group work. Both interventions were implemented in my numerical methods course which generally experiences lower levels of student engagement compared to the other courses that I teach. The effectiveness of the interventions was evaluated by the students themselves by comparing their engagement with their norm in other classes.

Preserving Student Intuition on In-class Examples to Center Student Voices in Mathematics Teaching and Learning

Josh Stangle Mathematics and Computer Science, UW-Superior

In math education we aim to teach students to generalize from solved examples to new questions (Mason, Pimm 1984). I employed “double entry” example journals to assess whether preserving students' intuitive mathematical expression improves their learning. For each in-class example, students spent 3-6 minutes solving the problem on their own before the class was provided a solution. Students were asked to reflect on the differences and

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similarities between their initial attempt and the presented solution to examples, reflect on the value of the journals as an artifact, and answer survey questions about their opinions on the dominant narrative that math problems have “one correct solution”. In addition to improving their ability to generalize examples and providing an important study tool, the journals aim to validate students’ natural voice, allowing them to approach the class with an asset- rather than deficit-mindset and challenge the “one correct solution” narrative.

Fostering Belonging in Asynchronous Online Learning Environments: Unraveling the Impact of Discussion Question Formats

Jennifer Vogler Education-Educational Administration, UW-Superior

As the educational landscape continues to evolve, the asynchronous online learning environment has become a cornerstone for remote education. This presentation delves into the critical exploration of structures that most significantly influence a sense of belonging in this dynamic setting, specifically emphasizing the role of discussion question formats. Developing a Sense of Belonging, a key determinant of student engagement and success is particularly challenging to cultivate in the absence of face-to-face interactions.

I aim to equip educators with actionable insights to enhance the online learning experience by unraveling the intricacies of discussion question formats and their influence on creating a sense of belonging. As education embraces digital transformation, understanding and implementing effective strategies for fostering a sense of belonging in asynchronous online environments becomes imperative for student success.

Using the Social Justice Scale in A Finance Undergraduate Classroom to Measure Changes in Student Attitudes Toward Social Justice Issues

Rashiq Kamal Finance and Business Law, UW-Whitewater

To address the lack of diversity in undergraduate economics classrooms, Al-Bahrani (2022) presents five principles of classroom management and student interaction. One of his principles is “Selecting course content that expresses diversity”. This SoTL project aims to study whether inclusion of course content that recognizes diversity and acknowledges the barriers to inclusion, affect the attitudes of undergraduate students in a finance classroom.

Torres-Harding, et. al. (2012) have developed a “Social Justice Scale” (SJS) to measure attitudes toward social justice (SJ) issues. Sebastianelli et. al. (2021) support using the SJS to develop strategies for integrating SJ into business curricula. This study uses the SJS in an undergraduate Financial Markets and Institutions course to measure if student attitudes toward SJ issues change by reading and discussing articles related to SJ. A quantitative and qualitative analysis of student responses to a pre-and post- SJS survey offers insight into the evolution of their attitudes.

Race Talk in Teacher Preparation: Understanding the Discourse through Teaching and Learning

Courtney Wilt Special Education, UW-Whitewater

The purpose of this SoTL project is to illuminate the racial discourse employed by pre-service (special) educators in their educational and university exchanges through a process of equity-minded classroom inquiry, asking, how do students engage (or suppress) race talk, make sense of it given their identities, histories, and learning opportunities, and ultimately engage in racial discourse for equity within educational spaces? Participants are 50 majority-White women undergraduate special education majors and minors. A critical discourse analysis (CDA; Van Dijk, 1993; Saldaña, 2013) of student written and spoken communication (e.g., journal entries, discussions) grounds the study, strengthened by pre/post surveys and course activities as additional sites of analysis (Berk, 2018). This project utilizes theoretical tools, such as color-evasive racial discourse (Annamma et al., 2017), to advance interpretations of student learning and discourse important to addressing the nuance of discursive decision-making, especially for the purpose of racial equity in special education.

FRIDAY, APRIL 19

Breakfast

8:00 A.M. – 9:00 A.M.

BREAKFAST WILL BE IN GREAT HALL, MEMORIAL UNION

Poster Session

8:45 A.M. – 9:30 A.M.

GREAT HALL

Going with the Flow: Incorporation of Flow Cytometry into Cell Biology labs

Jaclyn Wisinski, Renee Redman Biology, UW-La Crosse

To properly replicate, cells must go through periods of growth separated by complete duplication of DNA, followed by division. Synthesizing and drawing conclusions from experimental data about cell size and cell concentration are challenging without having information about DNA duplication. Using cells with fluorescently labeled DNA and flow cytometry could enhance student comprehension of the cell cycle by allowing students to determine if the cell cycle is disrupted before or after synthesis of DNA. Based on pre- and post-tests, students demonstrated gains in the understanding of the principles of flow cytometry, analysis and interpretation of data, and confidence in their scientific abilities. Labs associated with lectures provide an outstanding opportunity to link broad concepts through experimentation and introduce students to techniques, like flow cytometry, used in research and industry.

Redesigning Research Preparation

Gicheol Kim Exercise and Sport Science, UW-La Crosse

Preparing our students to navigate the ever-evolving, dynamic realm of scientific knowledge is a crucial task for higher educators. This presentation delves into our experiences in teaching introductory-level research courses within the exercise science program, a foundation for various healthcare professions. Our course design aligns with Silverman's framework for initial-level research method courses, emphasizing comprehension of research logistics, practical application of the research process, and utilization of research findings. To gauge the effectiveness of our instructional approach, we employed institutional-level assessment, surveyed student perspectives, and incorporated peer observations.

Engaging Intermediate Accounting Students through Online Discussions on the Ethical Dilemmas: An Empirical Study

Recep Pekdemir, William Maas Accountancy, UW-La Crosse

The study has a twofold purpose. First, it documents an experiential study of teaching ethics in an intermediate accounting course at a middle-class public university in the U.S. Second; it empirically examines attending students' thoughts and perceptions on the experiential study. The study covers five experiments in four post-covid semesters. A three-step approach is applied to the experiential study. CANVAS online discussion tool is used as a teaching-learning platform. Two common goals of teaching ethics in accounting are initially set to be achieved. Through empirical analyses, the study examined whether financial reporting and accounting ethics are

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perceived as important learning outcomes in intermediate accounting courses taught in an accounting undergraduate degree program. The findings encourage adding ethical dilemma cases in intermediate accounting course content at the college level of accounting education since students perceive it positively. It could be an example of significant experience for the business schools not having specific business or accounting ethics courses.

Fund, Support, Connect: A Teaching Center's Relationship-Driven Approach to SOTL

Kristin Koepke Center for Advancing Teaching and Learning, UW-La Crosse

The University of Wisconsin La Crosse (UWL) Center for Advancing Teaching and Learning (CATL) received feedback that instructors view the center as a key unit at the university to garner support for teaching and learning improvement, but also for building connections with colleagues across the university. Through a strategic planning process, CATL sought to create more intentional opportunities to foster relationships to support instructor work. Our center shifted our approach with SOTL grants to a relationship driven model. The grant program now incentivizes SOTL work with instructor stipends while adding a structured support process throughout the funding cycle to allow grant recipients deliberate and continual support from a member of the teaching center staff.

The Value of Teaching and Modeling UDL

Erin Anderson School of Education, UW-Platteville

Teacher preparation programs have a responsibility to prepare candidates for working within our ever evolving and growing field. One way that we prepare candidates is by teaching and modeling for them the principles of Universal Design for Learning (UDL) which is a framework for designing classrooms, curricula, and instruction to be accessible to all students. The Every Student Succeeds Act (ESSA) of 2015 appropriates the UDL definition found in the Higher Education Opportunity Act of 2008 as a scientifically valid framework for guiding educational practices and yet many educators are unfamiliar with it. This poster will include the three UDL principles that candidates learn about in college classes with numerous concrete examples of each. Additionally, the poster will showcase how instructors model these principles within their own teaching practices at the college level and includes candidates' voices related to their overall experiences with UDL in college.

Teaching Learning, & Student Research: Decarbonization Through Hydrogen

Dr. Venkata Avinash Paruchuri, Mechanical Engineering, Undergraduate Students: *Jacob Zorea* Mechanical Engineering, *Spencer Bauer* Mechanical Engineering, *Zachariah Lewerenz* Mechanical Engineering, *Noah Grandsard* Mechanical Engineering, *Sean Wozniak* Mechanical Engineering, UW-Platteville

Five undergraduate mechanical engineering students conducted research on alternative fuels to reduce GHG emissions. This study was designed to pilot the concept of clean combustion technologies at UW-Platteville. Upon successful completion of this project, a cross-functional team consisting of students from mechanical engineering, computer science, electrical engineering, and chemistry is envisioned (in the future) to pursue the hydrogen fuelcell technologies. This poster presentation exemplifies the value of collaborative student research as an effective teaching and learning approach, specifically in STEM fields. Students and their faculty mentor will be present to engage in conversations.

The Great British Baking Show: Gamification of a Speech-Language Pathology Course

Pamela Terrell Communication Sciences and Disorders, UW-Stevens Point

The premise and format of the popular television program, The Great British Baking Show (TGBBS), were adapted to 'gamify' an undergraduate course in pediatric language disorders. In this course that included embedding creative and competitive activities into existing course content. Students earned badges in the LMS (i.e., cookie, cupcake, cake) along the way as they completed each module. Benefits of gamification include increased

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motivation and learning, purposeful social interactions, interesting challenges, freedom to fail, and built-in reward systems.

Redesigning Model for Graduate Programs

Eli Aba, John Dzissah Operations and Management, UW-Stout

This poster presentation focuses on a model for redesigning graduate programs, specifically in Operations & Management. Our model tracks the teaching and learning needs of our students (whom we consider customers) and monitors whether the program is meeting their needs. Data for the redesigning model covers a one-year period with statistical analyses performed on the data. We understand that some faculty and instructors may disagree with the idea of students as customers, and we look forward to interesting conversations.

Session I

9:45 A.M. TO 10:45 A.M.

CONCURRENT SESSIONS

Successful Interdisciplinary Stories of Community-Based Learning in Global and Online Courses

Gregory Peter Sociology, *Rocio Cortes* Global Languages and Cultures, *Maria Graf* and *Heidi Hansen* Nursing, *Crystal Mueller* English, UW-Oshkosh

Langdon Room

Moderator *Angie Stombaugh*

How does one take community-based learning to the global level and facilitate such opportunities in online courses? Indeed, how do the global and virtual intersect to improve the effectiveness and quality of community-based learning? This interdisciplinary group of experienced instructors from Nursing, Sociology, English, and Global Languages will tackle such questions by reflecting on the successes and challenges of their own pedagogical endeavors. The participants will discuss practices they employ to: develop intercultural knowledge and competence; challenge student's thinking and understanding of themselves and their world; foster collaborations that are authentic, equitable, empowering, reciprocal, and mutually beneficial; develop, recognize, reflect on, and articulate student learning, empathy, critical thinking, leadership, and civic responsibility. Panelists will discuss how to use online resources, libraries, and technologies to aid collaboration. They will explore how to develop a sense of community between students and partners—even if separated by physical or socio-cultural distance.

Sitting in the Seat of Students: Engaging in a World Café on Generative AI and Learning

Sarah Riforgiate, Catarino David Delgado Center for Excellence in Teaching and Learning, UW-Milwaukee, *Kris Vespia* Center for the Advancement of Teaching and Learning, UW-Green Bay

Multicultural Greek Council Room

Moderator *Fay Akindes*

Educators benefit from being students to feel what classroom experiences are like and make informed decisions about teaching practices (Brookfield, 2017). However, opportunities to participate in engaged teaching experiences are rare, making it difficult to anticipate how a student "feels" when instructors run activities. This one-hour workshop allows participants to experience a world café engaged discussion around the topic of Generative Artificial Intelligence (AI), teaching, and learning. Research extols the benefits of the world café discussion format as an engaged activity that motivates exploration and learning (Pinto-Pinho et al., 2023), lends

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itself to problem-based learning (Nunez et al., 2020), provides opportunities for deliberation and perspective taking (Alunni-Menichini et al., 2023), and enhances students communication skills (Rahmawati et al., 2021). Further, this session allows educators to make sense of AI, teaching, and learning as emergent AI technology continues to evolve, shaping educational practice (Baidoo-Anu et al., 2023; Cao & Dede, 2023).

Shared Session

Let's NOT Talk About Sex: Risky Teaching in a Surveillance State

Kate Parker English, UW-La Crosse

Beefeaters Room

Moderator *Regina Nelson*

This presentation will draw from a published book chapter describing Parker's experiences as a feminist scholar teaching sexual and sexualized content online during a global pandemic. The audience will be invited to share their own experiences with "risky teaching" online and to collaboratively address questions it raises, such as: is there a way to mitigate risk (of surveillance, scrutiny, and shaming) without compromising pedagogical principles? Are there effective and trauma-informed ways to set compassionate discussion guidelines--and uphold them--without requiring students to police one another? How can instructors properly convey nuance, complexity, and ambiguity in course management systems that are purposefully and explicitly streamlined? Is it possible to preserve the kinds of productive tensions that enable the richly provocative teaching of a topic like historical sexuality?

Best Practices & Lessons Learned: A Case Study About Engaging Students through Community-Based Learning in Asynchronous, Online Courses

Courtney Powers Communication, UW-Whitewater, *Brian Robinson* Fairhaven Senior Services

Beefeaters Room

Moderator *Regina Nelson*

Engaging students in meaningful community-based learning (CBL) projects poses unique challenges in asynchronous online courses. Not only can asynchronous courses feel isolating for students, but the format can also make it especially challenging to facilitate engaged CBL projects and partnerships that can lead to transformative learning for students. This session, based on perspectives from both the instructor and community partner, addresses the complexities of fostering engagement in online environments and offers strategies for designing and facilitating CBL experiences in asynchronous, online courses. Drawing from a case study of a successful CBL project in a corporate communication capstone course, this session shares best practices, lessons learned, and student feedback, encouraging an interactive discussion on integrating CBL into online education.

Shared Session

MELting Reflective Teaching Practices

Sylvia Tiala Nakatani Teaching and Learning Center, UW-Stout

National Pan-Hellenic Council Room

Moderator *Heather Pelzel*

What is good teaching? How do you create an environment that embraces and promotes instructors' lifelong learning and professional development? Models of Engaged Learning and Teaching (MELT) combined with frameworks for reflective practice are used to create a "Reflective Practice Pentagon". This session briefly describes how the reflective Practice Pentagon was developed and invites participants to access professional development "LEADR Board" activities that support "Just In Time" professional development activities framed within the context of a MELT Professional Development Pentagon framework.

There When They Need Us: Replacing one-shots with targeted quick shots

Heather Stecklein and Rebecca Kuske University Archives, UW-Stout

National Pan-Hellenic Council Room

Moderator *Heather Pelzel*

One session, one shot. Too often, students encounter a dizzying array of research collections during one-shot "library day" sessions. These visits provide an overview of options for current and future projects, but they lack the just-in-time engagement necessary to meaningfully connect students with how to effectively research, cite, and organize information.

At UW-Stout, University Archivists have broken apart the one-shot tradition in favor of targeted 10–15-minute modules featuring active learning exercises. Using MELT frameworks to identify student research support needs, Stout's Archivists have implemented condensed small teaching sessions that integrate into courses at multiple touch points within the semester. Consequently, students engage actively with topics including file naming conventions, locally created data sets, grey literature citations, and creative commons licensure for publishing at the time when they are most relevant. Consequently, students recognize the immediate utility, enthusiastically participate, and make meaningful connections to the content.

Regents' 2024 Teaching Excellence Award-winners

Sustained Engagement with Teaching & Learning

Old Madison Room

Moderator *Val Krage*

Bridging Classrooms and Communities

Donald Hones English-as-a-Second Language and Bilingual Education, UW-Oshkosh

Our colleague shares some of his experiences in 27 years of preparing teachers at UW-Oshkosh, including building relationships with immigrant and refugee communities, grant writing and administration to offer low-cost licensing to hundreds of ESL and bilingual teachers, and the ongoing challenge and joy of fostering community in each of his classes.

Keeping it Fresh

Rebecca Stephens English and Women's and Gender Studies, UW-Stevens Point

How do you keep a class interesting for you to teach and for your students to learn when you teach the same class over a long period of time? How do you keep from boring yourself and your students when you've taught the same class for decades? This presentation will look at examples from teaching first-year writing classes and Introduction to Women's and Gender Studies for over 25 years to consider how reflecting on the changes in the discipline, in the students, and in changing teaching pedagogies can help keep teaching the same class again and again from feeling stale.

Innovating Special Education Programs While Reflecting Back: Providing Excellence in Education Professional Preparation in Response to Changing Needs

Amy C. Stevens & Shannon Stuart Department of Special Education, UW-Whitewater

Our colleagues at UW-Whitewater have provided effective teacher training for 50 years by changing over time to meet the needs of special educators and others working with individuals with disabilities. Their mission: to prepare professionals to become change agents who use evidence-based practices and critical thinking to

Continued on next page

support individuals with disabilities and their families across a variety of contexts guides our program development. How have their programs changed from the past and what innovative programs do they envision moving forward?

Closing Plenary

11:00 A.M. – 12:15 P.M.

THE GREAT HALL, MEMORIAL UNION

Welcome

Fay Yokomizo Akindes, Ph.D.

Director, Systemwide Professional & Instructional Development (OPID)

Introduction of Speaker

Angie Stombaugh, Ph.D.

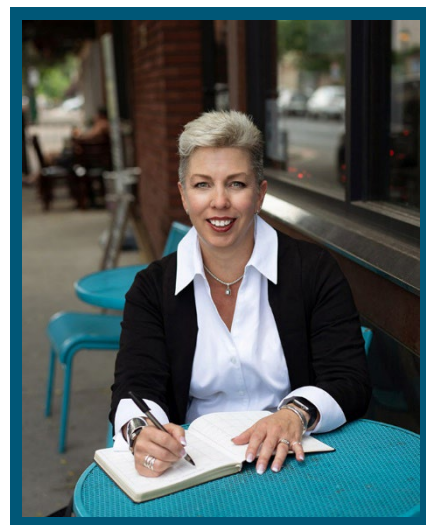
Director, Center for Excellence in Teaching and Learning, UW-Eau Claire
OPID Executive Committee member

ENGAGING STUDENTS ON-LINE AND IN PERSON

Flower Darby

Associate Director of the Teaching for Learning Center at the University of Missouri

Feeling connected with other people in a class predicts increased motivation and better engagement with course concepts, other students, and the instructor. Increased motivation and engagement lead to better learning, greater retention of new information, enhanced persistence, and improved academic performance for all students. As we seek to advance equitable learning outcomes among students, especially those from historically underrepresented or marginalized groups, a deliberate focus on fostering connections, rapport, and a sense of belonging can make a powerful difference in students' learning and success. We'll explore evidence-based practical strategies for both in-person and online courses to help students engage, connect, and learn.



Flower Darby is an Associate Director of the Teaching for Learning Center at the University of Missouri. In this role she builds on her experience teaching in person and online for over twenty-six years, as well as experience gained in her previous roles as Director of Teaching for Student Success and Assistant Dean of Online and Innovative Pedagogies, to empower faculty to teach effective and inclusive classes in all modalities. Flower is the author, with James M. Lang, of *Small Teaching Online: Applying Learning Science in Online Classes* (2019), and she is an internationally sought-after keynote speaker.

Join us next year as we celebrate 25 years of WTFS & SoTL!
OPID's 2025 Spring Conference on Teaching & Learning
April 10 & 11, 2025 | Memorial Union in Madison

