

OPID Spring Conference on Teaching & Learning
April 11-12, 2019
Memorial Union, Madison, WI

THE JOYS OF Teaching & Learning

Intersecting Identities & Pedagogies



Keynote Plenary

Dr. Rosalyn LaPier & Abaki Beck

Teaching and Learning as Activism: A Conversation Between Generations

UW UNIVERSITY OF
WISCONSIN SYSTEM

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THE JOYS OF TEACHING & LEARNING

Intersecting Identities & Pedagogies

April 2019

Greetings,

Let me share one of my joys of teaching and learning. Days ago, I learned that my former UW-Parkside student *Dannie Moore* defended his doctoral dissertation. He wrote me a note saying I was the first faculty member who made him believe he could be a college graduate. Dannie grew up in Milwaukee's 53206, the zip code with the highest percentage of incarcerated Black men in the United States, and faced two pathways after high school: sell street drugs or attend college. He chose to drive south to UW-Parkside where he thrived as a Communication major, resident hall advisor, and Black Student Union president. Subsequently he enrolled in graduate school while working in administration. *Dr. Dannie Moore* is my first student to earn his Ph.D. This is *epic* considering that approximately 50 percent of ABD (all but dissertation) doctoral students never complete their degrees.

OPID's Spring Conference on Teaching and Learning is our annual meeting for thinking about our roles, identities, and pedagogies. It is a time to experience what it means to be part of one of the most respected State systems of higher education in the country. It is an opportunity to share ideas about curricular and pedagogical approaches, to feel part of a community, to spark conversations with strangers who aren't really strangers since we share common goals as UW faculty and staff. Our conference is a clearing to reflect on why we choose to be educators.

Teaching and learning constitute the biggest wedge in faculty and instructors' work pie. For some colleagues at comprehensive institutions, the wedge requires 80 percent of their time. For others it may represent 45 percent, or a wee sliver of a wedge. However large or small our teaching and learning work, we are all responsible for designing our course syllabi, developing high-impact approaches in and out of the classroom, and all that comes with engaging with students. This engagement may be face-to-face, online, or a hybrid context. We may choose textbooks or prefer to curate a set of readings or tap the growing trend of Open Educational Resources (OER).

The educational landscape continues to shift, providing new resources, challenges, and obstacles. This is part of the joys of teaching and learning. Things are not fixed.

Central to our decision-making should be our students, including the Dannies of our world who may hear internal voices questioning whether they belong on our college campuses, questioning their abilities to survive the semester, to make it through graduation.

Our universities should be places of boundless possibilities where students can (re)imagine their lives and (re)write their life scripts. This is the ideal university experience: students enter, interested yet, perhaps, slightly uncertain, and leave walking taller with eyes on the horizon. This is one gift of a university education – the ability to (re)situate ourselves in the world and to (re)focus a vision of ourselves in the future.

Our Spring Conference on Teaching and Learning ends on a pivotal note with scholars *Dr. Rosalyn LaPier* and graduate student *Abaki Beck* addressing Teaching & Learning as Activism. How do our mother-daughter guest speakers negotiate their Blackfeet and Metis identities in higher education? What strengths do they contribute to a system that historically has not welcomed difference? I anticipate a conversation that inspires all of us to reflect on how our identities inform our pedagogies and, most importantly, how they empower or disempower our students.

Thank you for being present.

Sincerely,

A handwritten signature in blue ink that reads "Fay Y. Akindes". The signature is fluid and cursive, with the first letters of the first and last names being capitalized and prominent.

Fay Y. Akindes, Ph.D.
Director, Systemwide Professional & Instructional Development
University of Wisconsin System



Dr. Fay Yokomizo Akindes joined UW System Administration in August 2017 as Director of Systemwide Professional and Instructional Development. She oversees OPID programs, including the Spring Conference on Teaching and Learning, Faculty College, and the Wisconsin Teaching Fellows & Scholars. She is also engaged in UW System's HIPs (High-Impact Practices) initiative and the online teaching development pilot project. Informing her work is the OPID Advisory Council comprised of Center for Teaching & Learning



Photo by Alyssa Nepper

directors, and faculty and instructors from UW's 13 institutions, and an elected Executive Committee.

Formerly she spent 20 years as a Communication faculty at UW-Parkside where she served as department chair for three years and director of the Center for Ethnic Studies for eight years. She has taught in-person, online and hybrid classes, and adopted community-based learning, e-Portfolios, and diversity and global issues as high-impact approaches to teaching and learning. She intentionally created multiple entry points for student engagement, including discussions, experiential moments, and multi-media projects. She received UW-Parkside's Stella C. Gray Teaching Excellence Award in 2004.

Highlights of her career include teaching abroad. She served as a Fulbright Teaching Scholar at the University of Abomey-Calavi in Benin, West Africa in 2005-06. She also spent a semester teaching at UW-River Fall's *Experience Scotland Program* in the 300-year-old Dalkeith Palace outside of Edinburgh.

Fay earned a Ph.D. in Mass Communication and an M.A. Degree in Telecommunication Management at Ohio University. Prior to graduate school she worked in broadcast marketing and promotion at KPBS-FM, San Diego's NPR affiliate, and KGMB-TV (CBS) and KHET-TV (PBS) in Honolulu. She completed a B.A. Degree in Journalism at the University of Hawai`i-Manoa. She was born and raised on Molokai - 38 miles x 10 miles, population under 7500, and the least touristy island in Hawai`i.

Guiding her academic work is a Hawaiian proverb: *A'ohe pau ka i ke i ka halau ho`okahi*. It literally means Knowledge doesn't live in one school. She interprets this to mean: *There are multiple ways of knowing, teaching, learning*.

She splits her week between Madison and Kenosha.

THE JOYS OF TEACHING & LEARNING

Intersecting Identities & Pedagogies

UW System | OPID Spring Conference on Teaching & Learning

April 11 – 12, 2019 | Memorial Union, Madison, WI

THURSDAY, APRIL 11

8:00 a.m.	Registration with Coffee, Tea, & Pastries	Annex Room
8:45 a.m. – 9:15 a.m.	Welcome Plenary	Great Hall
9:30 a.m. – 10:45 a.m.	Morning Concurrent Sessions I	See App/Synopsis
10:45 a.m.	Coffee & Tea	Reception Room
11:00 a.m. – 12:15 p.m.	Morning Concurrent Sessions II	See App/Synopsis
12:15 p.m.	Lunch & Plenary: <i>Experimenting with Online Faculty Development</i> Flash Presentations for Poster Session	Great Hall
1:45 p.m.	Poster Session	Tripp Commons
3:00 p.m.	Refreshments	Reception Room
3:15 p.m. – 4:30 p.m.	Afternoon Concurrent Sessions	See App/Synopsis
5:00 p.m. – 7:30 p.m.	Wisconsin Teaching Fellows & Scholars Poster Reception with Cash Bar & Hors d'oeuvres	Tripp Commons

FRIDAY, APRIL 12

7:00 a.m.	Registration	Annex Room
8:30 a.m. – 10:00 a.m.	Twitter-Enhanced Fishbowl Discussion: <i>Intersecting Identities & Pedagogies</i>	Council
8:30 a.m. – 10:00 a.m.	First Nations Cultural Landscape Walking Tour with Aaron Bird Bear	Dejope Residence Hall
10:00 a.m.	Coffee & Tea	Reception Room
10:30 a.m. – 12:00 p.m.	Keynote: Rosalyn LaPier & Abaki Beck <i>Teaching & Learning as Activism: A Conversation Between Generations</i>	Great Hall
12:00 p.m.	First Nations Lunch	Tripp Commons
1:15 p.m. – 2:30 p.m.	Discussion & Feedback Rosalyn LaPier & Abaki Beck	Great Hall

This schedule is current as of 4/3/2019; updates will be found on the conference app.

2019 Keynote Plenary | Dr. Rosalyn LaPier & Abaki Beck

Teaching and Learning as Activism: A Conversation Between Generations

FRIDAY, APRIL 12, 2019

10:30 A.M. – 12:00 NOON

GREAT HALL, MEMORIAL UNION

In the past two years, one in five Americans protested in the streets or participated in a political rally, revealed a 2018 *Washington Post*-Kaiser Family Foundation poll. But less than half of those who showed up identified as “an activist.” Who and what is an activist? And what role does higher education play? Does activism just happen in the streets? What is the future of scholar-activism in higher education?

Dr. Rosalyn LaPier (Blackfeet/Metis) University of Montana, will join in conversation with her daughter *Abaki Beck* (Blackfeet/Metis). They will draw from their own experiences, representing two generations and vantage points, to address the nexus of teaching, learning and activism.



Photo by Joerg Metzner



Dr. Rosalyn LaPier is an award-winning Indigenous writer and ethnobotanist with a Ph.D. in environmental history and a B.A. Degree in physics. She studies the intersection of traditional ecological knowledge (TEK) learned from elders and the academic study of environmental history.

Growing up on the Blackfeet reservation in Montana, Dr. LaPier learned about ethnobotany from her maternal grandmother Annie Mad Plume Wall and her aunt Theresa Still Smoking. She splits her time between living in the heart of Salish country in Missoula, Montana and the Blackfeet reservation. Hear her story on [Spark Science](#).

As an activist, she advocates for both Indigenous and Western science-based decision making. LaPier's longtime passions include the revitalization of Indigenous languages and traditional ecological knowledge. She is the founder of [Saokio Heritage](#), a co-author of the [Indigenous Science Statement](#), and an organizer of the [March for Science](#) in 2017, the largest day of science advocacy in history, with over one million participants in 600 cities worldwide.

Dr. LaPier is an Associate Professor of Environmental Studies at the [University of Montana](#) and a Research Associate at the National Museum of Natural History, Smithsonian Institution. She received the 2018 George M. Dennison Presidential Faculty Award for Distinguished Accomplishment at the University of Montana. LaPier is the author of two books, a Blackfeet language lexicon, several book chapters, academic journal articles and dozens of general audience articles and commentaries. Her writing has appeared in *The Conversation*, *Washington Post*, *High Country News*, *Grist*, *Huffington Post*, *Associated Press*, *TeleSUR*, *Univision*, *Indianz.com* and other venues. She is currently working on her third book, *Plants That Purify: The Natural and Supernatural History of Smudging*.

Abaki Beck is a first-year public health graduate student at Washington University in St Louis. She earned her B.A. with honors in American Studies from Macalester College in 2015. After graduation, she served as an Udall Congressional Intern in the office of Congresswoman Betty McCollum (D-MN) before being hired as a full time staffer assisting with health, education, and Native American issues.

From 2016 to 2018, Abaki was the research coordinator for an oral-history project on Blackfeet traditional foods and food sovereignty. The goal of this project was to preserve elder knowledge of traditional foods, educate tribal members, and improve community health. For this work, she received the 2017 National Indian Health Board's Local Impact Award, was a Nominated Changemaker at the White House United State of Women, and was presented with the 2016 Forward Montana Foundation 25 Under 25 Award.

She has also spoken at several national tribal health conferences. The report she authored from this research is integrated into an undergraduate course at the University of Montana and in a graduate course at Montana State University.

In her spare time, Abaki is an intern for Washington University's Prison Education Program, founding editor of the social justice education website [POC Online Classroom](#), and writes freelance. Her writing has appeared in *Bitch*, *Aperture*, *the Establishment*, *Yes! Magazine*, the zine *Survivance: Vol. II Indigenous Poesis*, and other media. She is Blackfeet and Red River Metis.

First Nations Cultural Landscape Walking Tour with Aaron Bird Bear

FRIDAY, APRIL 12, 2019

8:30 A.M. – 10:00 A.M.

**DEJOPE RESIDENCE HALL to THE MEMORIAL
UNION**

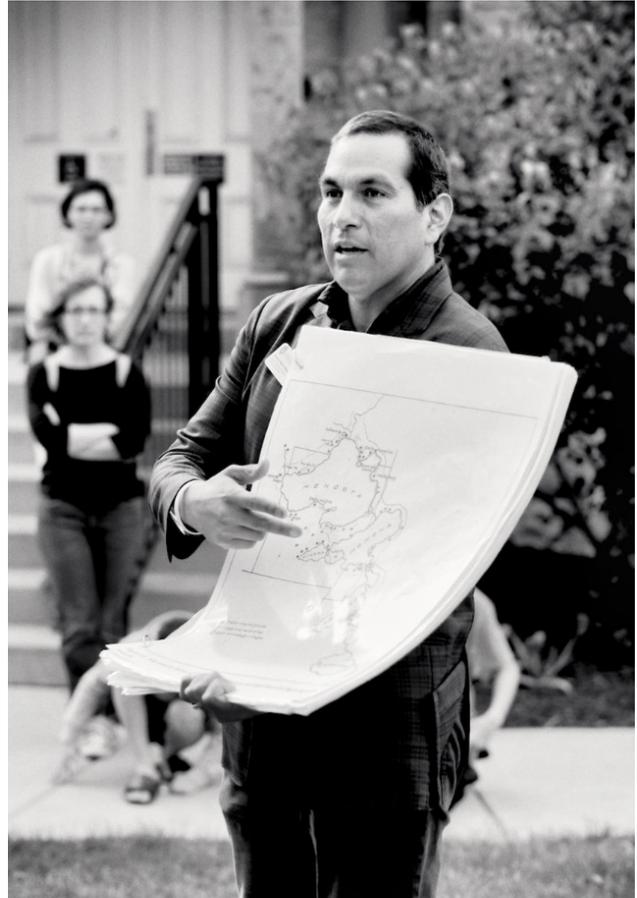
Humans have lived along the shores of Waaksikhomik (*Where The Man Lies*, known today as Lake Mendota) in Teejop (*Four Lakes*, known today as Madison) for at least 12,000 years. Since 1848, or the last 1.5% of the human story of Teejop, the demography of Teejop changed from a 99% Ho-Chunk world to a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

Aaron Bird Bear (Mandan, Hidatsa, and Diné Nations) is the Assistant Dean for Student Diversity Programs in the School of Education at the University of Wisconsin-Madison. Bird Bear oversees academic programs serving pre-college, undergraduate, and graduate students in the School of Education, including the American Indian Curriculum Services (AICS) unit supporting the integration of the history, culture, and tribal sovereignty of the 12 First Nations of Wisconsin into PK-16 education. AICS offers place-based learning through a First Nations Cultural Landscape Tour examining the 12,000-year human story of the shores of Waaksikhomik (Lake Mendota). Bird Bear received his Educational Leadership & Policy Analysis MS degree from the School of Education University of Wisconsin-Madison.

Sign-up is required at opid@union.wisc.edu

This walking tour will begin at [Dejope Residence Hall](#) at 8:30 a.m. Participants can use the free [80 Bus](#) that circulates around campus to get to Dejope Residence Hall every 10-15 minutes from anywhere on campus. Bus stops at State and Langdon Streets, and the Memorial Union on Langdon and Park Street are the closest to the conference and hotels.

The walk is 1.2 miles long and includes the steep Observatory Hill and Bascom Hill. It will end at Memorial Union in time for our keynote plenary – *Teaching and Learning as Activism: A Conversation Between Generations* with Dr. Rosalyn LaPier and her daughter Abaki Beck.



Bird Bear leads a 1.2 miles long walking tour informed by the UW-Madison Lakeshore Nature Preserve's "Native Americans and the Preserve" section and interactive map. His tour affirms 12,000 years of human life along the shores of the Four Lakes in Dane County.

This heritage marker will be installed on Bascom Hill this summer, according to Aaron Bird Bear.



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

Ho-Chunk Nation

Bad River Band of Lake Superior Chippewa

Forest County Potawatomi

Lac Courte Oreilles Band of Lake Superior Chippewa

Lac du Flambeau Band of Lake Superior Chippewa

Menominee Indian Tribe of Wisconsin

Oneida Nation

Red Cliff Band of Lake Superior Chippewa

Sokaogon Chippewa Community Mole Lake Band of Lake Superior Chippewa

St. Croix Chippewa Indians of Wisconsin

Stockbridge - Munsee Community Band of Mohican Indians

Brothertown Nation* (not federally/state recognized)

Thursday Registration, 8:00 a.m. Coffee, Tea, & Pastries

Thursday Morning Welcome Plenary, 8:45 a.m., Great Hall

be.hind

Duet performance choreographed by *Nolan Dennis Elsbecker* and performed with *Alice Svetic*, both students in UW Madison's Dance Department.

This dance piece is about accepting others and learning not to judge based on stereotypes, sexual preference, gender identity, or gender expression.

Greetings

Fay Akindes UW System

Director, Systemwide Professional & Instructional Development

Carleen Vande Zande UW System

Associate Vice President, Academic Programs & Educational Innovation

Thinking in Madison

Margaret Noodin, Director, Electa Quinney Institute, UW-Milwaukee

Morning Concurrent Sessions I, 9:30 a.m. – 10:45 a.m.

Place-Based Teaching & Learning

Talking Dead Heads: A Midwest Music Mixtape

David Jones UW-Eau Claire

This creative nonfiction reading and music performance is derived from a larger manuscript in progress, titled *Rockstories from the Upper Midwest: Local Scenes, Enduring Impact*. The project demonstrates how Upper Midwestern music connects with communities in ways that are distinctive to particular places but responsive to broader social conditions. For the session, the presenter will read brief passages from a chapter entitled "Talking Dead Heads," which recounts a personal period of musical discovery during the early 1980s. Touring bands such as the Talking Heads and the Grateful Dead were accessible even for a group of college students with limited income, varied racial and class backgrounds, and an emerging desire to start a band. The reading highlights three powerful symbols of the era: cassette decks, interracial friend groups, and concert experiences. The reading culminates with a performance of an original song that harkens back to the spirit of these times.

Service Learning and Scaffolded Reflections in a Multicultural Literature Course

Liana Odracic UW-Milwaukee

How can we best position students to reflect meaningfully on their own cultural identities? In this presentation, I will discuss the ways in which required participation in an organized Service Learning program helps undergraduate students in my English 150: Multicultural America course bridge the distance between their own cultural identities and lived experiences and the identities and lived realities represented in the multicultural texts we read together. More specifically, I will examine how writing scaffolded Reflection assignments about their Service Learning experiences helps my students more effectively meet some of the core learning outcomes for the course, which include being able to reflect critically on their own cultural identities and backgrounds as well as connect their personal histories to larger social and historical forces.

Meeting Writers Where They Are: Technology as Bridge Between Theory and Praxis

Amanda Pratt UW-Madison

In this presentation, I discuss personal successes and challenges encountered while attempting to bridge rhetorical ecology theory and contemplative pedagogical methods in first-year composition. To create this bridge, I rely on a place-based literacy narrative modeled after the one proposed in Michael Pennel's 2014 LiCS article, "(Re)Placing the Literacy Narrative: Composing in Google Maps." Pennel's proposed assignment employs spatial mapping technology to harness vital elements of both rhetorical ecology and contemplative theory, without explicitly invoking either framework. Deep self-inquiry is required to understand the relationships between places and literacies, and to expand definitions of literacy. Additionally, Google Maps provides an interface that encourages the non-linear thinking necessary to this process.

Challenges of Teaching STEM

Student Applications of Logic in Everyday Life

Whitney George UW-La Crosse

Logic is a topic often covered in liberal arts general education courses. Students will learn about truth tables with the ultimate goal of understanding when an argument is valid or invalid. It is natural to ask if students can take these formal ideas and apply them to everyday life. In this talk, we will see how the author used different types of formative assessment to measure the effectiveness of different course designs, focusing on logic and applications to everyday life. We will give examples of assignments and student work that was then used to revise course material.

A Study of Anxiety Among Students in Engineering

Abulhair Masoom UW-Platteville, Fahmida Masoom UW-Platteville

Educators at higher education institutions nationwide are keenly aware that mental health issues are on the rise among students, regardless of major, year or type of institution. More and more students are displaying varying levels of anxiety, among other issues, and having difficulty coping. It is no longer sufficient for educators to just enthusiastically teach our course material, as we have done in the past. To successfully educate our students and help them prepare for a productive career we need to pay close attention to their overall well-being. What kind of course-related stressors are they subjected to? Which of these are affecting a larger group? How much of adjusting these are within our control? With a goal of getting a clearer picture of the students we are teaching, as part of an ongoing project, about 900 engineering students over a span of four semesters were surveyed for a study. In this presentation, the results of this effort and possible improvements are discussed.

Engaging Students Online

Applying Adult Learning Principles to Online Learning and Teaching

Karen Skibba UW-Madison, *Janet Staker Woerner* UW-Madison

More students, traditional as well as adult learners, want more flexibility in where and how they learn to complete their degrees faster, continue to work, spend time with family, and meet many other responsibilities. To increase access to this population, many universities are offering online programs and courses. Instructors, therefore, are being asked to design and teach more online courses.

Much information is available about how to teach online, but it can be overwhelming. To help with this process, research has found that many of the principles and strategies that are effective to teach adult learners are also effective for students regardless of age when learning online. Online teaching experts explore how to apply adult learning principles to motivate, engage, and enhance learning for online learners.

Video Usage in Online Programs: Quality Dimensions and Considerations

UW-Parkside: *Michele Gee* Business (Lead Presenter), *Joy Wolf* Geography, *Suresh Chalasani* Business, *Parag Dhumal* Business, *Madhumita Banerjee* Sociology and Anthropology

Quality online programs often demonstrate significant instructor presence through videos. In this presentation, we analyze video usage for programs based on the community of inquiry framework. Videos can promote social, teaching, and cognitive presence in the online classroom. Different online programs use videos differently: instructor introductions (social presence), course and unit introductions (teaching presence), video lectures (teaching presence), video screen-cast tutorials (teaching presence), and video feedback (cognitive presence). In this presentation, we take examples from multiple programs offered at UW-Parkside (natural sciences, health sciences, and social sciences) at both the undergraduate and graduate levels and discuss how they are using videos. We discuss strategies to implement different types of videos depending on parameters such as the subject matter and video sources. We conclude by sharing both faculty and student perceptions of videos.

Scholarship of Teaching & Learning (SoTL)

These two presentations were given at the International Society for SoTL (ISSoTL) in Bergen, Norway in October 2018

How to Tell a Teaching and Learning Story

Alison Staudinger UW-Green Bay

What sort of story does SoTL tell? I explore multiple routes to telling a story about teaching and learning through sharing a project that is either "in-process" or failed, depending on your perspective. Considering the genre and conventions of SoTL, I look for alternatives or exceptions to the story we are used to telling, and along the way spend some time with questions about what our SoTL metaphors, and our syllabi and other artifacts tell us about how we imagine learning -- and what metaphors our students use. I argue that using and playing with student and instructor narratives about the story of learning offers particular insight into metacognition, and possibly will contribute to increased scholar-citizen identity and belonging for historically marginalized groups - and also that narrative inquiry helps us reflect on our teaching and improve our practice - and we should learn how to do it together with students.

Skills or Thresholds? Fun with Reframing Course Learning Objectives

Angela Zito UW-Madison (Top ISSoTL Student Presentation Award)

Throughout this presentation, attendees will be invited to think and talk about the language they use to describe student learning objectives in their courses. Specifically, we will consider what affects and epistemologies might be concealed as well as revealed through the language of “skills.” For instance, when we say students will develop “critical thinking skills,” many instructors likely expect students to develop the confidence or desire to think critically as well as the capacity to do so. Qualitative analysis of interview data and a review of educational development literature suggest that “skills” language creates a binary system of cognitive and affective dimensions of learning in which the cognitive dimension routinely displaces (but does not erase) the affective. The threshold concepts framework (TCF) is proposed as an alternative to “skills” language, and examples of TCF - and “skills”-oriented course learning objectives will be compared and discussed.

Teaching and Learning with Libraries

Developing an Extensive Reading Curriculum with Student Collaborators

Tomomi Kakegawa UW-Eau Claire, Brianna Kosmer UW-Eau Claire

This presentation shares how a Student-Faculty Collaborative Project was used to develop an Extensive Reading (ER) curriculum in Japanese at a mid-size midwestern university, where there had previously been no Japanese books in the library. ER was implemented in two different ways in the university’s existing curriculum, as Independent Studies for the sixth semester learners and as part of a regular third semester course. Participants’ feedback in the Independent Studies (n=3) and in the third semester course (n=5) was analyzed so as to find reasonable amounts of reading to require from students at different levels, ER’s effects on learners’ attitude toward reading, and how to motivate learners to read more.

Student collaborators contributed greatly to this project, doing literature review, categorizing books into various difficulty levels, and making them available in the library. This project suggests the potential benefit of Student-Faculty collaboration for curriculum development.

Exploring the Landscape Through the Archives

Cynthia Bachhuber UW-Madison, Kassia Krzus-Shaw UW-Madison

This session will discuss a collaborative English 201: Intermediate Composition class project between graduate teaching assistant Kassia Krzus-Shaw and Wisconsin Historical Society librarian/archivist Cynthia Bachhuber. During the 2019 spring semester, Krzus-Shaw’s class is developing a digital map based on unpublished research notes from the 1930s Works Progress Administration Writers’ Program. The learning goals of this project are to introduce students to primary source and archival research as well as to develop interdisciplinary writing skills. The project is still ongoing, so the presenters will share insights on the mechanics of this kind of collaboration as well as a frank discussion of what is working and what can be improved.

Workshop

First-Year Adventures: Interdisciplinary Activities that Promote Information Literacy, Teamwork, Critical Thinking and Student Retention for First-Year Students

UW-River Falls: *Arriety Lowell* Physics (Lead presenter), *Daniela Goldfine* Modern Language, *Cyndi Kernahan* Psychology, *Mary Rohl* Art, *Ross Jilk* Chemistry & Biotechnology, *Greg Kerkvliet* English, *Grace Coggio* Communication and Media Studies

In this hands-on workshop, our interdisciplinary team of faculty will lead participants through a selection of activities designed to teach information literacy, critical thinking, and teamwork skills in first-year, content rich, seminar courses. The University of Wisconsin-River Falls College of Arts and Sciences is now in the third year of requiring a First-Year Adventure class for all incoming freshman and has seen increased retention of students who participate in these classes. The classes have shared learning outcomes (information literacy, critical thinking, and teamwork skills) and also offer unique content areas/topics that allow instructors to explore a variety of activities that support the shared learning outcomes. We have curated a selection of the activities developed for more than sixteen different classes and will share how these activities could be applied in other courses.

Break, 10:45 a.m. Coffee & Tea, Reception Room

Morning Concurrent Sessions II, 11:00 a.m. – 12:15 p.m.

Identities & Pedagogies

Reflective Practice: Social Construction of Educators' Identities

Elizabeth Janey UW-River Falls

This experiential session looks at the process of reflection in enabling a graduate learning community to collaboratively and socially construct knowledge to help inform their ever-evolving identities as teachers. This pedagogical approach builds capacity in educators by providing them with tools to enhance the learning process, as they continuously ask and answer: Why they do what they do, the way that they do it? As well as, challenge them to use the practice of active reflection to inform meaningful change. It is in this discourse, educators define and redefine the experiences of their students, while socially constructing their identity as educators. This session models and engages participants in activities that can be used in any area of study to collaboratively explore, define, and redefine educator's ever-evolving identities. Specifically, the activity collaboratively challenges participants to explore and construct their emerging identities as researcher-scholars.

A Delicate Dance: Intersecting Identity and Pedagogy for New Faculty

Carrie Merino UW-Whitewater

Teaching is a complex and delicate act. For new faculty, becoming a teacher means finally adopting a teacher identity. New faculty learn quickly that their teaching identity does not simply arrive, but rather must be established with students who walk through the door. Questions such as "What kind of teacher am I?" "Why am I different?" "What do they see in me?" frame both identity and pedagogy. Students also have questions about who there are and who they are going to be. This creates a unique dance as new faculty develop their own teaching identity while creating an environment for student identity to flourish. This session will discuss the intersection of identity and pedagogy for newer faculty as they create the conditions necessary for their own and their student's identity development. Five pedagogical principles: discussion, dialogue, collaboration, deliberation, and reflexivity will be modeled and a plan for implementation discussed.

Considering, Practicing and Reflecting on Mindfulness, SEL and the Growth Mindset

Tanzeem Ali UW-Superior

Research indicates that more than half of new teachers that are added to the workforce will encounter burnout during their early years, adding on to the statistic of teacher turnover. The concept of self-care and acknowledging it, is crucial more than ever if we want our teachers to thrive in their chosen fields. Whether one is in their initial years of college teaching or working with future teachers; this session will guide them into thinking afresh and approach to their teaching with a holistic lens. Attendees of the session will have the opportunity to a) connect with what sparks their love of teaching, b) know how they can internalize the concepts such as growth mindset, c) explore their social emotional competencies and d) cultivate mindfulness.

Intersections

Coffeshop and Classroom Connections: Fostering Student Success Through Silo Busting and Community Building

Jennifer Dworschack-Kinter UW-Milwaukee

A conversation about the power of unexpected collaboration. Presenters will share a personal narrative about a coffee conversation that led to collaboration inside, outside, and between their classrooms — a first-year seminar and an information sciences class, and how that collaboration enriched our own students' learning experiences and our own teaching. Join us to hear about our very positive experiment with silo busting.

Where Writing Centers and Language Departments Meet: Building a Community of Practice for Cross-Cultural Communication

UW-Eau Claire: Jonathan Rylander (Lead Presenter), Ami Christensen, Kaishan Kong, Andrew Suralski,

This panel explores intersections among writing center practices, second-language acquisition, and education studies. Conceiving of their work as a Community of Practice (Wenger 1998), members present on their common goals to broaden cultural competency by creating more in-class and out-of-class interactions among students, particularly in writing centers.

Flipped Learning

Flipping the General Chemistry Laboratory Lecture: Increasing Student Engagement by Enhancing Self-Directed Learning

Roslyn M. Theisen UW-Eau Claire

A flipped course combines the best features of face-to-face teaching with those of the online learning environment. While flipped chemistry lecture courses have appeared throughout the undergraduate curriculum, flipped laboratory experiences are rare. This study investigates how flipping a general chemistry laboratory lecture effects student attitudes towards chemistry and their understanding of chemistry topics. In this study, two groups - a traditionally taught laboratory and laboratory with a flipped format - were examined. This presentation will describe the implementation of the flipped lab curriculum as well as discuss quantitative data collected from a validated and reliable attitude toward the subject of chemistry survey (the ASCIv2) and summative assessment data collected from standardized exams for both groups. With these results, we advance our understanding of how students learn chemistry in the laboratory and examine the impact of designing new instructional materials.

A Simple Way to Flip Allied Health Biochemistry

Mark Klemp UW-Green Bay, Marinette Campus

Flipping a classroom can be a daunting effort considering course redesign, pre-class quiz or homework management, and monitoring pre-class activities. Often flipped courses include intensive pre-class effort by the students, with applying or practicing the new knowledge with fellow students in the classroom setting. However, there are actually many different styles and approaches to flipping. In addition, data shows that classes are unsuccessful that have low participation in pre-class activities. This is particularly concerning for allied health biochemistry where there is typically a larger percentage of returning adult students, and students already working many hours at some capacity in the health care field. This presentation will discuss how this relatively simple flipped course design uses in class time for content learning in a group setting, classroom participation by students presenting material to classmates with discussion and discussing life experiences.

Semi-Flipped Teaching Technique to Engage General Chemistry Students

Mohammad Rabbani UW-Platteville

Flipped classroom technique often faces challenges for students who lack academic maturity. An alternative semi-flipped approach was applied to general chemistry classroom for around 70 students. This approach provides minimum lecturing on difficult topics to help students to work outside the classroom for the preparation of next class. Outside classroom activity is tested using online homework technique. Classroom time is effectively used for active learning. Overall class performance was significantly improved as evidenced by the results from four academic semester exams and the ACS Standardized final exam.

Vulnerability in the Classroom

Class Consciousness in the Classroom: Who Are You in *Brave New World*?

Bradley Butterfield UW-La Crosse

I ask my Gen Ed students “who are you in *Brave New World*?” to highlight their assumptions about class in relation to their own identities. I then use BNW to challenge those assumptions and inspire a desire in them for more “general” knowledge and not just what Huxley’s Mustapha Mond calls knowledge of “particulars” (vocational training). Most UWL students see themselves as middle class, but when I ask about their finances, they begin to see themselves in Huxley’s lowly “Epsilons” and wonder if their identities might also have been shaped by some form of class conditioning, especially when I reveal to them my own privileged upbringing and educational background. While Marx saw class consciousness as the primary ingredient of revolution, Huxley imagines a future where it’s deliberately programmed into the masses to forestall revolution. Getting students to see themselves in BNW is a great way to get them wanting more from college.

Making Meaning of Human Rights and Democratization Through Popular Music, Writing and Performance

Simon Adetona Akindes UW-Parkside

This presentation examines the challenges and joys of making meaning of how popular music has historically been part of and shaped the struggle for democracy and human rights. For their final, students produce a public show based on their own texts. From a conceptual point of view, students struggle with widely mediated and deep-rooted ideological notions of democratization and human rights. At the level of pedagogy, the challenge is getting students to write their own texts —songs and poems— and perform them in public at the end of the semester. The performance itself is often a joyful moment, but throughout the semester, students have to get accustomed to the prospect that they will be examined and judged in public. This semester-long experience becomes a high-impact exercise in confidence-building that has a powerful impact for their learning trajectory, but it is also an emancipatory practice.

See Me Teach: Finding Joy in Being Observed

Dylan Barth UW-Milwaukee

In *The Courage to Teach*, Parker Palmer writes, "Academic culture builds barriers between colleagues even higher and wider than those between us and our students" (146). To this end, many of us dread the prospect of having our classes observed. Some of this anxiety may stem from a worry that we are not good teachers, that we are imposters, and some of it may be related to the pressure tied up with promotion. In this session, I will discuss UWM's "See Me Teach" program, in which I invited UWM instructors to observe my Honors 200 course as a way to open up my classroom. I will discuss how instructors participated, what we learned, and how others might incorporate a similar program on their own campuses. I will also talk about the anxieties I faced having multiple observations of my class and how I managed to find joy in being observed.

Social Justice Pedagogy

Disrupting Racism, Homophobia and Cultural Hegemony in Teacher Education Programs: Infusing Cultural Responsiveness and Social Justice into Curricula

UW-Stout: Emily Hines (Lead presenter), Virginia Lea, Sapna Thapa

In the current divisive, racist, nationalist, nativist and homophobic climate, three teacher educators share their research and encourage dialogue into the development of critical multicultural curricula that facilitate culturally conscious, anti-racist, social justice practices for pre-service and practicing teachers, when many powerful societal narratives dissuade us from doing so. They recommend strategies and resources for social justice-oriented classrooms.

Finding Restorative Justice in a Lesson about American Indian Boarding Schools

Angela Uitz UW-Milwaukee

A lesson will be presented about the U.S. Boarding School Policy as taught in the First Semester Anishinaabemowin course at UW-Milwaukee. The U.S. Boarding School Policy started in the 1870s until the Boarding School Era ended with the Indian Child Welfare Act of 1978. The boarding school system was a terrible system of cultural genocide. We are able to connect this history with lessons from our Relatives unit. When students understand the concepts of different Verb Types in the Anishinaabemowin language, they are able to create and comprehend more complex sentences. Students are asked to think about language culture identity in their own families. Students are able to use words for relatives and talk about their own family heritage. The lesson ends with students writing a land acknowledgement of their own. The end of the session will consist of a translation of the Madison Land Acknowledgement into Anishinaabemowin.

Workshop

Teaching General Education: Cross-Disciplinary Challenges and Opportunities

UW-Platteville: Amanda Tucker Humanities (Lead Presenter), Frank King Social Sciences, Katie Rabidoux Engineering Physics, James Romesburg Humanities, Shan Sappleton Political Sciences

General education is often viewed with skepticism and distrust: students frequently consider general education courses as unnecessary obstacles to their obtaining a degree and instructors sometimes view these courses as a price to pay for teaching their majors. But, general education courses can and should be a rewarding experience for both students and teachers. This panel features five UW-Platteville speakers from different disciplines (Astronomy and Physics, Composition, Ethnic Studies, Humanities, and Political Science) who discuss challenges they have faced in teaching general education courses and the innovative pedagogical practices they've developed to address them. The session will conclude with a discussion about teaching general education in broader institutional and UW System contexts.

Lunch & Plenary, 12:15 p.m., Great Hall

Experimenting with *Online* Faculty Development

Four UW institutions are participating in a pilot project with the Association of College and University Educators (ACUE), a for-profit company that provides an online course on teaching effectiveness. For the past year, 120 faculty and instructors from UW branch campuses (formerly UW Colleges), UW-La Crosse, UW-Parkside, and UW-Whitewater have engaged with online modules supplemented by in-person discussions, application of concepts in in-person classes, and reflective writing. Working with an ACUE consultant, directors from each institution's Center for Teaching and Learning provided on-campus leadership to implement the program.

This panel presentation addresses the following questions:

- How did Center for Teaching & Learning directors integrate *online* faculty development into an existing mix of faculty development activities?
- What were the challenges and rewards of *online* faculty development?
- What did Center directors learn from this year-long pilot project?

Panelists

UW System – *Fay Akindes*, Director, Systemwide Professional and Instructional Development; moderator
UW Branch Campuses (formerly UW Colleges) – *Bree Lybbert*, Assistant Professor, Chemistry, UW-Green Bay, Manitowoc Campus – representing co-facilitators *Julianna Alitto* and *Jill Rinzel*, former Co-Directors of Teaching and Learning at UW Colleges

UW La Crosse – *Deb Hoskins*, Inclusive Excellence Coordinator, Center for Advancing Teaching and Learning (CATL) and Associate Professor, Women Gender Sexuality Studies; co-facilitator with *Bill Cerbin*, Director of CATL

UW Parkside – *James Robinson*, Director, Teaching & Learning Center

UW Whitewater – *Barbara Beaver*, Director, The LEARN Center, and Professor of Psychology; co-facilitator with *Carolyn Morgan*, Professor of Psychology

Faculty participants from each institution will participate in the afternoon Poster Session in Tripp Commons. UW System Administration is assessing the effectiveness and feasibility of continuing the *online* faculty development pilot project beyond May 2019.

Flash Presentations for the Poster Session, 1:30 p.m.

Poster Session, 1:45 p.m. – 3:00 p.m., Tripp Commons

Posters

Supporting Faculty Professional Development on Canvas Through Immersive Hybrid Training

Del Wright UW-Superior, *Rebecca Graetz* UW-Superior

The UW-Superior Center for Excellence in Teaching and Learning designed and deployed a faculty professional development series in support of the UW System migration to Canvas. This presentation charts the results of a study designed to gain a greater understanding of faculty perceptions on receiving instruction in an immersive hybrid/blended training environment and to provide useful data to inform on the effectiveness of this method. The guiding research questions include: does employing an immersive hybrid/blended instructional design for conducting Digital Learning Environment (DLE) training effectively engage faculty in their own professional development; what impact does learning in an immersive hybrid/blended training environment have on a faculty's perception of using a learning management system in their teaching; what effect does faculty engagement in professional development have on advancing the use of the DLE teaching tools? The insights on these questions, gained through the research project are presented and discussed.

Education Can Be Enjoyable in VR

Mehdi Roopaei UW-Platteville

Virtual Reality (VR) has a significant role in the natural next step for the advancement of education. This technology has long held promise as a tool to enhance education. The immersive and interactive experiences within VR can have educational applications in disciplines ranging from science and engineering to foreign languages and social sciences. VR can be used in classrooms to enrich student learning and engagement and can renovate the way educational content is delivered. Being fully immersed within a learning environment increases motivation to fully understand the concept. The goal of this proposal is to develop an easy to use and adaptable VR framework to visualize Math for undergraduate students. The proposed platform utilizes a hybrid approach of visual-based and immersive-based learning to: (i) improve engagement, and ultimately retention of students; (ii) give students a deeper understanding of Math, and; (iii) move towards a more student-centered learning environment.

Offering Your First Diversity Course: What You Need to Know

Sahar Bahmani UW-Parkside

This poster highlights the importance of diversity course offerings on our campuses, specifically in the college of businesses in the UW System. Data shows that we need to continue promoting the offering of diversity courses for our students because of the many student benefits that are exhibited upon completion of The Economics of Discrimination in Banking, offered Winterim 2018 and 2019.

Students developed an understanding of the complexities of living in increasingly diverse and interconnected societies by focusing on sociocultural, political and economic diversity of the human experience at the local, regional and global scale. In the course, students focus on cross-cultural analysis and communication, historical and contemporary inequalities in the housing market and home mortgage lending practices associated with race, ethnicity, class, gender and socioeconomic status. By having students read the book *Evicted*, which focuses on housing market discriminations in Milwaukee, write a book report and participate in discussion boards with students in the course, they are able to increase their critical thinking about topics such as power, inequality, marginality and social movements, which supports effective cross-cultural communication skills.

Active Learning in Macroeconomics Class: Playing Games

Praopan Pratoomchat UW-Superior

The study compares the effectiveness of the in-class activities in the Principles of Macroeconomics between playing games and using in-class written assignments to improve the students' performances and enhance the skill to apply the knowledge to understand how an economy works. Two games were played in the classes: "Chair the Fed" from the Federal Reserve Bank of San Francisco and "The Great Depression: A Family's Choices" from the Foundation for Teaching Economics. The study uses the sample mean scores, variance, and proportions of two sections of the Principle of Macroeconomics at the University of Wisconsin-Superior to conduct the small-sample hypothesis testing. The data analysis will be finished at the end of the Fall 2018 semester.

Research Process in Biology: Assessment of Learning Goals using the CURE Survey

Natalie Taft UW-Parkside

One-on-one mentored laboratory research with faculty is a high-impact practice for students with lasting benefits, however, not all students can participate in this type of activity. Studies suggest that well-designed research-based laboratory courses can provide similar benefits for students. Here, I analyzed the effectiveness of three of our lab-based research courses, two sophomore-level and one senior capstone course, using the national CURE survey. Data from this survey showed that students participating in these courses had learning gains that were comparable or higher than students in similar courses nationally. Key areas of learning gains include the areas of: interpreting scientific data, presentation of data, tolerance for obstacles faced in the research process, readiness for more demanding research, understanding the research process, ability to analyze data or other information, ability to read primary literature, self-confidence and clarification of a career path.

Assisting and Assessing Student Veteran and Service Members Transition into Higher Education

Monte Stewart UW-Superior

It is known that many service members and veterans struggle as they transition back into civilian life after their time in the military. Many of these service members and veterans also transition into higher education, which can be challenging. Returning veteran and service members have been removed from academia for a number of years, so what can we do as educators to assist them in transitioning and equipping them with the resources to be successful in their academic endeavors? This session will explore the transitional research results conducted in a social science veteran's transition course at the University of Wisconsin-Superior. Participants in this session will leave with a sense of what unique challenges our veterans face, how we can meet the needs of these students, and what steps can be implemented in your classroom to provide an inclusive environment, with an emphasis on andragogical principles for teaching and student learning.

Habits of Mind, Movements in Writing: Reshaping Our Understanding of First-Year Writers as Learners

Sara Heaser UW-La Crosse

This poster highlights findings from a qualitative study that focused on first-semester, first-year writing (FYW) students at the University of Wisconsin-La Crosse. More specifically, the study sought to discover how this cohort of students perceived themselves as learners by gathering and analyzing institutional and student-led data over a two-year period: ACT English scores, WEPT placement test scores, FYW placement materials, in-class writing samples, student survey responses, and FYW instructor survey responses. By sharing the results of this study, I hope that those who engage with first-year students across the UW System may begin to understand the unique parameters that influence this population of students and their experiences at the University in the first year.

Changes in Student Attitude Toward Emergency Contraception and Mifepristone Following Discussion of Bioethics

Karin Bodensteiner UW-Stevens Point

To examine whether discussing biological content in an ethical context influences student attitudes about emergency contraception and mifepristone, students in two sections of an introductory zoology course learned and discussed the biological mechanisms of action of these drugs. Students in one section of the course participated in a bioethical discussion, while students in the other section participated in a content-only discussion. Pre- and post-surveys were collected and used to assess changes in attitude. Results suggested students who participated in bioethical discussion altered some of their opinions about emergency contraception, especially with regard to access. Students in the bioethics section also appeared less judgmental with respect to women's sexual behavior. Differences in student attitudes may be related to understanding of biological content and support previous studies indicating a relationship between content knowledge understanding and bioethical decision-making.

Entering Their Stories: Moving Toward Personifying Disability Through Problem-Based Learning

James Barge UW-Stevens Point

Within the field of communication sciences and disorders, instruction in acquired cognitive-communication disorders necessitates study of elemental components of cognition and the impact that neurological disruption has upon cognitive functioning. This proposal describes one such attempt to provide a vehicle for richer engagement of the subject of disability within the populations affected by stroke, brain injury and other neurological impairments by creation of a virtual patient. The goal of this project was to facilitate knowledge attainment and stronger empathic connection to those individuals with a disabling condition. Problem-based learning was employed throughout this project as future speech and language pathologists sought to gain a greater appreciation of the depth and scope of disability in the patient populations that they will serve. Development of a virtual patient project will be discussed and supplemented with student examples and insights.

Learning About Refugees and Migration Through Interactions in Darmstadt, Germany

Daniel Leitch UW-Platteville, *Baird Miller, Nadia Rose Waterson* UW-Platteville student participants

This presentation will describe an international conference for UW-Platteville students that focused on migration and refugees in Germany. Our students joined with university students from eleven different nations on four continents to discuss migration. The conference included psycho-social training, geopolitical theory, site visits, homestays and round-table discussions with Syrian refugees. Along with the program format, I will discuss learner outcomes as measured through a summative assessment.

Graduate Diversity Training: Academic and Memoir Readings in Online Discussion Forums

Susie Lamborn UW-Milwaukee

This presentation discusses a class for diversity training in an online, seminar style developmental course for graduate students. The class addresses "Multicultural Families" from a lifespan, developmental perspective and uses essays written for class discussion forums as indicators of student understanding. The goal of the class is to enhance understanding of both developmental principles and diversity awareness in theory and research focused on the multicultural family. This class can be taken as a stand-alone class or in conjunction with the Immigrant Child in Developmental Perspective, The Psychology of Race and Ethnicity, and Multicultural Counseling. The class is designed for students in the Educational Psychology program but also includes students from other programs in the School of Education as well as from Nursing, Psychology, Sociology and Information Sciences.

Studio Writing Sustenance in Triple-Bottom-Line Style

April Feiden UW-Platteville

Participants of this presentation will (1) learn how I integrated the concepts of sustainability and the triple bottom line into the development of a new studio writing course; (2) understand how the studio model creates a unique teaching and learning experience with multiple advantages to inclusivity, innovation, disruption, engagement, mobility, transfer, and transformation; (3) know why the studio model is an effective, democratic way to acclimate at-risk, first-year students to college with confidence, agency, active dialogue, and ownership of their educational destinies; and (4) see how the studio model promotes an environment where instructors feel valued, empowered, and confident in making a real difference for their students.

Publisher Quizzing Tools: Helping or Harming Student Performance

Kimberly Zagorski UW-Stout, Melissa Emerson UW-Stout

A consistent challenge faced in undergraduate introductory courses is ensuring students read and retain information from the assigned textbook. Students who do not read the textbook on a regular basis tend to earn lower scores on exams and have lower levels of course engagement. With advances in classroom technology, textbook publishers have expanded course resources beyond the traditional package of test banks, instructor guides, and power point slides. Major publishers have produced interactive study quizzes designed to increase student engagement with the textbook, thereby improving student outcomes. Unlike other textbook ancillaries, students are charged to access these study programs. Our study asks if these new programs are truly effective in enhancing student learning within the Political Science Classroom by using W.W. Norton's InQuizitive program.

Integrated Learning Process in Blended Curriculum with Strong Hands-on Focus in Capstone Engineering Courses

Robabeh Jazaei UW-Platteville

This study designed and analyzed the effectiveness of blended curriculum with strong hands-on experiment in one of the capstone engineering courses, fluid mechanics. This is evidence-based instructional practices to provide engaging classroom, active learning out of classroom, collaborative challenge problems, and application of concepts in real-world problem. The instructor had been teaching this course in thoughtful integration of traditional lecture and hands-on experiments to observe high impact on students' performance, learning outcomes, and collaborative team work project. The present study addresses the instructional challenge in teaching engineering courses and students' preparation for professional engineering career. Contemporary pedagogies emphasis on more illustration and visualization of complex STEM problems via the latest technology. However, most technics are limited to active learning in the classroom. This study explores the methods to extend learning process beyond the effectiveness of the strong-hands-on experiment developed through sophomore course, Engineering Mechanics. Then the curriculum modified for a capstone course, Fluid Mechanics. The aim of this study is to assess the impact of hands-on experiment visa cell-phone usage on applying complex fluid mechanics equations.

Challenges in Course-Based Undergraduate Research Experiences (CUREs) – Lessons Learned

Rocio Duchesne-Onoro UW-Whitewater

CUREs are courses where students address a research question with unknown answers both to the students and to the instructor. They provide an undergraduate research experience to a broad population of students. As a novel teaching methodology, CUREs bring many benefits to students, but implementing them in large classes come with many challenges (e.g., assessment of product and processes, workload balance, etc.). This was the case in 2018 when I taught the course Applied Environmental and Natural Resource GIS. The class had 25 upper-level undergraduate students and they had to assess the vulnerability of groundwater to nitrate pollution in Walworth County. Outputs included an individual and group report and a presentation of results to our community partner. Some of the lessons learned in this process were: assess both individual and group work, assess product as well as processes, and limit the scope of the project to a few objectives.

Adding Art to the Sciences: Infusing Communication Sciences and Disorders Pedagogy with Literature and Media to Enhance Learning

Pamela Terrell UW-Stevens Point

The application of “the arts” (literature, poetry, film, fine art, television, and theater) in Communication Sciences and Disorders curriculum may improve student engagement, retention of academic content, and understanding of the patient/client perspective. In this poster, research support for embedding the arts into allied health professions will be provided and pedagogical examples across CSD curriculum will be shared and discussed. Examples include improvisation as a means to teach and practice thinking on one's feet, “book clubs” to improve empathy and impact of disability on the family, and a live digital texting app to enhance integration and synthesis of content across courses when watching a feature film.

Making Sense of Multicultural Education in Classrooms using VR Technology: Student Teachers Perspective

UW-Stevens Point Kele Anyanwu (Lead Presenter), Jonathan Decker, Ellen Ryder

Multicultural education relevance in teacher training programs has never been so compelling than now considering mounting evidence of disconnect between theoretical coursework and practical experience student teachers encounter in field experiences or when they start teaching. This is most evident in courses demanding knowledge of multicultural pedagogy in the classroom. As classrooms become more diversified, it becomes almost impossible to address multicultural education with “one jacket fits all” theoretical instructional approach. However, there exists authentic digital tools if properly harnessed could be used to bring real-life multicultural communities and classroom experiences that exemplify best practices on issues relating to multicultural education from communities and experienced teachers. Immersive video technologies like virtual reality (VR) has the potential to bridge the gap between multicultural education theory to authentic experiences for student teachers.

Interactive Activities in Flipped, Blended, and Online Courses

Lema Kabashi UW-La Crosse

Engaging students in face-to-face courses through interactive techniques is not new. However, actively engaging students in flipped, blended, and online courses through interactive methods has been receiving much more attention lately. It is imperative that we design engaging courses that will positively affect course interactions. This presentation will address some effective ways to create interactive activities for flipped, blended, and online courses.

Sharing Our Own "Shitty First Drafts" in the Classroom: Stories of Humility and Inspiration

Debra Siebert UW-Milwaukee

We have all experienced writing failure, but what do we do with that failure? As a member of the 2017-2018 WTFS program, I failed. Ironically, my failure occurred at the Spring 2018 OPID Conference featuring Michael Wesch as the keynote. Known for inspiring wonder in his students, Wesch facilitates students' quest for learning so they focus on making connections between concepts and with other people instead of fearing failure. My WTFS project focused on how grading contracts could facilitate "productive failure" in a second-semester composition class for students who were taking the class for the third time. Yet when I struggled with writing failure and a disastrous project, I walked away. When we ask our students to trust us and risk everything, what are we doing for our students and ourselves when we teach and write? This follow-up poster presentation will explore how we may use our own writing failure as a model for students and as opportunities for growth.

Experimenting with *Online* Faculty Development

Four University of Wisconsin institutions are participating in a pilot project with the Association of College and University Educators (ACUE), a for-profit company that provides an online course on teaching effectiveness. For the past year, 120 faculty and instructors from UW branch campuses (formerly UW Colleges), UW-La Crosse, UW-Parkside, and UW-Whitewater have engaged with online modules supplemented by in-person discussions, application of concepts in in-person classes, and reflective writing. Working with an ACUE consultant, directors from each institution's Center for Teaching and Learning provide on-campus leadership to implement the program.

Each institution implemented the online faculty development course with slightly different goals, and will share approaches, experiences, and results in a poster. Participating faculty and instructors from each institution will be present during the poster session.

UW Branch Campuses (formerly UW Colleges) – *Bree Lybbert*, Assistant Professor, Chemistry, UW-Green Bay, Manitowoc Campus – representing co-facilitators *Julianna Alitto* and *Jill Rinzel*, former Co-Directors of Teaching and Learning at UW Colleges; Faculty participants *Amy Grams* UW-Platteville Richland, *Richard Gustin* UW-Fond du Lac, *Kathy Hopper* UW-Fox Valley, *Amy Karbrhel* UW-Green Bay, Manitowoc Campus, *Faye Peng* UW-Platteville Richland, *Laurie Sloma* UW-Fox Valley

UW-La Crosse – *Deb Hoskins* (Co-Facilitator) Inclusive Excellence Coordinator, Center for Advancing Teaching and Learning (CATL) and Associate Professor, Women Gender Sexuality Studies; with *Bill Cerbin* (Co-Facilitator) Director of CATL; Faculty Participants: *Dan Hyson*, *John Maraist*

UW-Parkside – *James Robinson* (Facilitator) Director, Teaching & Learning Center; Faculty Participants: *Sahar Bahmani*, *Sylvia Beyer*, *Tannette Elie*, *Laura Khoury*, *William Parker*, *Suzanne Swiderski*, *Xisen Wang*

UW-Whitewater – *Barbara Beaver* (Co-Facilitator) Director, The LEARN Center, and Professor of Psychology; with *Carolyn Morgan* (Co-Facilitator), Professor of Psychology; Faculty Participants: *Lindsey Greviske*, *Aruna Jha*

Break, 3:00 p.m. Refreshments, Reception Room

Thursday Afternoon Concurrent Sessions, 3:15 p.m. – 4:30 p.m.

Engaging Students in Writing

Decreasing Distance Between Student Experience and Course Relevancy

Peter Fields UW-Green Bay

As an adjunct lecturer in English composition, I often encounter uninspired student writing. As the youngest in my department, I feel a closer connection to contemporary students and to their struggles than I do to my seasoned peers. I believe that this chronological closeness helps me to understand the current collegiate landscape. Because today's students are juggling classes, social lives, and jobs, they often make "business" decisions when determining where to direct their effort and investment.

In order for academic writing to be motivated and thoughtful, students must feel connected to it. This presentation will demonstrate ways instructors can make their courses resonate with students. Instructors will learn how to facilitate assignments and deliver lectures that solidify writing as an extension of students' motivations, interests, and voice. Attendees can expect to identify strategies for creating a fluid learning environment that taps into the cultural pulse of their students.

The Joy of Sharing Environmentalist Identities in the Classroom: Three Writing Activities that Can Help.

Alexis Piper UW-Whitewater

This discussion will draw from current wilderness scholarship and current research on humankind's affinity with the "natural" world to explore the joys and challenges of sharing an "environmentalist" or "eco-centrist" identity with students. The presenter will offer four practical writing activities that can help educators explore identifications with the natural world in a way that moves beyond stereotypes and anthropocentrism, assuages "crisis fatigue," and inspires students to produce their best writing as incited by their relationship with and experiences in "nature".

Wrestling the Stack: Alternative Approaches for Responding to Student Writing

UW-La Crosse: Darci Thoune (Lead Presenter), Virginia Crank, Sara Heaser

This interactive presentation will provide attendees an opportunity to discuss and explore a variety of alternatives to traditional methods for responding to student writing. Some of the methods presented will include: portfolios, conferences, minimal marking, contract grading, early interventions, audio feedback, peer-to-peer feedback, and others. Participants will share their own feedback practices and experiences with feedback.

Trending Practice

Open Education Resources (OER): What They Are and Where to Find Them

Steve Baule UW-Superior, Staci Gilpin UW-Superior

Sound similar to Magical Beasts?; sorry for stealing from JK Rowling! Faculty and instructional staff all seem to be talking about OER resources in ways as if they are a magical solution to improve instruction and reduce student cost. This session will explain what are they really? Where did the concept come from? Most importantly, where do I find OER resources to integrate into my courses and into Canvas? These and many other questions about how to best integrate and utilize OER sources will be answered in this session. Participants will leave the session with tangible methods on how to curate materials for their use and to integrate digital resources into their courses. Participants will leave with an improved understanding of what constitute such resources.

Open Pedagogy and Student Learning

UW-Green Bay: *Caroline Boswell, Kate Farley, Jodi Pierre*

This session will bring together a research and instruction librarian, a learning technologist, and an instructor in the humanities to facilitate a workshop on open pedagogy. After a brief introduction of open pedagogy, its relationship to open education resources (OERs), and some of the dissonance in the literature, we ask the audience to consider how open pedagogy enables instructors to engage in authentic approaches to information literacy and to “decode the discipline” for general education students. By asking students to research materials that the course will teach others, open pedagogy also promotes metacognition and creates substantive artifacts for assessment of student learning. Session facilitators will lead participants through activities that support the design of a student-created open educational resource for their course. This collaborative assignment may work in courses of various sizes and disciplines.

Teaching Teachers

A Gay Elementary Teacher: His Identity and His Mathematics Teaching

Kyle Whipple UW-Eau Claire

I will present a case study I conducted with an elementary teacher focused on gay identity and intersectionality with mathematics teacher identity. Through this research, I learned this teacher makes decisions regarding curriculum and pedagogy he attributes to his gay and mathematics identities. This teacher believes growing up with an identity that placed him as an outsider to groups, including people who can do math, makes him sensitive to students’ emotional responses to problem solving and arithmetic. This heightened awareness leads the teacher to make careful decisions about the problems he assigns to students, both in terms of the wording and the difficulty level. The teacher places students into groups with specific reasons, including community engagement with one another and mathematics ability. The results from the case study indicate that the intersectionality of this teacher’s gay identity and his mathematics identity lead him to create an inclusive mathematics classroom.

Racism, Cultural Hegemony, and Hope in Native Wisconsin: Addressing ACT 31

Virginia Lea UW-Stout

This presentation presents preliminary data from an on-going research project that addresses the often dishonored historical and current civil liberties and civil rights at the heart of the experience of Native people in Wisconsin. Using critical race theory in the form of counter storytelling and active listening, we use digital storytelling and 360 video footage as the data to reflect the cultural strengths and positive identity formations of Chippewa reservation high school students, and enable disproportionately white pre-service teachers to better understand the neo-colonialism and cultural hegemony that has impacted Native communities. Through the development of a digital pathway, we aim to support enlightened community engagement, develop mutually beneficial relationships between the participating communities, and address Wisconsin ACT 31.

Putting Student Learning at the Center: Modeling Active Pedagogy for Teachers

Jody Siker UW-Parkside

Teachers are expected to put student learning at the center of a cycle of planning, instruction, and assessment. I will describe how I build a safe classroom environment where students can take intellectual risks and construct their understanding of content. I also present multiple ideas for active learning in the university classroom through discussions, activities, and simulations. Assessment is embedded and I offer multiple options for how to collect evidence of student learning.

The World as Our Classroom

Undergraduate Research Sicily: Practicum in Archaeology at the Ancient Greek and Roman City of Agrigento

William Aylward UW-Madison

Two undergraduates with junior standing in the College of L&S at UW-Madison completed research projects in the Sanctuary of the Chthonian Deities at the ancient city of Agrigento on the south coast of Sicily under the presenter's supervision in summer 2018. This presentation describes the faculty/undergraduate research enterprise on an international collaborative project involving French and Italian scholars and students. Students from UW-Madison conducted archaeological excavations and discovered ceramic artifacts and a bronze coin that lend support to new conclusions about the date of a peculiar round building in the sanctuary. One student became a licensed FAA UAS pilot in order to create new maps of the sanctuary with a drone. The expedition is directed by Professor Laurence Cavalier of the Institut Ausonius and the University of Bordeaux-Montaigne and supported by the l'École française de Rome, under the auspices of the Parco Archeologico della Valle dei Templi di Agrigento.

Inquiry Based Teaching and Learning: Experiences from Teacher Training in China

Sapna Thapa UW-Stout, Terry Kohlmeier UW-Stout

In this presentation, two Early Childhood Education (ECE) professors from the University of Wisconsin-Stout (UW-Stout) will share excerpts from a week-long professional development training conducted in Beijing, China during the Summer of 2018. The training was a collaboration between the International Education Office at UW-Stout and a Chinese Teacher Training service organization that provides professional development trainings for in-service and pre-service teachers in China. The presentation includes an overview of methods utilized to introduce culturally appropriate Inquiry Based Learning (IBL) and Project Based Learning (PBL) with video footage of the training sessions. The presentation will provide insights and challenges encountered by the professors with regards to education policies and practice, language and culture of China and share how values and beliefs related to ECE and children are universal and plays an integral part in cross-cultural collaborations.

Reinventing the Island: Wisconsin in Scotland to Experience Scotland

Patricia Watters UW-River Falls, Kelsey McLean UW-River Falls

The Wisconsin in Scotland program was founded in 1986 in the historic Dalkeith Palace on the outskirts of Edinburgh, Scotland on the island of Great Britain. Students and faculty from UW universities came together to take classes, live together, and engage in what is now known as the 'island' model of study abroad. The program has grown and changed within the traditional 'island' model – until now. We are reinventing the island. Our session will explore how we are using a supportive living learning community model combined with intensive, modular courses, internship placements, undergraduate research opportunities, faculty engagement, purposefully designed trips - all using Scotland as our laboratory, while students engage in intentional reflection throughout the term allowing them to Experience Scotland rather than be Wisconsin in Scotland.

The Role of Advising in Teaching and Learning

Advancing Student Learning and Success Through Advising Best Practices

Rhonda Sprague UW-Stevens Point (Lead Presenter), *Angela Kellogg* UW System Administration, *Steve Meyer* UW-Green Bay, *Liz Whalley* UW-Oshkosh

Academic advising is integral to fulfilling the teaching and learning mission of our institutions. In this session, panelists will present faculty advising best practices and encourage participants to share their individual or departmental advising strategies. In addition, presenters will describe the UW System 2020FWD Strategic Framework advising initiative work underway and engage participants in a discussion of how System can further support faculty advising. This presentation addresses how we can work together to embrace the key role advising plays in enhancing student success.

Workshop

Teaching Inclusively: Learning Through an Applied Improvisational Approach to Effectively Address Microaggressions

UW-Madison: *Don Gillian-Daniel* Collaborative for Advancing Learning & Teaching (Lead Presenter), *Mark Kueppers* Center for Leadership & Involvement, *Megan Schmid* Collaborative for Advancing Learning & Teaching

There is a pressing need to create diverse, equitable and inclusive learning environments to positively impact student learning outcomes and increase the retention of underrepresented individuals. By blending case-based learning with applied improvisational theater techniques and focusing on “the actual words you would say” in a difficult situation, this workshop will engage faculty and instructional staff in hands-on and experiential activities around identity, privilege and marginalization to explore impacts on learning. Participants will leave empowered to begin to recognize and effectively address implicit and explicit biases and microaggressions in their teaching and learning environments.

Poster Reception 5:00 p.m. – 7:30 p.m. Cash Bar & Hors d'oeuvres Tripp Commons

Wisconsin Teaching Fellows & Scholars | Program begins at 6:00 p.m.

UW System's Wisconsin Teaching Fellows & Scholars (WTFS) Program is a year-long learning community for UW faculty and instructors engaged in the Scholarship of Teaching and Learning (SoTL). Tonight's reception marks the culmination of participants' year-long SoTL project. WTFS is co-directed by Alison Staudinger, UW-Green Bay and David Voelker, UW-Green Bay.

Equity Online: Analyzing the Effect of Technology Access on Online Course Success for Underserved and Underrepresented Students

Madhumita (Mita) Banerjee UW-Parkside

As the push to move course offerings online intensifies, how can educators minimize the impact of the digital divide and ensure equitable student success in an online environment? This study looks at the technological efficacy of students at a small public university that caters to underserved and underrepresented populations. Additionally, it explores course relevance and environmental factors that influence students to choose online courses. Survey data was collected from 535 students from various disciplines across campus. Students were grouped based on whether they successfully completed an online course, enrolled but dropped an online course, or never enrolled in an online course. Preliminary analysis indicates lower-income and Pell recipients had significantly lower technological efficacy scores, suggesting at least in part a socioeconomic dimension to the problem of the digital divide. In addition, this study should provide useful data for universities seeking to expand their online course offerings.

Education Theory and Classroom Practice

Lama Bergstrand Othman UW-Whitewater

One of the challenges at the higher education level is bridging the gap between theory and practice. Students enroll in pedagogy-oriented courses; however, when they start teaching at the PK-12 schools they face challenges that will either facilitate or hinder their ability to apply what they have learned. The purpose of this project was to help students make connections between learning theory and teaching practices. To that end, seventeen students were asked to interview seasoned teachers and discuss concepts/skills that were discussed in that class. First, they wrote the interview questions (Pre-discussion), then we discussed the concept of making meaning. Finally, students revisited their questions (post discussion) and conducted the interviews. The effect of reflective discussions was analyzed by studying the differences between the pre-and post-discussion questions. Further, students' reflection on the usefulness of the interviews in bridging the gap between theory and practice was examined.

Professional Development Portfolios (PDP): Impact on Reframing and Articulating Student Employment as a Learning Experience

Jen Bird UW-Superior

Recently UW-Superior incorporated strategies (i.e. adopting student employee learning outcomes, career and leadership development activities) to intentionally frame student employment as learning. This approach to student employment has become a high-impact practice (HIP) used on various campuses. However, students struggle to see their employment as learning. The aim of this research was to determine if a carefully designed professional development portfolio would effectively guide students to reframe and articulate their employment as a learning experience. A portfolio was chosen due to its potential for transformational learning (Reynold & Patton, 2014). Activities were intended to challenge students to reflect on their employment experience, skills learned in their position, and how those skills will transfer and benefit them in the future. Activities included pre/post surveys, resume and cover letter, mapping employment activities to student learning outcomes, and pre/post critical reflections. It is expected that the portfolio activity reframed students' view of employment as learning.

Taking Coursework to the Next Level: Gamification of Student Reading

Bryan Carr UW-Green Bay

It is a common refrain: faculty assign students reading, but students won't read. How, then, can instructors encourage students' active participation in this vital aspect of coursework? The process of gamification may provide answers. This project seeks to develop and measure the effectiveness of a reading-focused gamification system that encourages students to not only read assigned course materials but also construct original critical arguments. This model draws upon professional game design methods to construct a gamified environment alongside the existing coursework of an upper-level Communication and Information Science course. Students in this class were given a variety of bonus activities such as summarizing readings, constructing counter arguments, developing exam questions, and more to earn points in a tiered system of special classroom perks, like extra credit or free exam answers. Preliminary analysis of the data suggests potential areas of both growth and caution in using gamification to encourage such coursework.

Obtaining Rich Student Feedback - Using SoTL Principles in Adult Non-credit Settings

Michael Childers UW-Madison

Since Scholarship of Teaching and Learning (SoTL) is not widely applied in adult education, the author used SoTL principles to investigate the degree of student satisfaction, rating of course difficulty, and self-assessment of learner gains for non-credit adult educational programs. Students were asked to submit online responses using Qualtrics. The instrument design included demographic data and incorporated standard scale and free response questions from the student assessment of learning gains (SALG). The SALG website is a free course-evaluation tool that gathers learning-focused feedback from students hosted at the University of Wisconsin-Madison.

Respondent feedback related to learning gains as well as course satisfaction and other measures were summarized and analyzed. The data give important feedback about how students generally rate department courses for their learning gains, as well as provide student perceptions about course difficulty and the importance and practical applicability of discrete program curriculum components.

Laughing with the Past: Effects of Historical Comedy on Student Learning

Jim Coons UW-Whitewater

This project examines the efficacy of teaching with humorous primary sources to improve content retention and higher-order learning in historical surveys. In two sections of GenEd 120, "Historical Perspectives," students twice read either humorous primary texts, or "straight" ones; quiz responses, reflections, and course evaluations measured differences in retention and analysis. One section read *The Wipers Times*, a satirical newspaper from World War I soldiers, while the other read texts on wartime psychology and trauma; later, one section read jokes about Soviet society, while another read a memoir of life behind the Iron Curtain. Preliminary results suggest that the more complex *Wipers Times* selections did not clearly improve learning. The Soviet jokes, however, were clearly beneficial, likely because the language and context were more familiar. Though more investigation will be required, major gains in learning, especially in online courses, could be achieved with refined, expanded use of comedic sources.

Pre-Service Teachers' Attitudes Toward Undocumented Students

Gregory J. Cramer UW-Parkside

While demographic data shows undocumented students are omnipresent in U.S. schools, research indicates that teacher education experiences focused on social issues evoke avoidance or resistance on the part of preservice teachers. Thus, this project seeks to answer the question: In what ways can teacher candidates' awareness of and attitudes toward undocumented students change over the course of the semester? Participants in a teacher education course that presents information about undocumented students completed surveys and critical reflections designed to provide insight into teacher candidates' perspectives toward undocumented students. Data generated by this case study will be analyzed inductively and deductively (Graue & Walsh, 1998), and will be guided by theoretical literature related to pre-service teacher education experiences focused on social issues as well as the emerging literature on undocumented students in K-12 schools.

Reflecting and Developing Empathy in Community Engagement Courses

Stephanie May de Montigny UW-Oshkosh

We expect students to develop empathy in community engagement courses. But, do they achieve the quality of empathy desired through the experiences alone? I explored using reflexive writing in my community engagement courses, with both elementary school children and senior living facility residents, to help students build deeper, more meaningful empathy. Rather than rely solely on a final reflexive writing assignment as I had in the past, I implemented three reflections at the beginning, middle, and end of the course. In this way, I hoped to prompt students to examine their own preconceptions, reflect on their progress, and ultimately look back on their previous reflections to recognize how their understandings had changed. To evaluate the results, I compared final written reflections from past courses with those from the course that included the new assignments. The analysis also suggested some ways to assess students' development of cognitive and affective empathy.

Perceptions About Factual Ambiguity and Case Analysis

Sheril L. Gilbertstadt UW-Eau Claire

Undergraduate business law students often do not recognize that facts in a case can be interpreted in more than one way. As a result, relevant issues are not fully addressed. The instant project examines whether students have an inherent bias toward viewing facts as unambiguous and whether this mindset can be altered by participating in a factual interpretation module. In the initial phase of the study, students decide the outcome of a legal case and determine whether a worker is an employee, or an independent contractor based on the facts in the case. During the second part of the study, students reevaluate the case after reviewing a factual interpretation summary showing that each fact in the case can be used to support opposing arguments, depending on how the fact is interpreted. Students also complete initial and post-activity questionnaires to assess student views related to factual interpretation.

Entrepreneurial Mindset

Marcia J Harr Bailey UW-Platteville

As a social entrepreneur, my goal is to develop Wisconsin's next changemakers. Recent research indicates an experiential, evidence-based entrepreneurship education improves the development of entrepreneurs (Blank et al, 2014). Lean Startup applies the scientific method to business development: problem discovery, make assumptions, test, evaluate, prototype, pivot or persevere. I have designed assignments that force students out of their comfort zones, including: Rejection Therapy, Failure Parade, Monotasking, and Prototyping. This research study will examine which of these activities are most beneficial to student learning to develop an entrepreneurial mindset. In this mixed-method study, I will distribute a quantitative questionnaire to assess learning outcomes through the Student Assessment of their Learning Gains (SALG) survey. Using a qualitative lens, I will then determine themes in the reflection assessment. This data will inform the creation of a mobile application that helps students develop entrepreneurial mindsets that can innovate change in Wisconsin communities.

Group Projects and Sense of Belonging Among First-Year Students

Ross Jilk UW-River Falls

Collaborative learning and group projects help to build highly valued, life-long skills. There is the possibility, however, that small groups may also present an environment that could foster negative experiences such as stereotype threat and microaggressions that may lead to some students feeling excluded from the group and the campus in general. To test this possibility, a survey was given to students enrolled in a first-year seminar course during the fall semester at the University of Wisconsin – River Falls. This survey used a Likert scale to assess the students' perception of their small group experience and their feelings of belonging. Demographic data was also collected. The data will be used to explore possible correlations between a poor group experience and a lack of feeling of belonging, and to ascertain if these correlations are stronger in underrepresented demographic groups.

Facilitating Experiential Learning and Professional Skills Attainment in the Classroom: The Value of the Model United Nations Experience

Mert Kartal UW-Stevens Point

What is the role of Model United Nations (MUN) in facilitating professional skills attainment in the classroom? Using a MUN course with an enrollment of 35 students, I gather data on student progress in three levels of knowledge: factual, procedural, and metacognitive. I use pre- and post-activity surveys with both closed- and open-ended questions designed to capture the students' initial levels of knowledge and measure the progress they achieve throughout the semester. In addition, I conduct one-on-one interviews with each student to gather additional data on their progress. The findings suggest that the MUN experience has a substantially positive impact on the students' factual and procedural knowledge as well as their self-perceived skills of negotiation, decision-making, public speaking, research, and teamwork. These results are also confirmed by the instructor's evaluation of student progress. Importantly, I also find the MUN experience strengthens negotiation and decision-making more significantly than the other skills.

Mini HIP Interventions in Upper-Level Psychology Course

Kayoung Kim UW-Fond du Lac

The benefits of using High Impact Practices (HIP) have been well established in the literature, suggesting that engaging in multiple HIP courses during college could lead to students' academic and personal success. In response, many HIP courses have been developed to include activities that are exclusive to each of the eleven practices, which poses a problem for students who cannot take all the different HIP courses during their college career. Therefore, this study explores an equity-conscious solution in combining multiple practices within a single college course. Twenty-two students in a junior-level psychology course completed assignments developed as a combination of Writing Intensive (WI) and Community-Based Learning (CBL), whose course performance was then compared between those with or without previous HIP experiences. The findings indicated a significant performance increase in students who were introduced to mini HIPs from the course, which became comparable within a single semester to that of students with previous HIP engagement. Students' self-reflections further showed that the mixture of HIP interventions was perceived to be highly beneficial in their learning experiences, particularly in terms of obtaining applicable skill sets to be used in their future courses/career.

Cultivating and Complicating Empathy for Linguistic Diversity in a First-Year Writing Class

Samantha Looker-Koenigs UW-Oshkosh

In a language-focused first-year writing class, intercultural empathy is a desired learning outcome. Composition researchers (e.g., DeStigter; Leake) have theorized that differences in experiences form an obstacle to true empathy. Thus, I hypothesize that encouraging students to explore the gaps between their own and others' experiences, and to grapple with uncertainty and the limits of their knowledge, may help deepen and complicate students' empathetic growth. Since thesis-driven academic writing can discourage acknowledging uncertainty (Sullivan), I have revised the curriculum of my language-focused first-year writing class to include more reflective writing that asks students to destabilize their arguments and consider the value of alternate perspectives. This presentation describes these new reflective writing assignments, their place in the trajectory of the class, and their rationale based on composition theory and past iterations of the class. It also describes the in-process data collection as these changes are implemented in my Spring 2019 class.

What Students Think Matters: Successes and Obstacles Related to Virtual Reality in World Language Learning

Claire Mitchell UW-La Crosse, Mary Franitza UW-La Crosse (research assistant)

In the world language learning environment, research points to the importance of high-quality encounters with the language and culture as promoting linguistic and cultural competence (Kinginger, 2008). However, often inside the classroom, students' contact with the target culture and language is limited. The use of virtual reality, though, provides an avenue for these types of high-quality encounters due to its ability to transport learners to another place and time (Godwin-Jones, 2004). Considering the possibilities of virtual reality, then, this presentation seeks to answer the question surrounding what learners' opinions of virtual reality are in an advanced-level Spanish course, specifically, as related to the usefulness of virtual reality in providing high-quality encounters with the target language and culture. Using the online platform Seekbeak, participants (n=43) worked in groups to develop virtual tours of Medellín, Colombia, that demonstrated their content knowledge related to narcofútbol (the involvement of drug money in Colombian soccer).

How Students Understand the "Other"

Mitch Ogden UW-Stout

How do students understand the concept of the "Other" when it is used as a framework for social and cultural difference—including formulations of racialized and ethnic identities?

Although I have used the framework of the "Other" as an accessible intellectual concept to frame "race and ethnic studies" (a general education requirement) in a film and literature class for several years, I've never made an intentional inquiry into how students understand the concept. Understanding the complexities of race and ethnicity in America is a high stakes endeavor. If the framework of the "Other" is misunderstood and/or misapplied, my teaching may perpetuate prejudice rather than eradicating it. This study analyzes and interprets learning artifacts (formal writing, open-ended quiz questions, in-class activities, etc.) to determine students' apprehension and understanding of the concept of the "Other." Qualitative analysis (close reading) uncovers the meaning of the "Other" that students have constructed throughout the semester.

Can Student Empathy Improve Motivation?: A User Experience (UX) Approach to the Graphic Design Classroom

Mary Rohl UW-River Falls

Can viewing project, classroom, and program through the empathetic lens help to align your teaching to the goals of our students? The aim of this research poster is to provide a theoretical framework to incorporate a user-experience approach to improve intrinsic motivation for creativity. This research explored the user experience, an empathy-based design process, as a pedagogical intervention. Using this perspective, projects were redesigned and assigned. To collect data, pre/post survey reflections were administered at the start and the end of the semester. Additionally, survey reflections were administered at the start and the end of each of three key projects. The surveys focus on three key interconnected qualities related to intrinsic motivation: purpose, autonomy, and mastery. The goal of the project designs was to create an environment that is inclusive of the learning goals, inspire creativity through intrinsic motivation and retain students in the graphic design program.

Raising the Stakes: The Role of Adaptive Expertise in History Experiential Learning Projects

Sarah Scripps UW-Stevens Point

How can we raise the stakes in humanities courses to encourage student engagement? This project analyzes the role of experiential learning projects in history classes, namely whether planning and implementing a service learning project for a general audience helps foster problem-solving skills. Over the course of the semester, students in the upper division history course HIST 390: Museum Exhibits researched, designed, and installed two exhibitions that culminated in an opening reception for the general public. Using qualitative questionnaires conducted at the beginning and at the end of the semester, this study evaluates how raising the stakes in the classroom through a public outreach project enhances students' adaptive expertise, or capacity to deal with messy, complex problems. In particular, it argues that a culminating event (in this case, an exhibit reception) is critical in fostering students' metacognitive awareness of their role in overcoming challenges that often accompany service learning.

A Qualitative Assessment of Undergraduate Research Experiences in Psychology

Sawa Senzaki UW-Green Bay

The purpose of this research is to explore students' perception of participating in undergraduate research in individualized learning (ILE) environments and in the course-based experiences in the UWGB Psychology program. ILEs include faculty-led research, honor's projects, and independent studies. In addition, Psychology major students take a required Research Methods course, in which students conduct original research projects. In this study, I will present qualitative data from current students and alumni to provide insights into benefits, skills, and abilities students attain through undergraduate research.

Practice Makes Perfect: The Impact of Teaching Self-Compassion and Self-Care Methods

Jamie Tester Morfoot UW-Eau Claire

This presentation examines the impact that practicing methods of self-compassion and self-care has on the ability of students enrolled in SW 481, Field Practice Seminar to manage stress and develop coping strategies. When encouraged to practice self-care, social work students are left feeling confused about what self-care means and many approach graduation unprepared to utilize self-care approaches to prevent burnout. Teaching students how to practice self-care is an institutional responsibility of schools of social work. The research design utilized mixed methods of qualitative data (short answer reflection) and quantitative data through pre- and post-surveys focused on student stress level and self-compassion. The analysis of this study will be examined through the theoretical literature focused on self-compassion and its relationship to self-care within the education of the profession of social work.

Relationships Among Growth Mindset, Active Learning, Student-Faculty Interactions, and Evidence-Based Practice Among Undergraduate Nursing Students

Vipavee Thongpriwan UW-Milwaukee

Despite American Association of Colleges of Nursing endorsement (2008) that nursing education must prepare undergraduate students to develop Evidence-Based Practice (EBP) competency, a recent study showed a lack of readiness among nurses for utilizing EBP in daily practice. The aim of this project was to explore how growth mindset, active learning, student-faculty interactions strategies affect undergraduate nursing students' EBP competency. A cross-sectional, single group, pre- and posttest design was used to guide this project. Qualtrics surveys were sent to 126 nursing students enrolled in a 3-credit EBP course at a large, urban university in the Midwest. Teaching strategies included retrieval practice, small teaching, collaborative learning, and active learning techniques. Students took 15-20 minutes to complete the survey. Preliminary results showed that 48 participants completed the pretest. The posttest results are pending. It is expected that growth mindset, commitment to active learning, student-faculty interactions are important contributors to students' EBP competency.

Teaching White Privilege: The Impact of Instructor's Race and Teaching Method

Suthakaran Veerasamy UW-La Crosse

The purpose of this study is to explore if the race (white/American-Indian) and teaching method (didactic/experiential) of the instructor will have an impact on the receptivity of students to the topic of white privilege. Two lectures on the topic of white privilege were recorded: a didactic condition, where the instructor relies exclusively on PowerPoint slides, and an experiential condition, where the instructor utilizes an analogy to explain white privilege. The racial markers of the instructor (skin color) were modified using a computer software so that he appears white or American-Indian, creating four experimental conditions: (white/didactic, white/experiential, American-Indian/didactic, American-Indian/experiential). Two hundred participants recruited from the psychology student pool were randomly assigned to one of the four lecture conditions above. Participants' responses to the four lecture conditions were assessed through a seven-point scale, Student Evaluation of Teaching on Cultural Topics Scale, which was specifically developed for this project.

Could Less be More in the Introductory Kinematics Lab?

Carey Woodward UW-Oshkosh

For years, I have used a popular commercial computer interface in my mechanics labs, which reports all major kinematic quantities automatically. After follow-up questions indicated that my students did not understand the relationships among displacement, velocity, acceleration, and time--despite successfully completing the lab exercises--I designed and built a minimalist interface that reports nothing but the times at which chosen events occur, leaving the students to calculate position, velocity, and acceleration. In this study, I attempt to determine if the use of this minimalist interface actually improves student understanding of kinematics. After randomly assigning each student in my introductory physics lab to use one of the two interfaces during one lab exercise (the Atwood Machine), I administered an ungraded quiz of six questions drawn from two well-studied physics assessment instruments (FCI and TUG-K). I present here a comparison of the scores of the two groups.

Standards-Based Grading in Introductory Physics Laboratory Courses

Yan Wu UW-Platteville, *Anna Drazkowski* UW-Platteville (student research assistant)

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

Teaching Structural Engineering Design using Virtual Reality (VR) Projects

Jian Zhao UW-Milwaukee

Structural engineering students must be able to make a leap from highly simplified examples in classrooms to complex structures in real life; otherwise, many later would blindly rely on computer software at work. In this study, the PI attempted to teach structural engineering design using virtual reality buildings on a hologram projection table. Assignments and exam questions were directly linked to the VR buildings. Meanwhile, "small teaching" techniques (Lang, 2016) were implemented in classroom discussions. Pre- and post-semester surveys and reflective cover letters were collected, and qualitative analyses will be conducted to assess the effectiveness of the proposed instruction. An informal exit survey indicated that students are positive in 1) real-life examples and problems connected to VR projects; 2) VR building demonstration; and 3) teaching techniques implemented such as thing-pair share and retrieving/reasoning/connecting practices. Going forward, all structural design courses will be revised accordingly to better prepare future engineers.

Friday Registration, 7:00 a.m.

Twitter-Enhanced Fishbowl Discussion, 8:30 – 10:00 a.m., Council

Intersecting Identities & Pedagogies

Facilitator – *Diane Treis Rusk, Ed.D.*

Director, Academic Programs and Student Learning Assessment, UW System

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

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

Our fishbowl discussion includes a digital sphere of communication inspired by *Jesse Stommel*, founding editor of *Hybrid Pedagogy*. We will have a *Twitter*-enhanced fishbowl. If you prefer to engage digitally, we invite you to bring a hand-held device or laptop.

Questions to launch our fishbowl:

- How does your identity inform your pedagogy?
- How does your identity inform how you communicate/interact/relate to your students?
- How can we engage all students and their identities in the classroom in a meaningful way?

Walking Tour, 8:30 a.m. – 10:00 a.m., Dejope Residence Hall

First Nations Cultural Landscape Walking Tour with Aaron Bird Bear

Walking tour from Dejope Residence Hall to Memorial Union. Sign-up is required.

Aaron Bird Bear Assistant Dean for Student Diversity Programs
School of Education, UW-Madison

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

UW-Madison is likely the most archaeologically-rich university campus in the United States with 12,000 years of human settlement. The Waaksikhomik shoreline features 11 archaeological mound sites and at least 28 human habitation sites with Archaeological Site Inventory numbers.

This 1.2 mile walking tour will begin at [Dejope Residence Hall](#) at 8:30 a.m. Participants can use the free [80 Bus](#) that circulates around campus every 10-15 minutes to get to Dejope Residence Hall from anywhere on campus. Bus stops at State and Langdon Streets, and the Memorial Union on Langdon and Park Street are the closest to the conference and hotels.

Break, 10:00 a.m. Coffee & Tea

Keynote Plenary, 10:30 a.m. – 12:00 noon, Great Hall

Introduction of keynote speakers

Fay Akindes UW System

Director, Systemwide Professional & Instructional Development

Stephanie Rytlahti, Ph.D.

Director, Women's and Gender Studies Consortium

Teaching and Learning as Activism: A Conversation Between Generations *Rosalyn LaPier, University of Montana & Abaki Beck*

In the past two years, one in five Americans protested in the streets or participated in a political rally, revealed a 2018 *Washington Post*-Kaiser Family Foundation poll. But less than half of those who showed up identified as “an activist.” Who and what is an activist? And what role does higher education play? Does activism just happen in the streets? What is the future of scholar-activism in higher education?

Dr. Rosalyn LaPier (Blackfeet/Metis), an award-winning Indigenous writer and environmental scholar at the University of Montana, will join in conversation with her daughter *Abaki Beck* (Blackfeet/Metis). They will draw from their own experiences, representing two generations and vantage points, to address the nexus of teaching, learning and activism.

Dr. LaPier draws from her research on Native American activists for *City Indian*, writing about her Blackfeet community in *Invisible Reality* (strengths-based research), to her own activism such as organizing the first March for Science in Washington, D.C. that resulted in more than 1 million people marching in 600 cities. *Abaki*, now a graduate student, is an emerging scholar-activist whose writing has appeared in *Bitch* and *Yes! Magazine*, among others, and has conducted an award-winning food sovereignty project on the Blackfeet Reservation in Montana. She is founding editor of the social justice Website *POC Online Classroom*.

First Nations Lunch, 12:00 noon, Tripp Commons

Cracked wild rice salad, with nuts, dried fruit, and vinaigrette made with local maple syrup

Smoked trout dip with veggies

Chokecherry shredded pheasant

Cranberry barbecued bison meat balls

Fry cakes

Blackberry compote with corn bread, basil, and honey

Discussion & Feedback with Rosalyn LaPier & Abaki Beck 1:15 p.m. – 2:15 p.m., Great Hall

Farewell, 2:30 p.m.

Traveling Song

Margaret Noodin, Director, Electa Quinney Institute, UW-Milwaukee