

THE JOYS OF Teaching & Learning

Creating Transformative Experiences

THURSDAY, APRIL 16	LOCATION	SESSION TITLE
8:00am	Annex Room & Reception Room	Registration with Coffee, Tea, & Pastries
8:45am	Great Hall	FIRST WAVE HIP HOP THEATER ENSEMBLE & WELCOME
Sessions I 9:45am – 11:00am		<p>SILENCING THE IMPOSTER SYNDROME</p> <ul style="list-style-type: none"> ▪ I Don't Think I Belong Here, But Maybe I Do?": Utilizing Self-Affirmation as an Intervention to Keep First-Gen and Working-Class Students in the Classroom ▪ First-Semester College Students and Belonging in Linked Courses ▪ Motivating Students
		<p>PROMOTING SOCIAL JUSTICE PEDAGOGY</p> <ul style="list-style-type: none"> ▪ Transformation Through Obliteration: Breaking Down the Nature/Culture Binary for Our Students and Why this Matters ▪ Pre-Service ESL Teachers and Undocumented Students ▪ The Authenticity of Art: Using Arts-Based Assessments to Explore Social Justice in the Classroom
		<p>FACILITATING EFFECTIVE DISCUSSIONS</p> <ul style="list-style-type: none"> ▪ Facilitating Difficult Discussions: Politics and Free Speech in the Classroom ▪ Hey, let's talk about what's happening today! Engaging students with active discussions in face-to-face and online courses. ▪ Effective implementation of small-group discussion in a large lecture setting: Get students talking!
		<p>CULTIVATING CURIOSITY, FOSTERING SOCIALITY, AND EMBRACING FAILURE: HOW PLATTEVILLE SUNFLOWER OIL COMPANY USES HIGH IMPACT PRACTICES TO GET THE JOB DONE (HIPs Panel with Students)</p>
		<p>TEACHING ABOUT RACISM: COMPASSION FOR OUR STUDENTS AND FOR OURSELVES (Workshop)</p>
		<p>ENGAGING LEARNING, BRAIN CHANGE, AND CURIOSITY USING KOLB'S EXPERIENTIAL LEARNING CYCLE (Workshop)</p>
11:00am	Reception Room	Break: Coffee & Tea
Sessions II 11:15am – 12:30pm (continued on next page)		<p>ASSESSING STUDENT LEARNING</p> <ul style="list-style-type: none"> ▪ Facilitating prospective hindsight with a premortem in first-year experience courses ▪ Self-directed Learning and Student Motivation: Evidence based on Loss Aversion Grading Scheme ▪ The effect of expressive and reflective writing on perceived stress, self-efficacy, and approaches to learning among graduate-level social work students
		<p>ENGAGING WITH THE WORLD</p> <ul style="list-style-type: none"> ▪ Make the World your Classroom with Intercultural Collaborations ▪ Fostering Patient-Centered Care: Bridging the Classroom and Real-World Practice Experiences ▪ Career Change Transformation: Active Learning for Direct Entry Masters Students
		<p>TRANSFORMING LAB WORK</p> <ul style="list-style-type: none"> ▪ Transformational Language Teaching: When the Student Becomes the Teacher ▪ Beyond the Lab Report: Guiding Students to Think About Their Learning via Peer-Review and Self-Assessment ▪ Standard Based Grading Using Canvas in Introductory Physics Labs

Full abstracts will be available online and in the conference app.

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Sessions II 11:15am – 12:30pm (continued)		FAIL REALLY DOES MEAN “FIRST ATTEMPT IN LEARNING” IN COMPETENCY-BASED EDUCATION (Panel)
		CENTERING STUDENT CURIOSITY: DESIGNING FOR TRANSPARENCY AND INCLUSIVE INQUIRY IN THE COLLEGE CLASSROOM (Workshop)
		CREATING A SAFE SPACE TO FOSTER CRITICAL THINKING (Workshop)
12:30pm	Great Hall	LUNCH HONORING THE 2019-20 WISCONSIN TEACHING FELLOWS & SCHOLARS
2:00pm	Tripp Commons	<i>Desserts, Poster Session, & Book Signing</i>
Sessions III 3:30pm – 4:45pm		INSPIRING STUDENTS’ IMAGINATIONS <ul style="list-style-type: none"> ▪ Inspiring Student Curiosity about Utopias and Dystopias: Integrating Humanistic and Information Technology Approaches to Expand Imaginations ▪ The Ultimate Transformative Activity: Design Your Perfect Mate ▪ In their own words: Digital reflections from "Multicultural America"
		TEACHING WITH (OR WITHOUT) TECHNOLOGY <ul style="list-style-type: none"> ▪ Engaging students in asynchronous online discussions ▪ Components of Efficacy and Self-Regulation that Influence Online Success among Underserved Students ▪ Use of Computers in the Classroom
		UNDERGRADUATE RESEARCH AS A TRANSFORMATIVE ACT: HOW PLANNING FOR STUDENT FAILURE MAKES FOR BETTER LEARNING (Panel)
		TEACHING THROUGH CONFLICT: FOSTERING INCLUSIVE AND CONFLICT-RESILIENT LEARNING COMMUNITIES (Workshop)
		EXPLORING AUTHENTIC LEARNING OPPORTUNITIES: SHARING EXAMPLES AND HANDS-ON ASSESSMENT (Workshop)
		MAKING READING MATTER IN THE FIRST YEAR (Workshop)
5:00pm	Sign-ups TBD	<i>Dinner with Colleagues</i>

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FRIDAY, APRIL 17	LOCATION	SESSION TITLE
7:30am – 9:00am	Observatory Hill	FIRST NATIONS CULTURAL LANDSCAPE WALKING TOUR WITH OMAR POLER
8:30am	Annex Room & Reception Room	Registration with Coffee, Tea, & Pastries
9:30am – 11:00am	Great Hall	KEYNOTE: JOSHUA EYLER HOW OUR STUDENTS LEARN
Sessions IV 11:15am – 12:30pm		<p>ADDRESSING EMOTIONS: EMPATHY, ADVOCACY, AND MINDFULNESS</p> <ul style="list-style-type: none"> Establishing an Empathetic Community: Best Practices for Setting Up an Emotionally Supportive Learning Space Informal Advocacy as a Way to Enhance Student Engagement and Deeper Learning Mindfully Engaging: Examination of Mindfulness Traits Impact on Various Academic Engagement Scales
		<p>AUTHENTICATING ePORTFOLIOS & HIGH-IMPACT PRACTICES (HIPs)</p> <ul style="list-style-type: none"> ePortfolios: High Impact Practice and Vehicle for Campus Collaboration and Curricular Outcome Assessment Empowering adult learners using prior learning portfolios as a High Impact Practice Student Parents Navigating High Impact Practices: Evidence from Regional Comprehensive University
		MEETING STUDENTS WHERE THEY'RE AT: MOVING BEYOND TALK TO ACTION (Panel)
		FIVE FABULOUS FAILS: AN ASSIGNMENT TO FAIL ON PURPOSE AND THE RESEARCH BEHIND IT (Panel with Students)
		A ROAD MAP FOR TEACHER EDUCATORS TO MEET THE REQUIREMENTS OF FIRST NATIONS STUDIES ACT 31 (Workshop)
		TEACHING INCLUSIVELY: BUILDING STUDENTS' SENSE OF BELONGINGNESS TO PROMOTE LEARNING (Workshop)
12:30pm	Tripp Commons	FIRST NATIONS LUNCH
2:00pm – 3:30pm	Great Hall	TWITTER-ENHANCED FISHBOWL DISCUSSION: HOW OUR STUDENTS LEARN WITH JOSHUA EYLER
3:30 pm	Great Hall	FAREWELL