THE JOYS OF
Teaching
& Learning
/refresh/

Joshua Eyler, Ph.D.
How Our Students Learn: Lessons from the Pandemic

Friday, April 9

Kelly Hogan, Ph.D.
& Viji Sathy, Ph.D.
Inclusive Pedagogy: Online & In-Person

Friday, April 16

Karsonya "Kaye" Wise Whitehead, Ph.D.
The Joys of MeSearch: Courage, Struggle, & Resistance

Friday, April 23

UW | UNIVERSITY OF WISCONSIN SYSTEM

OPID | Professional & Instructional Development

Land Acknowledgement

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

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

Bascom Hill Historic District

Our Shared Future

The University of Wisconsin-Madison occupies ancestral Ho-Chunk land,
a place their nation has called Teejop (day-JOPE) since time immemorial.
In an 1832 treaty, the Ho-Chunk were forced to cede this territory.
Decades of ethnic cleansing followed when both the federal and state government repeatedly,
but unsuccessfully, sought to forcibly remove the Ho-Chunk from Wisconsin.
This history of colonization informs our shared future of collaboration and innovation.
Today, UW-Madison respects the inherent sovereignty of the Ho-Chunk Nation,
along with the eleven other First Nations of Wisconsin.
2018

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

Bad River Band of Lake Superior Chippewa
Forest County Potawatomi
Ho-Chunk Nation
Lac Courte Oreilles Band of Lake Superior
  Chippewa
Lac du Flambeau Band of Lake Superior
  Chippewa
Menominee Indian Tribe of Wisconsin

Oneida Nation
Red Cliff Band of Lake Superior Chippewa
Sokaogon Chippewa Community Mole Lake Band
  of Lake Superior Chippewa
St. Croix Chippewa Indians of Wisconsin
Stockbridge – Munsee Community Band
  of Mohican Indians
Brothertown Nation* (not federally/state
  recognized)

THE JOYS OF Teaching & Learning
/refresh/

March 2021

Dear Colleagues,

Welcome to OPID's *online* Spring Conference on Teaching & Learning.

With all that we have experienced and endured during the past year, OPID's 2021 Spring Conference is a restorative turning, an invitation to *refresh* our joys in teaching and learning. This year's program highlights innovative approaches to teaching and learning during the ongoing pandemic: addressing systems of inequity, adapting to remote experiences with digital and *human* responses, acting on imagined possibilities.

OPID's Spring Conference was first held in the 1970s. UW faculty were awarded teaching grants to support their professional development and needed a forum to share their results. This systemwide conference was created for that purpose. More than 40 years later, we continue this important tradition.

Our most recent Spring Conference in 2019 ended in a circle talk with guest speakers *Dr. Rosalyn LaPier* (Blackfeet / Metis) and her graduate student daughter *Abaki Beck*. This year we are reconvening online with renewed curiosity and a profound need for community and connection. OPID's Advisory Council and I look forward to greeting you in our online circle of educators.

Sincerely,

Fay Yokomizo Akindes
Director, OPID – Office of Professional & Instructional Development – advocates for UW faculty and instructors in *all things teaching & learning.*

Acknowledgments

FRIDAY, APRIL 9

Plenary
9:00 A.M. – 10:15 A.M.

Greetings from UW System
Fay Akindes, Ph.D.
Director, Systemwide Professional & Instructional Development

Carleen Vande Zande, Ph.D.
Associate Vice President, Academic Programs & Faculty Advancement

Introduction of Speaker
Pamela Terrell, Professor of Communication Disorders, UW-Stevens Point and Member, OPID Executive Committee; Chair, Signature Programs Committee

HOW OUR STUDENTS LEARN: LESSONS FROM THE PANDEMIC

Joshua Eyler, Ph.D.
Director of Faculty Development, Center for Excellence in Teaching & Learning, University of Mississippi

It is a significant understatement to say that the last year has been hard. The pandemic has changed so much about the landscape of higher ed in such a short time, and we are only now finding ourselves in a position where we can reflect on what has happened and what it means for colleges and universities. Of all the areas on this front that we might explore, student learning has emerged as a focal point in an important way. In this talk, I will reflect on the recent changes that have taken place in the discourse about students, and the ways in which this connects with what we know about the science of learning, by exploring intersections between anthropology, psychology, cognitive neuroscience, and educational research that can yield important insights into student learning–particularly in terms of curiosity, sociality, emotion, authenticity, and failure.

Dr. Joshua Eyler is Director of Faculty Development and Director of the **Think**forward Quality Enhancement Plan at the University of Mississippi. He previously worked on teaching and learning initiatives at Columbus State University, George Mason University, and Rice University. His research interests include the biological basis of learning, evidence-based pedagogy, and disability studies, and he is the author of How Humans Learn: The Science and Stories behind Effective College Teaching (West Virginia UP, 2018).

josheyler.wordpress.com

Session I
10:30 A.M. – 11:00 A.M.

PRESENTATIONS

FAIL Really Does Mean "First Attempt in Learning" in Competency-Based Education
Suresh Chalasani Management Information Systems, *Jill Halverson* Accounting, UW-Oshkosh, *Musa Ayar* Economics, UW-Platteville

Does FAIL really mean a First Attempt in Learning? This presentation focuses on a competency-based education program (CBE). This type of program, which is becoming increasingly popular in higher education, allows students to have more than one attempt to demonstrate their competency in a given area Students literally cannot fail; if they are unable to demonstrate mastery in the first attempt, they are provided with feedback and further direction and asked to complete a second attempt. If mastery is still not achieved, the student will be asked to re-do a project or assignment in another subscription period. Learn more about how this works in a competency-based business education degree-completion program from a panel of faculty members who were involved in the development of this program and can speak to the unique nature of this program which is now offered by an AACSB-accredited institution and graduated its first students in 2019.

How to 'Marie Kondo' Your Course: Applying Cognitive Load Theory to Tidy Up Courses for Online Learning and Beyond
Christa Kiersch Management and *Kristin Koepke* Center for Advancing Teaching and Learning, *Alex O'Brien* Psychology UW-La Crosse

The Marie Kondo (KonMari™) method of tidying has become an international sensation for its mindful philosophy and effectiveness in organizing people's homes and belongings. In this session, we apply the KonMari™ method to 'tidying up' a course for online learning and beyond. Building on Cognitive Load Theory, while reflecting on our experiences as instructors this past year, we offer recommendations for course design that apply in both virtual and face-to-face learning environments. As Marie Kondo would ask: does that course element spark joy?

Refresh with Joyful Intentional Laughter: Laughter Yoga and Community Building in the Virtual Classroom
Valerie Barske History and International Studies*, Natsumi Iwamoto* (Undergraduate Exchange Student) History and International Studies and Collaborative Language Program*, Kaitlyn Nichols* (Undergraduate Student) History, UW-Stevens Point

Have you laughed today? Have you laughed intentionally with your students? How might laughter help us to refresh, to reconnect, and to rebuild community with our students in the virtual classroom? Presented by a certified Laughter Yoga Leader and current UWSP students, this session models examples for how to incorporate laughter as an innovative pedagogical approach to encourage embodied learning in a digital world. We will guide participants through a laughter session and then provide a space for discussing how these techniques might be incorporated into equity-minded approaches, anti-racist strategies, and new ways of creating a culturally responsive learning environment. Our time together will be shaped by the foundational principles of hasya (laughter) yoga that seek to create a truly inclusive environment by suspending all judgments of ourselves and others. Please join us, come as you are because that is more than enough. Very good, very good, YEAH!

Making a Difference: Facilitating Community-Based Service Learning
Sarah Riforgiate, Michael "Cody" Coker (Graduate Student)*, Sierra Kane* (Graduate Student) Communication,
Laurie Marks Executive Director, Center for Community-Based Learning, Leadership, and Research, UW-Milwaukee

How can we make our class content relevant and help students make connections with each other and the community? Community-based service learning offers a viable way to engage students in meaningful active learning. Presenters share how they partnered with community organizations to deepen student learning and tangible skills, build student and community connections during COVID-19, and serve the Milwaukee community. Specifically, they discuss how partnerships were established and best practices for successful community-based service learning. Additionally, they reflect on challenges encountered (e.g., expectations, course/project design, semester timing) and adaptations that were used or could be used to enhance future community partnerships (e.g., flow charts, synchronous student work time, reflections). The presentation is designed to enhance pedagogy practices and spark ideas for serving students and the communities in which we teach.

Do Student Preferences for Course Delivery Method Predict Student Learning?
Kevin Zabel Psychology, UW-La Crosse

Students tend to prefer courses be delivered in-person relative to online (Anderson, 2020). However, students' preferences and perceptions regarding learning have at times been found not to predict actual learning (Kirschner, 2017). The purpose of this presentation is to highlight my efforts to compare the efficacy of online relative to in-person teaching on student learning across my Fall 2020 (delivered exclusively online) and Spring 2021 (hybrid) PSY 331 (Experimental Psychology) classes.

I will examine whether a difference in student learning emerges as a function of having lectures and small group activities (via Google Forms) facilitated exclusively online compared to in-person (via in-class worksheets). Additionally, the measurement of student preferences for delivery at several time points will allow me to examine whether student preferences for teaching modality correspond with delivery methods that maximize actual learning generally at a more macro level and for specific course concepts at a more micro level.

Using a SWIVL to Build Community and Engagement Across Learning Modes
Jodie Riek Department of Education, UW-Superior

This session will provide a narrative reflection on the presenter's journey to engage all students regardless of their mode of study in a community of learning. Recognizing that online learning courses have a significantly higher attribution rate than courses offered in the traditional bricks and mortar format, this presentation will discuss a recent SOTL project which examined if the use of a SWIVL [a 360-degree rotating robotic mount that enables the camera to follow the speaker] to livestream an on-campus class to the online section increased student engagement and a sense of belong to a community of learners. Using a mixed method approach, the study found that by combining synchronous and asynchronous opportunities of learning, students engaged with each other across multiple learning modes.

Session II
11:15 A.M. – 11:45 A.M.

PRESENTATIONS

Creating Compelling Stories of Water, Land and Family: Exploring the Potential of ArcGIS Story-Maps
Marjorie Rhine Languages and Literatures, *Juk Bhattacharyya* Geography, Geology and Environmental Science, UW-Whitewater

This presentation shares how two faculty members developed assignments based on ArcGIS story-maps after grant travel plans were quashed by Covid-19 restrictions. Unable to explore sites for domestic travel-study, we sought alternative ways to create experiential learning around freshwater issues. We developed digital story-map assignments using ArcGIS, a software that allows dynamic ways to visualize geographical statistics but also allows students to create compelling stories to relay research findings. By creating a visually appealing story combining narrative, photographs, maps and video links, students are immersed in a high-impact learning experience, challenged to translate their newly acquired knowledge to a wider, public audience. This presentation shares how we developed, scaffolded and assessed ArcGIS story-map assignments in Freshman Composition and an Environmental Geology course. Breakout sessions will include creating stories.

Cultivating Active Learning in a Synchronous Online Learning Environment
Shubhangi Stalder Math and Natural Science, UW-Milwaukee

This talk will demonstrate digital apps like Jamboard, Desmos, and GeoGebra in projects from my synchronous online courses in fall 2020 (Geometry for Elementary Teachers, Corequisite Model of Algebra Literacy I and II, and Calculus II). These apps were used so students can interactively engage in the classroom. The projects can introduce topics using inquiry-based learning, allow students to visualize the three-dimensional nature of objects (e.g., solids of revolution), or reinforce general understanding of topics (e.g., transformations of functions). Some of the apps are easy to use, and teachers can start using them without much training. The apps allow teachers to create a robust, interactive, and engaging classroom even in an online setting. Beyond the active-learning benefits, students could anonymously spread their mathematical wings without the worry of judgment or scrutiny by the teacher or classmates.

When One Semester is Not Enough: A Two-Phase Model for Partnership Driven Applied Research
Christa Kiersch Management, *Scott Cooper* Biology; Undergraduate Research and Creativity, UW-La Crosse

Applied 'live' class projects, through which students conduct research and design evidence-based solutions for local organizations, offer a rich learning opportunity for students while strengthening partnerships between academia and the surrounding community. However, the benefits of this experience for both students and community partners can be limited by the single semester timeline. This session presents an alternative model for partnership driven applied research, in which students continue a project beyond the single-semester course via a two-semester research externship. This two-phase model maximizes breadth of impact in phase one, wherein a large group of students benefit from a course-embedded applied project, then maximizes depth of impact in phase two, wherein a small team of students continue the work through a two-semester externship experience. In this session, we will share this model as well as 'lessons learned' from a pilot of this approach within an upper-level Human Resource Management program.

Leveraging Digital Technologies in Internships
Theresa Castor Communication*, Mary Waid* Community and Business Engagement Office*, Lesley Walker,* Dean, College of Arts & Humanities, *Sadie Vanderwall* (Student Intern) Communication and Digital Media & Production UW-Parkside

As the COVID-19 pandemic spread during Spring 2020, there was a vast reduction of internship opportunities as these were cancelled or discontinued. Contemporaneously, universities and workplaces switched to virtual learning and work experiences. This panel describes the multiple ways that programs at UW-Parkside maintained, modified, or developed internship opportunities that built on existing digital and virtual initiatives. These include: developing livestreaming internships; developing virtual event planning internships; continuing a department online internship course; implementing a faculty professional development workshop on online supervision of internship students. The panel represents multiple perspectives including student intern, campus internship specialist and internship director, course supervisor, professional supervisor, and administrator. In sharing these variations of how to use technology to complement and enhance internship experiences, we wish to provide models for supporting internships that are not just reactive to a crisis but also forward-looking to 21st century digital work trends while increasing access to internships.

Shared Session

Comparison of Remote Lab Delivery Methods in Engineering Physics Lab
Yan Wu Engineering Physics, UW-Platteville

Although it is challenging enough to provide any on-line labs, designing a remote laboratory experience without clear instructional objectives might result in ineffective and/or inefficient teaching. Four commonly used methods for remote lab delivery were implemented in EP4010 (Engineering Physics Lab). They were video-based virtual lab, software simulation, remote access of lab apparatus, and at-home lab kits. The effectiveness of each remote delivery method is evaluated based on the three major learning outcomes originally specified for this course in face-to-face mode delivery. While each remote method has its apparent pro and cons, the comparison between them shows that there is 'no one size fits all solution' when it comes to designing an on-line lab experience. Rather than restricting an online lab course to one particular remote delivery method, multiple methods worked well together because they complement each other in achieving learning objectives.

Hands-On Physics Labs in a Hands-Off Era
Carey Woodward Physics & Astronomy, UW-Oshkosh

When campuses were closed in response to the pandemic in spring 2020, I developed a technique to offer introductory physics labs under social distancing restraints, in which individual students use actual lab equipment while collaborating with team members remotely. Collaborate Ultra and Google Sheets are used as an informal two-channel communication system, enhancing the lab experience at no additional cost or bandwidth. POGIL-style roles (verified by Google Sheets edit histories) help ensure collaboration and work balance within the team. Student responses were uniformly, and several students remarked on how involved they felt in labs, even in weeks in which they participated remotely.

In this talk, I describe the technique, and share my observations (and those of my students) on its effectiveness. I conclude by suggesting how the technique, or elements of it, could be useful even after the pandemic is over.

Session III
12:00 P.M. – 1:00 P.M.

ROUNDTABLE

Reflecting on SoTL – the Scholarship of Teaching & Learning
SoTL has been the framework for OPID's Wisconsin Teaching Fellows & Scholars since 2000. Every year some 26 faculty and instructors from throughout the UW System are selected for their teaching excellence, and spend a year engaging in SoTL. Participants represent different disciplines, research methodologies, and theoretical assumptions about knowledge production and student learning. Key principles of SoTL, according to Peter Felten: inquiry into student learning, contextual, methodologically sound, collaborative effort with students, and shared publicly.

Co-Facilitator:
Heather Pelzel WTFS Co-Director, Director of UW-Whitewater's LEARN Center, and Associate Professor, Biology
Valerie Barske WTFS Co-Director, Professor, History and International Studies, UW-Stevens Point

Participants from WTFS 2019-2020
Sahar Bahmani Professor of Finance, UW-Parkside
Sonia Khatchadourian Senior Lecturer, English, UW-Milwaukee
Mialisa Moline Professor of English, UW-River Falls
Rebecca Nesvet Associate Professor of English, UW-Green Bay
Raymond Pugh Assistant Professor of Chemistry, UW-Platteville
Eugene Tesdahl Associate Professor, History, UW-Platteville

Session IV
1:15 P.M. – 2:00 P.M.

PRESENTATIONS

Shared Session

Effect of Video Examples in Teaching Hypothesis Test Selection
Abra Brisbin Mathematics, UW-Eau Claire

Students in math and science courses often struggle with the higher-order thinking task of choosing an appropriate problem-solving method. Reading worked examples has been shown to improve students' learning by slowing the process of forgetting, but many students are reluctant to read the textbook outside of class. Video examples provide a potential solution for engaging students with digital pedagogy. In this study, students in two sections of introductory statistics were randomly assigned to watch video examples or solve practice problems during their first lesson on choosing hypothesis tests. We will present results showing that students who did practice problems first had better short-term learning gains on an immediate post-test, but students who watched video examples first had better long-term performance on homework assignments throughout the rest of the semester.

Use of Graphical Analysis for Virtual General Chemistry Laboratories
Sheri Lense Chemistry, UW-Oshkosh

Due to the Covid-19 pandemic, many general chemistry laboratories have had to transition to an online format for either an extended period or intermittently, such as when students need to quarantine. While some aspects of the laboratory cannot be duplicated in a virtual environment, online laboratories can help students develop graphing, analytical, and computational skills and further explore concepts covered in the class. Vernier Graphical Analysis™ is a free online graphing program available for a variety of operating systems that allows students to graph, fit, and perform calculations on data. It can be used in combination with free online simulations in which students collect data virtually. This presentation will discuss how Vernier Graphical Analysis™ has been incorporated into several online General Chemistry I and II labs at the University of Wisconsin Oshkosh, and how this tool can be best used to enhance students' graphing and analytical skills.

Shared Session

Are We Listening? What Online Students Identified as Strengths and Opportunities for Improvement in Instructional Delivery
Kimberly Martinez, Kathleen Brock, and *Greg Matthias* Teaching, Learning & Leadership, UW-Stout

This session looks at a study analyzing online students written responses on course evaluations regarding the strengths and opportunities for improvement in teaching, course content, and delivery. Course evaluations from online courses offered by the Teaching, Learning and Leadership Department at UW-Stout between Fall 2016-Spring 2019 provide the data for the analysis. Participants in these courses are typically part-time non-traditional students. This session will discuss intent, process, and initial observations.   The use of course evaluations is a common practice for providing instructors valuable insight on the content and delivery of instruction. Taken individually it provides a guide for improvements in future delivery of that course.   On the other hand, when students' comments are reviewed over a number of courses, generalization can be made about what students are saying about online delivery. As a result of this study insights will be gained regarding online practices that are most important to students.

Student Voices via a Student Experience Video
Kristin Koepke Center for Advancing Teaching and Learning, *Eugenia Turov* Chemistry, UW-La Crosse

UW-La Crosse administered surveys about the student experience in both spring and fall 2020. The Center for Advancing Teaching and Learning wanted to augment the survey data with student stories and experiences. Students were asked to share a video discussing something an instructor did in their Fall 2020 classes to help them stay organized, motivated, engaged, and/or connected. Student submissions were reviewed and compiled into a short video to enhance the advice we consistently provide to instructors. The tone of the video was overall very positive and grateful and will be used in training opportunities and as a way to highlight effective teaching strategies that were impactful and meaningful to students. CATL used the themes of the video to augment outreach during spring 2021. This workshop will review the themes and discuss how student voices were used to support and encourage instructors in their continued work with students.

Turning a F2F Course into a HyFlex Open Educational Resource with Canvas
Jessica Miller Languages*, Avonlea Hanson* Learning & Technology Services, UW-Eau Claire

This presentation describes the transformation of French courses originally taught face-to-face (F2F) into HyFlex courses, i.e., designed to be taught in any modality: online asynchronous, remote synchronous, F2F, or a mix of all. This substantial reshape, begun in 2017, was first motivated by the desire to make the UW-Eau Claire French curriculum more equitable, more accessible, and more affirming of diverse identities. The process was accelerated by the UW System switch to a different LMS (Canvas) and the increased need to teach virtually in 2020. The resulting Canvas courses were published as Open Educational Resources (OER) in Canvas Commons in January 2021. French 201 (Intermediate French 1) will be shown as an example of a Canvas course that gives instructors the ability to create effective learning environments, that uses many Universal Design for Learning (UDL) principles, and that is also sharable as an OER.

Open Educational Resources and Equity
Hassan Elannani Leadership, Literacy, and Social Foundations, UW-Oshkosh

American college students have been impacted financially by the COVID-19 pandemic. Loss of income from family and part-time work due to layoffs and closed businesses have created a double whammy of poverty and emotional stress. Students have borne the brunt of pandemic-related financial difficulties with little support from federal or state governments. In addition to paying tuition and fees to their cash-strapped colleges and universities, students must purchase or rent textbooks that exacerbate their financial condition or add to their indebtedness. To alleviate some of the economic burden of students in my courses and to save them extra money that they can use for other life necessities, a zero-textbook policy has been implemented and Open Educational Resources (OER) have been used instead. OER serve an important equity purpose. They provide students with a diverse array of literature and expose them to the most updated research on the topics under study.

Integrating Humanistic Approaches and Information Technology for Expanding Imagination and Hope in a Pandemic Era
Mary Lenzi Philosophy, UW-Platteville, *Jo Ann Oravec* Information Technology and Supply Chain Management, UW-Whitewater, *Stephanie Johnson* (Senior Student), UW-Platteville

In this presentation, philosophy and information technology faculty along with a senior philosophy student will explore how dystopian-utopian perspectives and scenarios can be integrated into undergraduate classroom teaching in a pandemic era. The panel shows how scenario constructions and models can be effective for examining the value of emerging technologies and their societal effects, such as artificial intelligence-enhanced, 'warp-speed' vaccine development and equitable vaccine rollouts. Our panel presents emblematic examples of our efforts and adventures in remote teaching and learning in virtual classrooms on these themes. We discuss utopian-dystopian philosophical literature as well as recent information technology discourse. In the 21st century classroom, we move from utopian-dystopian classic scenarios toward multicultural, feminist, and global depictions of dystopic despair and utopian dreams. Our aim is to encourage and empower students to construct new biological, political, scientific, and socially ethical perspectives in imagining the future. We will provide specific classroom activities for philosophy-humanities and information technology classrooms.

Increasing Social Presence in Online Learning

Sahar Bahmani Business, UW-Parkside

Social presence is defined as the feeling of community a learner experiences in an online environment, where learners express their emotions and feelings and interact with one another in a way that promotes their learning. Socially interactive learners lead to them being engaged learners. With the growing number of online courses being offered, improving social presence helps stimulate learner experiences in the course, thereby improving learning. Learning management system developers, instructional designers, instructors, practitioners, researchers and scholars all recognize that a major growing trend is improving the social presence experience in online learning for students.

This study focuses on how increasing social presence in online courses increases overall student satisfaction with the course. The logic behind this is because improved social interaction in online courses will enhance learner to learner interactions as well as learner to instructor interactions. To increase student engagement, this study looks at the structuring of online courses so that students have the opportunities for regular interaction with each other, which is vital. Seven methods are implemented, from the literature, in order to increase social presence in online classes through more effective social interactions. These seven methods highlight the use of video, creating a safe space for students and the instructor, encourage usage of emotions by all participants in the course, giving students empowerment, giving students fruitful video feedback, producing impactful discussion boards, and creating opportunities for collaborative group work. It is found that increasing social presence by incorporating these seven practices, based on prior research, increases overall student satisfaction with the course. This is shown in the end of the semester course evaluations for two online undergraduate economics courses and two online graduate level MBA courses. For future research, this has major implications on student retention in online courses.

Inclusive Classroom Community: Synchronous Presence Beyond the Webcam

Sarah MacDonald Center for Excellence in Teaching and Learning (CETL); Masters of Sustainable Peacebuilding (MSP) program, UW-Milwaukee

A key component of inclusive teaching is fostering a classroom climate in which students feel not only engaged with course content, but also connected to us as teachers and to each other as fellow learners. This past year, the pandemic-induced pivot to remote teaching and learning demanded new approaches to building classroom community. In particular, during synchronous classes, teachers often want to be able to see students' faces on screen. However, personal and/or technological reasons prevent some students from showing themselves on camera—and requiring webcam use during synchronous classes heightens, rather than ameliorates, educational inequities. In response to these challenges, this interactive live session will demonstrate alternative strategies for building community in synchronous online classes. Participants will experience how specific web-conferencing features can promote online engagement and receive tips on managing these features well.

Flipgrid and Student Engagement in a Virtual World
Shayla Binsfeld Career and Professional Development, *Andrew Reinemann* College of Business*, Meara Wolfington*, UW-Oshkosh

Teaching online has been a big adjustment for teachers and for students. We noticed during our first virtual semester that students sat behind their screen with their cameras off. We missed the engagement piece of our class and never saw the majority of our students' faces. What was once an interactive class where students got to work collaboratively was suddenly transformed into the instructional team lecturing to blank screens. Integration of Flipgrid has given us an opportunity to get to know our students, and for them to get to know us. We will provide a brief tutorial on using Flipgrid and present student feedback.

Practicing Multimodality in the Online Classroom: Experiences with Student Podcasting Assignments
Laura Roberts Humanities*, UW-Platteville

Podcasts are an increasingly popular form of media that writing classrooms have incorporated as a way for students to practice audience awareness, information literacy, and narrative storytelling. However, these projects are typically taught and designed for an in-person classroom, where the instructor can provide hands-on direction during the research, editing, and production process.

In this presentation, I recount my experiences assigning narrative podcasts in a synchronous online course. My presentation will address both theoretical and practical aspects of assigning a podcast for the online classroom. Remixing and piecing together audio clips with narration provides a creative outlet for expressing ideas and telling stories that can be adapted for students in a variety of disciplines. Further, this presentation will provide practical advice for assigning, scaffolding, and adapting the podcast assignment for either online or in-person classes.

Fireside Chat with Joshua Eyler
5:30 P.M. – 6:30 P.M. | ZOOM

Engage in informal conversation or just listen to this morning's plenary speaker, Joshua Eyler, author of *How Students Learn: The Science and Stories Behind Effective College Teaching*. (2018) West Virginia University Press

Facilitator
Cyndi Kernahan Director, Center for Excellence in Teaching and Learning, and Professor of Psychology, UW-River Falls. Author, *Teaching About Race and Racism in the College Classroom: Notes From a White Professor*. (2019) West Virginia University Press

Friday, April 16

Plenary
9:00 A.M. – 10:45 A.M.

Greetings from UW System
Fay Akindes, Ph.D.
Director, Systemwide Professional & Instructional Development

Carleen Vande Zande, Ph.D.
Associate Vice President, Academic Programs & Faculty Advancement

Introduction of Speakers
Diane Reddy, Director, Center for Excellence in Teaching and Learning, and Professor of Psychology, UW-Milwaukee

Inclusive Pedagogy - Online & In-Person

Kelly Hogan, PH.D.
STEM Teaching Professor, Associate Dean of Instructional Innovation, College of Arts & Sciences

Viji Sathy, PH.D.
Associate Professor of Psychology and Neuroscience Special Projects Assistant to the Senior Associate Dean for Undergraduate Education

University of North Carolina at Chapel Hill

Teaching strategies that emphasize structured active learning can create more equitable classrooms and improve learning for all students. Educational technologies make it possible for instructors to use a variety of inclusive teaching techniques online, such as supporting universal design, creating asynchronous videos, and facilitating synchronous discussions in which everyone participates equitably. After providing a framework for inclusive teaching, Professors *Kelly Hogan* and *Viji Sathy* of the University of North Carolina will draw upon their own teaching experiences and educational research to model various technology-based strategies that can be readily implemented with any discipline or class size to help all students achieve their potential in both online and face-to-face formats.

Dr. Kelly Hogan and **Dr. Viji Sathy** are award-winning instructors with a combined 25+ years in the classroom at the University of North Carolina. They are passionate about student success, equity, and inclusion in the classroom. They have expertise with inclusive techniques and active learning in any size crowd (online and face-

to-face), because both teach courses routinely with hundreds of students. On their campus, they lead innovative classroom and diversity administrative initiatives that benefit all students, faculty, and staff. Both are leading the campus in curriculum reforms, bringing course-based undergraduate research experiences and makerspace courses to all disciplines. Kelly and Viji have shared their work with faculty through hands-on workshops at numerous types of institutions. Both are active in the scholarship of teaching and learning in their respective disciplines of biology and statistics, and their work has been featured in a number of national publications such as *The Chronicle of Higher Education* and the *New York Times*. They are currently writing a book together.

Session I
11:00 A.M. – 11:45 A.M.

PRESENTATIONS

SARUP Virtual Campus
Gabriela Bustos, Kurt Meingast and *Lisa Sun* School of Architecture and Urban Planning, UW-Milwaukee
Sauron Sanchez Community Member, J.H. Findorff & Son Inc.

When architecture schools around the world closed their doors during the global Covid-19 pandemic, the University of Wisconsin-Milwaukee (UWM) School of Architecture and Urban Planning (SARUP) followed suit but re-opened quickly with much pomp and circumstance … virtually. In October 2020, SARUP unveiled a full model of its campus on AltspaceVR, a multi-user virtual reality platform. Not only could users explore the campus from anywhere in the world, but this project harnessed the capabilities of the platform to allow for synchronous and fully interactive lectures, events, gallery exhibits, studio pin-ups and reviews, tours, and general social activities. This paper seeks to demonstrate the use of multi-user virtual experience (MUVE) platforms in architectural education and dissemination using the example of the implementation of the SARUP Virtual Campus and its utilization in a final studio review.

Developing and Sustaining a Community of Online Learners
Mary Churchill Department of Education, UW-Superior

A healthy online community can nurture a level of trust that subsequently results in students forging stronger connections with their classmates, their instructor, and the course content. Session components include understanding course interactions within a community, building community via everyday actions, serving as a role model, promoting peer-to-peer interaction, moving beyond written discussion board posts, and sharing overarching tips. Participants will leave this session with an understanding of the importance of a strong online community within the classroom. Additionally, the facilitator, a long-time online instructor at both the high school and collegiate level, will share practical strategies to create and nurture an online community of learners. This session is applicable to anyone teaching online courses. The information presented can be adapted to many online learning management systems.

Empowering Adult Learners Through Prior Learning Assessment
Diane Treis Rusk APFA, UW System Administration, *Lauren Smith* Office of Equity, Diversity, and Inclusion/Department of Gender and Women's Studies, UW-Whitewater*, Laura Pedrick* Special Assistant to the Provost for Strategic Initiatives & Executive Director, UWM Online, UW-Milwaukee

The recognition of prior learning can be a powerful strategy to provide an inclusive academic experience for our students, especially those from minoritized groups and those who previously attended college but did not complete a college credential. Recognition of prior learning values the learning these individuals acquired through multiple formal and informal learning experience and guides the student to align and integrate this learning with their emerging learning. In this segment we will discuss two approaches to PLA, the longstanding PLA by ePortfolio program offered at UW-Whitewater and a new strategy to recognize learning demonstrated in university sponsored non-credit coursework at UW-Milwaukee. As well, we will share findings of a UW PLA case study that evaluated how PLA by ePortfolio activities supported transformative learning experiences and positively impacted students' metacognitive growth, internal validation, academic confidence, and their ability to transfer and integrate learning throughout their academic experience and beyond. Last, we'll discuss professional and instructional development resources available to UW System faculty and instructional staff.

Community-Based Learning: From Professional Development to the Classroom During a Pandemic and Social Unrest
Penny Lyter Community and Business Engagement*, Kamil Samara* Computer Science*,* UW-Parkside

Come hear our story about a campus professional development (PD) program designed to increase the quantity and quality of community-based learning (CBL) opportunities for all students across the curriculum. After a brief discussion of the development of the PD program through an equity lens, we will describe our experience participating in the year long CBL Faculty Fellows program. We will share our view of the impact of the program, challenges and rewards of course/project development, unique aspects of implementing CBL during pandemic restrictions and local social unrest, as well as student feedback on the experience. Session participants will be engaged in similar PD strategies used during the training. Together we will explore and share additional ways to adapt PD and CBL experiences during a pandemic and local social unrest.

Shared Session

'The Sea is History': Digitally Undisciplining the Literary Curriculum at the COVE
Rebecca Nesvet Humanities, UW-Green Bay

'Where are your battles, your monuments?' asked Caribbean poet Derek Walcott in his poem 'The Sea.' He answers: 'In that grey vault, the sea. The sea is history'. Commercially published hard-copy textbooks all too often only skim the surface of that repository, focusing mostly or completely upon the literary canon as established by early twentieth century liberal humanism: a canon that is very white, male, relatively elite, and inclusive of few conspicuous LGBT voices. It's possible to include more of the sea in the classroom by visiting the COVE, or Collaborative Online Virtual Educator, an internationally developed, nonprofit, peer-reviewed literary database that allows college instructors and students not only to create custom anthologies and editions but in so doing teacher a deeper, diverse, undisciplined dive into literary history.

Shared Session continued on the next page

Translating Culture: Engaging the Northwestern Wisconsin Latinx Community from Afar
Kevin Anzzolin Social Sciences, UW-Stout

This presentation shows how I task my students to be community allies from afar, even as they explore problem-solving techniques and gain a deeper understanding of the limits of online translation tools. Specifically, my talk will detail how students in my Spanish courses have engaged with a small but notable Latinx community in Northwestern Wisconsin. This year, students enrolled in my US Hispanic Literature course at UW-Stout have been translating pieces for El Primerito, a Spanish-language publication from Abbotsford, WI, where one-fourth of the population is Latino: https://www.wpr.org/tags/el-primerito.

For this exercise in community activism from afar, students were allowed to use various online translation services (Google Translate, Babelfish, Bing) and asked to consider the differences between the translations: Which were successful and why? Together, we will learn that translation and interpretation need not be couched in terms of "loss" and "gain" but rather, in relation to "possibilities," "strategies," and/or "choices."

Session II
12:00 P.M. – 1:00 P.M.

ROUNDTABLE

Where Do We Go from Here?
Megan Litster Biology, CATL*, Jennifer Kosiak* Professor, Mathematics & Statistics and Chair, Math Steering Committee of UW System's Math Initiative, *Kate Lavelle* Communication Studies, *Sarah Pember* Assistant Professor, Health Ed & Health Promotion, *Sierra Rooney* Art UW-La Crosse

During the transition to online teaching, university instructors committed a tremendous amount of time to moving content online but also rethinking how content is presented. Concerned not only with what students were learning, but how instructors could best present that material through a variety of modalities. Faculty became purposeful in their lectures, activities and presentation type spending hours trying to reach students in a way they hadn't thought about in previous semesters. While online learning was not the norm at UWL prior to Spring 2020, instructors across the university found ways to promote joy in learning and teaching practices in a variety of modalities. As we move back to in-person instruction, we do not want what all that we have discovered about teaching and learning to be forgotten. In this panel, we propose ideas about how we are planning on using/adapting our successful online content and teaching methodologies in our face-to-face courses, and hope to inspire discussion with others to generate cross-curricular ideas and innovations.

EXTENDED DISCUSSION

Facilitator:
Caroline Boswell Director, Center for the Advancement of Teaching and Learning, and Associate Professor of History, UW-Green Bay

Session III
1:15 P.M. – 2:00 P.M.

PRESENTATIONS

How College and University Instructors can Support Student Mental Health Needs
Thomas Fischer, Denise Clark, Joseph Cook, Jennifer Meyer, and *Stacey Skoning* (Department Chair), Special and Early Childhood Education, UW-Oshkosh

Mental health issues among college students can cause issues ranging from poor classroom performance and social relationships to dropping out of college and considering suicide. The advent of the covid pandemic caused a further increase in the issues, which can be expected to continue until well after the epidemic has declined.

This presentation examines the role college and university instructors can play in supporting student mental health. Results will be presented from a survey of college students about mental health issues and useful supports, along with results from interviews with staff members at a university counseling center. The presentation will include teaching strategies college instructors can implement to support student mental health.

A team of instructors from the University of Wisconsin Oshkosh will discuss student mental health issues, recommendations from students and mental health counselors, and specific classroom strategies college instructors can consider.

Shared Session

Using a Simulation Activity to Foster Student Engagement, Perspective Taking, and Personal Insight
Dean VonDras Psychology, UW-Green Bay

This brief presentation describes an experiential learning activity, where students simulate age-associated changes in hearing and vision, and explore their experience through essay and discussion. This simple to conduct experiential activity provides students opportunity to gain perspective and find personal insight, as they consider the psychological and social changes that they may encounter during the simulation. Further, this simulation experience is easily incorporated into traditional classroom as well as online learning environments.

Fostering Classroom Community in an Online Course
Eugenia Turov Chemistry and Biochemistry, UW-La Crosse

Fostering instructor-student relationships is especially challenging in an online course. To facilitate more interaction, I implemented a participation score in my General Chemistry I course of primarily first-year students. This grade was comprised of two 1:1 meetings with me over Zoom, posts on the discussion board, and an introduction assignment. This effort was rewarded by eager student contributions in class, student reports of feeling connected to me and to the group, and very low DFW rates compared to traditional semesters.

The Digital Marketing SOS Project: Teaching Students to Be Virtual Consultants in Times of Crisis
Katherine Fredrickson Marketing, UW-Oshkosh

The Digital Marketing SOS Project is a virtual 8-week program launched in March, 2020 by Katherine Fredrickson for her digital marketing students at UW-Oshkosh. It addresses 12 measurable digital marketing deficits of small businesses impacted by the pandemic. Instructional expertise, client benefits and student learning are delivered in one cohesive experience online. Every student develops their video presentation skills, uses professional keyword research tools, and builds a strong presence on LinkedIn amongst potential employers.

A detailed rubric identifies where students delivered a recommendation in alignment with the strategy. To date, the Digital Marketing SOS program https://digitalmktgsos.com/ has been completed by 126 students and has helped 68 businesses in Wisconsin, Illinois and Massachusetts. The process provided the foundation for the Digital Marketing Clinic in January 2021, a collaboration between the Wisconsin Small Business Development Network and UW Oshkosh digital marketing interns.

Reading Interventions for STEM students
Anja Blecking Chemistry and Biochemistry, UW-Milwaukee

The presented work describes the design and implementation of reading interventions into large-enrollment introductory chemistry courses at UW-Milwaukee. A concerningly large number of students enrolled in this course tested below the College Reading Readiness Score in high school, which can considerably lower their chance of success in the course. In an effort to support these students and provide equitable instruction beyond STEM content, chemical education researchers at UWM developed and implemented strategies designed to actively engage students with complex chemistry text and provide strategies to help increase reading comprehension. The presentation will discuss a course-wide reading intervention delivered through Canvas and the design of a unique reading course for chemistry students. This project has been collaboratively developed by Chemistry and Reading faculty at UWM and piloted in Fall 2020.

Development of a New Instrument for Student Ratings of Teaching
Tesia Marshik Psychology, *Alysa Remsburg* Environmental Studies, *Adam Driscoll* Sociology & Criminal Justice, UW-La Crosse

UW-La Crosse Faculty Senate established a task force to investigate concerns regarding the validity of Student Evaluations of Instruction (SEIs), implicit bias, and use of SEIs in personnel decision. We completed a survey of UW-La Crosse instructors on their SEI perceptions, plus a literature review of SEI bias issues and best practices. We are currently piloting a new instrument, developed by Dr. Byrne at Colorado State University, which focuses on student experiences of the learning environment rather than ratings of instructor effectiveness. The items are based on Seven Principles of Good Practice in Undergraduate Education, and may provide more useful feedback for instructor development. In this presentation, we will describe our approach to researching these issues and finding/revising a new instrument, along with presenting preliminary data from a small pilot study with students in the fall of 2020. We will also describe the larger pilot study we are completing this spring.

Cultivating Conversations about the Capstone Experience

Caroline Boswell Director, Center for the Advancement of Teaching & Learning, and Associate Professor, History, UW-Green Bay, *Olivia Anderson*, Clinical Assistant Professor, Nutritional Sciences, University of Michigan

While faculty recognize capstone experiences as a vital high-impact practice, questions linger over their purpose and the structures required to support capstone implementation equitably. Faculty stories that emerge from our multi-institutional study highlight not only the importance of informal and more formalized conversations that promote understanding of and investment in the capstone, but also power dynamics that prevent some instructors from initiating campus-wide or department conversations about unclear goals. Session participants will pilot resources for faculty, department chairs, and educational developers designed to help navigate these tensions through the promotion of significant, intersecting conversations across institutional and inter/disciplinary contexts.

Pizza & Trivia Night!
5:30 P.M. – 6:30 P.M. | ZOOM

OPID's Spring Conference Committee: *Pam Terrell* Chair, UW-Stevens Point, *Veronica Justen* UW-River Falls, *Mary Beth Leibham* UW-Eau Claire, *Heather Pelzel* UW-Whitewater, *Eugenia Turov* UW-La Crosse, *Jamie White-Farnham* UW-Superior

Even though we can't chat around a table or catch up in the hallway, we can still enjoy food and each other from our 13 universities as we engage in discussions about teaching and student learning during a pandemic. We'll share what's worked, what didn't work, and how we'll move forward with the lessons we have learned during this pandemic year. BYOP (Bring your own pizza) and let's hang out!

FRIDAY, APRIL 23

Plenary
9:00 A.M. – 10:15 A.M.

Greetings from UW System
Fay Akindes, Ph.D.
Director, Systemwide Professional & Instructional Development

Carleen Vande Zande, Ph.D.
Associate Vice President, Academic Programs & Faculty Advancement

Introduction of Speaker
Selika Ducksworth-Lawton, Professor of History, and Women's, Gender, and Sexuality Studies, UW-Eau Claire
Recipient of 2020 UW Board of Regents' Diversity Award

THE JOYS OF *MESEARCH*: COURAGE, STRUGGLE, AND RESISTANCE

Karsonya "Kaye" Wise Whitehead

Associate Professor of Communication, and African
and African American Studies
Founding Director, Karson Institute for Race, Peace,
and Social Justice
Loyola University Maryland
President, National Women's Studies Association

2020 has been a very difficult year, where Black Lives Matter met
Black Covid Stories and conversations have been reignited
around the country about anti-blackness and anti-racism,
policing, and justice. As we move forward, questions remain
about what the long-term impact will be on our society and the
ways in which we can reimagine our way forward. It is also a
moment where we must stop and think about where we are in
our research and in our lives, who we are in the field, and who we
want to be. This is a moment when we must turn from *re*search
to *me*search. Dr. Karsonya "Kaye" Wise Whitehead will facilitate a conversation about The Joys of *MeSearch* and
how one leans into a moment of struggle and finds courage and the ability to resist.

Karsonya "Kaye" Wise Whitehead, Ph.D., is a three-time New York Emmy-nominated documentary filmmaker
and the award-winning radio host of *Today with Dr. Kaye* on WEAA 88.9FM. Her scholarship examines the ways
race, class, and gender coalesce in American classrooms as well as in political and social environments. Her work
and her scholarship in activism, race, and African American history have garnered national attention and awards,
including the Gilder Lehrman Preserve America Maryland History Teacher of the Year Award (2006), the Gilder
Lehrman Fellowship in American History (2012), and the Collegium Visionary Award (2019); she has won several
prestigious honors for her scholarly and activist work as the @blackmommyactivist, #blackmommyactivist.

Karson Institute for Race, Peace, and Social Justice

Session I

PRESENTATIONS

Principles for Becoming an Anti-Racist Educator
Lindsay Bernhagen Center for Inclusive Teaching and Learning, UW-Stevens Point

This virtual workshop introduces participants to anti-racist pedagogy by naming hallmarks of white supremacist culture and then using principles from Ibram X. Kendi's book How To Be an Anti-Racist, as well as insights from critical race theory to counteract those hallmarks within the academy. Topics will include choosing content and teaching methods with anti-racism in mind, as well as critical aspects of building equitable relationships within the classroom.

Perspectives on Cultivating an Activist Pedagogy in the Music Classroom
Donna Hewitt and *Hope Hummel* Music, UW-Parkside

In her book, *Music Education for Social Change*, Juliet Hess (2019) describes an activist pedagogy to be one that fosters connections with others, honors and shares lived experiences and develops students' abilities to think critically about the world. This book was the focus of study at UW-Parkside for preservice music education students in a course entitled "Principles and Techniques of Music Teaching and Learning." This session will discuss Hess's tri-faceted pedagogy of activism, provide undergraduate perspectives on activism in Kenosha, WI, and application of the book's core concepts. Participants of this session will be encouraged to consider what facets of this pedagogy align with their current practices and what small steps can be made to cultivate a classroom environment that builds community through understanding of self and other and provides students with opportunities to be the change they wish to see in the world.

Building Student Self-Efficiency with the use of the Visible Body App as an Extended Lab Tool in the Human Sciences
Kim LeBard-Rankila and *Sydny VanderVeen-Borrayo* Health & Human Performance, UW-Superior

The concepts of student engagement and successful course outcomes should be weaved into course designs and teaching styles. The use of technology in courses is part of every course offered in today's higher education. This research assessed the use of a new virtual lab tool Visible Body. Visible Body is a combination of virtual lab and phone app study tool that offers students multiple tools to assist with understanding human structural and functional concepts. Using both quantitative and qualitative methods students in two separate courses, one lower level and one upper level, were evaluated on student efficacy with the addition of the lab tool. Course outcomes were also assessed for best practice outcomes for students. The addition of the phone app study tool was found to be a positive lab extension that aligns with current student technology use [smart phones] and students desire for convenient study tools.

Agile Adventures: Shared Experiences in Balancing Teaching, Research and Service
Urs Haltinner Teaching Learning and Leadership, *Sylvia Tiala* Director, Nakatani Teaching and Learning Center, UW-Stout

Traditional mentoring models pairing senior faculty members with newer faculty members are based on mass production models of the 20th century. Does this mentoring model remain viable in today's university system? Join the presenters as they propose the development of a mentoring model that is responsive to today's fast-paced and ever-changing university environment. Employing agile and scrum principles, a faculty-led sharing community that will eventually be morphed into a sustainable mentoring model will be proposed.

Creating a Liquid Syllabus in Canvas: Setting the Tone for a Welcoming Classroom
Samantha Mahoney and *Nathan Kraftcheck* Center for the Advancement of Teaching and Learning,
UW-Green Bay

Liquid syllabi enable instructors to initiate relationships with students through a welcoming and supportive introduction to the course. These syllabi are mobile-friendly and media-rich, allowing students to learn more about the course and the instructor before the semester begins. A liquid syllabus may also increase student interest in a course, improve students' first impressions of the instructor, and positively influence course evaluations. Presenters will dive into this topic while being cognizant of institutional and accrediting body requirements for syllabi. Participants will discover what a liquid syllabus entails and learn a process for designing one in Canvas that they may wish to adopt on their campuses.

Writing in the Time of COVID: Navigating an Unexpected Move to Online Writing Instruction
Samantha Looker-Koenigs, Kelley Duhatschek, Crystal Mueller, and *Lisa Schreibersdorf* English*, UW-Oshkosh

A writing classroom is a profoundly interactive place, with pairs and small groups of students huddled around texts and an instructor circulating to provide personalized guidance. When the pandemic required us to move some instruction online and maintain physical distance in classrooms, we in the UW Oshkosh First-Year Writing program challenged ourselves to translate our pedagogical priorities and values to alternate modalities. In this presentation, program administrators and instructors from two of our campuses will share reflections on our process of adapting our writing program and individual courses to hybrid and online formats under extraordinary circumstances and working with students who were largely brand new to college and did not plan to be online learners. Some parts of the process worked well and others less so, but all parts of the process sparked learning that will influence our courses and program well beyond the current moment.

Session II
11:15 A.M. – 11:45 A.M.

PRESENTATIONS

COVID to Practice: Development of Telehealth Curriculum
Lisa Brennan (Lead Presenter & DNP Project Student) and *Diane Schadewald* (DNP Project Advisor) Nursing, UW-Milwaukee, *Mary Butler* (DNP Project Committee Member) Nursing UW-Oshkosh, *Amanda Kotowski* (DNP Project Community Partner/Mentor)

The COVID-19 pandemic has placed increased challenges on the healthcare system to incorporate telehealth rapidly. Future doctorial prepared nurse practitioners will be required to have working knowledge in telehealth, but there was a gap in competencies and training. Although the American Association of Colleges of Nurses (AACN) has stated that technology is an essential for Doctor of Nursing Practice (DNP) educational programs, there are few programs with an established telehealth curriculum. Following the ADDIE model and Bandura's self-efficacy theory, we developed and implemented a multi-modal virtual education module for the University of Wisconsin-Milwaukee, College of Nursing, within their DNP and Master of Nursing (MN) program. The results noted a significant increase in self-efficacy post-education with a p-value less than 0.05, comparing pre-and post-educational student responses, solidifying this as an innovative and effective form of education.

Living History: Giving Students Space to Tell Their Own Stories
Kate Edenborg English and Philosophy, UW-Stout

In spring 2020 I was teaching two on-campus classes. Both were non-fiction, journalistic writing courses that required my students to interview people in person and go out and travel around in public spaces. These assignments shift to doing writing that allowed students to not only express what they were experiencing, but document the times they were living in. The work they did captured the moments of 2020 in an authentic way and I knew I didn't want this content to just live in my gradebook. Now in spring 2021 I am teaching one of those same courses again and in this class, we always create a publication where the students' drive the content decisions. The class had already decided they wanted to tell stories about/around the pandemic experiences and these students wanted to blend the now with the then. These student stories continue and will now be shared.

Reinventing Inquiry: Invigorating Student Research and Encouraging Innovative Projects through Faculty Collaboration
Alexis Piper Languages and Literatures*, Holly Denning* Department of Sociology*, Rossitza Ivanova* English, UW-Whitewater

The presenters will share how they are collaborating across disciplines in a virtual environment using the three key concepts essential to our work in higher education: critical inquiry, research methods, and rhetorical awareness. We are three instructors with different areas of expertise teaching different courses. However, in the midst of the pandemic, we found ways to connect and achieve our instructional goals through collaboration. Using the opportunity provided by a Waters and Humanities Integration Project (WHIP) grant, we shared our expertise, teaching strengths, and in-class activities, thereby decreasing isolation, easing workloads, while invigorating student research and encouraging innovative projects

We will open by explaining the WHIP Project. Then we will share practical ways to collaborate, while offering concrete activities focusing on inquiry, research, and rhetorical awareness. Finally, we will ask for feedback on how we can increase cross-course interaction amongst students.

Podcasting as Community-Based Pedagogy: Media Production and Community Partnerships in the COVID-Era
Anjuli Brekke and *Jacquelyn Arcy* Communication, UW-Parkside

As a Community-Based Learning Fellow at the University of Wisconsin-Parkside, Jackie Arcy developed a course (later adapted by Anjuli Brekke) which uses podcasting as a form of community-based pedagogy. Working closely with community partners, students in this course produce podcasts that highlight important stories from the local Racine/Kenosha area. In the process, students gain valuable interviewing and production skills. They engage in a praxis of ethical storytelling that both addresses a need in the community and deepens their connection to said community. This necessitates navigating the many challenges and possibilities of community-engaged work. The COVID-19 pandemic presented students with an additional obstacle. Students now had to navigate relationships with partners and each other over Zoom rather than together in shared community spaces. In this presentation, Arcy and Brekke discuss the significance of podcasting as a pedagogical tool and how their classes have had to adapt to the COVID-19 pandemic.

Anti-Racist Teaching at a Rural PWI Institution

Amanda Tucker Humanities*, Shan Sappleton* Social Sciences*, Dong Isbister* Women & Gender Studies, UW-Platteville

Calls for anti-racism within higher education have intensified after the murder of George Floyd and the nationwide protests that followed. This increased focus on equity and inclusion is of course beneficial, but many college instructors do not have training or professional development in anti-racist pedagogy or believe that they do not have time to cover anti-racism in their courses. This team-based presentation showcases different ways to incorporate anti-racism within the classroom. We argue that successful anti-racist efforts in the classroom should take into account both institutional context and instructor positionality. We look at how each of us utilize anti-racist practices within our own classroom spaces, as they relate not only to inclusive pedagogy but also neutralizing resistance to anti-racism at a predominantly white, male institution.

Relational Pedagogy: What can be Helpful to Students Amid a Pandemic

Manju Chawla Human Development and Family Studies, UW-Stout

We are feeling individually and collectively vulnerable, which while difficult, brings possibilities for societal transformation as well as new connections and creativity in teaching and learning. – Sharon Ravitch

A recent study mentioned that the ongoing coronavirus pandemic has heightened the mental health problems in college students. The pandemic's impact varies among student population with students who are women, minority, under age 25, and from lower income backgrounds, reported to be at the higher risk of mental health challenges. Changing structure of teaching amid the pandemic should not only be centered on learning outcomes but should also be focused on building connections and showing compassion to the students. In my presentation, I will talk about using 'relational pedagogy' as part of college education to support student learning and how different teachers have used several strategies to be more approachable to their students.

Session III
12:00 P.M. – 1:00 P.M.

ROUNDTABLE

Faculty Activism in Wisconsin

In late August, 2020, the inter/national uprising against police violence and anti-Black racism was amplified locally when white police officer Rusten Sheskey shot Jacob Blake, a Black man, seven times in Kenosha, WI. Everyday citizens, including students, faculty, and alumni from UW campuses throughout the state, protested in the streets and in other communication platforms.

Today's roundtable conversation reflects on how Jacob Blake - and the many other victims that preceded him - informed teaching practices in Fall 2020 and Spring 2021. What does it mean to be a faculty activist in Wisconsin? How did our roundtable participants experience, process, and respond to the Jacob Blake shooting? What is our responsibility as educators to acknowledge and act against ongoing injustices?

Participants:
Selika Ducksworth-Lawton Professor, History; Women's, Gender, and Sexuality Studies, UW-Eau Claire
Gladys Mitchell-Walthour Associate Professor, African and African Diaspora Studies, UW-Milwaukee
Jonathan Shailor Professor, Communication, UW-Parkside

Facilitator:
Fay Akindes Director, Systemwide Professional and Instructional Development

Dr. Selika Ducksworth-Lawton is a Professor of History at University of Wisconsin-Eau Claire. She is a specialist in Twentieth-Century African American Military, National Security, and Civil Rights History. In 2021, she received UW Regents' Diversity Award. She is President of Uniting Bridges of Chippewa County, and serves on the executive board of ACLU of Wisconsin's Chippewa Valley Chapter, and the Eau Claire Police and Fire Commission. She co-hosts a weekly radio show and podcast, *Conversations of Color*, and is writing a book, *Honorable Men: Armed Self Defense and the Deacons for Defense and Justice*. She co-authored *Minority and Gender Differences in Officer Career Progression.* She earned her Ph.D. from Ohio State University.

Gladys Mitchell-Walthour is an Associate Professor of Public Policy & Political Economy in the Department of African & African Diaspora Studies at the University of Wisconsin-Milwaukee. She is a political scientist specializing in Afro-Brazilian political behavior, black racial identity, discrimination, affirmative action and Bolsa Familia. She is the Co-Coordinator of the U.S. Network for Democracy in Brazil. She was the 2018-2020 president of the Brazil Studies Association and received a Fulbright Brazil grant in 2020. Among her many publications is *The Politics of Blackness: Racial Identity and Political Behavior in Contemporary Brazil* (2018). She holds a Ph.D. from the University of Chicago.

Jonathan Shailor is Professor of Communication and Director of the Certificate Program in Conflict Analysis and Resolution at the University of Wisconsin-Parkside, where he has taught for 26 years. He has been a volunteer educator at Racine Correctional Institution (RCI) since 1994. In 2004, he founded The Shakespeare Prison Project. His work has been recognized with both The Stella Gray Teaching Excellence Award and The Community-Engaged Learning and Research Award (UW-Parkside), and The Sister Joel Read Civic Engagement Practitioners Award. Jonathan's published research includes multiple articles, book chapters, and two books, including *Performing New Lives: Prison Theatre* (2010). He received his Ph.D. from the University of Massachusetts.

Closing Plenary
1:15 P.M. – 2:00 P.M.

What lessons from the pandemic crystallized in new and innovative ways during the Spring Conference? What new questions emerged? Faculty/instructors from the 2021-22 Wisconsin Teaching Fellows & Scholars share reflections and observations.

WTFS Co-Directors & Co-Facilitators
Valerie Barske UW-Stevens Point
Heather Pelzel UW-Whitewater

Comfort Food Social Hour
5:30 P.M. – 6:30 P.M. | ZOOM

OPID's Spring Conference Committee: *Pam Terrell* Chair, UW-Stevens Point, *Veronica Justen* UW-River Falls, *Mary Beth Leibham* UW-Eau Claire, *Heather Pelzel* UW-Whitewater, *Eugenia Turov* UW-La Crosse, *Jamie White-Farnham* UW-Superior

We've learned a lot over these past three Fridays and we're gearing up for the end-of-the semester push. Therefore, tonight is all about debriefing and reflecting on our personal journeys this past year. We want to acknowledge our shared experiences of teaching under multiple stressors, talk about things that helped us cope, and consider how this past year has changed us as educators in positive ways too. Bring your favorite comfort food and wear your favorite sweatpants as we unpack this past year together.