

THE JOYS^{OF} Teaching & Learning

Reclaiming Hope

Plenary Speakers



Dr. José Antonio Bowen
Educator, Author, Jazz Pianist

Opening
"Thriving in an Age of Uncertainty:
Relationships, Resilience, Reflection"



Dr. Heather Pelzel
(UW-Whitewater)
Dr. Valerie Barske
(UW-Stevens Point)
**Co-Directors, Wisconsin Teaching
Fellows & Scholars**

Closing
"Navigating the Labyrinth of Hope: Intentions,
Practice, and Freedom"

**Wisconsin Teaching Fellows & Scholars 2025-26 –
Scholarship of Teaching & Learning (SoTL)
Poster Reception**

Fishbowl Discussion with Dr. José A. Bowen- *Teaching with AI*

• 25 Breakout Sessions : Panels, Workshops, Roundtables

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 the Electa Quinney Institute 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)



OPID Advisory Council

Photo by Robert Kosmeder, UWSA

Greetings,

Education is synonymous with hope. Yet this sense of hope is not fixed, but is continually tested, distracted, even silenced at times. How to keep hope present? Practice it – in *community*. OPID’s Advisory Council is one UW community that chooses to actively practice hope in sustaining our core mission: teaching and learning for all of UW’s students.

[OPID’s Advisory Council](#) is comprised of faculty, instructors, and directors of Centers for Teaching & Learning directors at our 13 Universities of Wisconsin. Collectively they guide the work of OPID to be innovative, timely, relevant. OPID’s Spring Conference, along with Faculty College and the Wisconsin Teaching Fellows & Scholars (WTFS), are three systemwide professional development programs that we co-create, shape, and move forward.

The above picture was taken in September 2025 at the start of a fresh academic year. We discussed strategic ways to strengthen our community of teaching practitioners; a few ideas are embedded in our Spring Conference: uplifting Regents’ 2025 Teaching Excellence Award-winners, focusing on what really matters: teaching & learning, and creating a space for navigating hope with our mindful WTFS Co-directors *Valerie Barske* and *Heather Pelzel* as they conclude five years of collaborative excellence.

Together we are (re)claiming hope and *joy* in our teaching and learning practices – and invite you to join us in conversation and community. We look forward to greeting you.

With awe and gratitude,

Fay Yokomizo Akindes, Ph.D.

Director, OPID

Acknowledgments

Johannes Britz, Ph.D.

Senior Vice President, Office of Academic and Student Affairs, Universities of Wisconsin

Wayne Weber, Ph.D.

Associate Vice President, Office of Academic Affairs (OAA), Universities of Wisconsin

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Diane Waters, Program Associate, OAA

Wisconsin Teaching Fellows & Scholars (WTFS)

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Heather Pelzel, Ph.D., UW-Whitewater

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Amber Handy, Ph.D., UW-Parkside

Cyndi Kernahan, Ph.D., UW-River Falls

Angie Stombaugh, Ph.D., UW-Eau Claire

Jamie White-Farnham, Ph.D., UW-Superior

Proposal Reviewers

OPID Advisory Council

With support from

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Liz Davey, Sustainability Coordinator, UWSA

Erin McGroarty, Institute for Research on Poverty, UW-Madison

Thank you for four years of exceptional service to OPID!

OPID Advisory Council

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Susan Wildermuth Ph.D.

Amy Menzel

Wisconsin Union Conference Management

Laura Richards, Conference Manager

Hannah Soehn, Conference Coordinator

Amanda Jacobsen, Conference Coordinator

Thursday, April 23

Opening Plenary

8:45 AM - 10:30 AM

THE GREAT HALL, MEMORIAL UNION

Greetings from the Universities of Wisconsin

Wayne Weber, Ph.D.

Associate Vice President, Office of Academic Affairs (OAA)

Fay Yokomizo Akindes, Ph.D.

Director, Systemwide Professional & Instructional Development (OPID)

THRIVING IN AN AGE OF UNCERTAINTY: RELATIONSHIPS, RESILIENCE, REFLECTION



Dr. José Antonio Bowen

Educator, Author, Jazz Pianist

Higher education is in a unique position to understand and combat the current uncertainty and threats to human, academic, environmental and psychological well-being. The power of relationships, resiliency, and reflection have never mattered more – especially in this age of AI. The 3 Rs support our mission to help students ask critical questions that generate meaningful answers, and to help us thrive in these times of constant change, distractions, and uncertainty.

José Antonio Bowen has won teaching awards at Stanford and Georgetown, served as dean and president, has written over 100 scholarly articles and appeared as a musician with Stan Getz, Bobby McFerrin and others. He is the author of *Teaching Naked* (2012, awarded Best Book on Higher Education), *Teaching Change* (2021) and *Teaching with AI* with C. Edward Watson (2024; 2nd edition 2026). Stanford honored him as a Distinguished Alumni Scholar (2010) and he has presented keynotes and workshops in 22 countries. In 2018, he was awarded the Ernest L. Boyer Award (for significant contributions to American higher education). He is a senior fellow for the American Association of Colleges and Universities and does consulting for a wide variety of Fortune 500 companies.

Session I

10:45 AM - 11:45 AM

Concurrent Sessions

Shared Session

Room: Multicultural Greek Council Room (MGCR) -4th floor

Moderator: *Alison Wielgus* UW-Superior

Ghosts in the Machine: Reflections on History, AI, and the Uncanny

Clifton Ganyard History, UW-Green Bay

In fall 2025, I developed an assignment that asked students to use AI (Copilot) to create an historical persona and explore an historical time period. I am new to using such assignments, but my hope was that this would be an engaging assignment for students and allow me to help students think about using AI responsibly. To understand what my students were experiencing, I did the assignment myself. The experience was exciting... but also unsettling. The session presents the assignment I developed, but it also raises questions about the ethics of using such an assignment as well as about responsible creativity. My hope is that discussion with the participants in the session will lead to a better understanding of the potential power and limitations for the use of AI in the classroom.

Rethinking Assessment in the Age of Generative AI

Rojoba Yasmin, Electrical Engineering, UW-Green Bay

The growing use of generative AI has raised significant concerns about take-home assignments, coding tasks, and traditional assessment methods, often leaving students and instructors uncertain about ethical boundaries and learning expectations. In response, this presentation examines how assessment practices can be thoughtfully redesigned to promote learning, integrity, and trust rather than surveillance. Drawing on teaching experiences in senior design projects and other engineering courses, the session highlights a shift from exam-centered evaluation to a mixed assessment approach. Strategies include oral presentations, live demonstrations, team-based, industry-focused design projects, in-class quizzes, reflective activities, and student-led presentations on self-learning tools. These redesigned assessments emphasize communication, teamwork, and professional skill development while reducing opportunities for unethical AI use. Student engagement, collaboration, and alignment with real-world practices have notably improved. Grounded in a philosophy of care, clarity, and trust, this session offers practical, transferable ideas for rethinking assessment in the age of generative AI

How can assignments incorporating AI help students engage and learn?

Priyanka Mehta Psychology, UW-Superior

From critically analyzing AI output to learning the mathematics of machine learning, there are many opportunities nowadays to incorporate AI directly into course content. How does this impact the student experience? In this presentation, we will discuss assignments and survey results from in-person and online students enrolled in an upper division psychology course relating to their use of AI, their desire for AI in the classroom, and their engagement with AI-related course content. We will also discuss the impact of these additions on students' learning and experiences. Examples of these surveys and assignments will be shared, and attendees will have the opportunity to share their experiences with integration of AI into the classroom and specifically into course content.

Workshop

Facilitating Belonging while Cultivating Class Community

Sarah Riforgiate Communication, UW-Milwaukee

Room: Old Madison- 3rd floor

Moderator: *Kim Zagorski* UW-Stout

Educators benefit from engaging in activities before they implement them in their classes (Brookfield, 2017). Doing so allows educators to experience activities firsthand and anticipate how students may feel and respond. Further, educators enter Spring Conference with a wealth of ideas and experiences that could benefit others. The goal of this workshop is threefold:

1. Participants will be able to explain the importance of fostering belonging in the classroom based on scholarly research.
2. Participants will experience belonging activities with the goal of enabling them to adapt and facilitate activities with their students in the future.
3. Participants will share their expertise and generate ideas while building connections with each other.

This workshop has three components. The workshop will begin with a micro-session on research that indicates how fostering student belonging is beneficial for student learning (Sathy & Hogan, 2022; Felten & Lambert, 2020) and student persistence in the field (Giese et al., 2025; Walton et al., 2011). Next, I will guide participants through several belonging activities that help them experience how they can facilitate belonging and cultivate a strong class community. Doing so will also help participants make connections with each other. Then, we will use vertical white boards and participants will share effective and class community cultivation activities. Finally, we will debrief the vertical whiteboard activity and connect ideas throughout the workshop to conclude.

Holistic Approaches to Teaching for Sustainability

David Voelker History and Humanities, UW-Green Bay, *Douglas Haynes* English, UW-Oshkosh, *Megan*

Muthupandiyann Writing, Languages and Literatures, UW-Superior

Room: Langdon- 4th Floor

Moderator: *Cyndi Kernahan* UW-River Falls

Teaching about sustainability in our current context requires more than merely sharing information with students. The crises of climate disruption and biodiversity loss, among other acute problems, generate a heavy burden for students to carry, especially given the long-term and global causes and impacts of these predicaments. There are no easy solutions to these problems, which are multifaceted and connected with complex systems of governance, economy, media, etc. Effectively addressing sustainability thus demands engagement across many disciplines. How can instructors support and empower students who may be experiencing grief, fear, anger, despair, or apathy (or "all of the above") about these generational problems? In this interactive panel, the presenters will share and discuss holistic approaches to teaching about the sustainability problems of the 21st century. Attendees will have an opportunity to engage in both reflection and discussion based on examples of teaching and learning strategies from several distinct disciplinary perspectives.

Sustaining Hope One HIP (High-Impact Practice) at a Time

Catherine Chan, Julie Janiak, Audra Hernandez and Laura Hiebing, Division for Teaching and Learning, UW-Madison
Room: Beefeaters-3rd floor
Moderator: *Amber Handy* UW-Parkside

Work in higher education has always sustained elements of hope for a better and improved future and can come from the students. This session will center student voices discussing the impact of participating in high impact practices (HIPs) and how faculty/staff can foster their participation. HIPs can impart substantial educational benefits to students – especially those historically underserved by higher education – and are tools to increase engagement, close equity gaps, and promote student success (Kuh 2008, Finley and McNair 2013; Kuh, et al., 2017; Zilvinskis et al. 2022; NSSE 2023). The facilitators will highlight a sequential HIPs roadmap created by leveraging campus and community resources and how this was communicated to students. Using these hope-filled messages as motivation to reconsider how to foster student success, the facilitators will lead participants through a series of steps to explore available HIPs and how to communicate with the students most impacted by participation.

Roundtable

This Work is Really Hard—but we’re still here: Practicing Hope and Resilience in Academia

Sue Wildermuth Communication, UW-Whitewater
Room: National Pan Hellenic Council Room (NPHC)- 2nd Floor

Faculty burnout and demoralization have become defining features of higher education. The work is hard, the hours are long, and society is experiencing a period of devaluation of the work overall. And yet, instructors feeling demoralized and exhausted are usually told that the solution lies with THEM DOING MORE—they need to practice meditation, learn yoga, exercise, or take up gardening. In sum, they need to practice better self-care. This individualized approach can exacerbate the problem. The goal in this roundtable session is to generate and share examples and ideas of how collective solutions can build connections that make us more resilient rather than drain us. Drawing on Snyder’s theory of hope—clear goals, multiple pathways, and belief in one’s agency—this session will explore how collective approaches to fostering hope, especially when intentional and embedded into how faculty support one another, can build faculty resilience and protect against burnout. This session is a roundtable format and will include guided discussion as well as collective generation of shared practices that participants can adapt to foster agency, adaptability, and purpose in themselves and their faculty communities. Hard things become easier when you face them together!

Lunch

11:45 AM - 12:30 PM

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

12:30 PM - 1:45 PM

GREAT HALL, MEMORIAL UNION

FISHBOWL DISCUSSION WITH JOSÉ ANTONIO BOWEN- TEACHING & LEARNING WITH AI

Facilitated by *Jamie White-Farnham*, Director, Jim Dan Hill Library & Markwood Center for Learning, Innovation & Collaboration (CLIC), UW-Superior

A Fishbowl Discussion is a structured dialogue format where a small group of participants sits in an inner circle ("the fishbowl") and discusses a topic before an audience sitting in outer circles. Only the people in the fishbowl may speak; observers listen in silence. The moderator will invite audience members to voluntarily join the fishbowl after some 20 minutes or so. The goal is to support active listening, thoughtful contribution, and a balanced exchange of ideas. Fishbowl discussions are unpredictable and improvisational – *like jazz*.

Initial Fishbowl participants:

- *Maya Jaber* Business, UW-Platteville
- *Priyanka Mehti* Psychology, UW-Superior
- *Hilary Rasmussen* Communication, UW-Parkside
- *Lane Sunwall* Center for Advancing Student Learning, UW-Milwaukee
- *David Voelker* Humanities and History, UW-Green Bay

Two designated observers will actively listen and summarize key Fishbowl ideas at the end of the session.

- *Kris Vespia* – Director, Center for the Advancement of Teaching & Learning, UW-Green Bay
- *Sue Wildermuth* – Co-Director, Center for the Advancement of Teaching, Learning, Scholarship, and Technology, UW-Whitewater

Session II

2:00 PM – 3:00 PM

Concurrent Sessions

Roundtable

From AI Literacy to AI Agility: Fostering Systemwide Collaboration for Ethical and Effective AI in Higher Education

Lane Sunwall, Center for Advancing Student Learning, UW-Milwaukee

Room: National Pan Hellenic Council Room (NPHC)- 2nd Floor

Moderator: *Kris Vespia* UW-Green Bay

Higher education institutions are increasingly expected to integrate AI into teaching, learning, research, and administration. Yet many efforts stall at surface-level AI literacy training, leaving educators and students unsure how to use AI thoughtfully, ethically, and in ways that genuinely support learning. Given the complexity and contextual nature of effective AI use, no single instructor, unit, or campus can effectively develop these practices in isolation. Meaningful progress requires collaboration across departments, professional roles, and university campuses.

This session introduces collaborative AI initiatives at UW–Milwaukee, including the Active Teaching Lab, the AI Accelerator, and the cross-campus Communities of Practice. It will also share instructor-created AI practices at UWM to show how educators are using AI to support learning.

Participants will have the opportunity to share AI efforts from their own institutions and leave with practical strategies for strengthening collaboration and advancing AI fluency across the UW system.

Cultivating and Responding to Student Voices in Educational Development Work

Ellen O'Brien, Amanda Leary, Abby Koberstein, Julie Hunt Johnson and Lisa Jong, Center for Teaching, Learning and Mentoring, UW-Madison

Room: Beefeaters-3rd floor

Moderator: *Greg Kerkvliet* UW-River Falls

Responding to OPID's emphasis on reclaiming hope and nurturing relationships, this panel examines methods for cultivating and responding to student voices utilized by educational developers at UW-Madison's Center for Teaching, Learning & Mentoring (CTLM). Presenters share approaches to 1) student focus groups, 2) classroom facilitation, 3) student panels, 4) structured instructional feedback and needs assessments, and 5) student employees. Though not typically in direct interaction with students in the classroom, educational developers can intentionally build opportunities for bringing student voices into their work. Panelists will discuss specific opportunities, challenges, and strategies while connecting their comments to recent work on "relationship-rich education" (Felton and Lambert) and "student-ready" colleges (AAC&U). These resources will frame a dialogue with audience members during the session to deepen our understanding of student voices as educational resources.

Workshop

Reclaiming Hope Through Sustainability: Practical Ways to Integrate the UN SDGs into Any Course

Maya Jaber, Sameer Ahmed, Mehdi Rasouli Ghahroudi, and Shravya Dharba School of Business, UW-Platteville

Room: Old Madison- 3rd floor

Moderator: *Kristin Koepke* UW-La Crosse

Higher education plays a vital role in helping students—and educators—reclaim hope in the face of climate change, social inequity, and global uncertainty. This interactive workshop introduces practical, discipline-agnostic strategies for integrating sustainability into teaching and learning using the United Nations Sustainable Development Goals (SDGs) as a flexible framework. Following a brief 10-minute framing on why sustainability literacy matters across all fields, participants will engage in guided, hands-on work to adapt one of their own assignments or class sessions to include sustainability concepts aligned with their course outcomes. Participants will leave with a concrete, ready-to-use activity or assignment that connects course content to real-world impact, student engagement, and ethical decision-making—without adding extra workload. The session emphasizes accessibility, creativity, and hope-driven pedagogy that empowers both instructors and students.

Roundtable

Practicing hope to reignite what has burned out: Using a SoTL-themed Faculty Learning Community to (re)build relationships across campus

James Berry English, UW-Stevens Point, *Erin Speetzen* Center for Inclusive Teaching and Learning, UW-Stevens Point
Room: Profile- 2nd Floor

Faculty Learning Communities (FLCs) are an effective method of helping instructors focus on the shared aspects of their work: namely, teaching and learning. In the face of never-ending challenges to instructor mental health, several scholars position FLCs as organizational solutions to burnout that emphasize engagement. The facilitators discuss an FLC focused on SoTL which uses this familiar format with the goal of building a more permanent SoTL-based Community of Practice.

This FLC, introduced during the 2025-26 academic year, combines readings, discussions led by experienced SoTL researchers on campus, opportunities for collaboration, and a safe space to work on SoTL research by participants. These are—again—familiar concepts but they continue to inspire colleagues across campus.

How are you working to build campus relationships? What might you like to do? Please bring questions, activities, and hopes with you to this conversation.

Shared Session

Room: Multicultural Greek Council Room (MGCR) -4th floor
Moderator: *Alison Wielgus* UW-Superior

Connection in the Quiet Classroom: Building Empowered Learning Communities and Considering the Ethics of Silence

Amney Castaneda Counseling and Human Services, UW-Oshkosh, *Jordan Landry* English, UW-Oshkosh

This presentation focuses on the benefits of approaching the quiet classroom as an adventure undertaken by the instructor and students together rather than a problem to be solved by the instructor. Building relationships and community together with our students are two of our most important goals and shape our approach to students' silence. Our classroom activities position students to develop realistic expectations and goals for themselves. Thus, they address both their experience of imposter syndrome which undermines their sense of belonging and their overinflated expectations of student achievement. In the process, students begin to develop their own safe and supportive learning environment, approach learning as a process, and recognize and address their fears. Further, we engage students in discussions about the ethics of silence and our community as a caring-centered place. We energize them through such approaches as throwing around squishmallows and racewalking to the board to share their perspective.

The Syllabus as a Genre

Amy Menzel Literature, Writing, and Film, UW-Whitewater

I not-so-secretly love essays, but they're not the only genre we can – or should – turn to when looking to assess student understanding of subject matter. After piloting a new final project in my first-year English courses last semester, I'm ready to make a case for using syllabi as a genre. When student scholars create syllabi, they demonstrate their ability to research, synthesize, organize, and analyze. And, of course, they're given agency to do so. Bonus results for scholars include a better understanding of how syllabi function in academia, and increased empathy for the challenges educators face when developing course syllabi. Bonus results for instructors include a better understanding of how students currently use syllabi (or don't), and a better understanding of how we might create more student-friendly syllabi. In this session, I'll share insight on this pedagogical approach and resources to help you try it in your own courses.

Refreshments

3:00 PM - 3:15 PM

GREAT HALL

Coffee, Tea, Water, & Assorted Cookies

Session III

3:15 PM – 4:15 PM

Concurrent Sessions

Arguing with AI: Building Emotionally Charged Interactive Avatars for Real-World Situations

John Bellotti School of Business, UW-Oshkosh, *Becca McLagan* School of Nursing, UW Oshkosh

Room: Langdon- 4th Floor

Moderator: *Angie Stombaugh* UW-Eau Claire

Imagine a learning environment where students interact with lifelike AI avatars that simulate real-world scenarios. These avatars go beyond scripted responses, adapting their words, tone, and emotions in real time based on learner input. Leveraging generative AI, educators can create diverse, realistic avatars that foster empathy, critical thinking, and practical skills through authentic practice across disciplines. By embedding these avatars in various learning settings, learners gain flexible, convenient opportunities to build communication and social-emotional skills. This session explores how to design hyper-realistic avatars that display emotion, resistance, power dynamics, and unmet needs—mirroring real-life challenges. Attendees will discover best practices for creating and integrating interactive avatars, engagement strategies, and techniques to boost learner performance. Ultimately, participants will learn how to revolutionize education with AI-driven role play, preparing learners to navigate complex, real-world situations with confidence.

Shared Session

Room: Multicultural Greek Council Room (MGCR) -4th floor

Moderator: *Raquel Farmer-Hinton* UW-Milwaukee

Life Is a Love Mix - Life Meets Art in a Faculty Student Research Collaboration

David Jones English, UW-Eau Claire

This presentation previews the results of a multi-year faculty-student research and film collaboration. The deliverable for the project is a documentary film titled *Life is a Love Mix*.

Current students Kylie Lawler and Willa Bee Rogers and former student Chee Vang collaborated with the PI on film production. Willa and Kylie traveled with the PI on two trips to Japan, where the team studied public history sites related to WWII and investigated sites related to Japanese pop culture. The PI met several Japanese blues musicians during the trips. The film documents his time on stage with these musicians.

The goals of the presentation are to highlight the joys, complexities, and discoveries that have come from working with current and former students on a passion project that bridges academic and personal life. The presentation encourages faculty to express their fullest self as everyday people as well as educators during faculty-student research collaborations.

Civil Liberties in *Star Wars: Andor*: A New Hope for Gen Z

Mitch Ogden English, Philosophy, & Communication Studies, UW-Stout

While George Lucas's Original Trilogy (1977–1983) emerged from post-Vietnam War political exhaustion and framed oppression through the tidy moral archetypes of a space opera, *Andor* offers a fundamentally different narrative for a different cultural moment. This presentation reflects on teaching *Star Wars: Andor* through a "Galactic Civil Liberties Framework" that challenged students to analyze how *Andor* depicts surveillance, criminalization, suppression of dissent, and moral compromise under authoritarian rule and connect those moments to historical and contemporary examples of oppression. Students demonstrated the ability to comprehend and critique oppression in real world contexts, a hopeful outcome as this generation establishes their civic engagement and political sensibilities, which provides sustaining hope for the realm of higher education and society at large.

Workshop

The Two Best Days: Reimagining the First and Last Days of Class

Pamela Terrell Communication Sciences and Disorders, UW-Stevens Point

Room: Old Madison- 3rd Floor

Moderator: *Kris Vespia* UW-Green Bay

Often the first day of the semester is spent in roll call, reading through the syllabus, and maybe an awkward ice breaker. The last day of the semester is often spent in a stressful final exam or submitting a huge project online. This course kicks off with a passive listening task about class expectations and culminates in an anxiety-provoking summative assessment.

Most instructors teach their subject matter because they are passionate about it. How about using the two most important days of the semester, the first day and the last, getting students excited about the course content and celebrating the learning that happens?

In this immersive workshop, participants will experience a brief first and last day simulation that sparks curiosity, collaboration, and creativity. They will then use that experience to create their own first day activities and last day celebrations of learning.

Roundtable

Teaching Strategies in the Age of Social Media News Consumption

Moira Lynch Politics, Geography and International Studies, UW-River Falls, *Cyndi Kernahan* Psychological Sciences, UW-River Falls

Room: National Pan Hellenic Council Room (NPHC)- 2nd Floor

We are interested in how student social media use, and specifically how students access news on social media platforms, influences effective teaching and learning in our current moment. Our roundtable will share preliminary results from a campus survey that asked students how they get their news and how important news consumption is from their perspective. A facilitated discussion will follow, inviting participants to respond to our survey data with their own experiences and teaching strategies for countering misinformation in the classroom. Our aim is to provide a space for community to discuss how to teach students and help them make sense of the world at a time of increasingly curated and algorithm driven information about the topics we teach.

Workshop

Designing for Agency and Hope: Scaffolded Active Learning and Authentic Assessment

McLean Gunderson Jessica Rippe Comparative Biosciences, UW-Madison, *Karen Hershberger* Pathobiological Sciences, UW-Madison, *Simon Lygo-Baker* Centre for Education, King's College London

Room: Beefeaters- 3rd Floor

Moderator: *Amy Kabrhel* UW-Green Bay

Instructors seek ways to create learning environments where students experience curiosity, confidence, and persistence - especially in challenging contexts. This 60-minute interactive workshop explores how scaffolded active learning and low-stakes, authentic assessment can foster student agency, hope, and deeper learning. Participants work in facilitated small groups, beginning with a brief guided video to establish shared understanding and reduce cognitive load. Groups then engage in hands-on, model-based activities that progress from highly scaffolded to more open-ended, supporting early success, collaboration, and intellectual risk-taking. Participants complete a formative concept-mapping assessment followed by a brief peer presentation emphasizing reflection and growth rather than performance.

The session concludes with a facilitated discussion connecting activities to pedagogies of hope, constructive alignment, Universal Design for Learning, and inclusive assessment. Participants leave with adaptable strategies and examples applicable across disciplines and instructional contexts.

Session IV

4:30 PM – 5:30 PM

Concurrent Sessions

Shared Session

Room: Multicultural Greek Council Room (MGCR) -4th floor

Moderator: *Erin Speetzen* UW-Stevens Point

Progress, Not Perfection: A Growth-Focused Approach to Grading Speeches

Jessica O'Neel Online & Professional Learning Resources, UW system, *Beth Austin* Communication, Media and Theater, UW-Superior

Traditional speech grading practices can heighten student anxiety and reinforce fear of being judged. This presentation shares a self-assessment model that reframes grading as an opportunity for reflection and growth rather than evaluation and perfection. Using Canvas Mastery Paths, students are guided through a structured process to receive feedback on their speeches, self-reflect, and set goals for next time. When they meet the established criteria, students assign their own grade, one that is typically honored if it reflects honest effort and preparation. This model builds intrinsic motivation, reduces communication apprehension, and helps students see imperfection as part of progress. Attendees will see how Canvas tools support differentiated learning paths, hear examples of student impact, and take away practical ideas for expanding assessment approaches that promote confidence, care, and self-regulated learning.

Reimagining Assessment: Cultivating Agency, Community, and Well Being Through Negotiable Grading

Amy Kabrhel Chemistry, UW-Green Bay

In several courses, a persistent mismatch has been observed between students' engagement patterns and their performance on traditional assessments. To promote equity, reduce anxiety, and honor student voice, a negotiable grading system (aka cafeteria-style grading) was recently implemented. This system offers four grading

pathways that students may select based on their strengths, learning preferences, time constraints, and well-being needs. By providing meaningful choice and agency, the system cultivates pedagogies of hope, care, and kindness while supporting resilience, reflection, and stronger student-instructor relationships. It integrates Universal Design for Learning principles, incorporates trauma-informed flexibility, and broadens assessment practices to meet learners where they are. Student feedback indicates increased motivation, reduced stress, and deeper engagement with course material.

This session will present the grading options, highlight student perspectives, and demonstrate how negotiable grading can foster inclusive learning communities across face-to-face, hybrid, and online formats while supporting both academic success and instructor well-being.

Climate Anxiety and Student Empowerment for Hope and Sustainability Leadership

Mark Johnson Educational Policy Studies, UW-Madison, *Rebecca Franzen* Professor and Director of the Wisconsin Center for Environmental Education, UW-Stevens Point, *Stephanie Spehar* Anthropology, UW-Oshkosh, Graduate Students and UW-Madison Co-Chairs of ASM Sustainability Committee *Matt Mokryzcki*, *Caitlyn Rose Kenney*, and *Ayanna Roy*

Room: Langdon- 4th Floor

Moderator: *Kim Zagorski* UW-Stout

This session will examine the sources of student anxiety about climate change and the future of planetary health, and how such concerns are impacting student mental health, motivation and learning. The session will include faculty, instructional staff and student voices from UW-Madison and UW Stevens Point. We will explore how teaching strategies such as community-based learning, participatory action research, pedagogies informed by the concepts of climate pre-trauma and solastalgia, and a focus on mutual care and social responsibility can help foster student well-being and empowerment. We will also explore the positive potential impact of students' active participation in sustainability-themed campaigns as part of shared governance, work with registered student organizations and campus sustainability initiatives, and sustained engagement with community and civic partners. We will also engage with the audience to share ideas about how other campuses are working to mitigate student climate anxiety and to foster hope through engaged learning.

Workshop

Wanna Ride Bikes?: Creating a Class to Attract the ADHD Brain

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

Room: Old Madison- 3rd Floor

Moderator: *Cyndi Kernahan* UW-River Falls

What do novelty, challenge, and personal interest have in common? They are all things ADHD brains are attracted to. Come learn ways to create a classroom that engages your ADHD students and supports their executive function challenges. Integrate ideas grounded in the Universal Design for Learning (UDL) Guidelines 3.0 to enhance the ADHD-friendliness of your pedagogy. Neurodivergent and neurotypical participants welcome!

Advising as Teaching: Fostering Hope, Learning, and Student Success

Dave Clark Academic Affairs & English, UW-Milwaukee, *Jim Feldman* Environmental Studies & History, UW-Oshkosh, *Brett Barker* History & International Studies, UW-Stevens Point, *Taylor Walkky-Byington* Director of Academic Advising, UW-Superior, *Angela Kellogg* Senior Academic Planner, Universities of Wisconsin Administration
Room: Beefeaters- 3rd Floor
Moderator: *Kenny French* UW-Parkside

Academic advising is more than a transactional exercise in course selection. It is a relational and developmental process that, when done effectively, can be a transformative learning experience for the student. Advisors are uniquely positioned to foster hope in students, which in Snyder's "hope theory" means helping students connect their strengths and interests with their academic and career goals, guiding students to connect their aspirations with actionable plans. Presenters will share their experiences and promising practices in faculty advising across four UW universities. In addition, presenters will describe the systemwide 360 Advising initiative and engage participants in a discussion of how faculty advising can be supported across all UW universities. Participants will share their own advising approaches, challenges, and successes, and engage in dialogue regarding the key role academic advising plays in enhancing student learning and success.

Making Lemonade from Budget Cuts: Classroom-Embedded Tutoring for a Resilient Developmental Writing Program and Community

Sam Looker-Koenigs, *Christina Marty*, *Michael Wirkus*, *Oksana Katsanivska*, *Sara Getzin* English, UW- Oshkosh, Graduate Student *Dez Logan*, English UW-Oshkosh
Room: Council Room - 4th Floor
Moderator: *James Berry* UW-Stevens Point

This panel presentation will discuss a recent revision to UW Oshkosh's developmental writing program in which we replaced small-group tutorials with classroom-embedded tutors. While external budgetary pressures were the immediate motivator for this change, it has given us ample internal benefits—both expected, in our increased capacity to serve developmental writers as early as possible in their college career, and unexpected, in our increased well-being and strengthened relationships among instructors, tutors, and students. Presenters will describe our rationale and planning for this change and report on the first semester of implementation from our perspectives as instructors and tutors.

THE JOYS OF Teaching & Learning

Reclaiming Hope

WTFS SoTL Research Projects Reception

5:30 PM – 7:00 PM

TRIPP COMMONS, MEMORIAL UNION

Appetizers and a cash bar available.



Wisconsin Teaching Fellows & Scholars 2025-26 – photo taken at Summer Institute, Pyle Center, June 2025

Golam Mushih Tanimul Ahsan, Katherine Bangert, Karin Bodensteiner, Erin Graham, Emma Green, Joanne Jahnke-Wegner, Boris Krichevsky, Lisa Kruse, Alison Jane Martingano, Freesia McKee, Pranabendu Mitra, Venkata Avinash Paruchuri, Elizabeth Peacock, Thomas Pitcher, Karrie Rukamp, Courtney Writz

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

Incoming Co-Directors *Sarah Riforgiate* UW-Milwaukee and *Georjeanna Wilson-Doenges* UW-Green Bay

This reception features the WTFS 2025-2026 cohort and their year-long projects that explored new research questions, methods, and/or evidence related to the emerging field of “equity-minded SoTL.” During this session, WTFS participants will share their SoTL project through a presentation product and an interactive element that encourages attendees to engage with the materials and/or techniques utilized in the projects. Please join us in celebrating the accomplishments of this year’s WTFS cohort while also gathering ideas for equity-minded teaching and learning.

Learning “Hard Histories”: Student Experiences of Learning about the Antebellum Slave Trade

Joanne Jahnke-Wegner History, UW-Eau Claire

Current discourse in the political wars against history posits that students do not need to learn difficult histories because it causes guilt and shame for modern students. This SoTL project explores the veracity of that claim by exploring what it was like for students in History 114 (US History to 1877) to learn hard histories, based on their intellectual, physiological, and emotional responses to three lessons on antebellum cotton slavery. This project draws on the SoTL work of Barbara Cruz (2009), Nancy Ogden et al (2008), and Maia Sheppard (2010) to assess students’ experiences learning about the relationship between slavery and capitalism, the domestic slave trade, and the lived experience of enslaved peoples. Likert-type questions affirmed student discomfort with learning hard histories while qualitative responses revealed that students found learning important and relevant for understanding structural racism today.

Crossing Boundaries in Teacher Preparation: A Sociocultural (Re)imagination of a Midwest University-School Partnership

Boris Krichevsky Education Studies, UW-Eau Claire, Students Lexa Bryant, Juliana Jaruszewski, and Jayla Labossiere, Education, UW-Eau Claire

This SoTL project examines the partnership between coursework and field practicum in teacher education. Education researchers, practitioners, and policy makers identify the relationship between the university and K-12 system as one of the most significant program features for preparing new teachers (Martin et al., 2011; Murrell, 1998; Zeichner & Conklin, 2005). Obstacles, such as disconnects between coursework and field work and divides between professional knowledge and skilled practice continue to plague the work of teacher preparation. Drawing on Engeström’s (2001, 2018) cultural-historical activity theory, I conceptualize teacher preparation as a collective human activity involving interacting members and taking place across multiple systems. In this case study, I investigate a prerequisite university-based teacher preparation course and its accompanying school-based practicum by situating the experience culturally and historically. By mapping contradictions and tensions across interacting education activity systems, this work contributes to a hope-oriented collaborative approach to preparing new teachers.

Access and Equity Implications of Generative AI Use in Programming Education

Tanim Ahsan Computer Science, UW-Green Bay

Generative Artificial Intelligence (GenAI) tools are increasingly present in higher education, yet uneven access to these tools raises equity concerns. Subscription costs, usage limits, and varying levels of access may shape who benefits from GenAI-supported learning. This SoTL project adopts an equity-minded approach to examine how students’ access to GenAI (no access, free access, or paid access) relates to learning in an upper-level computer programming course within a four-year undergraduate program serving many first-generation and irregular students.

Using a concise, survey-based design, the study collects student self-reports of GenAI use and access alongside performance on a targeted programming assignment. Students also reflect on whether limited or no access to GenAI affected their learning, confidence, or efficiency. Analyses compare perceived and demonstrated learning across access groups to examine whether differences in GenAI access function as structural constraints on learning. The project aims to inform more equitable instructional practices in programming education.

Does AI Policy Matter for Learning? Instructor Discretion Across the Universities of Wisconsin

Alison Jane Martingano Psychology, UW-Green Bay, Undergraduate Students Anthony Rahman, Katelyn VanLanen, Mack Eggers, Ella Schaefer and Kaylee Studee Psychology, UW-Green Bay

This SoTL project documents AI policies across UW and how they relate to student learning. We examined the heterogeneity in policies across institutional mission, appointment type, discipline, and career stage, capturing nuances that may systematically shape student AI use. Syllabi were collected and coded to capture the range of AI policies. Then, instructors were surveyed to assess associations between policies and student learning outcomes. Results indicate substantial heterogeneity in permitted AI use; severe consequences for policy violations; and common suspicions of policy violations. Importantly, however, student mastery appears unrelated to AI policies, and AI policies did not systematically differ across most instructor demographics (except for gender). These null findings appear reassuring. To the extent AI policies influence learning, their diversity does not appear to exert a detectable influence above and beyond other sources of variation and instructor-authored policies do not appear to differ in a way that systematically disadvantages students.

Developing Perceptions of Pre-Professional Identities Among Undergraduate Students in a Social Statistics Course Using Work-Integrated Learning Experiences

Lisa Kruse Sociology and Criminology, UW-La Crosse

My SoTL project assessed the effectiveness of bringing “work-integrated learning” (WIL) experiences into the classroom to address equity concerns over access and ability to gain these experiences outside of the classroom. Exposure to career expectations is important for the development of pre-professional identities (PPIs) which increase confidence, motivation to learn, and perceptions of employability (Jackson 2016). My undergraduate social statistics class assessed the local Drug Treatment Court’s success following a large-scale evaluation. Students worked together in groups and applied their statistical knowledge to complete a technical report modeled after common career expectations. A pre- and post-test survey was administered to three treatment and two comparison groups to assess how well the experience increased their PPI. Students who completed a WIL project were statistically more likely to feel confident in calculating statistics, to highlight data skills, and to consider applying for jobs where statistical analysis is a primary responsibility

Create Your Culture: Using Play to Enhance Engagement and Cultural Understanding

Elizabeth Peacock Archaeology & Anthropology, UW-La Crosse

It is often difficult for students to see the relevancy of large, lecture-based General Education courses to their post-graduation lives, especially for courses outside of their majors. This SoTL project focuses on how a whole-class co-constructed game (Bovill 2020) can help students deepen their understanding of core concepts in an introductory anthropology course, as well as help students see the relevancy of an anthropological lens. Drawing upon the pedagogy of play (Forbes 2021), the “Create Your Culture” game becomes a third space for small group collaboration in a class of 70+ students. Students work together to create the beliefs, practices, norms, and values of their own unique culture, strengthening a sense of belonging (Felten & Lambert 2020) in the classroom as they apply course concepts. A modified Miville-Guzman Universality Diversity Scale (Fuentes et al. 2000; Fu et al. 2018) was used as a pre-/post-test of students’ attitudes towards differences.

For Whom Do Incorrect Worked Examples Work? Evaluating the Effectiveness of an Error-Correction Intervention for Undergraduate Chemistry Students

Erin Graham-Murray Psychology, Professional Counseling, and Neuroscience, UW-Parkside, *Karrie Rukamp* Chemistry, UW-Oshkosh

Research suggests that correcting and explaining errors improves future problem-solving, as students are less likely to make the same mistake in the future (Siegler, 2002; Booth et al., 2015). The first goal of this SOTL project was to examine the effectiveness of an error-correction intervention for students enrolled in an undergraduate chemistry course. The second goal was to determine whether the intervention was beneficial for students with negative prior experiences in chemistry. Students enrolled in either introductory or upper-level biochemistry courses completed the intervention during class time. Students were presented with an example problem that had been completed by a hypothetical student and told that the student had made an error; they were then asked to find and correct the error. The effectiveness of the intervention was evaluated using a pretest-posttest design. Prior to administering the intervention, students were asked to complete a survey about their prior experiences with chemistry.

Increasing Access to Support: Using Open Labs to Foster Action Research Learning

Courtney Wirtz Teacher Education, UW-Parkside

This SoTL study investigated student perspectives on how open laboratory sessions supported their learning of action research. Open labs were intentionally designed to provide flexible, low-stakes opportunities for students to practice course concepts, seek individualized guidance, and engage in independent work during scheduled class time. Open labs were implemented to address equity-minded issues related to access, time constraints, and variability in prior academic preparation. A post-semester survey was conducted to elevate student voices and examine their experiences and perceptions of support within open lab environments. Findings from this study contribute to a deeper understanding of how equity-oriented instructional structures, specifically flexibility, accessibility, and responsiveness to student needs, can support student learning and agency and inform inclusive instructional practices in higher education.

What Happens When Students Build the Experiment? An Equity-Minded SoTL Study of MiniLabs

Avinash Paruchuri Mechanical Engineering, UW-Platteville

This equity-minded Scholarship of Teaching and Learning (SoTL) study examines the impact of short, in-class experimental activities (“MiniLabs”) on conceptual understanding and sense of belonging in a junior-level mechanical engineering Heat Transfer course. Introduced prior to students’ exposure to turnkey laboratory systems typically encountered in their graduating semester, these MiniLabs address inequities in prior experimental experience by providing early, scaffolded opportunities to design and build experimental setups. Four 75-minute MiniLabs engaged students in collaborative experiment building and data collection, shared analysis, and reflection, emphasizing experimentation as a collective practice. Assessment included pre/post concept quizzes and belonging surveys. Preliminary results indicate a 14% gain in conceptual understanding and promising trends in belonging. Informal, student-initiated conversations revealed transfer of learning to employment contexts, including internship interviews, as well as to other coursework. Students described the MiniLabs as challenging yet enjoyable, highlighting productive struggle and collaboration.

Navigating the Hidden Curriculum: An Anthology of Hope

Thomas Pitcher Humanities, UW-Platteville

This SoTL project explores how weekly reflective writing can help first-generation/marginalized students in first-year classes to achieve a greater level of mastery over the hidden curriculum (HC), the implicit knowledge and behaviors that contribute to success in higher education. Since the HC is unevenly disseminated, the well-

established benefits of reflection for learning (Zhai et al., 2023) can help to close inequitable gaps in students' mastery of the HC. In my presentation, I use narrative inquiry to anthologize and share some of my students' journal reflections in the hopes of spurring a broader discussion about promoting equity among first-year students. In the interest of "sharing broadly" (Chick, 2018), my presentation features a collective story-sharing session in which I encourage participants who are willing and able to reflect on and tell stories about their own encounters with the hidden curriculum as teachers or as students.

Student experiences with a team-based, immediate feedback consensus approach for exams

Katie Bangert Communication Sciences and Disorders, UW-River Falls

This SoTL study examined student experiences with the Immediate Feedback – Assessment Technique® (IF-AT®; CognaLearn, 2026), which utilizes an answer-until-correct testing format in conjunction with a team-based consensus approach for multiple-choice exams. Working in groups of four, students completed a 25-question multiple-choice exam. Groups were given one form comprised of 50 rows of 4 possible answers per row. In each row were scratch-off boxes that, when scratched off, correct answers revealed a star, and incorrect answers revealed a blank space. This consensus process was used with an equity mindset to encourage extensive discussion, questioning, and debate of exam material, increasing learning for all and building community. Further, immediate feedback on the "correctness" of answers allowed students to identify misconceptions and advance their understanding. Finally, opportunities to earn partial credit on missed answers reduced test anxiety. Student evaluation responses have been very positive; data collection and analysis is ongoing.

Let's Talk About Sex (or not?): Instructor Opinions and Practice Surrounding Coverage of Human Reproduction in Introductory Biology

Karin Bodensteiner Biology, UW-Stevens Point

Given current societal debates on gender parity, reproductive equality, and sexual health, knowledge of human reproductive biology seems essential. Unfortunately, biology instructors are routinely forced to make decisions about breadth and depth of content coverage, often omitting reproductive biology from introductory courses. To examine opinion and practice regarding coverage of human reproduction in introductory biology, faculty at 11 baccalaureate institutions within the Universities of Wisconsin were surveyed in this SoTL project. Although faculty indicated they felt comfortable teaching human reproduction, time constraints, dependence on additional courses, and perception of topic importance combined to decrease coverage. This situation is concerning, as many students only take introductory courses, potentially leading to a paucity of information on topics such as pregnancy, contraception, and sexual development. Data analysis is ongoing, but it is hoped that information gleaned from this study will lay the foundation for increased teaching of human reproductive biology in the future.

Student Perceptions of Ungrading as a Feminist Practice in a Lesbian Feminist Literature Course

Freesia McKee English, UW-Stevens Point

My SoTL project asks whether students perceive ungrading as a feminist practice within a literature course on lesbian feminist poets Audre Lorde and Adrienne Rich. Each week, students complete a "labor log" to demonstrate completion of course requirements. In Weeks 9 and 16, students complete a prompt asking them to connect their labor log writings with Lorde and Rich's feminist writings on topics like gendered labor, unpaid labor, and creative energy as revolutionary force. I use the "poetic inquiry" methodology which draws from found poetry, hip hop sampling, call and response, and ars poetica (Davis, 2019). Poetic inquiry uses thematic coding of participant writing. Then, the researcher composes "research poems." In the spirit of laboring about our labor, I will deliver a "zine factory" performance art piece in which visitors will be invited to use typewriters and collage materials to contribute to a zine of personal-poetic reflections on labor.

Please Don't Judge Me: Students' Perception of Social Evaluation in Academic Context.

Emma Green Psychology, UW-Stout

In order to encourage growth in student work and understanding, evaluation is a key part of academic experience. Students report frustration and loss of motivation when faced with negative feedback, but the impact of positive feedback is fleeting and does not motivate equally (Hill et al., 2021). Anxiety may be further exacerbated by feelings of lack of belongingness (Moeller et al., 2020), especially found in minority or first-generation students (Strayhorn, 2022). This study consisted of a semi-structured qualitative approach, in which participants were presented with seven scenarios that could prompt feelings of social evaluation and asked to share what they thought their peers would think of them in those scenarios. A goal is to create a standardized questionnaire measure that can be used in future studies or interventions on students' feelings of evaluation. Data collection for this study is now complete, but data analysis is ongoing

Impact of Student-Created Lectures on Learning, Intrinsic Motivation and Sense of Belonging of Students of the Food Science and Technology Related Undergraduate/Graduate Courses at UW-Stout

Pranabendu Mitra Department of Kinesiology, Health, Food and Nutritional Sciences, UW-Stout

This study investigated the effect of student-created lectures on learning, intrinsic motivation and sense of belonging of students enrolled in food processing/engineering courses. In this study, control groups delivered lectures using a teacher-created lecture and treatment groups delivered lectures with their own-created lecture. Outcomes were measured using validated surveys assessing sense of belonging and intrinsic motivation on a 7-point Likert scale, along with course-based learning achievement assessments. The results of this study indicated that the treatment group achieved higher learning scores (47.33 vs. 45.60 out of 50) and reported a greater sense of belonging (6.34 vs. 6.16) and intrinsic motivation (5.64 vs. 5.45) than the control group, indicating modest but consistent benefits of student-centered instruction. Overall, the results suggest that student-created instructional activities positively support both academic performance and students' affective learning experiences and this study contributes to equity-minded SoTL by providing empirical evidence in STEM-related disciplines.

Benefits and Barriers: Preservice Teachers' Perceptions of Online Inquiry-Based Science Instruction

Megan Anderson Education, UW-Superior

Situated in the field of teacher education, the present study seeks to understand how online inquiry-based science instruction, or learning science by doing, impacts preservice teachers' attitudes toward enacting inquiry-based science teaching methods. What are preservice teachers' perceptions of the barriers and benefits of inquiry-based science teaching? How might this impact their future science teaching practice? This study explores the perceptions of 15 preservice teachers previously enrolled in an online inquiry-based science education methods course in relation to their likelihood of enacting inquiry-based science instruction. In a survey, students describe barriers that prevent them from seeing themselves as inquiry-based science instructors, including cost, time, and support. Implications for teaching science education methods courses online are also discussed, including SoTL concerns related to students' attitudes and engagement with science (Strzalkowski and Sobhanzadeh, 2023) and student identity (Scharff, Capocchiano, Chick, Eady, Friberg, Gregory, Loy, and Maurer, 2023).

The Impact of Structured AI Exercises on Student Self-Reported AI Competency & Attitudes

Brittnie S. Peck, UW-Superior

This study examined undergraduate students' attitudes toward AI and the impact of targeted AI literacy training at a small public liberal arts university. Thirty participants first completed open-ended reflections, self-assessments of AI competence, and a newly developed 29-item AI Attitudes Scale (AIAS). Students then engaged in a semester-long research project featuring hands-on modules in prompt engineering, ethical discussions, and critical

evaluation of AI output. At semester's end, they repeated the AIAS and provided reflective responses. Baseline attitudes were largely negative, citing plagiarism risks, loss of critical thinking, job displacement fears, ethical concerns in professionalism, and distrust of AI. Post-intervention attitudes shifted to ambivalence: students recognized AI's efficiency and innovation when used as a "thought partner," yet remained concerned about bias, dependency, and ethics. They strongly emphasized transparency and responsible use. Findings highlight that structured AI exercises can reduce negativity, build competence, and align student readiness with institutional goals. Future work will validate the AIAS and assess long-term attitude retention.

CUREs to Science Identity, Agency, and Accessibility: Retrospective Analysis Following a Course-Based Undergraduate Research Experience (CURE)

Steven Girard Chemistry, UW-Whitewater

Course-based undergraduate research experiences (CUREs) have become an indispensable tool within undergraduate STEM education, providing equitable, accessible and formative undergraduate research to students who might otherwise not participate due to limitations with work, commute, or family. CUREs enable all students access to substantive research projects and STEM research training through normal course deliveries (e.g. lecture/lab), enhancing accessibility. Less understood are the long-term impacts of CURE education on student retrieval of course content and sense of scientific identity. This scholarship of teaching and learning (SoTL) project is a retrospective analysis of a CURE at UW-Whitewater within a 2nd-year foundational inorganic chemistry course. The CURE design is presented with examples of student-led epistemic authority. Retrospective feedback via qualitative surveys acquired 6-18 months after course completion is analyzed for retrieval/mastery of content, student agency, and scientific identity. These findings demonstrate how CUREs traverse complex programmatic landscapes to broadly transform undergraduate education.

See Us, Hear Us: Neurodivergent and/or Disabled Students' Sense of Belonging in Class

Lauren Zepp Special Education, UW-Whitewater

Neurodivergent and/or disabled individuals report a lower sense of belonging and higher rates of exclusion across educational and professional contexts, including within teacher preparation. Toward the goal of addressing these inequalities, a mixed-methods study was undertaken to examine factors shaping disabled and/or neurodivergent college students' experiences of belonging and support in an introductory special education course using an explanatory sequential design with a follow-up explanations variant. Results from the quantitative phase revealed statistically significant differences between disabled and/or neurodivergent students ($n = 28$) and nondisabled and/or neurotypical peers ($n = 37$) across all five survey questions, with effect sizes ranging from small to moderate ($r = 0.284$ to 0.507). Themes from the qualitative phase and integrated analysis indicated specific instructional factors that can be used to inform equity-minded revisions to course design and pedagogy toward more accessible learning for all.

5:30 PM – 7:00 PM

POP-UP STUDIO PROFILE ROOM

Professional headshots compliments of Online & Professional Learning Resources (OPLR)

Jack Childers, Studio Supervisor & Media Team Manager; and *Scotia White*

Friday, April 24

Breakfast Buffet

8:00 AM – 9:00 AM

THE GREAT HALL, MEMORIAL UNION

Begin your conference morning with a breakfast inspired by First Nations foods. Since 2019 -- when our Spring Conference speakers were *Rosalyn La Pier* (Blackfeet & Metis) and *Abaki Beck* (Blackfeet & Metis) -- this meal has been a meaningful tradition, honoring indigenous foodways and shared community.

This year's breakfast menu: Corn porridge, roasted root vegetables, Three Sisters' Succotash, cornbread with maple syrup, smoked salmon, wild rice & dried fruit salad, scrambled eggs, fresh berries, coffee, tea, orange and strawberry dragonfruit juice.

We are grateful to Wisconsin Union Conference Management's catering team for accommodating our request every spring. *Thank you!*

8:00 AM - 9:30 AM

POP-UP STUDIO ADJACENT TO THE GREAT HALL

Professional headshots compliments of Online & Professional Learning Resources (OPLR)

Jack Childers, Studio Supervisor & Media Team Manager; and *Scotia White*

Poster Session

8:30 AM – 9:15 AM

GREAT HALL

Exploring Teacher Candidates' Perceptions and Confidence in Response to AI-Generated Lesson Plan Feedback

Jessica Urbaniak Education, UW-Superior

As artificial intelligence tools are increasingly integrated into teacher preparation programs, questions remain about how teacher candidates perceive and respond to AI-generated feedback on core instructional tasks. This mixed-methods study examines teacher candidates' perceptions of the usefulness, accuracy, and fairness of AI-generated feedback on lesson plans, as well as the impact of such feedback on candidates' confidence and willingness to revise their work. Survey data and a facilitated roundtable discussion reveal that participants valued the clarity, organization, and rubric alignment of AI feedback, particularly its formatting. However, candidates also identified concerns related to accuracy, overly generous scoring, lack of contextual understanding, and absence of a human perspective. While AI feedback often increased confidence, it sometimes reduced motivation to engage in meaningful revision. Findings suggest that AI-generated feedback may be most effective when paired with instructor review and dialogue.

Examining the Effects of Music Learning Theory in a Collegiate Ear Training Course Sequence

David Potter Music, UW-Superior

Despite longstanding calls for integrating improvisation into undergraduate music curricula, it remains largely absent, particularly in aural skills courses. Common barriers that prevent undergraduates from learning to improvise may include the misconception of improvisation as a “talent,” the limiting of improvisation education to upper-division coursework, and the overall lack of resources for helping students learn to improvise in music theory pedagogy. The purpose of this study is to examine the effects of implementing a music learning theory framework in a university-level ear training course sequence. Initial findings from the first phase of the study indicate high levels of retention, student self-efficacy, and student achievement. Students praised the abandonment of lectures in favor of hand-on activities, the thoroughness of feedback, the use of neutral syllables/solfege, and the level of growth they experienced during the course. They also viewed it as promoting retention. Implications and recommendations for future practice will be discussed.

Canva – Your One-Stop Instruction Tool

Shauna Edson Library, UW-Parkside

In the summer of 2024, Parkside Library changed instructional platforms to Canva. Canva is an online app that allows users to create a wide variety of content, download it in different formats, and share it through an LMS, website or social media. Canva's attractive and colorful design templates make it easy to create anything, from detailed tutorials on core research skills to social media posts on new database tools. Design options also include adding text, screenshots and interactive buttons to achieve simple or complex instructional goals. There are a few drawbacks to using Canva for instruction including upgrading from Canva for Educators, assessment options and organization. Overall, Canva has been a great fit for Parkside Library because it allows a small instruction team to create attractive, informative and dynamic content that supports students and faculty instructors in a wide variety of ways.

Ungrading Practices as a Means for Rebuilding Relationships and Reclaiming Joy in Our Teaching

Kelsey Benson Education, UW-Superior

In this poster, we'll learn about ungrading together, in the hopes of moving our thinking towards unlearning about grading together...! We'll begin with a brief overview of ungrading: what it is AND what it isn't, though with the caveat that there is no one-size-fits-all approach to ungrading. Then, I'll briefly describe how I've adapted an ungrading philosophy to my work in the Education Department at UW-Superior, specifically in a course on Multicultural Education. I'll close by making a case for ungrading practices that transcends academic departments and disciplines, as research suggests it can be leveraged as a tool to mitigate inequity in our classrooms; repair broken, adversarial relationships between students and teachers; and refocus our attention, as instructors, on grading for growth, instead of on grades as “currency for a capitalist system that reduces teaching and learning to a mere transaction” (Stommel, 2017).

Growing Joyful Teachers of Writing: Fostering An Asset-Based Approach to Writing Analysis

Lindsay Robinson Department of Teacher Education, UW-River Falls, *Casey Norton-Pitera* School of Education, Teaching, Learning & Leadership Department, UW-Stout

Have you ever found yourself frustrated with preservice teachers' tendency to focus on spelling or capitalization when analyzing student writing samples rather than looking at ideas, organization, voice, or other components of writing? In this session, we will discuss a lesson routine and writing analysis tool that we have designed to help move PSTs towards hopeful, comprehensive, and asset-based writing instruction that reclaims the joy of writing.

"We want to learn:" Student Advice for In-Person instruction in Higher Education in Prison Programs

Rosemary Russ Prison Education Initiative, Department of Curriculum and Instruction, UW-Madison

Current scholarship on Higher Education in Prison teaching practice is dominated by first-person accounts of instructors peppered with a few such accounts from students. While instructor perspectives offer valuable insights, here we systematically examine students' thinking about high-quality instruction in prison. In a set of one-on-one, semi-structured interviews, we asked students what advice they would give instructors teaching HEP. Using grounded theory, we generated a set of themes for their advice that fell into two broad categories – perspectives toward students and specific teaching practices. We close by examining how our existing knowledge of best practices from teachers and researchers is expanded and challenged by the students' counternarratives of teaching.

Let's Whoop It Up Together: A New Creative Collaboration to Reach More Educators and Learners

Mia Forslund PBS Wisconsin Education, UW-Madison

"Whoopensocker" is an old Wisconsin word meaning "something extraordinary of its kind," and that spirit guides this one-of-a-kind arts-integration program. Using improv and theater, Whoopensocker engages learners in building their skills as writers and storytellers while celebrating creativity, play, and collaboration. A collaboration between the Whoopensocker team in the School of Education at the University of Wisconsin–Madison and the PBS Wisconsin Education team has leveraged the strengths of both teams to expand access to the program with a collection of free-to-use, online resources developed with and for classroom and informal educators to use with learners in their spaces. Join us for this poster presentation to learn more about our process for working together, the reach of the new resources, and what's next for this dynamic collaboration. Leave with inspiration for infusing even more moments of joy, creativity, and hope into your teaching and learning today.

Student-Driven Learning for Career Readiness: A Transferable Model Across Disciplines

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

This poster presents a flexible, student-driven course model that builds career readiness competencies through content creation, peer teaching, and reflective learning. Developed in a 1 credit course on contemporary issues in Chinese speaking communities, the design is intentionally open and flexible: students select topics, conduct independent research, and collaborate with the instructor to create learning materials. Classmates engage with these materials before class, and student presenters lead discussions and activities during class meetings.

The model emphasizes communication, collaboration, leadership, intercultural awareness, and self directed learning—competencies valuable across majors and professional fields. Poster materials include the course syllabus, structure, sample assignments, learning outcome assessment, and reflective essay prompts. Student feedback indicates increased confidence, ownership, and sense of belonging. This poster demonstrates how an autonomy rich, community oriented design can motivate students with different interests and disciplines to cultivate meaningful engagement and career readiness.

Reengineering STEM Courses to Improve Student Learning

Robert Kuzoff, Departments of Biology and Computer Sciences, UW-Whitewater

Our team extensively revised three courses in the UW Applied Biotechnology MS program. We sought to view each course through the eyes of our students and perceive their weekly experiences. Using both qualitative and quantitative tools to locate stress points, we identified assignments and weeks in which performance waned. Qualitative data was mined from an exhaustive review of student evaluations, e-mails, and comments on assignments. Quantitative data captured weekly and overall student performance. Once palpable stress points were identified, we engineered corrective actions that had the potential to resolve the perceived obstacles to

student success. Course modifications entailed: (1) revising instructions on select assignments; (2) recording explanatory videos to convey critical skills; (3) preparing step-by-step handouts for especially challenging assignments; and (4) adjusting the agendas in strategic weeks to keep the cognitive burden and workload more evenly balanced. Subsequent analyses of student performance indicated a significant improvement ($p = 0.019$).

Practice Makes Perfect: A Guiding Workshop For Instructors

Eliza Carlson, Communication Studies, UW-La Crosse

This poster presentation focuses on a continuous workshop and research project, and it involves a guide for instructors on how to be a more well-rounded speaker. We have all heard of 3-minute thesis presentations or 10-minute undergraduate research presentations. But what about instructors? How often do you practice your teaching or oral presentations? As instructors, we need to take more time to prioritize our teaching and oral presentations to match the efforts of our other academic work. It is essential that all levels of instructors practice their verbal presentations to gain more confidence overall. This will help further expand their expertise in their discipline and make them better teachers and public speakers. We must continue to grow, inspire, and innovate for the joys of teaching, research, and learning. Instructors can benefit from practical applications to assist with oral research and teaching presentations.

Session V

9:30 AM - 10:30 AM

Concurrent Sessions

High-Impact Practices, High-Impact Teachers: A Conversation with Regents' Award-Winners

- *Jeana Council* Psychology, UW-Stevens Point
- *Li-Zhong Roger Yin* Information Technology, UW-Whitewater
- *David Zlesak* Plant & Earth Science Department, UW-River Falls

Room: Beefeaters- 3rd Floor

Moderator: *Fay Akindes* OPID Director, Universities of Wisconsin

This session brings together systemwide teaching award recipients who have honed their craft over time. They will share the practices, mindsets, and career-long habits that have shaped their teaching excellence. Each award-winner has taught in the Universities of Wisconsin system for 17-30+ years. They will share examples from their own high-impact pedagogies—community-based learning, internships, study abroad - including reflective practices and effective assessment. Attendees will gain actionable ideas, inspiration, and insight into how exceptional educators sustain innovation, connection, and learning that lasts.

Assessment in the Age of AI

Adrienne Viramontes, Jacqueline Arcy, Hilary Rasmussen, and Anjuli Brekke Communication, UW-Parkside

Room: Langdon- 4th Floor

Moderator: *Amber Handy* UW-Parkside

Members of the Communication Department discuss their use of AI and focus group research within the process of assessment. The discussion centers on the value of qualitative data to enhance and differently inform programmatic assessment. In the first half of the session, department members discuss their move away from traditional forms of assessment and why they believe that qualitative data better serves their discipline and offers a more nuanced understanding of the teaching and learning dynamic they seek to capture in their assessment process.

Shared Session

Room: Multicultural Greek Council Room (MGCR)- 4th Floor

Moderator: *Angie Stombaugh* UW-Eau Claire

Toward a Welcoming Classroom: Student Perceptions of UDL Writing Instruction and TILT

Hilary Snow Honors College, UW-Milwaukee

How can we make students feel more comfortable and confident with their writing assignments in our courses? How can knowing their perceptions help us target our pedagogy in supportive ways? This presentation offers strategies for instruction based on the results of a multi-section survey in an introductory level writing-intensive course. Instructors used a shared philosophy of instruction intended to be radically welcoming and equity-based, including UDL (Universal Design for Learning). The research found that First Generation students need more support than other students. An affiliated survey demonstrates that TILT (Transparency in Teaching and Learning) can offer ways to support all students while giving First Generation students the extra guidance they need.

This presentation will emphasize the aspects of writing assignments students found helpful and also offer advice for attendees to design their own survey. The study focused on small discussion seminars, but the findings are applicable to other course formats.

Shifting from Correction to Care: Supporting Peer Tutoring through Critical Narratives

Lisa Lee Languages, UW-Eau Claire

This presentation shares a critical narrative of an English as a Second Language (ESL) peer tutor training program embedded in a university Intensive English Program (IEP). Grounded in reflective practice and critical pedagogy, the training supports undergraduate tutors—many pursuing Teaching English as a Foreign Language (TEFL) or Teaching English to Speakers of Other Languages (TESOL) certification—as they assist students with ESL coursework. Tutors are encouraged to move beyond assumptions shaped by native speakerism and standardized language norms, shifting toward roles as collaborative guides who foster learner autonomy and mutual growth. Monthly training sessions use reflective and narrative-based activities to help tutors uncover underlying beliefs about language, identity, and power. Drawing on anonymized feedback and facilitator observations, the presentation highlights how peer-based programs can support early teacher identity formation and promote a more humanizing, relational approach to language education. It invites educators to reimagine tutor development as a site of shared hope, reflection, and empowerment.

Roundtable

Art, Mathematics, and Identity: An Interactive, Interdisciplinary Faculty Collaboration

Li-Hsuan Hsu School of Media, Arts, and Communication, *Fawnda Norman* School of Education and Human Services, UW-Oshkosh

Room: Profile- 2nd Floor

Moderator: *Erin Speetzen* UW-Stevens Point

This presentation features a cross-departmental faculty collaboration to design an arts-integrated project for elementary education majors, exploring their mathematical identity as part of their teacher preparation coursework. This collaboration encourages faculty members to have boundary-crossing conversations regarding visual arts and mathematics, discussing how pre-service teachers can utilize visual arts to discover and represent their mathematical identities. By engaging in art-making processes, students reflect on their past math learning experiences and their impact as they visualize their mathematical identities. Mathematical identity is considered an important element in Elementary Education 384: Teaching Mathematics Pre K–8 because such identity is

developed through pre-service teachers' K-12 learning experiences and plays a fundamental role influencing their instructional approaches in future classrooms. Through this arts-integrated project, faculty members have gained cross-disciplinary pedagogical insights, and students have had opportunities to experience how visual arts can support reflective practices and can be integrated into teaching mathematics.

Withitness in Higher Education: Designing Learning Environments Where Student Thinking Is Noticed

Jennifer Vogler and Nicholle Schuelke Education UW-Superior

Room: Old Madison- 3rd Floor

Moderator: *Kristin Koepke* UW-La Crosse

Imagine a classroom where every student's thinking is noticed, acknowledged, and responded to in real time. Faculty often hope their teaching methods work, but hope alone does not ensure engagement, learning, or equity. Effective teaching requires "active hope" and withitness, in which instructors actively monitor, respond to, and support student thinking. This session defines withitness in the higher education context, for both face-to-face and online courses, and explores its impact on instruction. Participants examine how withitness informs lecture strategies, discussion board facilitation, and transparent teaching practices (TILT) to enhance engagement and learning outcomes.

Recognizing Teaching & Learning Excellence

11:00 AM - 11:15 AM

THE GREAT HALL, MEMORIAL UNION

Regents' 2025 Teaching Excellence Award-winners

Presented by OPID's Executive Advisory Committee – *Amber Handy* UW-Parkside, *Cyndi Kernahan* UW-River Falls, *Angie Stombaugh* UW-Eau Claire, *Jamie White-Farnham* UW-Superior

Individual Category:



Dr. Jeana L. Council earned her Ph.D. in Counseling Psychology from the University of Kansas. She is a Katz Distinguished Professor of Psychology at UW-Stevens Point where she is a Wisconsin Teaching Fellow and Scholar, and recipient of three University Excellence in Teaching Awards, a University Scholar Award, a University Service Award, a University Excellence in Teaching, Scholarship, and Service Award, and five University Leadership Mentor Awards. Dr. Council has served as internship coordinator for UWSP's psychology students for 15 years. In addition to teaching, Dr. Council is a scholar who has participated in multiple International Positive Psychology Summits. She published a book, *Therapist's Guide to Positive Psychological Interventions* and has authored numerous book chapters and journal articles. Dr. Council is also a licensed psychologist providing counseling and therapy to community clients, consults with local and regional businesses, and is a sport psychologist for local youth and college athletes.



Dr. Li-Zhong Roger Yin earned a Ph.D. and M.S. Degree in Instructional Systems Technology from Indiana University, Bloomington, and a B.E. Degree in Environmental Engineering from National Chung-Hsin University, Taichung, Taiwan. He has 30 years of teaching experience at the undergraduate and MBA levels at UW-Whitewater, where he received the 2024 W.P. Roseman Excellence in Teaching Award. For 14 years he has arranged for his senior students to provide free IT security assessments and audit reports for 15 Southeastern Wisconsin public school districts as community-based service learning. Dr. Yin was awarded more than \$3 million in federal funding for cybersecurity training and education. He has published more than 40 refereed journal articles and presented 60+ papers at international and national conferences on information technology. Dr. Yin models life-long learning; in a field that is constantly changing, he has earned seven IT industry certifications during the past 11 years.

Department or Program Category:



1995



2022

UW-River Falls' Plant and Earth Science Department takes a multidisciplinary approach to teaching and learning six academic programs: horticulture, crop & soil science, conservation, community & environment planning, environmental science, and geology. The department embraces experiential learning and high-impact practices, such as study abroad, undergraduate research, and internships. The UWRF campus is considered a "living laboratory" with a river, restoration area, two campus farms, and 24 acres of registered school forest. It also has a greenhouse, analytical lab, and mineral & rock lab. The department's programs date back to 1874 with the establishment of the River Falls Normal School. The Regents recognized the department for its sustained and long-term vision and excellence in teaching and learning. The Department is currently chaired by **Dr. Holly Dolliver**.



Representing UW-River Falls' Plant & Earth Science Dept. at OPID's Spring Conference:

Dr. David Zlesak is Professor of Horticulture at UW-River Falls and teaches a range of plant science/biotechnology courses. He earned his Ph.D. in Applied Plant Sciences and M.S. Degree in Plant Breeding at University of Minnesota, and a B.S. in Horticulture at UWRF. "Dr. Z" is a national expert on breeding hardy landscape roses, and serves as President of the American Rose Trials for Sustainability Program. David has taught at UWRF since 2009 and was recognized as the 2017 UWRF Distinguished Teacher. David loves including undergraduate students in his plant breeding and plant pathology research and fostering relationships with industry to benefit his students through field

trips, guest speakers, internships, and full-time employment.

Closing Plenary

11:15 AM – 12:15 PM

NAVIGATING THE LABYRINTH OF HOPE: INTENSIONS, PRACTICE, AND FREEDOM

*Valerie Barske UW-Stevens Point &
Heather Pelzel UW-Whitewater*

During the Covid pandemic when many of us felt disconnected and even hopeless, OPID opened a space for us to embody hope as the possibility to “envision a future in which we wish to participate” (Amie Filkow 2020). Today the practice of hope as a discipline (Mariame Kaba 2024) once again feels essential to our work in teaching and learning. Our closing plenary represents the culmination of our five years collaborating as the Co-Directors of the Wisconsin Teaching Fellows and Scholars Program. We will model our signature facilitation of professional development sessions for equity-minded SoTL practitioners, including moments of embodied mindfulness, guided reflections, “play pedagogy” activities (Marna Winter 2025), and rest as resistance. We invite all participants to join us in navigating the labyrinth of “critical hope studies,” which challenges us to reject toxic positivity, to hold space for grief, and to embrace discomfort as central to transformation (Jessica Riddell 2024). In the end, we seek to inspire new ideas for applying critical hope studies to address perhaps the greatest “grand challenge” of higher education – to envision our purpose as advancing a path to global social justice and freedom for all.



12:15 PM – 12:30 PM

Transitions

- Introduction of incoming Wisconsin Teaching Fellows and Scholars Co-directors: *Sarah Riforgiate UW-Milwaukee & Georjeanna Wilson-Doenges UW-Green Bay*
- Farewell to OPID Advisory Council Executive Committee member *Angie Stombaugh UW-Eau Claire* as she completes six years of service. We thank her and welcome incoming member *Kristin Koepke UW-La Crosse*.

OPID continues to thrive after nearly 50 years because of dedicated faculty, instructors, Centers for Teaching & Learning, instructional designers, and other educators.

Join us next year at
OPID's 2027 Spring Conference on Teaching & Learning
April 15 & 16, 2027 | Memorial Union in Madison
50 Years of OPID

