2017 OPID SPRING CONFERENCE ON Teaching & Learning

At the Crossroads: The Future Landscape of Learning

April 20 – 21, La Crosse Center, La Crosse, WI

UNIVERSITY OF WISCONSIN SYSTEM

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Spring Conference on Teaching & Learning

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ABOUT OPID

OPID serves as a statewide faculty development resource for University of Wisconsin System institutions. Established in 1977 as the Undergraduate Teaching Improvement Council (UTIC), it was first led by a council of campus representatives who focused primarily on teaching improvement. In 2000, the program became the Office of Professional & Instructional Development, expanding its emphases to meet the broader professional needs of faculty and academic staff with programming on topics such as faculty development in all learning environments, the systematic assessment of student learning through the scholarship of teaching and learning (SoTL), inclusive excellence, leadership, and faculty retention. This year marks the 40th anniversary of this statewide resource and OPID's Advisory Council remains essential to its operation, both as an advisory council and as a liaison between UW System Administration and all of the UW System institutions.

UNIVERSITY OF WISCONSIN SYSTEM

Vice President of Academic and Student Affairs

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April 2017

On behalf of UW System and the Office of Academic and Student Affairs, I would like to cordially welcome you to the 2017 OPID Spring Conference on Teaching and Learning. This year "At The Crossroads: The Future Landscape of Learning" serves as our theme, and what an interesting landscape we face. From flipped classrooms to flex degrees, we are witnessing some of the most innovative approaches to teaching and learning. In addition, while innovation is nothing new to the UW System, this two-day event enables us to truly examine the intentional relationships among teaching, learning, and inclusive excellence.

I know first-hand how hard our faculty and teaching staff are working, every day, to ensure the highest quality of education across the state. I know everyone is busier than ever, and yet, more dedicated than ever too. For this, I thank you for your commitment to teaching and learning. Together, at events like these, we commit to sharing best practices, strategies, and stories. These are critical moments and I wish you a successful event. Our System will continue to flourish because of the work that you do.

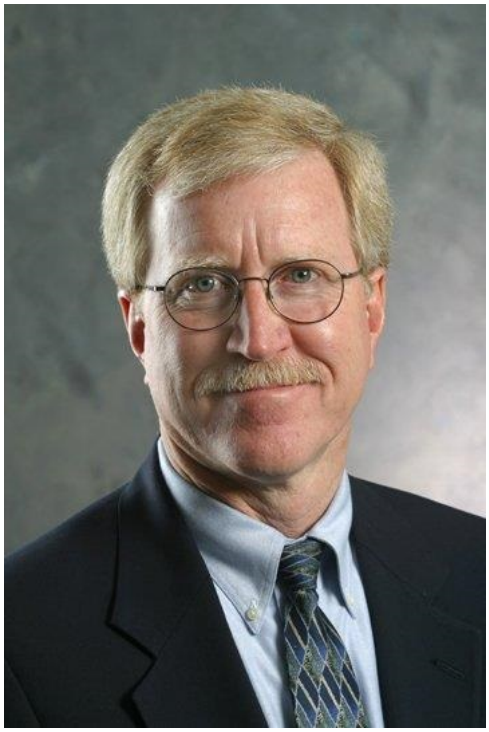
As you know, this is a transitional year for the OPID program. We are seeking a new Director of Systemwide Professional and Instructional Development who will build on the forty-year work of this program. Yes, OPID (formerly known as UTIC) turned 40 this year! With a new director, we will also look strategically ahead and remain on the cutting edge of teaching and learning.

This conference is the result of many individuals' contributions. From the reviewers to the conference planning team to the staff, thank you. We would not be here without all of you.

We welcome the masterful Randy Bass to our conference as our keynote address, and he will set the tone for two days of engagement and excitement. Again, enjoy, and welcome to the Spring Conference on Teaching and Learning.

Jim Henderson

Jim Henderson, Ph.D.
Vice President for Academic and Student Affairs
University of Wisconsin System



James P. Henderson

Vice President of Academic and Student Affairs, University of Wisconsin System

Jim Henderson joined the University of Wisconsin System as the Vice President for Academic and Student Affairs in 2016. He earned an M.A. and Ph.D. in mathematics from the University of Wisconsin-Madison, so he has returned to the system that launched his academic career. Prior to joining the University of Wisconsin System, Jim served as the Provost and Vice President for Academic Affairs at the University of Louisiana at Lafayette.

Jim earned his undergraduate degree and a master's in mathematics at the University of Texas at Austin. His academic appointments includes faculty positions at the University of Tennessee, Texas A&M, Colorado College, and the University of Louisiana at Lafayette. His administrative experience include serving as a department chair, senior student affairs and enrollment management officer, academic dean, and provost. Jim's administrative career was strongly influenced by his selection and training as a Fellow of the American Council on Education.

Jim has served his communities in a variety of ways. He was twice elected to a public K-12 school board, served on a nonprofit dedicated to renovating historic sites, and was a member of the board of trustees of a private K-12 school. Governors from both parties in Colorado appointed Jim to statewide policy boards for education issues. During his time in Louisiana, he served on the executive committees of both a regional chamber of commerce and a state chartered economic development authority.

UW SYSTEM | OPID
Spring Conference Schedule
April 20 - 21, 2017 | La Crosse Center, La Crosse, WI

THURSDAY, APRIL 20, 2017

8:00 a.m. – 7:00 p.m.	Registration	Union
8:30 a.m. – 9:45 a.m.	Breakfast	Ballroom
9:45 a.m. – 10:00 a.m.	Greeting	Ballroom
10:00 a.m. – 11:30 a.m.	Keynote Address: Randy Bass	Ballroom
11:30 a.m. – 12:45 p.m.	Poster Session	Hallway
12:45 p.m. – 2:00 p.m.	Lunch	Ballroom
2:00 p.m. – 3:15 p.m.	Panel & Workshop Sessions	See App/ Synopsis
3:15 p.m. – 3:30 p.m.	Break	
3:30 p.m. – 4:45 p.m.	Panel, Workshop & Roundtable Sessions	See App/ Synopsis
4:45 p.m. – 6:30 p.m.	Wisconsin Teaching Fellows & Scholars Poster Session and Reception	Hallway

FRIDAY, APRIL 21, 2017

7:00 a.m. – 1:00 p.m.	Registration	Union
7:00 a.m. – 8:15 a.m.	Breakfast	Ballroom
8:15 a.m. – 9:30 a.m.	Panel & Workshop Sessions	See App/ Synopsis
9:45 a.m. – 11:00 a.m.	Poster Session II	Hallway
11:00 a.m. – 12:15 p.m.	Panel, Workshop & Roundtable Sessions	See App/ Synopsis
12:15 p.m. – 1:30 p.m.	Lunch	Ballroom

Schedule & presentation changes will be reflected on the conference app.

Randy Bass, Ph.D.

Vice Provost for Education and
Professor of English
Georgetown University

Keynote speaker

Thursday, April 20, 2017

Randy Bass is Vice Provost for Education and Professor of English at Georgetown University, where he directs the Designing the Future(s) of the University Initiative and the Red House incubator for curricular transformation. For 13 years, he was the Founding Executive Director of Georgetown's Center for New Designs in Learning and Scholarship (CNDLS). From 2003-2009 he was a Consulting Scholar for the Carnegie Foundation for the Advancement of Teaching, where he served, in 1998-99, as a Pew Scholar and Carnegie Fellow. In 1999, he won the EDUCAUSE Medal for Outstanding Achievement in Technology and Undergraduate Education. Bass is the author and editor of numerous books, articles, and electronic projects, including, *The American Studies Crossroads Project*, "Disrupting Ourselves: the Problem of Learning in Higher Education" (Educause Review, March/April 2012) and most recently, *Open and Integrative: Designing Liberal Education in the New Digital Ecosystem* (with Bret Eynon, published by the American Association of Colleges and Universities, 2016).

Innovation, Integration and Integrity: Higher Education in the New Learning Ecosystem

What would a higher education look like if we were designing it now, given what we know about learning, about the global digital ecosystem and the challenges that lay ahead? This talk will explore the questions of transforming the undergraduate learning experience, at a moment when an expanded population of students are coming to our institutions. Challenged by costs, shifts in perception of higher education from a public to a private good, and years of talk that higher education can be unbundled, universities have to rethink how we engage students in designing their own education, help them connect theory to practice and prepare for a world of uncertainty. This is a critical, if not urgent, time for universities to rethink how breadth, depth and integration should shape the learning experience for all students.

Use of Plicker Technology to Increase Student Interaction, Learning and Engagement: An Exploratory Analysis

Kate Ksobiech, UW-Whitewater

Classroom "clickers" have been in use in for over a decade. Typically, students pay a fee to purchase/rent a clicker with an assigned identification number, or pay a fee to download the app to their smart phone. "Plickers" are relatively new, and are adaptable to different classroom settings and individuals. An instructor can download the clicker program, and order plicker cards for free. Each card contains a symbol that can be read in four directions, to correspond to four choices for any given question posed by the instructor. The instructor creates the questions via the website's platform ahead of time, inserts the questions as he/she sees fit throughout the class session, and uses his/her own smart phone or tablet to "read" the responses of students, which are then posted in the aggregate in real time. This study will compare two class sections of an introductory health communication class in students' level of engagement, interest, and interactivity, with one section using plickers, and the other not. This quasi-experiment will run from the first day of the Spring 2017 semester through the first four weeks, which is the point of the first exam for the course. Students in both class sections will complete surveys to measure the above-mentioned dependent variables, and exam scores will be compared across sections, to ascertain if statistically significant differences are found.

Can We Conduct A Social Construction Based Epistemology For CS Students?
Ankur Chattopadhyay, UW-Green Bay
Brennen Frisque, UW-Green Bay

Social construction based learning approaches have been employed in computing sciences (CS) education, but none of them has actually evaluated the effectiveness of the student reflection process, which is a key part of the action learning in these approaches. In the social construction based pedagogy, reflection plays a vital role in the learner's assimilation and accommodation process that builds upon the student's existing knowledge. Keeping in line with the inquiry based knowledge building of the social construction model, this poster presents a process of student reflection that uses a unique, non-traditional method of interactive question-answer dialogue for engaging CS1 and CS2 students in a reflective assessment before the actual action learning cycle begins. This process of reflection helps students analyze their conceptual understandings and identify problems or limitations within their respective cognitive models prior to the actual process of knowledge refining or creation. In order to ensure that students have successfully reflected upon their conceptual beliefs, a software tool based assessment is then carried out to automate the cognitive debugging and identification process of conceptual gaps. The answers from the social interaction based reflective assessment are then compared with the results obtained through the software based traditional assessment in order to validate the student reflection process in the form of a social construction based epistemology. This research experiment also presents an authentic and relevant problem basis in the form of conceptual gaps for students to address within the social construction based action learning process. Results from the comparative analysis, which is performed in this case study, show encouraging evidences confirming the validity of student comprehensions and assumptions by evaluating the knowledge discovery process through an epistemic investigation.

Impacting Growth Mindset, Value, and Belonging in the Classroom
Betsy Knowles, UW-La Crosse

Motivation is critical for student achievement. Some elements that may impact motivation include mindset (whether students believe intelligence is fixed or not), perceived value or relevance of the course, and sense of belonging. Research suggests that targeted interventions can improve student success by impacting motivation and persistence through these channels. Because of the long term implications, shaping these beliefs in college freshmen is of particular interest. In addition, studies suggest that the impact of interventions may be greater for students of underrepresented populations. In this study, student beliefs and the impact of subsequent social psychological interventions were considered in a college introductory level economics course. Due to its difficulty, economics is often considered a gateway class for incoming College of Business Administration students, so fostering motivation and persistence are particularly important as students face new challenges. The project measured pre and post beliefs about learning and intelligence, value of the course, and sense of belonging in order to explore changes in these beliefs which may have resulted from the interventions, as well as the relationship to subsequent academic outcomes. The interventions addressed growth mindset and the perceived value of the course. Results are compared to students who did not experience the interventions.

THURSDAY POSTERS

Using Online Applications to Improve L2 Chinese Learners' Tone Perception
Hongying Xu, UW-La Crosse

Mandarin Chinese is a tonal language, which means tones carry meanings. Numerous studies have shown that learners of Chinese, especially those whose native language is not a tonal language, have huge difficulty in perceiving and pronouncing the tones correctly. This study explored the effectiveness of using online applications in helping beginning-level Chinese learners improve their perception of the tones. This study used a mixed method: a quasi-experimental design and an online questionnaire. The experiment involved a pretest-training-posttests design. Participants were given a tone perception test before the training. After the pretest, the participants were given two 20-minute sessions to use the online application at their own pace. An immediate posttest and a delayed posttest after 5 weeks were given. The results indicated that on the whole, there was a significant improvement between the posttest and the pretest. There was also an interaction between the improvement and the individual tones. The improvement also varied between the single-syllable setting vs. the bi-syllable setting. Although the significance of improvement failed to retain in the delayed posttest with the 1st, 3rd and 4th tones, it remained with 2nd tone. Viewing the short training sessions and the long interval between the training and the delayed posttest, the results are still encouraging. The online questionnaire used 11 close-ended and open-ended questions to investigate participants¿ experience and attitudes towards the use of the online applications. Most participants liked the self-paced and instant-feedback features of the application and had positive experience with it.

Office Hours Satisfaction Guaranteed! Maximizing Student Learning and Satisfaction while Respecting Instructors' Time
James M. Murray, UW-La Crosse

I will outline an office hours strategy that respects instructors' time and need for flexibility, while simultaneously maximizes instructors' availability to students, and gives students further incentive and confidence in utilizing office hours. The strategy utilizes an online scheduling tool that is easy for students to use and seamlessly integrates into instructors' calendars. The strategy also involves a confident satisfaction guarantee to students they will be satisfied with their office hours visits, where the instructor issues "refunds" to students should they come to office hours and still lose points on their exam. I will discuss strategies to set up such a guarantee so that it is not abused and so that variability in grade distributions remain and grades still signal differences in student learning.

Student Motivation and Mindset In Introductory and Organic Chemistry Courses at UWL

Nadia Carmosini, UW-La Crosse
Katherine Friesen, UW-La Crosse
Janet Kirsch, UW-La Crosse
John May, UW-La Crosse
Heather Schenck, UW-La Crosse
Yevgeniya Turov, UW-La Crosse

Prior work by many groups has examined the impacts of motivation type and mindset (growth vs. fixed) on student learning. Studies have also looked for correlations of mindset and/or motivation to factors such as persistence and anxiety about coursework. Some mental outlooks show stronger correlations with student success (broadly defined) than other outlooks; therefore, the ability to shift students to more effective outlooks may promote better outcomes. Subject areas such as science and math have inspired particular interest. Reasons include negative student expectancy for "difficult" subjects and concomitant higher attrition rates than other subject areas. This work will share preliminary data from up to ~500 students in chemistry courses at UWL in Fall 2016. Externally validated mindset and motivation surveys were offered in Fall 2016 to selected sections of introductory and organic chemistry courses. The data will assess whether students show changes in motivation or mindset during the semester. We will also be able to evaluate whether correlations are seen between mindset/motivation and grade outcomes or other course related factors. The initial results provide a baseline for future semesters that can investigate the effect of interventions and modified instructional practices on student outlooks.

How Inclusive Are You?

Amanda Zbacnik, UW-Superior

The research presented, for the poster session, represents an on campus experimental group of pre-service educators and online control group of pre-service educators in the course, SPED 283: The Exceptional Child. Each group was given a pre-test and post-test of the Opinions Relative to the Integration of Students with Special Needs. Average inclusivity, range, and mode scores were calculated for both groups, based on the assessment. In addition, specific assessment items were analyzed (within the 4 Factor areas) for non-inclusive responses, with the factor area of greatest deficit (represented by the highest percentage of non-inclusive responses) becoming the instructional intervention focus area for the experimental group. It was discovered that Factor 3: Perceived Ability to Teach Students with Disabilities was the factor in most need of intervention. The intervention used was case study immersion. The on campus students were involved with reading 9 case studies, specifically focused on developing solutions for how to work with students displaying challenging behaviors, and then discussing/answering follow up questions. The case studies were taken from http://cases.coedu.usf.edu (Clearinghouse for Special Education Teaching Cases). All case studies are noted to be valid and reliable, as reviewed by hundreds of educators across the United States. At the end of the semester the post-test ORI was given to see if mindsets related to inclusion changed. Do you want to know the results? Stay tuned; and see me at the OPID conference in La Crosse! This poster session will also give audience members the option to explore their attitudes and habits related to inclusive practices in the classroom. This can be accomplished by using an instrument designed to measure teacher's willingness to make accommodations and develop a positive learning environment for all students. Factors for exploration include I - Benefits of Integration; II - Integrated Classroom Management; III - Perceived Ability to Teach Students with Disabilities; and IV - Special vs. Integrated General Education. These four factors are included in the Opinions Relative to the Integration of Students with Special needs Assessment. A hard copy of this assessment (it is opinions based...so there should be zero text anxiety experienced when answering questions) can be completed as part of the presenter-audience interaction. The presenter will then provide the participant with a scoring key, in which they will be able to calculate an individual inclusivity score and analysis of inclusivity in each factor area. Individuals who would benefit most from attending the poster session include anybody that works directly with students having special needs (at any educational level) and those working with pre-service educators.

Student Attitudes Towards Science - in Physics and Astronomy

Bethany Reilly, UW Colleges

How do students view and think about science? Do they see it as a massive collection of facts, or as a way to study and understand the world? Do student's perceptions of their own self-efficacy in learning science change over the course of a semester of learning physics or astronomy? Do students view astronomy or physics similarly to science as a whole, or do they consider astronomy/physics to be easier/harder than 'science in general?' These are the questions that I wanted to answer, among many others, regarding my students in my introductory physics and introductory astronomy courses. Using Likert-style anonymous surveys, given pre- and post-semester and matched by student, I am able to give insight into student perceptions about science, and how they feel when interacting with science in a learning environment. While this study is still largely in the data-collecting phase due to small class sizes, the results thus far are intriguing. Preliminary results indicate that students may enter an introductory astronomy course believing that science is easy to learn, and that they like science and are good at it. The same results also suggest that students undergo an awakening of sorts, coming to understand that astronomy is more complicated than they may have originally believed. This manifests in expressions of less confidence in learning science, and a lesser degree of enthusiasm for the field. (If this trend continues, I will progress to testing interventions to increase self-efficacy among my students!) Given the small sample size, it's unclear thus far whether students who began the course believing in astrology maintained this belief through the end of the course or not. I also intend to break down the data by gender, as well as by whether each (anonymous) student self-identifies as a "STEM major" or not. Preliminary results from my physics classes are so few in number that I have not been able to draw conclusions at this time (November 2016). In part due to these results, I have expanded my survey this semester (Fall 2016) to include a set of questions regarding student "mindset," as popularized by Carol Dweck. By April I expect to have information on how my students' mindsets compare pre- and post-semester.

Students' Belief and Role of Manipulatives in Learning Fraction Concepts

Bhesh Mainali, UW-Superior

Fraction is an important math concept in school mathematics. The study of fraction not only enables students to perform computations but it also provides a foundation for later work such as decimals, ratio, percent and so forth (Son, 2011). However, teaching and learning fraction concepts is also challenging. Thus, different types of instructional strategies and teaching materials have been used to teach the fraction concept. One of the commonly used as well as popular teaching tools is maths manipulatives. Most students' believe that fraction is a very difficult concept to understand. One of the underlying reasons for this belief is that the instructional strategies focus more on the drill-and-practice approach rather than emphasizing understanding the meaning of fraction. One way to make learning-fraction more meaningful is to integrate manipulatives. The usage of manipulatives is expected to help student to understand primarily conceptual understanding of fraction. Thus manipulatives is utilized to teach fraction concept in one of the mathematics methods class in 2015 fall semester at elementary education major students at an undergraduate level class. Date was collected with likert scale pre and post questionnaire survey. The analysis of the date indicated that manipulatives is the most effective tool to learn fraction concepts. Furthermore, many students change their belief reading the teaching and learning fraction concept after the intervention. However, the population size of this study is not large enough to find whether there was significant difference in students' belief in fraction concepts before and after the intervention of this study.

Identifying Factors Associated with Shifting Student Engagement in a Psychology Course on Professional Development

Cade Mansfield, UW-Superior

In the liberal arts there is an increasing push for courses that help students learn about their career options and that help students develop skills such as resume construction, cover letter preparation, and interviewing skills. I teach such a course. In my experience many students do not engage to the degree that is beneficial for them. In students' written reflections about transitioning I have noted a substantial amount of anxiety over graduating and leaving college. I have also noticed that the professions course is often not taken as a main focus of students' time because, as some argue, learning the materials is not "conceptually challenging". Still many college seniors are unprepared to take concrete steps toward specific jobs that legitimately meet the person's values and skill sets. Hence lack of engagement is a real problem even if students are unaware that it is. This study was proposed to gather empirical evidence to better understand the types of factors that are associated with shifting engagement during a course on professional development. At the beginning of the semester students completed self-report measures of Future Time Perspective (Lang & Carstensen, 2002), Implicit Self Theory (DeCastella & Byrne, 2015), Psychological Well-being (Ryff & Keyes, 1995), and The Big Five Personality Inventory (John & Srivastava, 1999). In weeks 7 and 12 students completed measure of Positive and Negative Affect, Perceptions of instructor engagement (created for this project), Perceived Stress Scale (Cohen & Williamson, 1988), Basic Needs in School Scale (Deci, Ryan, Gagné, Leone, Usunov, & Kornazheva, 2001) and perceived engagement in the course (created for this project). At the end of the semester students completed a written narrative addressing perceived benefits of the course and reflections on personal engagement. These data are used to address the following research questions: 1) Are there relatively stable aspects of students (traits) predict variability in engagement over the semester? 2) Which fluctuating aspects of context (e.g. perceptions of instructor, students' internal states, stressors outside of school) are associated with variability in engagement? 3) How is intra-individual variability associated with learning outcomes?

Impact of Using Pattern with Messaging about How to Study in a Focused, Productive Fashion
Diane M. Reddy, UW-Milwaukee
Dylan Barth, UW-Milwaukee

Student academic success requires effective self-regulated learning skills. U.S. Department of Education What Works Clearinghouse recommendations underscore the importance of enhancing self-regulated learning skills to increase college retention and graduation rates, particularly among students placed in developmental/remedial level courses. Learning analytics hold promise for fostering students' self-regulated learning skills and merit further research attention. As part of the campus pilot of Pattern (a learning analytics tool designed at Purdue University used by students to monitor their study activities), UWM's Center for Excellence in Teaching and Learning conducted a study comparing the engagement and performance of students using Pattern with messaging about how to study in a focused, productive fashion and without such messaging. Prior to the start of the semester, half of the students in a self-paced, online introductory course were randomly selected to receive additional messaging to help them set study activity goals, choose strategies to facilitate goal achievement, and assess progress against set goals. The other half were also required to use Pattern, but did not receive additional messaging about how to study in a focused, productive fashion. Student engagement and performance for a prior offering of the same course (when students did not use Pattern) was also examined. The findings revealed that using Pattern in conjunction with messaging about how to study in a focused, productive fashion positively impacted student engagement and performance throughout the course. Student responses to using Pattern and the implications of using learning analytics tools such as Pattern to enhance self-monitoring, motivation, and performance will be discussed.

Beyond Polls: Using Science and Student Data to Stimulate Active Learning
Eric Loepp, UW-Whitewater

In an effort to promote active learning in classrooms, political science instructors are increasingly turning to interactive teaching strategies - experiments, simulations, etc. - that supplement traditional lecture formats. The use of student response systems (SRS) in recent years has been particularly notable. In-class, poll-based data gathering, however, has its pedagogical and logistical limitations. In this paper I explore one possible strategy to expand the active learning model in ways that improve upon conventional methods like clicker systems. The data-driven classroom is one in which original student data is collected via survey at the beginning of the course and the results presented throughout the term. Student data serves as the foundation of course discussions rather than a supplement to textbooks. Initial results from classroom trials in 2016 demonstrate the effectiveness of employing a data-driven teaching approach. This session will present the logic behind the method, cases studies of its application, as well as assessment data from students concerning the its utility.

THURSDAY POSTERS

"Enhancing Engagement in the Eighteenth Century through Invented Dialogues"
Hilary Fezzey, UW-Superior

My poster will highlight the use of invented dialogues to improve students' engagement and ability to make connections between a literary text's social contexts and students' interpretations of that literary work in the following general education courses: British Literature I and World Literature II. It is a SoTL 'what works' project. In determining which interventions to use to aid students in reaching this learning goal, I looked to SoTL research. Thomas Angelo and Patricia Cross established invented dialogues as an effective college 'classroom assessment technique' in helping students learn synthesis and critical and creative thinking. In an invented dialogue, students assume the persona of an author or character and imagine a conversation that he or she may have had. Students use their knowledge of the eighteenth century as well the author's or character's personality and mode of expression. Students typically choose to adapt the conversation to some form of social media, such as texting, Facebook, Twitter, Instagram, Snapchat, Tinder, a blog, an e-mail, etc. They present their dialogue as a visual, which they share with the class. Students are typically very engaged in this activity and able to show the depth of their knowledge of the eighteenth century by the end of the unit on that time period. My poster will show an invented dialogue assignment, examples of student dialogues, as well as an assessment of the learning that they display. Thus, my poster will show how assigning students to create invented dialogues about a particular social context aids in viewing literary texts as exciting cultural artifacts.

The Impact of Yoga in the Spanish Language Classroom

Jeanette Pucheu, UW-Superior

My yoga practice has become an important pillar in my daily life, and now I have decided to observe its impact upon student learning. I am very aware of the benefits of movement, memory and language acquisition through Total Physical Response (TPR) activities, but I had never contemplated incorporating yoga breathing techniques and yoga poses to enhance student learning. I have observed in my language courses that my students favor "throat breathing," which the body associates with stressful "Fight of flight" situations. The proper pronunciation of Spanish vowels and words requires a deep diaphragmatic breathing which is also used in yoga and meditation to achieve a state of calm. Due to the specific demographics of the student population of the University of Wisconsin-Superior, the majority of our student body struggles to balance a full time job and maintain a full credit load. Thus I work with students who struggle to maintain the difficult balance between the demands of their jobs and their studies. This in turn results in students who suffer from stress. For this project, I will teach both a series of yoga classes in Spanish as well as incorporating specific poses and breathing techniques in the Spanish classroom to promote mindfulness. My goal is to examine the impact this interactive practice has upon my students' pronunciation in the target language as well as their acquisition of key words and phrases through yoga. I plan to target the lower division Spanish courses I teach, for it is these students who tend to be the most hesitant to actively participate in the language classroom. Prior to beginning this project I will take an oral intake of the students' ability to pronounce and produce the language orally. At the end of the semester I will then conduct a second evaluation of the students' to observe any progress or evident change as a result of the incorporation of yoga practices both in and outside of the classroom. I am confident that by incorporating yoga in the Spanish classroom I will be able to enhance students' confidence, pronunciation and recall of vocabulary. What is more, I am eager to discover if this approach also improves the students' self-confidence and solidarity within the classroom environment.

Immersive, Engaging and Effective eLearning through Games and Simulations
Gautam Wadhwa, UW-Whitewater

Technology has changed the way we communicate and lead our lives. The present generation of students in higher education are digital natives and do not know a world without the Internet. They grew up with gaming, social media and access to digital devices during their K-12 schooling. The higher education community is yet to fully embrace and incorporate these in their teaching. A lot of faculty are teaching using eLearning techniques in online and blended environments. However, most of the online or hybrid courses are just a digital version of a printed book format. They do not effectively use the intrinsic interactivity of the digital format or the inherent need of Millennials to relate, share and co-create. The presenter explored ways to incorporate gaming and simulations to make the learning process more engaging. The University of Wisconsin's Emerging Technologies Grant funded a research project to create immersive teaching components and empty them his existing online and hybrid courses. The poster presentation will showcase the games and simulations that the presenter has developed. Further he would engage in detailed dialogue about the learning from the implementation of these techniques in his teachings. Intended audience includes: faculty, instructional designers and technologist, academic computing staff, training directors and managers. Takeaways: Ways to use gaming and simulation in teaching; creating immersive environments; increasing student engagement in eLearning; ideas and strategies for implementing interactive components in existing courses.

THURSDAY PANELS

Increasing Student Success on Your Campus
Diane M. Reddy, UW-Milwaukee
Connie Schroeder, UW-Milwaukee
Anita Samuel, UW-Milwaukee

THURSDAY: 2:00-3:15PM – ZIELKE SUITE A

Success in undergraduate courses figures prominently in student retention and graduation rates throughout higher education. If we can increase student success, the payoff would be considerable for the students, UWM, Wisconsin, and higher education. More students would not only complete courses, but importantly would also master the skills and knowledge that encompass these courses and, in doing so, gain the capacity to build on this learning and succeed in advanced coursework. More students would attain a college degree and would have the skills and knowledge needed to be successful as citizens and employees. A panel from UWM's Center for Excellence in Teaching and Learning will discuss the initiative they are leading to increase campus-wide student success in collaboration with academic departments. Discussion and exchange opportunities will be integrated throughout the session so participants leave with an understanding of: - how they can lead the process of continuous improvement to increase student success, - the baseline data needed to understand the problem, identify appropriate solutions, and assess progress, and - the individualized disciplinary plans for implementation of evidence-based strategies that can be employed to improve student success while maintaining academic standards. The goal is to inspire and equip participants to lead student success improvement on their own campus whether on the course, department, college, or institutional levels.

Community Based Learning Faculty Workshop: Methods and Techniques to Facilitate Student-Community Engagement
Amanda Des Lauriers, UW-Parkside
Penny Lyter, UW-Parkside
James McPhaul, UW-Parkside
Jody Siker, UW-Parkside

THURSDAY: 2:00-3:15PM – NORTH HALL B2

This panel will focus on the 2016 Community Based Learning (CBL) Faculty Workshop at UW-Parkside. The CBL summer workshop was an intensive four week course that brought together 8 faculty and academic staff members with a shared goal of developing or strengthening a new community based learning course. The workshop used a multi-dimensional approach by bringing in contacts and resources from different departments in the university. In addition, potential community partners and other knowledgeable community members were invited to meet with the group. During the first part of the session, each panelist will briefly describe why they chose to participate in the Community Based Learning Faculty Workshop, as well as what they found to be most beneficial to their course development process. In the second part, panelists will talk about unique challenges they had both in the planning process during the summer workshop, and in executing the project. Finally, we will open up the floor to questions from the audience. The main themes of discussion for this panel will be the benefits and challenges of community based learning (both general and specific to various academic disciplines), effective practices, and resources for future student-community engagement.

THURSDAY PANELS

Fostering a Mindset to Improve Student Outcomes
Betsy Knowles, UW-La Crosse
Tesia Marshik, UW-La Crosse
Heather Schenck, UW-La Crosse
Nathan Warnberg, UW-La Crosse

THURSDAY: 2:00-3:15PM – NORTH HALL B4

Research has demonstrated that fostering particular "mindsets" can improve student success. In particular, student outcomes may improve if they embrace a growth mindset, if they see value in their academic experiences, and if they feel as though they belong in college or a class. Growth mindset is a belief that everyone can learn and change through their effort and experiences, while a fixed mindset is a belief that individuals have certain fixed abilities or intelligence. Social psychological interventions that help students respond to their academic experiences, particularly failures or poor grades, can have an impact on their persistence and subsequent academic success. Additionally, studies suggest that the impact may be greater for under-performing students and students of underrepresented populations. Using a think-pair-share approach, the panel will first explore with participants the ways in which they have seen a growth or fixed mindset evidenced in the classroom. Subsequently, the panel will lead a discussion to identify ways in which our language and feedback can shape student perceptions about the learning process, especially in the context of a setback in the academic setting. Finally, the panel will share their own experiences with evaluating mindset in the classroom, and provide examples of the types of social-psychological interventions that have been used to foster a growth mindset and a sense of value and belonging. The panel members teach in the varied disciplines of chemistry, mathematics, psychology and economics. Courses in these disciplines may viewed as "gate keepers" or hurdle courses because of their difficulty. This makes the ability of students to respond to challenges particularly important.

Engaging the Whole Student in the Learning Process
David J. Voelker, UW-Green Bay
Casey E. O'Brien, UW-Milwaukee
Samuel R. Cocks, UW-La Crosse

THURSDAY: 2:00-3:15PM – NORTH HALL E/F

A number of recent scholarly works on teaching and learning have explored how structured experiential learning, paired with personal reflection, can contribute not only to student learning but also to students' capacity to learn and to transform themselves through learning. (See for example the *Journal of Transformative Education* and Jack Mezirow, ed., *Learning as Transformation: Critical Perspectives on a Theory in Progress.*) This panel is premised on the idea that engaging students in activities and experiences that address them as whole persons helps them develop enduring knowledge and understandings. Panelists from three different disciplinary areas will briefly share activities and assignments that they have used to engage students in this way. Approaches discussed will include gender identity, personal reflection, memoir, service learning, ecological mapping, outdoor recreation, and other experiential learning activities. This will be an interactive panel, with half of the session devoted to discussion with attendees.

THURSDAY PANELS

Accommodating Learning, Maintaining Academic Integrity and Balancing an Active Professional Practice
Ann E. Lawton, UW-River Falls
Lyz Wendland, UW-River Falls
Rhonda Willers, UW-River Falls

THURSDAY: 3:30-4:45PM – NORTH HALL B4

As educators, we are constantly re-structuring our courses to meet the diverse learning needs of our students and to align with current teaching and learning research. But we wonder how much should we change what we do? What can be changed while maintaining our university and intellectual veracity? As we assess and alter our teaching pedagogies, how do we maintain and grow our own professional practices, research and professional development? Ann E. Lawton, Lyz Wendland and Rhonda Willers are adjunct instructors in the Art Department at UW, River Falls (UWRF). Over the course of their teaching experience, which ranges from 6-9 years, they have observed shifts in the demands of student learners, particularly of freshman level students. These shifts include: needs for frequent changes in activity within a lecture course; electronic device use, distraction and integration; and strengths in forming and expressing personal opinions, to highlight a few. To support these questions and observations, the panel will discuss and demonstrate how media-inclusive, performance-based activity lectures create motivation for student engagement and participation. The panel will present and offer ways rethink the operational architecture of the college classroom, syllabi and cooperative learning environment while maintaining academic and intellectual rigors. Throughout the presentation, attention and discussion will be given to the ways in which instructors professional development and practices are supported and expanded through professional development opportunities, but also though the support of one another. Lawton, Wendland and Willers each maintain active professional research, presentation and studio art exhibition practices while teaching an average of 3-4 courses per semester. In addition to their studio art research and practice, Ann E. Lawton is a practicing Art Therapist and Visual Journaling Workshop leader; Lyz Wendland is a former Wisconsin Teaching Fellow, SoTL researcher and recent recipient of a Minnesota State Arts Board Grant; Rhonda Willers is a current Evidence-Based Teaching Fellow at UWRF, former National Council on Education for the Ceramic Arts board member and mother of three young children.

Integrating Economics Curriculum from University to High School: A Partnership and Case Model from La Crosse, Wisconsin
Adam J. Hoffer, UW-La Crosse
Andrew Beckstrom, Onalaska High School

THURSDAY: 3:30-4:45PM – ZIELKE SUITE A

Economic courses have become more popular and prevalent in high schools. High school economics teachers, however, usually have little training in economics and even less training in economics pedagogy. In 2016 we launched a partnership between the economics department at the University of Wisconsin - La Crosse and local economics high school teachers. The partnership consists of meetings and a conference at which University economics faculty discuss pedagogical approaches to integrate several economic fields into high school principles courses. The panel will consist of four speakers. We plan to wait until after our December Conference to invite the final two speakers to the panel.

THURSDAY PANELS

Design and Implementation of the First Competency Based Business in the UW System
Suresh Chalasani, UW-Parkside
Judee Richardson, UW-Extension
Amy Berendes, UW-Extension
Kim Kostka, UW Colleges
David Schejbal, UW-Extension

THURSDAY: 3:30-4:45PM – NORTH HALL B2

This panel will focus on the design and implementation of UW-Extension's flex option Business degree. This is an innovative program in many respects: students utilize a project-based approach to demonstrate competencies; it adheres to the principles of true Competency-Based Education (CBE); the program was designed and implemented in a span of 10 months; it is the first competency-based business degree in the UW system; and it is the first competency-based degree offered through UW-Extension. With strong support from the administration, the Flex Bachelor of Science in Business Administration (BSBA) degree was designed by faculty collaborating from multiple institutions within the UW system. Curricular design followed the "backward design" approach of arriving at program-level competencies and then assessment-level competencies. An innovative aspect of the curriculum is that it is completely based on projects. Each project is an authentic assessment and is associated with multiple competencies. Students enroll for projects in three-month subscription periods. Students pay a flat-rate tuition and can complete as many projects as they choose during the subscription period, subject to time and prerequisite constraints. In lieu of grades, students receive marks for each competency and project: Mastered, Mastered with Distinction. The panel will also present aspects of academic policies, curricular implementation in Brightspace/D2L, transcription of competencies, and student support services for the Flex BSBA degree. Academic support for students is provided by (i) the Academic Success Coaches (ASCs) who offer continuous support for each student as they progress through the program; and (ii) by faculty who assist students in gaining mastery of competencies. The panel will briefly present its experience with the BSBA degree design and implementation and will engage the audience with questions and discussion. Some of the questions that the panel intends to pose include: What are different methods institutions use to support students in the CBE model? How best to design academic policies that enable student retention and graduation in CBE programs? How do institutions facilitate regular and substantive interaction with students? What are the experiences of different institutions in achieving accreditation of CBE programs? How do different institutions transcribe student competencies? This panel is appropriate for institutional representatives seeking to start CBE programs and/or those with CBE programs to share their experiences.

THURSDAY WORKSHOPS

Beyond Polls: Using Science and Student Data to Stimulate Active Learning
Eric Loepp, UW-Whitewater

THURSDAY: 2:00-3:15PM – ZIELKE SUITE B

In an effort to promote active learning in classrooms, political science instructors are increasingly turning to interactive teaching strategies - experiments, simulations, etc. - that supplement traditional lecture formats. The use of student response systems (SRS) in recent years has been particularly notable. In-class, poll-based data gathering, however, has its pedagogical and logistical limitations. In this workshop I explore one possible strategy to expand the active learning model in ways that improve upon conventional methods like clicker systems. The data-driven classroom is one in which original student data is collected via survey at the beginning of the course and the results presented throughout the term. Student data serves as the foundation of course discussions rather than a supplement to textbooks. Initial results from classroom trials in 2016 demonstrate the effectiveness of employing a data-driven teaching approach. This poster will summarize the logic behind the method, cases studies of its application, as well as assessment data from students concerning the its utility. The workshop will also demonstrate the methods and technology used to generate student data, and will include an applied session in which individual participants develop their own modules for a classroom survey.

Enhancing Student Learn Through Formative Assessment
Jennifer Kosiak, UW-La Crosse
Megan Litster, UW-La Crosse
Josh Hertel, UW-La Crosse
Jennifer Docktor, UW-La Crosse

THURSDAY: 2:00-3:15PM – NORTH HALL B3

The goal of this hands-on workshop is to introduce participants to using formative assessments in the classroom. Formative assessments can be thought of as a collection of different techniques, activities, and procedures all focused on eliciting student thinking and guiding instructional decisions. They range form quick methods of polling a class to structured academic language supports to carefully crafted activities that engage students in content. Therefore, formative assessment can be viewed as assessment for learning by providing ongoing and actionable feedback to both students and teachers rather than a summative evaluation of learning typically given at the end of an instructional segment. During this workshop, we will share a variety of formative assessment classroom techniques that we have used in our own courses and how these techniques have enhanced student learning. Additionally, participants will have the opportunity to create formative assessments that can be implemented in their own classroom settings.

THURSDAY WORKSHOPS

I'm Not Trained for This: When Students Disclose Personal Struggles
Sarah E. Kienzler, UW-Milwaukee

THURSDAY: 2:00-3:15PM – NORTH HALL B1

Given the diversity of student backgrounds and needs, and concerns about violence in the University settings, instructors can feel increased pressure to identify and/or assist students in distress. Unfortunately, dealing with students in distress is difficult and complex; often instructors can feel overwhelmed by it, even in situations where the instructor is only required to refer the student on to other services. Instructors will be asked to bring their fears about disclosures of students' mental, physical, or social service needs to the forefront of the conversation, and to discuss the steps they can take to address students' disclosure of personal needs or challenges. Instructors will have the opportunity to discuss any previous experiences of students' personal needs, typical needs in their student populations, and the instructors' expected role in their university. Instructors will also have the opportunity to discuss steps they can take for their own self-care after addressing their students' needs. In order to support this difficult conversation, the facilitator of this discussion will bring examples of student needs, ways those needs were handled, and resource location problem-solving strategies culled from a history as an instructor, teaching assistant, student, case manager in a public health department, and worker with adults with physical and/or developmental disabilities. These examples and strategies will be used to encourage conversation and to allow instructors to analyze situations and apply problem-solving strategies. Participants should leave this session with an action plan that they can take back to their university in order to be better prepared for themselves and their students.

THURSDAY WORKSHOPS

CREATE-ing in the Classroom
Heather R. Pelzel, UW-Whitewater
Eleni Pinnow, UW-Superior
Sharon D. Klavins, UW-Platteville

THURSDAY: 3:30-4:45PM – ZIELKE SUITE B

Have you ever assigned a research paper to a class and then walked away from the class discussion feeling that most of your students didn't really understand why and how the experiments were done or how the researchers analyzed the data? The CREATE method (Consider, Read, Elucidate the hypotheses, Analyze and interpret the data, and Think of the next Experiment) is a teaching approach that uses primary research literature as a way to help students learn content knowledge and, at the same time, better understand the process of scientific discovery. CREATE guides students through a series of papers (from a single research lab or following a specific research topic), allowing them to see how research develops and changes in response to new information. It uses several pedagogical tools, including concept mapping, sketching, visualization, transformation of data, and experimental design, to help students develop skills in critical evaluation of scientific methods, data analysis, and interpretation. This teaching method requires students to move from passively skimming an article to actively engaging with the experimental processes that generate data. It also allows them to explore the creative side of science by designing new experiments that build on existing knowledge. The method has been used to teach both first-year and upper-level students at a variety of institutions. Continuing assessment of the method has demonstrated that students in CREATE classes see improvements in their critical thinking and content integration abilities, as well as their understanding of "who does science and why". In this interactive workshop, participants will have the opportunity to experience the CREATE method first-hand. The presenters will provide short readings with opportunities to apply the tools and discuss the benefits and challenges of each. Workshop leaders will also share how the strategy has worked in their classrooms, along with reflections from students that have been in those classes.

THURSDAY WORKSHOPS

Anxiety, Social-Emotional Learning, and Academic Buoyancy: The Efficacy of the 'SuccEssfuL in...' Program

Shevaun L. Stocker, UW-Superior
Kristel Gallagher, Thiel College

THURSDAY: 3:30-4:45PM – NORTH HALL B3

Students experience anxiety and regardless of the source, that anxiety can have a negative impact on their learning and performance in school. Anxiety (including at subclinical levels) reduces working memory capacity (Moran, 2016), interferes with the ability to focus one's attention (Bar-Haim et al., 2007), and is associated with poorer performance on general aptitude tests (Eysenck et al., 2007), lower grades, and greater rates of dropping out of school (Crozier & Hostettler, 2003; Van Ameringen, Mancini, & Farvolden, 2003). However, to date, no research has been conducted on effective ways for a non-clinician instructor to help reduce the anxiety that students may be experiencing. In Fall 2016, a SoTL project was implemented in four sections of Statistics for Social Sciences courses (at two campuses, the University of Wisconsin - Superior and Thiel College in Thiel, PA). This 15-week project ("SuccEssfuL (SEL) in Statistics") uses 15 activities (done weekly by students) that promote key mindfulness and anxiety-reduction practices (e.g., deep breathing exercises, loving-kindness self-talk, finding silver linings, and self-regulatory awareness practices). These activities were selected for both their capacity to enhance the social-emotional learning (SEL) of students and due to the existing research that supports their efficacy. The evidence-based activities are implemented primarily outside of the class session, which increases their generalizability and ease of implementation. These activities provide students with mechanisms for increased self-awareness (so that identifying the triggers to their anxiety is effective), self-care strategies that could be employed on-demand (i.e., when challenged by a particular homework or in-class assignment), and lead to long-term stress and anxiety reduction. We will be presenting the program (including the activity instructions and instructor's manual) and our results on the efficacy of the program, as measured by the impact on student's mindset (fixed/growth), academic buoyancy, and anxiety levels. We are also examining whether they find themselves using these strategies in other areas of their lives. While the SEL project was developed and first implemented in a math-based course, the program was designed to be functional in any type of discipline. The activities are not specific to the content of the course.

THURSDAY WORKSHOPS

Promoting Student Engagement with Gamification Elements in Any Blended or Tech-Enhanced Course

Regina Nelson, UW-Platteville

THURSDAY: 3:30-4:45PM – NORTH HALL B1

Gamification implies the deconstruction of the concept of a game to arrive at individual components that compel engagement with the game. A set of instructional design elements for Higher Ed applications is derived and presented. An exemplar that uses the design elements to re-imagine a first-year experience course with gamification is shared. The course design process is detailed to allow workshop participants to associate gamification elements with any course they may be considering developing or revising. The workshop will be divided into 3 parts. First, gamification will be defined and developed as a learning practice in higher education. A framework for understanding gamification will be introduced that looks at the Dynamics (high level constructs that form the structure of a game or game environment), the Mechanics (components of the game that engage the players and motivate them to move the action of the game toward some eventual conclusion), and finally introduce18 Instructional Design Elements (actual elements that can be applied as a single element or a sub-group of elements to a curriculum, course or unit module) to promote engagement. After setting this foundation, I'll engage with the participants as I walk through an exemplar design of a first-year experience course allowing opportunity for participants to work through thought exercises around their own course designs and revisions. This is an opportunity to demonstrate that the application of the technology and pedagogy can vary from one example to another. Finally, I will provide examples of how learning technologies can be used to present gamification in a course and capture data, and engage the participants in thinking about ways to implement gamification elements with and without the use of technology.

THURSDAY ROUNDTABLES

Roundtable Discussion: Retention and Graduation Success of Native American Students
Tracy L. Littlejohn, UW-La Crosse & Ho-Chunk Nation
Abbi J. Clauss, UW-La Crosse
Heather A. Moody, UW-Eau Claire

THURSDAY: 3:30-4:45PM - BALLROOM

National statistics show that enrollment of Native Americans in higher education has been on a decline over the past ten years. Native Students see struggles in staying in programs due to familial and tribal obligations not often experienced by other traditional students, as well as a weak sense of belonging as one of the smallest populations on any campus. Three Native Student Organization Advisers will host a roundtable discussion for other advisers, staff and faculty who are concerned or work with Native Students in higher education to address the decline in enrollment and drop-out rates. The discussion is to network and share struggles, ideas, and successful endeavors to improve retention and graduation rates while also encouraging participation in leadership activities.

Use Open Educational Resources to Enhance Online Mathematics Teaching and Learning
Bhesh R. Mainali, UW-Superior
Yunhong Tu, UW-Superior

THURSDAY: 3:30-4:45PM - BALLROOM

Teaching and learning mathematics online is more challenging due to the limitation of the online learning environment. For math instructors who teach both on campus and online courses, they may find it difficult to apply the same teaching strategies and learning activities that used in face-to-face classroom to online. However, there are various open online resources that can be integrated in order to make online math teaching and learning more effective and interactive. In an effort of making the online math learning more effective, the presenters have been using various open online educational and technological resources in the online math methods course for the undergraduate students majoring in Elementary Education. The presenters will share a broad array of open educational resources that can be easily integrated into the online learning environment. Effective strategies on how to integrate these free resources into the online curriculum and how to enhance the online students' math understanding and competency will be discussed. A variety of Open Educational Resources such as mathematical software (Geogebra, Desmos, etc.), Virtual Manipulative, Khan Academic and more will be demonstrated and discussed in this session.

THURSDAY ROUNDTABLES

First-Year and Basic Writing: Multiple Measures Placement and Co-Requisite Course Development

Sara A. Heaser, UW-La Crosse
Darci Thoune, UW-La Crosse
Virginia Crank, UW-La Crosse

THURSDAY: 3:30-4:45PM - BALLROOM

In Spring 2016, NCTE's Teaching English in the Two-Year College released a position statement recommending a multiple measures placement method for first-year writers. Understandably, a FYW student's potential for success may be more accurately predicted with data other than a single standardized exam score. In a similar trend that reflects the complex nature of writing, recent research in developmental writing demonstrates the benefits of co-requisite remediation, which enrolls students in a FYW course and a co-requisite support course instead of a non-credit-bearing basic writing course. In response to these changes and to provide a more effective FYW experience for our students at UW-La Crosse, we have gathered and analyzed data over the last two years, including ACT English scores, WEPT scores, in-class writing samples, student survey responses, and writing portfolios from a sampling of students in English 050 (our non-credit-bearing basic writing course) and Eng 110 (our one required general education writing course). The initial analysis of data led to offering one trial section of a co-requisite remediation course in the fall 2016 semester. Using what we learn from this pilot and additional student data, we plan to design and propose a multiple-measures placement program and modified co-requisite remediation course in the 2017-2018 academic year for qualifying first-year students. This roundtable, led by instructors experienced in teaching FYW and basic writing and administering FYW programs, will introduce participants to our research methodology, results, and recommendations, as well as our ongoing questions and the challenges specific to our institutional context. We will then lead discussion of national and UW-System trends in basic writing placement procedures and FYW co-requisite programs and curricula; participants are encouraged to bring relevant materials to share, and attendees will have opportunities to exchange ideas, resources, and information with others who have already implemented placement or curriculum changes, are in the midst of making these changes, or who wish to. Our goal is for participants to consider how a co-requisite remediation and/or multiple measures placement model might be effective at their respective institutions and, if necessary, to begin planning how they might implement such a model. We plan to establish an online post-roundtable collaborative forum for participants to exchange/discuss information as needed.

THURSDAY ROUNDTABLES

Using Study Abroad Programs to Develop Global Leadership Competencies
Nicole Gullekson, UW-La Crosse
Christa Kiersch, UW-La Crosse

THURSDAY: 3:30-4:45PM - BALLROOM

The purpose of this roundtable to discuss how study abroad programs can be designed to increase global leadership competencies. Roundtable participants will share their experiences with study abroad programs and discuss ways to improve programs to enhance global leadership development. In particular, the roundtable session organizer will discuss the International Business Consulting Program that she has led for six years in Slovakia in which students work in intercultural teams on applied projects for real companies. Participant take-aways will include a basic understanding of global leadership development methods, various approaches of study abroad programs shared by the roundtable participants, and a network of colleagues to continue the discussion with in the future.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

Using What They Know: Encouraging Students to Speak Spanish in the Intermediate Language Classroom
Jennifer Flatt, UW Colleges

Although students speaking in the target language outside of the world languages classroom is the goal of language learners and language teachers alike, significant challenges exist in achieving that goal, particularly for learners who live and study in areas where there are few opportunities outside of the classroom to naturally encounter the target language. Furthermore, "learning to speak Spanish" can feel overwhelming for many students and may be defined too narrowly as achieving grammatical perfection or near-native fluency. Language instructors are more attentive to component skills such as listening for the main idea, vocabulary work-arounds, etc. As an instructor, how do I create opportunities to help students see and develop the component skills of casual conversation in the target language? How do I help my students to develop a sense of identity as speakers of Spanish? For this project, students used the American Council on the Teaching of Foreign Languages (ACTFL) "Can-Do" Benchmarks as a pre- and post-self-assessment. Then they completed two activities each week designed to develop skills in spontaneous communication in the target language. The activities from which they chose broke down interpersonal communication into component parts. Students were required to reflect on their weekly experiences using questions provided for them about risks involved, strategies used, etc. Qualitative results demonstrate that this guided practice improved students' confidence and altered their perceptions of interpersonal communication in the target language, making them more aware of the component skills necessary to improve listening and speaking skills.

Cultivating Inspiration: Student Learning in Creative Writing
Jill Stukenberg, UW-Marathon County

The role of "inspiration" figures heavily in many peoples' conceptions of the process of creative writing, particularly when inspiration is conceived as descent of wholly-formed idea from above. Yet, this kind of belief in inspiration can create hurdles for learning in introductory creative writing classrooms when the goal is to introduce students to methods and techniques used to produce creative writing. This study gathers data about creative writing students¿ attitudes about what helps creative writers through both pre and post course surveys from multiple sections of Introduction to Creative Writing taught in the UW Colleges. Qualitative research into student learning from one section, in which a method of keeping a journal of daily observations was first directly taught to and then practiced by students, also reveals how students' attitudes and knowledge about how creative writing may be produced develops during a semester, and lends insight into how students learn to value and use specific details in order to create and convey meaning and emotion. Finally, this study also promotes better understanding instructors might have when it come to the beliefs about writing with which students enter and progress through introductory Creative Writing.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

Developing Racial Literacy: Using Readers Theater to Critically Address Race and Racism in Classroom Discourse and Curriculum
Christina Berchini, UW-Eau Claire

Reader's Theater is a cross-disciplinary technique which has been used in many fields (e.g., the fields of psychology, medicine, and education, just to name a few) in order create memorable learning experiences (Pardue, 2004). Touted for its potential to develop critically reflective professionals (Pardue, 2004), this study illustrates how Readers Theater, when used as a pedagogical tool in the teacher education classroom, encourages pre-service teachers to engage with productive opportunities for self-reflection and discussion about how race, racism, and whiteness interact with curriculum, pedagogy, and students' schooling experiences. Specifically, this presentation uses qualitative case study methods' including vignettes, observations, and interview data to show how pre-service teachers critically examined not only their pedagogical beliefs, but also specific examples of how school structures and expectations for teaching help to shape teachers' their classroom practices and relationships with students. This research suggests that Readers Theater can be used as a tool with which to develop critically reflective pre-service English teachers; the strategies and discussions presented here offer opportunities to identify and understand how race, whiteness, and racism interact with curriculum, pedagogy, and students' relationships with literature.

Culture and Language Learning through Cross-Cultural Peer Scaffolding
Kaishan Kong, UW-Eau Claire

Extensive research sheds light on the adjustment of international students in the US institutes with little mentioning of the benefits brought by international students to domestic students' learning (Trice, 2003). Admittedly, international students come to the U.S. institutes to gain knowledge, but I argue that international students embody tremendous cultural capital (Bourdieu, 1984). Bringing international students to classrooms to share their life stories, their culture and their perspectives towards the U.S. will present a more authentic picture of another culture (Trice, 2003). In the meanwhile, interacting with domestic students linguistically and culturally can also benefit international students' adaption and maximize their learning during study abroad. This SoTL project was contextualized in an intermediate Chinese language class on the UW-EC campus to explore the benefits and challenges of such language and culture scaffolding through cross-cultural interactions between Chinese international students and CFL (Chinese as a Foreign Language) learners. (1) Seven Chinese international students were invited to the C201 class for four times to pair up with CFL learners, and completed a 50-minute topic-based project. Half of the project was for the Chinese international student to help the CFL learner review writing and speaking in Chinese language, and the other half of the project was for the Chinese international student to ask questions about culture in English. The four topics included: seasonal activities, dining culture, campus life and dating culture. Their discussion was audio recorded and transcribed. (2) Before each in-class project, the Chinese international students emailed the researcher their perspectives on the topic before discussion with their partner. After each in-class project, they also reported to the researcher whether the discussion adapted their understanding of the topic. (3) At the end of the semester, the researcher interviewed the participants to reflect on these four projects and their thoughts on this interaction.

Interdependence of Academic and Emotional Growth in a Race-Focused Course
Christin DePouw, UW-Green Bay

It is well-documented that many instructors who teach about racial and social inequities regularly experience resistance and/or disengagement on the part of their students (Ladson-Billings, 1996; DiAngelo, 2011; DiAngelo & Sensoy, 2014; Evans-Winter & Hoff, 2011: Leonardo & Porter, 2010; Matias, 2016). This research project employs a grounded theory approach (Charmaz, 2005) and discourse analysis methodology (Perakyla, 2005; Wodak & Reisigl, 2015) in order to observe whether students experience less resistance and more growth over time in developing academic competency and emotional self-awareness in relation to race, racism, and other social inequities. The study took place within one section of a Fall 2016 general education course on cultural images in media for children and adolescents. By employing a discourse analysis methodology, I examine student assignments within the course for discursive patterns such as consistent use of politically loaded vocabulary (i.e., "quotas" or "reverse racism"), growth in use of preferred vocabulary (i.e., moving from "colored" to "people of color" during the course of the semester), utilizing academic evidence rather than anecdotal evidence to support claims, increased recognition of the student's sociopolitical location in relation to others, so forth. I anticipate that students who had stronger academic gains also were able to grow in quality and depth of emotional engagement.

Social Work Students' Understanding of Professionalism
Gail Trimberger, UW-Green Bay

The Code of Ethics for the profession of Social Work calls for high levels of professional conduct from students and practitioners (NASW, 2008). As such, the topic of professionalism is consistently raised in a myriad of social work discussion forums. Social work BSW and MSW programs across the country struggle with teaching and assessing professionalism, and appropriately responding to students exhibiting unprofessional behaviors (Barto, 2015; Brunhofer, Weisz, Black, & Bowers, 2009). As reflected in the literature in social work and other helping professions, professionalism is difficult to define, teach, and assess (Aguilar, Stupans, & Scutter, 2011; Barto¿, 2015; Hafey & Castellani, 2010; Mazor, et al, 2007; Van de Camp, Vernooij-Dassen, Grol, & Bottema, 2006; Wilkinson, Wade, & Knock, 2009). Hoping to contribute to the discussion on this topic, this study explored BSW students' self-awareness and understanding of professionalism and its relevance to social work. Using a Rubric for Assessing Professional Behaviors (RAPB) which measures six professional behaviors, students completed a pre-test in which they ranked the importance and provided a self-assessment for each of the six professional behaviors. The six professional behaviors included: initiation of communication, respect and collegiality, self-awareness, professional engagement, professional humility, and compliance with professional requirements. After participating in a workshop that discussed the professional behaviors in more detail, students completed a post-test. The results of the pre-test and post-test ratings, self-assessment ratings throughout the semester, and narrative responses from end-of-year focus groups were analyzed from both quantitative and qualitative methodologies.

Studying Impromptu Speaking through SoTL

Katherine Lavelle, UW-La Crosse

Impromptu speaking is a popular assignment in many public speaking classes. This assignment is applicable to a variety of speaking situations, especially in the professional environment. Even though this type of speech is popular, previous scholarship has found that it causes the most anxiety for speakers (Witt & Behnke, 2006). Given these issues of anxiety and applicability, this speech assignment gives us a great opportunity to use SoTL concepts to evaluate how students can best learn this assignment (specifically scaffolding and repetition as discussed by Ambrose et al., 2010). Previous scholarship on impromptu speaking suggests that both repetition of impromptu speeches (Yale, 2014) as well as ungraded performances (Rumbough, 1999) might improve student comfort with this assignment. Building on previous research, this study uses a mix methods approach to study whether or not grading performance decreases comfort (or self-perceived competence) in impromptu speaking. In this study, subjects were divided into a control group (where they were graded based on impromptu speech performance) and an experimental group (where they were awarded points for completing the speech assignment). For quantitative data, both groups completed the Self-Perceived Communication Competence Scale (McCroskey & McCroskey, 1988) on the first and last day of class (which functioned as a pre and post test). During the course of the semester, both groups delivered six short impromptu speeches in front of small peer groups (3 speeches) and in front of the whole class (3 speeches). To generate qualitative data, both groups completed brief reflection papers after completing each impromptu speeches. Data will be analyzed to determine if there are significant groups between the control and experimental group. This research will contribute to evaluating best instructional practices for teaching impromptu speaking.

Comparison of D2L and Facebook Closed Groups as Discussion Forums in College Composition Classrooms

Lei Zhang, UW-La Crosse

In this paper, we investigate whether Facebook Closed Groups can be effectively used as a discussion forum for hybrid college composition classes. We compare the advantages and disadvantages of Facebook and D2L as discussion platforms. Students in three hybrid Eng. 110 classes at the University of Wisconsin-La Crosse participated in the study in Fall 2016. Two classes had discussion forums in Facebook Closed Groups and one class had their discussion forums in D2L. At the end of the semester, students participated in the Qualtrics survey. Based on our preliminary analysis of the data we collected in Fall 2016, we didn't find a significant difference in terms of distraction between Facebook and D2L groups. As expected, the Facebook group reported a closer sense of community than the D2L group and rated Facebook as more interactive. The most intriguing result is that the D2L group reported a higher level of learning than the FB group. The difference in learning outcomes is quite significant. After we collect more data in Spring 2017, we will further analyze the data to better understand the differences between these two discussion platforms.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

'Life Itself is a Story'": Guiding Students Through Creative Projects with Collaborative Rubrics
Casey O'Brien, UW-Milwaukee

This poster shares the outcomes of a semester-long project in which students in a Women's Graphic Memoirs course were asked to participate in creating a collaborative rubric that would be used to grade their final project: a mini graphic memoir. As instructor, I have often found it challenging to grade a final project that is both personal and creative, and students do not always carefully attend to the grading rubric. The collaborative rubric, which is produced entirely by students, offers a way for students a stake in what they are being graded on, while at the same time providing an occasion for them to synthesize and internalize the project goals and outcomes. This poster shares pre-test and post-test data, as well as qualitative data collected from students' final reflections.

The Effect of Exam Reflections on Students' Performance in Auditing
Veena Brown, UW-Milwaukee

The purpose of this study is to (1) understand how students learn auditing, and (2) enhance students' test-taking strategies and test scores. The study seeks to help students discover better study strategies in auditing by reflecting on their current habits/behaviors. It requires students to participate in a reflection activity after they receive their scores on their first in-class quiz and mid-term exam. Auditing is extremely challenging for many accounting students as it is their first conceptual-based course in their major; it focuses more on critical thinking and professional judgment than on number-crunching. As such, students generally perform very poorly on audit exams. Requiring students to reflect on their study preparation strategies after they receive test scores on Quiz 1 and Exam 1 should help them develop and improve study strategies and test scores on subsequent quizzes and exams. This assignment should help students improve their learning, study skills, and exam scores in auditing, other conceptual-based courses, and the Uniform Certified Public Accounting (CPA) exam. The intervention will be administered in Spring 2017. (Fall 2016 semester serves as the comparison group.) Except for the reflection activities, all class and homework activities will remain constant across the two semesters. I will analyze students' responses to specific questions in Quiz 1 and Exam 1 within groups and across groups. In the within-group analysis, I will determine the mean difference between the two quizzes and the two exams in the Spring 2017 (experimental group). I will also conduct across groups comparisons by determining the mean difference between Exam 2 and Exam 1 across the two groups (Experimental vs. Comparison groups). For the questions assessed, I expect to find statistically significant differences in mean between quiz scores and exam scores within Spring 2017 and across Spring 2017 and Fall 2016 semesters.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

Student Repertoire Selection Autonomy and its Effect on Student Engagement in the Applied Voice Studio

Nathan Krueger, UW-Oshkosh

Students in Applied Voice Lessons (one-on-one) are graded semester-by-semester based on two factors: the overall improvement of their singing technique and on the study and performance of assigned repertoire. This study investigates the following questions: Does autonomous student choice in repertoire increase student engagement? Will students be more engaged with practicing repertoire and techniques if they have choice in the repertoire that is assigned? To measure student engagement, the students enrolled in applied voice were administered a Student Course Engagement Questionnaire (SCEQ, based on Handelsman 2005). The SCEQ measures each student's 1) skills engagement, 2) emotional engagement, 3) participation engagement and 4) overall performance engagement factor. Typically in applied voice instruction, the applied teacher assigns all repertoire based on a variety of factors. Students in my voice studio were given the opportunity to choose one piece of repertoire (song) from any genre that was included as part of their repertoire list for the Fall semester. I assigned the remainder of their repertoire. In the second control group, the other instructors in my area assigned their student's entire repertoire. The students were then re-administered the SCEQ survey and the results of each survey, along with instructor observations, will be used to determine whether or not student autonomy in repertoire selection increases any area of student engagement.

Philosophy In and Out of the Classroom

Robert Wagoner, UW-Oshkosh

My aim in this project is to determine the effect of a transfer project on student learning and student evaluations of the relevance of philosophy to other academic and non-academic contexts. The transfer project asks students to apply knowledge and skills learned in the class to a novel context. After appropriate instruction and practice in the classroom, students are asked to find arguments in texts outside of the course materials (e.g., in non-philosophical texts, newspapers, websites, twitter, etc.). Students then work together in groups to select the argument that best demonstrates the components and structure of argumentation. Each group presents the argument they have selected to the course. Two effects of this assignment on student learning are measured. First, students are given a pre- and post-test designed to assess student knowledge of argument components and structure. Second, students complete a survey about their evaluation of the relevance of philosophy to their other courses, major, and life. The hypothesis is that the transfer project will improve student understanding of the material (i.e., arguments) and will have a positive effect on students' thinking about the role that the study of philosophy can play in their larger academic goals and beyond.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

Can Students at the Introductory Level Make Sense of Economic Policy?
Farida Khan, UW-Parkside

This SOTL project aims to assess if students are more adept at understanding fiscal policy when they engage with the topic through writing a paper rather than simply studying the chapter and being tested on the topic. The experiment removes one section of the theory that provides the background for fiscal policy and substitutes this with a paper on the topic. Students have to use theoretical concepts and data to write this paper which is three single spaced pages long. Economic policy questions are constructed with this theory as a foundation. Many students have a learning block when proceeding in the course as they have not successfully understood this theory and they have often not done well on the test on the chapters containing this theory. The algebraic applications of the theory, which constitute a major stumbling block for students, were reduced and the students had to instead engage with concepts when writing the paper. These included 1) what type of fiscal policy to have under different economic conditions, 2) the effect of fiscal policy on the deficit and debt, 3) when the deficit and debt pose serious problems, and 4) the independence of fiscal and monetary policies. Students were surveyed to see how much time they spent on the paper and how effective they found it. Their performance on the fiscal policy section of the exam was compared with that of last semester's students when this paper had not been assigned. There were twenty questions in common between these two finals. The results of student performance will be presented to show if writing the paper improved their exam performance and understanding of fiscal policy as taught in a standard introductory macroeconomics course.

Personal Reflections and Philosophical Performance
Jenny Keefe, UW-Parkside

How does writing about one's connection to a philosophical topic affect student performance? Attempting to answer to this question is part of a larger goal to increase student engagement with philosophy. This project is inspired by SOTL studies in belonging and learning, especially those that are focused on both self-transcendence and values affirmation. In this study I examine student performance in the general education class PHIL 101: Introduction to Philosophy. Students are asked to complete a written assignment that asks them to reflect on the personal and transcendent value of the following philosophical subjects: 1) Knowledge and 2) Freedom. The purpose is to examine if there is a connection between student participation in the written exercises and student performance. Therefore, I will analyze the student test scores in these areas alongside their participation in the exercise.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

Flipping the Classroom in Precalculus
Benjamin Collins, UW-Platteville

Can a flipped classroom improve student performance in Precalculus? Can a flipped classroom in Precalculus improve student performance in subsequent courses? In this project, students were assigned to watch expository videos created specifically for the project. The videos were based on the instructor's regular class notes. Class time was used to work on exercises in groups of 3-4, with the instructor available for help. Each worksheet started off with an in-class activity, which was normally somewhat more involved than a typical homework problem. When students were done with the in-class activity, they worked together on homework problems. Homework problems were standard for this type of course, drawn from a number of sources. At the end of the course, all students in Precalculus took a common final exam. Copies were made of the final for all students in the treatment group, as well as a similar number of students randomly selected from other sections of Precalculus. A student research assistant blindly scored a selection of problems from the finals. We also intend to track these students through calculus, to see if there is a difference in performance between the treatment and comparison groups.

Evaluation of a Concept Map Teaching Tool In An e-Commerce/e-Marketing Class
George Krueger, UW-Platteville

It is a challenge to teach a class where the course content in a constant state of change due to changing consumer behavior and technology. That class, BSAD 3240 e-Commerce/e-Marketing in Today's World, deals with the current state of marketing in the digital world and how to be a successful e-marketer. A concept map is a proven tool to organize complicated and interrelated subject matter. The concept map teaching tool was used in the Fall of 2016 class to improve student understanding of the key concept areas, show interrelationships, increase student confidence and improve learning outcomes. I expect to find improved student performance as measured by student confidence, project scores and final case study scores.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

More is Better Than One: Investigating the Effect of Creating Multiple Associations to New Knowledge
Douglass Margolis, UW-River Falls

A standard tenet of pedagogy is that drawing multiple connections to new knowledge strengthens the quality of the learning compared to presenting new information with fewer associations. This poster illustrates a project investigating the validity of this belief. Students in a language acquisition course were divided into two groups for a crossover designed study. In the experimental condition, students were involved in learning about two language acquisition theories at the same time, comparing and contrasting elements of the theory to increase the number of associations for understanding the theories. In the control condition, students focused on one language acquisition theory. After students participated in one condition, they were switched to the other condition for the next theories of the course. Prior to the treatment, students answered survey questions regarding their confidence level and beliefs about language learning and took a pre-test. After both treatment conditions were finished, students took a post-test and post-survey. The poster illustrates the research design, participants, and preliminary findings.

To What Extent Can Focusing Assessment Away From Letter Grades and Toward Learning Objectives Improve Student Work?
Dan Paulus, UW-River Falls

This research looks into the problem of grades and how students focus on their grades instead of their actual learning. Students often want to be told exactly what to do and how to do it. They are more interested in their grade instead of how to improve their knowledge and skills. This research will change the expected and traditional assessment method to a "gradeless" system, placing emphasis on learning objectives and project improvement. This research will replace traditional rubrics with self assessment tools, in which the instructor will also evaluate the student for objective growth. Discussion between the instructor and student will focus on the difference between the student and instructor assessment in conjunction with learning outcomes. The project will investigate changing the culture surrounding grades and learning.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

Not Yet, But Soon: Growth Mindset and Enhancing Perceptions of General Education in a First Year Seminar

Valerie Barske, UW-Stevens Point

In this poster, I explore how first year student perceptions of learning, especially with regard to learning related to General Education and Global Awareness, may be enhanced through an interactive student-centered Growth Mindset teaching intervention. My research engages with scholarly literature on "wise interventions" and the scalability of mindset interventions as represented in the work of David Paunesku et al. (2015), David Yeager et al. (2013), and Angela Duckworth et al. (2014). Methodologically, I adapt evidence-based tools available from the Stanford PERT (Project for Education research and Scales) Mindset Kit. At the beginning of the semester, students will complete a pre-survey responding to Likert scale questions such as “Intelligence is something basic that you cannot change” and “Anyone can learn a foreign language.” Then following an adaptation of the PERT intervention lesson plan, students will be exposed to recent theories on fixed versus growth mindset approaches to learning. Then students will work in pairs to create a visual map transforming fixed mindset statements about learning into growth mindset statements. Students will complete a post-survey and later a final exit survey at the end of the semester with open-ended questions in which they are encouraged to articulate their own connections between embracing a growth mindset and their views of General Education. My preliminary analysis will include both a quantitative summary of survey results as well as qualitative analysis of student responses. In the end, I hope to learn more about how fostering a growth mindset in the first year classroom could have transferable impacts on broader notions of the meaning, value, and significance of general education.

Critical Thinking as Visual Thinking: Using Concept and Argument Maps in a French Literary Seminar

Vera Klekovkina, UW-Stevens Point

Currently, instructional research in French explores the teaching of critical thinking (la pensée critique) through visual thinking (la pensée visuelle) as the instructors are encouraged to use different mapping strategies such as mind-mapping, concept maps or argument maps, to help today's students hone their critical thinking skills. This research project examined advantages of teaching critical thinking through visual thinking in an upper-division seminar on French Literature at UWSP. Based on the assessment of students' performance, it was confirmed that visual thinking enables students to further develop their critical thinking skills while also improving their oral and written communication skills. After having created concept and argument maps to prepare for class debates and written assignments, students became more aware of a variety of arguments that they could use to defend their point of view in the target language. Working on the maps, they also had to consider not only the subject matter but also the clarity of exposition, structure and logic, as well as supporting evidence.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

Simulation Modeling in Engineering Course Delivery
David Ding, UW-Stout

This research project focuses on using simulation modeling strategy to delivery engineering and operations and management courses. The research open encounters the problem that students have difficulties understanding the process details and perform the process improvement analysis. To overcome the problem, the research used simulation modeling to create several business cases to 'virtually' show the business operations to students. 1. At the beginning of the semester students were asked to form a team on a process improvement project. 2. Based on their academic background, the can choose their project in different type of operations such as manufacturing, service or supply chain. 3. Simulation models were created for each group to perform process system analysis. 4. Students apply the methods and theories learned from class to measure and analyze the process, determine the improvement opportunities and propose solutions. The outcome of the project shown that this approach enhanced students learning outcomes, encourage their use of critical thinking and strengthen their ability to identify and solve the process problems.

"Anything is Better than Lies and Deceit" Or Is It?: Utilizing Deception in a First Week Class Activity to Increase the Perceptions and Experience of a Psychology Course
Chelsea Lovejoy, UW-Stout

The purpose of this research was to examine student perceptions and reactions to a beginning of the semester class activity. Specifically, it was hypothesized that students in the experimental condition would express a greater sense of belongingness, excitement and perceived relevance to the course, relative to students in a control condition. Additionally, it was hypothesized that students in the experimental group would report having a stronger interest in developing critical thinking habits. Previous researchers have noted the importance of first day activities to increase engagement, motivation, and overall performance in a class (Hermann, Foster, & Hardin, 2010; Perlman & McCann, 1999; Wilson & Wilson, 2007). Additionally, LoSchiavo, Buckingham, and Yurak (2002) utilized a deception based activity on the first day to spark intrigue for a social psychology course. Participants in the current study were students taking one of two undergraduate psychology courses. Students taking a social psychology course served as the experimental group and were exposed to the critical thinking, deceptive activity during the second day of class, while students in a history of psychology course had a more traditional lecture based class period on the second day. Participants in both groups completed survey measures on the first and third day of the semester, as well as a final survey during the last week of the semester. Participants completed survey measures regarding their sense of belongingness within the class, critical thinking ability, and perceived interest and relevance of the course content. Additionally, students in the experimental group were given survey questions regarding their perceptions of the critical thinking, deceptive activity. Both quantitative and qualitative responses will be discussed. The intention of this study was to further examine how utilizing beginning of semester activities may benefit the student experience relative to starting with a traditional lecture format.

Applying Beer Game in Teaching Bull Whip Effect: Game Board vs. Online

Mei Cao, UW-Superior

The Beer Game has been used in supply chain management class to study the bullwhip effect, in which an unexpected changes in demand patterns escalate further up the supply chain. It is a hands-on simulation that allows students to experience the operations of a supply chain with one participant in every phase of the supply chain process and enables students to learn bullwhip effect from their own experience. It has been shown that the Beer Game simulation indeed provides students with the opportunity to experience real life problems when dealing with the bullwhip situations (Kumar, et al., 2007; Shukla, 2009; Bhattacharya & Bandyopadhyay, 2011; Ngai, et al., 2012; Badar, et al., 2013; Kovacevic, et al., 2013). However, teaching through the Beer Game requires a time commitment and carefully orchestrated organizational scheme from both the instructor and the students. Traditionally, each student group uses a game board on which they pass order cards and inventory tokens while recording their inventory and back-order levels. When the game is complete, students graph their order quantities and compared costs. Several Web-based applications have been created (Simchi-Levi et al., 2008) to help students through automated Beer Game simulations. While an online Beer Game facilitates the inefficient and laborious manual processes of the traditional methods to save class time, does it help students achieve the same level of learning the bullwhip effect concept? Does an online Beer Game provide students with the same simulation learning experience with excitement and enthusiasm? This project aims to assess which Beer Game simulation, traditional game board-based or online version, helps students to achieve a deeper level of learning the course concept as well as provides students with a better learning experience. The project participants will be students of management, attending a course in Supply Chain Management. There will be six teams of students, with three teams playing the Beer Game using game boards and three teams playing the Beer Game online. Teams are comprised of four sectors in a supply chain: Retailer, Supplier, Distributer and Manufacturer, with one student in every sector. The goal for the teams is to minimize the costs of the whole supply chain, considering inventory and backorder costs. After playing the Beer Game, each team will be evaluated on the total costs, total time, and total errors to assess their Beer Game performance. A set of questions will be used to assess students' level of learning regarding the course concept of bull whip effect. A survey will be used to assess which simulation method, game board-based or online, provides students with a better learning experience. It is hoped that the project results will help to find out if the online experience increases students' engagement in the Beer Game by shifting the focus from tedious calculations to strategies and concepts. Since all information is stored in real time in the online Beer Game, the performance analysis can be automated and decrease in errors should be made possible. Thus, the students in the online group should be able to expend more cognitive energy on learning the concept in the Beer Game than the game board-based group. For the instructor, it is hoped that the online version should help the game run faster, reduce troubleshooting associated with student errors, and simplify the game setup.

WISCONSIN TEACHING FELLOWS AND SCHOLARS POSTERS

Mindset and Its Impact on Success in Mathematics
Kristin Riesgraf, UW-Superior

Developmental Education has been a topic for conversation in the UW-System. With a high percentage of students being placed in developmental courses, completion of these courses not only is an indicator of retention at the university but also plays a factor in a timely degree completion. Universities across the system have been working on ways to streamline developmental math so that students can complete their math requirement quicker. In the past four years, Fundamentals of Mathematics (MATH 090) at the University of Wisconsin-Superior has averaged a fall enrollment of 98 students and a spring enrollment of 50 students. With the DFW rate averaging in the 20's for the course, the students tend to lack the mindset that will optimize their ability to grow and learn. This project explores the role of mindsets in the context of developmental math learning. Students will assess their mindsets at the start of the semester. Throughout the semester, interventions on how to change mindsets will occur with the hopes of improving the completion of MATH 090.

The Role of Definitions in Learning Geometry
Tamas Szabo, UW-Whitewater

Does verbalizing relevant definitions help students solve proof problems? This poster summarizes the results of a comparative experiment. Different versions of the midterm and final exam were randomly assigned to future middle and high school teachers taking upper division geometry classes. Half of the students were required to give a definition of a key concept before solving a proof problem, while the control group only solved the proof question. Their performance is analyzed with quantitative methods.

Vocal Jazz Improvisation: The Effects of Curricular Sequence and Self-Efficacy

Sharri VanAlstine, UW-Whitewater

"How do I do this?" "This makes me so nervous, I can't do it!" "I don't want anyone to hear me." These were comments made by university Vocal Jazz Ensemble students when they were required to improvise over a 12-bar blues early in the semester. Remembering those feelings in my own experience, I began searching for a sequential method for teaching vocal jazz improvisation. Although there are some pedagogical materials related to teaching vocal jazz improvisation, there is very little research related to vocal jazz improvisation. Furthermore, there is no research related to self-efficacy in vocal jazz improvisational development. Improvising in public brings feelings of fear/anxiety due to a variety of reasons, including a lack of experience and knowledge, the public format in which we learn to improvise, the "aural" nature of improvisation as well as its tie to music theory, and their perception of the "rightness" and "wrongness" of their performances - all in front of their peers. The purpose of this study is to determine ways to structure the Vocal Jazz Ensemble curriculum to support the development of improvisational skills as well as how this affects students' self-efficacy as they improvise in front of their peers. Preliminary results indicate there is a significant difference in some self-efficacy characteristics based upon the number of semesters students have participated in the Vocal Jazz Ensemble or the number of years they have been in college. There are also some strong correlations between self-efficacy characteristics and their comfort and willingness to improvise in front of the class or an audience. As one would hope, there was significant growth in vocal jazz improvisational skills from the beginning of the semester to the end. It appears, however, that self-efficacy relates more to students' willingness and comfort to improvise than their skill development.

FRIDAY PANELS

The Evolution of Online Networking: The Wisconsin Innovation Hub

Tim Dale, UW-La Crosse
Caroline D. Geary, UW-Fox Valley
Peggy A. James, UW-Parkside
Dale K. Splinter, UW-Whitewater

FRIDAY: 8:15-9:30AM – NORTH HALL B4

The University of Wisconsin System, through the AAC&U's Faculty Collaboratives project, has created an online learning place - Wisconsin's Innovation Hub - for participation, collaboration, and leadership with supporting resources, tools, and pedagogies. The Hub website provides practitioners with multiple options for showcasing scholarly work through the Hub's Digital Commons journal or Creative Commons licensing. The submission/review process and opportunities for publication and will be explored. Prior to the session the web address will be made available in the program and all potential participants will be encouraged to navigate through the Hub to familiarize themselves with its features. Special opportunities for participation will be on the Hub immediately before, and during, the Spring Conference. Visitors will be encouraged to participate in the multiple blogs on the Hub and to visit the virtual salon/coffeehouse. Conversations begun through these forms of media will continue during the panel session. After introducing the Hub, the state-wide panel will lead a qualitative discussion of their area of expertise within the hub website (which includes General Education, High Impact Practices, VALUE Rubrics, Signature Work, and the Degree Qualification Profile) based on the degree to which participants: - value the knowledge and skills presented on the Hub; - consider Hub content relevant and interesting; - engage in the Hub and believe that interaction has value; - believe the Hub is instrumental in furthering student learning; - feel confident and safe to explore new things and ask questions; - apply new understandings to different contexts. This will enable the panel to assess the strengths and weaknesses of the Hub to inform future modifications.

FRIDAY PANELS

Cultivating Learning through Sunflowers: Lessons from a Student-Run Social Enterprise
Marcia J. Harr Bailey, UW-Platteville
Amy S. Wilson, UW-Platteville
Hannah Dawson, UW-Platteville
Mohammad Z. Tazin, UW-Platteville

FRIDAY 8:15-9:30AM – NORTH HALL B2

Three years ago, over fifty students, several faculty and staff members across the campus, and eleven local businesses helped start the UW-Platteville Sunflower Oil project. Participants grew sunflowers, harvested seeds, pressed oil, and marketed the oil in Platteville, Wisconsin. This sunflower oil is a healthy alternative to olive oil and is better for the planet since it is grown and eaten locally. The seed husk byproduct also makes a high protein cattle feed. In the winter of 2015, a board of eight UW-Platteville undergraduate students committed to become the first Board of Directors for this student-run business through a community based, experiential education course in entrepreneurship. The operational strategy of the Platteville Sunflower Oil Company (PSOC) includes several directives. The company will always be managed by UW-Platteville students, will continue to grow and expand product offerings through experiential education courses, and will support the campus, community, and local economy. Finally, this venture will continue to create opportunities for UW-Platteville students to gain hands on experience and build useful skills for future endeavors. Since the winter of 2015, the students compared business models and, after choosing a nonprofit venture, began filing for nonprofit status. The students have engaged several classes to participate in aspects of their business, including: a marketing class to create an integrated marketing plan, an advanced sales class to sell the sunflower oil, a sustainable and renewable energy class to consider aspects of operations, an independent study in animal sciences to study the benefits of a sunflower oil cattle supplement, and three entrepreneurship classes. These courses have incorporated several High Impact Practices, including: community-based service-learning, capstone-based projects, undergraduate research, and collaborative learning. Each semester, student board members work on the project and gain credit through an entrepreneurship field experience course. In this interactive panel session, student, faculty, and staff perspectives will be discussed. Student board members will share their learning experiences and discuss the successes and challenges of a student run business. Faculty and staff advisors will discuss student learning outcomes and use of High Impact Practices, the integral characteristics of this student project, the evolution of the field experience course, and the management of the operational dynamics with limited intervention to ensure a truly student-run experience. Student entrepreneurs will engage faculty and staff participants in an interactive presentation intended to build discussion about what dynamics among stakeholders are necessary to develop and manage a student-run initiative.

FRIDAY PANELS

Researching Student Motivation and Learning
Ismaila Odogba, UW-Stevens Point
Chris Yahnke, UW-Stevens Point
Justin Rueb, UW-Stevens Point
Kristi Roth, UW-Stevens Point

FRIDAY 8:15-9:30AM – ZIELKE SUITE A

The University of Wisconsin-Stevens Point Teaching Partners Program is a small, incentive-based faculty development program that facilitates faculty reflective teaching practice for one semester and supports their development of a Scholarship of Teaching and Learning project for the second semester. This panel will first introduce the administration and implementation of the program. The panel will then explore themes of student motivation and learning from a multi-disciplinary perspective: biology, geography, and psychology. The results of three SoTL projects will initially be shared by the lead investigators for each study. These projects are titled: Increasing Student Desire for Extra Instruction, Student Led Debriefing and Exam Performance, and Baiting with Badges: Exploration of Student Motivation. The panel will then engage the session attendees as they explore cross-disciplinary themes identified through the individual projects and discuss application of similar projects to attendee disciplines. Time will also be allotted to allow for questions on the SoTL projects presented, including content, planning, and implementation.

FRIDAY PANELS

Defining Instructional Design in Higher Education: The ID Perspective
Kevin Forgard, Colleges Online
Elizabeth Simpson, UW-Whitewater
Jamison Patrick, UW-Stout
Justin Mason, UW Extension
Anita Samuel, UW-Milwaukee

FRIDAY 11:00-12:15AM – NORTH HALL B4

Within the past decade, instructional designers have become a part of the academic affairs landscape in higher education. However, their role, function, and use varies from institution, oftentimes without clear guidance or concrete goals in mind. Many are hired to implement and support technological innovations such as distance education programs or as part of a strategic instructional project. Whatever the reason, instructional designers typically bring pedagogic and technical expertise that enhance academics at their institutions. Their work and function, however, is sometimes misunderstood or not fully utilized. Is this an issue of administrative misunderstanding, a mismatch when applying instructional design theory to the higher education academic structure, or as a recent report on instructional design in higher education shares, a matter of 'faculty buy-in' (IF, 2016)? Approaching these points through an open dialogue may help instructional designers, faculty, and administrators plan for a more effective use of instructional designers at UW campuses. In this session, the panel of instructional designers will engage participants in a conversation around how to rethink the role of instruction designers on their campuses by sharing their stories and experience in working with faculty and administrators. Through this conversation, the panel hopes to develop a dialogue with faculty around how instructional design expertise can be used on a more strategic level (such as with 2020FWD framework), pinpoint the source of challenges such as faculty buy-in or administrative misunderstanding, and develop a shared voice around partnerships that involve instructional designers and faculty. During the session, there will be brief introduction by the moderator to present some data on instructional designers in the UW system, then each instructional designer will speak about their functions and challenges on their UW campus and answer a few moderated questions. The group will then engage the audience with some reverse role-play activities to demonstrate how their work is accomplished and the challenges they face. The session will conclude with a discussion on how instructional designers can enhance the UW System's strategic plan 2020FWD. Participants will be encouraged to ask questions and asked questions during the panel discussion. Intentional Futures (IF). (2016). Instructional design in Higher Education: A report on the role, workflow, and experience of instructional designers. Seattle, WA

FRIDAY PANELS

Outcome-Focused Learning in Design for Diversity Courses
David M. Jones, UW-Eau Claire
Asha Sen, UW-Eau Claire

FRIDAY 11:00-12:15 AM – NORTH HALL B2

The UW-System's "Design for Diversity" requirement mandates that students who graduate from a UW-System school must complete 3 credits of course content focused on four historically underrepresented racial and/or ethnic groups: African American, American Indian, Asian American, and/or Hispanic/Latino. At UW-Eau Claire, coursework that meets the Design for Diversity requirement is also aligned with a campus-wide student learning outcome: the "Responsibility 1" outcome. Courses meeting this outcome must do more than provide coverage of content related to underrepresented racial and/or ethnic groups; such courses require students to "use critical and analytical skills to evaluate assumptions and challenge existing structures in ways that respect diversity and foster equity and inclusivity." The language of the Responsibility 1 outcome draws from recent and current models for intercultural and anti-racist pedagogy, asserting that the general providing of content is not sufficient to counter deeply held and frequently reinforced stereotypes about racial and ethnic groups. Instituting this outcome as a core element of the Design for Diversity requirement at UW-Eau Claire generated considerable controversy, including allegations that the outcome was too deterministic and ideological, that it de-emphasized disciplinary methodology, and that it contained too much jargon to be understood by non-specialists. The development of the Responsibility 1 Outcome and Rubric was supported in part by a Title III Strengthening Institutions grant that enabled an outcome-based liberal education core to be completed, along with artifact readings and other curricular tuning activities. The Responsibility 1 outcome is now in common usage at UWEC. The two panelists draw on their experiences using the Responsibility 1 outcome for course design, classroom teaching, and course assessment, offering observations about the effectiveness of this outcome in practice. The panel introduction will reference: The intellectual rationale for the development of the outcome Assessment findings from Responsibility 1 coursework Observations from Dr. Asha Sen's "Transnational Feminisms" and "Perspectives on Women's Literature courses Observations from Dr. David Jones's "Voices of Color in America" and "African American Literature" courses Panel attendees will be encouraged to reflect on their teaching of courses that reference cultural identity. Attendees will also be encouraged to discuss strategies for integrating disciplinary and social justice themes to advance student learning.

FRIDAY PANELS

Opportunities and Challenges of Client Projects -- High-Impact Teaching Practice Tips
George Krueger, UW-Platteville

FRIDAY: 11:00-12:15AM – NORTH HALL E/F

Client-based projects are a proven high-impact teaching tool. The presenters have extensive experience with client-based projects. They will cover the opportunities and challenges of client-based projects to support learning outcomes. Opportunities include experiential learning for students along with relevant application of key course concepts. Students find the experiences engaging and challenging. Students also improve their soft skills and confidence. Clients often find the student's work to be of high quality and relevant to their business. Challenges include problem clients who struggle with project direction and project management. Clients can be difficult to communicate with and have unreasonable expectations. The reality of a compressed time frame of the semester-long class can be a challenge in managing more complex projects. Overall, the presenters have found the use of client projects to be a valuable high-impact teaching practice.

FRIDAY PANELS

Music Education in Multiage Learning Communities: Mutually Beneficial Academic Service-Learning Teaching and Learning Collaborations between Higher Education and 4K-8 Schools as a Fieldwork Model for Music Education Methods Courses

Lois V. Guderian, UW-Superior
Brett Jones, UW-Superior

FRIDAY: 11:00-12:15AM – ZIELKE SUITE A

An important aim of 21st century education is to develop classroom environments that are "communities of learners" - where educator and students work and learn together for the greater good of all. What would be the result if learning communities were comprised of individuals who were in different life positions on the spectrum of human learning thus creating a more diverse community of learners than the traditional one of classroom educator and students? You are invited to attend this session - a synthesis of interactive presentation, panel discussion and breakout round table discussion - on a model of educator-preparation fieldwork in music education and integrated music education for elementary classroom education that through various forms of field teaching fulfills this ideal: school educators, children and youth in schools, professors of education, and higher education students of music education working together as a community of learners. A form for this kind of field teaching, Academic Service-Learning (AS-L), can serve the needs of schools, community and higher education pre-service educators in music and integrated music education. Based on research and 8 years of successful, mutually beneficial partnerships between local schools and the Department of Music Education at the University of Wisconsin-Superior, this session provides participants with information on organizing and designing AS-L fieldwork experiences in music education aligned with both K-12 school district and higher education curricular goals. Included: lead presenter and session panel made up of 4 individuals - collaborating professors and educators and a parent of a participating youth; interactive discussion and question and answer throughout session; program descriptions; goals and purposes of AS-L as a form of civic engagement and degree-based learning through experience; video footage of programs; student reflections and evaluation; handout with suggested framework of procedural steps for developing programs. During the final one third of the interactive panel presentation/workshop, participants will engage in breakout group discussion as to the values and viability of conducting such fieldwork on their own campuses. Groups will reconvene for additional whole group question and answer and discussion. Although conducted in general music and elementary education classrooms, the collaborative model can be applied to any area and age level of teaching and learning between higher education and the schools.

Minimizing Opportunities for Disengagement: Mapping Engagement and Brain Change Using Kolb's Experiential Learning Cycle

Connie M. Schroeder, UW-Milwaukee

FRIDAY: 8:15-9:30AM – ZIELKE SUITE B

The Art of Changing the Brain (Zull, 2004), emphasizes the need for each student to experience changes in their brains by actively engaging in deeper learning and sense-making. Unfortunately, instructors often settle for engaging the few students who respond in class discussions and hope the rest of the students are somehow learning. Inadvertently, the design of the class session can produce multiple opportunities for disengagement. How can instructors ensure that each student is learning and engaged? Is it possible to change more than a handful of students' brains? What is an alternative to metering out "participation" points or cold-calling on students? Despite valuing active learning, instructors may mistakenly use student interaction strategies at the end of the class session and struggle with keeping students engaged throughout the class session. A newly designed observation tool, "Minimizing Opportunities for Disengagement" (MODE), visually maps the changing levels of student engagement and disengagement throughout the class session and when and how long each pedagogical approach occurs. The ebb and flow of engagement and disengagement can be captured through the MODE tool through self-assessment or observation. Once the actual levels of disengagement are noted, instructors are more likely to explore how to integrate Kolb's Experiential Learning Cycle to engage students throughout the entire class session. Session Outline Participants will view a video of students highly engaged in a "concrete" learning experience and use the MODE tool to map the level of student engagement and disengagement they observe. Participants will reflect on how the instructor engaged the students using concrete, sensory, ambiguous, surprising, and unfamiliar experiences. Participants will use the MODE tool to map the levels of student engagement or disengagement in a class session and how the time was spent in class. Pairs will compare maps and discuss their challenges in maintaining the level of student engagement needed in order to move students to higher levels of learning and use the deeper parts of the brain. Kolb's Experiential Learning Cycle (Svinicki,) will be introduced as a template for designing class sessions (online or f2f) to sustain student engagement and achieve changes in each student's brain. The four dimensions of Kolb's Cycle will be applied to the video viewed, the learning process of they are currently experiencing in the workshop, and to analyze brief video clips. The participants will apply Kolb's Cycle to a class session and compare potential concrete experiences.

FRIDAY WORKSHOPS

Teaching the Literary Pastoral Using Digital and Open Educational Resources
Peter Olson, UW-Stout

FRIDAY: 8:15-9:30AM – NORTH HALL B3

This workshop presents a hands-on approach to the pastoral literary genre with the objective of demonstrating how digital and open educational resources (OER) are used to foster student engagement, active learning in environmentalism, and literary research in course design and teaching practice. The framework for this workshop centers on a course design for The Pastoral in Literature, developed through the Digital and Open Educational Resources Community of Practice, Nakatani Teaching and Learning Center, at UW-Stout. In that intensive-writing course students apply critical reading and thinking strategies to interpret archival materials as they synthesize and evaluate the textual and visual resources they encounter. The course culminates in a multimodal presentation, a portfolio for evaluation and critical reflection, and an IRB-approved survey to demonstrate qualitative student learning of course materials, as well as student reactions to using digital and OER materials. This workshop demonstrates a methodology for using digital humanities archives effectively for undergraduate literature-based writing courses. In this high impact learning workshop I invite participants to form three learning groups representing each of the three foci of research structuring the study of the literary pastoral: historical, ideological, and critical. Using their laptops and instructional handouts each group will then select key search terms (a basic set will be provided) and discover digital archives and databases comprising the core collection of open educational resources from which to draw core learning materials. Groups will then situate their findings in the historical continuum that reflects their corresponding research perspectives. Groups will collate their findings and discuss ways to incorporate digital archives in lesson plans and course objectives, especially in view of providing students sufficient context. In particular, workshop participants will discuss ways to craft meaningful writing assignments and assessments that guide students toward engaging in academic conversations about the literary pastoral and its relation to ecocriticism. Reference: Hackel, Heidi Brayman and Ian Frederick Mouton, editors. Teaching Early Modern English Literature from the Archives. MLA, 2015.

FRIDAY WORKSHOPS

Strategies to Promote Robust, Durable Learning
Bill Cerbin, UW-La Crosse

FRIDAY: 8:15-9:30AM – NORTH HALL E/F

To be effective, any pedagogy must mesh with what we know about how the mind learns and thinks. Cognitive research shows the mind is good at some aspects of learning and limited in others; we know conditions and strategies that can enhance learning and ones that hinder it. This workshop will explore strategies that can promote durable, robust learning. We will examine when and why to use them, how they work, and how to incorporate them into assignments, class activities and lectures. These strategies are well supported by research but are not silver bullets. We will consider their limitations and boundary conditions. The strategies will include some of the following: retrieval practice, spaced practice, interleaved practice, elaboration, generation, self-explanation, worked examples, reducing cognitive load, deep processing, reciprocal teaching, diagnosing prior knowledge, responding to misconceptions, deliberate practice.

Preparing Faculty for Online Teaching and Learning
Janet Staker Woerner, UW-Madison

FRIDAY: 8:15-9:30AM – NORTH HALL B1

Allen & Seaman (2013), in their report Changing Course: Ten Years of Tracking Online Education in the United States state 67% of academic leaders say that online learning is critical to their long-term strategy. One of the primary challenges is how to prepare faculty to transition to the online environment. Professional Development can provide support for new or experienced faculty to make that transition. This interactive poster presentation will showcase innovative faculty professional development that supports new to experienced faculty. Participants will be introduced to the use of Google Docs and Google Sites e-portfolios to demonstrate innovative teaching techniques to use within the online classroom for engagement and feedback. Use of Google tools such as Google Docs and Google e-Portfolios will be highlighted. Participants will learn how Google tools can be integrated into their online classroom. Examples used from the online classroom will be shared. Participants are encouraged to bring their laptops. Participants will be provided with additional information on the use of Google Docs.

FRIDAY WORKSHOPS

Exclusively Inclusive Drumming Experience
Soojin K. Ritterling, UW-La Crosse

FRIDAY: 11:00-12:15PM – Upper North Hall Lobby

Exclusively Inclusive Drumming Experience Korean folklorists trace the origin of Korean percussion music performance, "Gut (spiritual invocation)" to the time of the Tribal Leagues (B.C. 1st Century) as people of Buyeo, Dongye, Goguryeo and Samhan gathered and performed agrarian celebrations as described in detail by the Chinese historian, Chenshou (233-297) in the Records of Three Kingdoms, Sanguo zhi. These harvest rituals by tribes' singing, dancing and performing instruments are considered very similar to the "Pungmul gut" performance, which was very common during the late Joseon Dynasty (1392-1910) after the rice transplantation method had been introduced in Korea. "Pungmul gut," also called "nongak," "maegu," or "gut," is music and dance performed with instruments such as "kkwaenggwari, janggu, jing, and buk" for traditional rituals, communal labor, mass entertainment, fund-raising, and military procession. Through time, the "Pungmul gut" has evolved in Korean society reflecting political changes and modernization resulting in the birth of a new musical genre, called "Samulnori" in 1978. During its thirty eight years of short history, "Samulnori," rooted in the Korean traditional "Pungmul gut," has established a new direction for Korean percussion music performances. The presenter briefly examines "Samulnori" as it appears in contemporary society focusing on Korean communities, schools, public performance venues, and music instructors who are passing on the new and old traditions. Featuring exciting Korean traditional percussion instruments, the presenter also provides hands-on activities in drumming with discussions on approaches for an inclusive experience beyond age, ability, color, and culture. The demonstration group includes the UW-La Crosse Korean Percussion Ensemble which reflects an exclusively inclusive music ensemble. Engaging activities and strategies in Korean drumming can be used towards encouraging students and colleagues to explore other multicultural education fields in the United States. University of Wisconsin-La Crosse Korean Percussion Ensemble Founded in 2001, the UW-L Korean Percussion Ensemble provides music performances and workshops to various audiences nationwide. The ensemble performs "Samulnori" music, a modernized concert form of Korean traditional farmers' dance and music, which was established in 1978 by Kim Duk Soo. Often performing at public schools, the ensemble gives children and adults alike the opportunity to play authentic Korean percussion instruments from halfway around the world.

FRIDAY WORKSHOPS

Experiential Learning: The Necessary Future for Millennial Students
Maria Stalzer Wyant Cuzzo, UW-Superior

FRIDAY: 11:00-12:15PM – ZIELKE SUITE B

This interactive workshop explores experiential teaching methods that will engage millennial students in highly effective applied learning. Research on Millennial students demonstrates that learning environments must demonstrate relevance, application and engagement to students. Student surveys show that today's student wants to connect to real world learning. The facilitator will share some student feedback information that shows the importance of highly engaged experiential learning. This session summarizes the most effective experiential learning methods according to pedagogy research, provides examples of how to design these methods in your learning setting and engages the participants in some examples of experiential learning. Participants will also have the opportunity to share their own experiential learning stories with each other. The changing landscape of higher education expects teaching and learning methods that will engage our students. Experiential learning engages that new frontier and will help transform teaching and learning for our students.

Plan Quality into Your Online and Blended Course
Karen Skibba, UW-Madison

FRIDAY: 11:00-12:15PM – NORTH HALL B3

Learn how to use the research-based Quality Matters Rubric to align course content and activities using collaborative technologies to develop a quality online or blended course. Participants will develop a mini-instructional design plan to start planning one online module that includes learner engagement strategies. Specifically, participants will learn how to develop an objective, content, activity, and assessment for an online or blended course using a course development template based on Quality Matters. In addition, participants will identify best practices for technology to build content, activities, and assessments. Additionally, participants will share their plan with fellow participants for feedback and the entire group will exchange ideas and best practices. Useful resources and best practices will be shared.

FRIDAY POSTERS

Improving Transfer and Encouraging Deep Learning of Models in an Introductory Economics Course
Laurie Miller, UW-La Crosse

This project explored the effectiveness of a new teaching technique in terms of improving transfer of knowledge and deep learning with respect to the model of demand and supply in an introductory macroeconomics course. During the fall 2015 and spring 2016 semesters a treatment group of 140 students in a general education, introductory macroeconomics course were exposed to a new teaching technique that places a strong emphasis on the common elements and underlying structure of the demand/supply model under various applications. To determine the effectiveness of this new technique general education assessment data was used to compare the performance of the treatment group to students in a non-treatment group. Independent-samples t-tests reveal students in the treatment group outperformed students in the non-treatment group on nearly all facets of a general education assessment task. Paired-samples t-tests showed students in the treatment group are better at constructing and using the model as opposed to explaining changes in behavior occurring within it. These results indicate further work needs to be done to help students better understand the motivation for changes in behavior illustrated within the model. Future research could address this.

Mindfully Designing the Learner Experience: Using Learner Journey Mapping in Course Design
John Oppenheimer, UW-Madison
I-Pang, Fu, UW-Madison

While there is a strong focus nowadays on learner-centered approaches to designing course materials and activities in online, face-to-face, and blended learning environments, little, if any, deliberate attention is given to the mindful design of the learner experience. This is especially true with regards to how the learners are expected to navigate through course content and how much of a cognitive load that might put on them.

This poster session will present a brief description of the emerging problems and will introduce a "learner journey maps" approach to the mindful design of the learner flow through course content and required activities. Based on "customer journey maps" utilized in user experience design, these learner journey maps are documents that visually illustrate the learner's needs, the path(s) the learner is expected to follow to fulfill those needs, and the affective state(s) the learner experiences throughout. The visual nature of journey maps helps to more easily identify any logistical glitches or areas of undue complexity and recognize the emotional weight those might have on the learners.

In my poster presentation, attendees will have an opportunity to see a demo of a journey map that documents the learner workflow for one activity in a real course setting. Attendees will also receive a simplified, easy-to-digest learner journey map to use in their own course design and development.

FRIDAY POSTERS

The Crossroads of Educational Delivery
Jeff Suarez, UW Colleges

I will create a poster that will include the following areas: 1) how instructional delivery differs and converges concerning the standard face-to-face models versus the "correspondence" method (which includes the UW Flexible Option)...this will include visuals to help make my points, 2) how the Flexible Option basically works, 3) data concerning UW Flex including items like completion rates, course options, and enrollment patterns, 4) how the UW Flexible Option succeeds in confirming students have learned, or know, what they are expected to know, and 5) the possibilities for the future of the UW Flexible Option and how it fits in to higher educational goals in Wisconsin.

My background: I have been in on the UW Flexible Option since almost the very beginning, serving on the original UW Colleges Flex Option committee going back to the fall of 2012. Since then, I have worked to bring Jazz History and Appreciation to a format that works with the Flexible Option, and since January 2016, I have been the instructor of record for this competency set (MUS 273x). In addition, I happen to know the UW Colleges / Extension Flex Option Coordinator fairly well (Professor Kim Kostka, who also teaches and resides on the campus I am at [UW-Rock County]) and have worked fairly closely with her over the past years in discussing and implementing aspects of the Flex Option program.

The UWL College of Business Integrated Core Program: A Method for Collaborative Teaching and Learning
Nicole Gullekson, UW-La Crosse
Maggie McDermott, UW-La Crosse
Diana Tempski, UW-La Crosse
Lise Graham, UW-La Crosse

This poster will discuss the pedagogical development, implementation, and assessment of the College of Business Administration's Integrated Core Program (ICP) at UW-La Crosse. The ICP program is an honors-like program in which students apply for the program and are subsequently enrolled in three required CBA courses (Intro to Marketing, Finance and Management/Org. Behavior) and one business seminar elective on business consulting and professionalism. The program is designed using project-based collaborative learning methods in which students complete a series of three applied, interdisciplinary projects in a team setting. The program aims to have students utilize their knowledge from all four courses to address the project charge(s); thus, integrating their knowledge of business rather than seeing the functional silos of marketing, management and finance. The program is in its fourth year at UWL and early results indicate success both in terms of student perception of their own professional development, but also in increasing key learning outcomes such as critical thinking, communication, teamwork and professionalism skills.

Assessing the Dynamics of Learning in Research Apprenticeship Program (RAP) Students

Prajukti Bhattacharyya, UW-Whitewater
Meg A. Waraczynski, UW-Whitewater
Catherine Chan, UW-Whitewater
Robert N. Padgett, UW-Whitewater

Getting students to engage in mentored undergraduate research, a proven high-impact practice, early in their college career can improve retention and graduation rates. However, not many systematic studies exist on the progressive development of students' understanding of their project ideas, gains in research-related skills, as well as their confidence and self-efficacy as researchers. Across the 2014-16 academic years, 41 students participating in our Research Apprenticeship Program (RAP) completed the Student Assessment of their Learning Gains (SALG) questionnaire when they first joined RAP (Pre-RAP), after one semester of participation (Mid-RAP), and at the completion of their year-long RAP experience (Post-RAP). We examined changes in the students' responses to each of the 23 questionnaire items across the three assessment time points using Friedman's test for related groups, and Wilcoxon's signed rank test with the appropriate Bonferroni correction as a post-hoc test. Our results show that students self-reported significant overall gains in understanding their project concepts, research-related skills, and their ability to integrate project ideas with other knowledge. However, our study reveals important insights regarding the rate at which they gained expertise in different knowledge and skills over a sustained period of research experience. Students demonstrated significant early gains (from pre-RAP to mid-RAP) in understanding the main concepts of their projects, and how those concepts relate to others they encountered in classes within the same discipline. They also reported significant early gains in their ability to apply their skills and knowledge to other situations and for solving problems. However, they reported more gradual gains in research-related skills. Their understanding of how their project concepts relate to concepts in other disciplines also showed relatively slower growth. The analysis included data from a small number of students, who were probably more invested in RAP than students who did not participate in the survey. This may bias the outcomes toward positive results. Also, results from student self-assessments can often be inflated. However, that does not necessarily detract from the trend of progressive gains in skills and understanding as a result of conducting research with a mentor outside of classroom irrespective of discipline or academic preparation. This presentation will discuss our results and their implications in terms of student learning and success.

Team-based Learning in the Neuroanatomy Lab of an Undergraduate Human Anatomy and Physiology Course: A Lesson Study

James Schanandore, UW-La Crosse
Sumei Liu, UW-La Crosse
Christine Schwartz, UW-La Crosse
Ryan Stapley, UW-La Crosse

Students in the Human Anatomy and Physiology Laboratory at the University of Wisconsin-La Crosse are responsible for learning a large amount of material. In particular, the neuroanatomy lab is challenging for students due to the complex spatial relationships among structures in the nervous system. Teambased learning (TBL) is an active learning approach that has potential to engage students, allow instructors to provide immediate feedbacks, and help students to learn anatomy effectively. We conducted a lesson study on using TBL in the neuroanatomy lab. Eleven lab sections with a total of 179 undergraduate students participated in this lesson study. The TBL module included a prelab reading assignment, a recorded video demonstrating sheep brain dissection, an individual readiness assurance test (pretest), an instruction for team activities, a team readiness assurance test, and a team application problem. During the lab, student learning, engagement, and group dynamics were observed by at least two observers. Two weeks later, a posttest was given to assess the impact of TBL on student learning retention. To assess student perceptions of TBL, a survey was administered after the laboratory unit exam. The results suggested that students achieved higher mean posttest scores (70.17±1.40%, n =177) two weeks after the TBL module comparing to the pretest scores (43.08±1.40%, n=177; $p < 0.001$). Comments from the observers indicated that TBL promoted student participation, team work, and peer teaching. The results of the student survey showed that most students believed that TBL helped them understand laboratory content (82.12%), correct misconceptions (78.78%), develop information synthesizing skills (67.60%), and prepare them for the laboratory examination (74.86%). The survey also indicated that over 80% of the students have a positive attitude toward team working and collaboration. We concluded that TBL was an effective exercise for the neuroanatomy lab and that this learning approach was viewed positively by students, instructors, and outside observers. Based on this, we will explore other topics where TBL could be an effective learning tool in the Human Anatomy and Physiology Laboratories. Support or Funding Information:This project was supported by a grant from the Center of Advanced Teaching and Learning at the University of Wisconsin-La Crosse. We greatly appreciate Marjorie Bazluki, Lukas Buttke, Bill Cerbin, Faye Ellis, Khendum Gyabak, Deb Hoskins, Lisa Kobs, Bryan Kopp, Emily Murphy, and Renee Redman for their time spent observing the lesson. All authors contributed equally to this work.

FRIDAY POSTERS

How About a FitBit for Learning? Using Learning Analytics for Student Success
Kari E. Jordahl, UW-Madison
Saundra G. Solum, UW-Madison
Dylan Barth, UW-Milwaukee

What is learning analytics? How do learning analytics help instructors improve their teaching? How do learning analytics benefit students? This poster helps answer these important questions. UW-System is piloting several open-source learning analytics tools that have different features and characteristics. These tools offer diverse approaches: to help instructors personalize learning experiences, to enhance the course design process, to help learners improve their academic success using personalized recommendations, and to incorporate reflective practices in the use of learning analytics tools. This poster provides descriptions and screenshots of each tool to illustrate how they are being leveraged and piloted at UW campuses. Tools that will be presented include:
-Analytics & Recommendations
-Pattern Workflow
-Visualization System

Attendees to this poster session will gain a high-level understanding about the emerging field of learning analytics in higher education and how learning analytics can help improve teaching and learning. They will be able to: Describe the role of learning analytics; Compare key features of several tools and recognize various approaches that may be used; Locate where to obtain additional information about learning analytics.

Designing Effective Online Discussions
Marjorie Bazluki, UW-La Crosse

Discussions can be a powerful tool for the development of pedagogical skills such as enquiry and problem-solving, collaboration, and reflection. As research indicates, effectively designed discussions can help learners to practically apply knowledge (theories, etc.) they are gaining in their courses, therefore increasing the level of achievement. Online discussion allows the learners to have learning experiences beyond the physical classroom setting, giving them more time to think about and formulate responses to the topics. Through collaboration and social negotiation in the online environment, learners are able to construct knowledge and relate what they learn to their prior knowledge, which often results in better cognitive outcomes. This poster shares the benefits and features of well-designed online discussions and ways to promote engaging and interactive online discussions that motivate for learning. Alternatives for creating engaging discussions - as well as examples of good discussion questions turned into great discussion questions - are included.

FRIDAY POSTERS

Can You Hear Me Now: Using Podcasts as a Classroom Supplement
Matthew Philion, UW-River Falls

I am currently participating in an Online Course Faculty Development Program (OCFDP) at UW River Falls. My focus is developing audio podcasts to supplement a "traditional" English 200 composition course. For my OPID project, I would incorporate information and experience from the OCFDP project into a poster presentation. The OPID presentation would include pedagogical information on current best-practices for using electronic media into the classroom. In addition, I would have a laptop and computer set up with a mixer and microphone to show attendees how a podcast can be planned, created, and installed into D2L or other learning management systems. In conclusion, these are the presentation goals: to show attendees the value of alternative methods of reaching students; to present the relative ease of creating podcasts or other audio documents; and to offer advice on incorporating podcasts or other audio documents into a traditional, hybrid, or online course.

Third Space Teacher Education
Matthew Vick, UW-Whitewater

Teacher education can impact both pre-service teachers and in-service teachers through courses that engage in "third spaces" (Zeichner, 2010). Traditionally, the first space of teacher education consists of pedagogy classes taught on the college campus and the second space involves practica in K-12 schools. Third space methods courses are one opportunity that reduces the hierarchy between academic and practical knowledge for pre-service teachers while also providing valuable professional development IN work (as opposed to outside of work) for in-service teachers (Bredeson, 2003). Thus, courses designed to work in the third space of any profession offer the opportunity to form university partnerships that benefit both university students and current professionals. The Wisconsin Idea challenges all universities to engage in service to the state. Third space teacher education is an example of this engagement in ways that bring the high impact practice of field experiences to university students while serving the professional growth needs of professionals as they engage with academic knowledge as collaborative partners rather than as students. This roundtable will open with sharing the results from five semesters of third space science methods courses conducted in a local elementary school that has partnered with UW-Whitewater. Results from both pre-service and in-service teachers will be shared. The roundtable will then shift toward discussion amongst participants about the value and challenges of lessening the hierarchy between academic and practical knowledge. Questions for the group will include "how does a third space course change the view of students and professionals toward academics?", "how is the role of academic knowledge challenged by bringing practical voices into the conversation?", "is critique of current practice increased or decreased as a result of third space courses", and "how is academic research changed and challenged by including practitioner knowledge?"

FRIDAY POSTERS

Recreational Therapy Students Geriatric and Gerontology Competencies
Nancy Richeson, UW-La Crosse

Since 2008, the Institute of Medicine (IOM) has advocated for health and human service professionals to obtain the competencies (i.e., knowledge, skills, and abilities) needed to work with older adults. These shifting demographics and increased demand for skilled professionals, will require our educational system to commit to educating and training the incoming workforce on how to properly care for an aging population. According to the Occupational Outlook Handbook from the Bureau of Labor Statistics (2015), the 12% growth of the recreational therapy profession, which is faster than average, is directly correlated to this demographic shift. However, it is unclear whether collegiate-level students are acquiring the necessary competencies in academic coursework, specifically in the field of Recreation Therapy. This study demonstrates the need to develop competency-based undergraduate courses to prepare students with entry-level knowledge, skills, and abilities needed to successfully work with older populations.

Quality Assurance and the Next Generation Digital Learning Environment
Todd Dresser, UW-Green Bay
Nathan Kraftcheck, UW-Green Bay

Our poster will present research into the relationship between the Next Generation Digital Learning Environment (NGDLE) - as defined by Educause - and Quality Matters, the quality assurance program that UW-Green Bay uses. Instructors who achieved QM recognition often complained about feeling constrained by the rubric that was supposed to make their class more inviting for the students. We found this sentiment to be ironic given Quality Matters's commitment to continual improvement of courses. At the same time we began to think about how to help faculty transition their courses to a Next Generation Learning Environment. We did not want instructors to feel constrained by our quality assurance protocol while at the same we wanted them to experiment with new pedagogical methods. We researched the degree to which the anecdotal evidence of instructors bore out in actual classes. We created a rubric of our own to measure the degree to which courses that achieved QM recognition were NGDLE-ready compared to their peers. We also compared courses against themselves - pre and post certification. We are still digesting our findings, but, by and large we found that the anecdotal evidence has borne out. Courses with QM recognition tended to be more legible from the student perspective but also more cumbersome for instructors who wished to continually innovate in their courses. Moving forward we plan to use this research to develop our own quality assurance procedure that attempts to harness the best of both worlds. We would like for courses to be well-scaffolded to support student learning, but also free to embrace new practices, technologies, and ideas without fear of losing certification or engaging in unnecessarily cumbersome labor. Our proposed plan is to use communities of practice to help ensure quality courses alongside a rubric so that courses can be free to innovate but also have the security of a template of best practices to follow.

FRIDAY POSTERS

Improving Classroom and On-line Learning Outcomes: Simple Instructional Strategies for Increasing the Levels of Student Attention, Retention, and Recall
Richard Herling, UW-Stout

Questions and concerns have been raised about what impact the use of technology in the classroom, by both instructors and students, has on learning outcomes. The general premise has been that while technology makes it easier to deliver instructional content it does not actually improve learning outcomes (for example student test scores) and, when used by students, may actually result in a lower level of performance. The `lecture¿ (enhanced with the inclusion of visual images) has traditionally been the most dominate instructional method for presenting content to learners. The simple instructional tools and technologies used by trainers and instructors for visually presenting content (chalk boards, flip charts, white boards and wall charts and maps) have for the most part been replaced by computers, projection equipment, and relative easy to use software - predominately PowerPoint. In the context of the classroom, because information in the digital form can be easily transferred, stored, and retrieved, students have replaced textbooks, notebooks, and writing utensils with laptop computers and personal hand-held devices as the preferred means of augmenting and expanding their cognitive storage capacity; and have developed an expectation that the instructional materials supporting the instructor's lecture should be made available in an electronic format. This proposed poster session will present the initial findings of a preliminary exploratory study suggesting that learning outcomes can be easily improved by both the instructor's appropriate use, and the student's discontinued use, of technology in the classroom. The presenter will demonstrate, with the assistance of the participants, how any trainer, instructor, or presenter can easily create projected images that can appreciably improve learning outcomes (or unintentionally, significantly reduce them).

Students Creating & Publishing Texts: Investing in Student Learning
Vicki L. Bott, UW-Milwaukee
Taylor Hagenbucher, UW-Milwaukee
Sarah Weiss, UW-Milwaukee
Grace Portz, UW-Milwaukee

Students in my Spring 2016 section of English 430: Advanced Writing Workshop spent the semester re-purposing and revising texts (essays and blogs) they had written in previous classes. While working on their individual projects, they also undertook a thorough study of the research on revising. They read and analyzed scholarly and professional articles and textbooks on revising. From this research, they developed their own handbook on revising, titled "A Student's Guide to Revising." They designed and wrote this brief handbook for undergraduate students. Five of them continued this work over the summer and this fall semester, revising and editing the handbook with the goal of publishing on UWM's Digital Commons platform and encouraging instructors and students to use this as a resource. These students are presenting at the Midwestern Modern Language Association (MMLA) conference in November 2016 and hopefully at UWM's Symposium on Teaching & Learning in January 2017 to get integral feedback from instructors. As a poster presentation, we want to showcase the awesome text these students created (and continue to create) and highlight their own reflections on how creating this text affected their learning.

Learning History by 'Doing' History: Using Archival Research Assignments in a Multicultural Literature Classroom

Liana Odrcic, UW-Milwaukee

Nearly twenty years ago, in 1998, the Boyer Commission listed "Ten Ways to Change Undergraduate Education" in its influential report *Reinventing Undergraduate Education: A Blueprint for America's Research Universities*. Primary among its recommendations was to "make research-based learning the standard" by developing teaching methods which would help undergraduate students conduct their own research and engage directly with primary sources.

At the University of Wisconsin-Milwaukee, an urban campus with a diverse student population, I teach English 150: Multicultural America, a course whose core learning outcomes include being able to reflect critically on one's own cultural identity and background as well as connect one's personal history to larger social and historical forces. One of the biggest challenges my students face in trying to meet these learning outcomes is this: while they may have "learned" history in their schooling prior to college, they do not have much experience in "doing" history, and thus when they try to connect their personal histories to larger social and historical movements, they struggle.

My Poster Presentation will demonstrate how using archival research assignments can help students meet these learning outcomes more effectively by sharing some scaffolded Archival Research assignments, samples of some student work produced in relation to those assignments, and the results of a brief survey in which students describe the impact of learning how to do primary historical research. As I did during my poster presentation at the 2015 OPID Spring Conference, I will ask readers about their experiences teaching history and/or multicultural literatures as well as answer any questions they might have about the materials represented on my poster.

Ultimately, I hope my Poster Presentation will lead to discussions with UW System colleagues about how positioning students to make their *own* archival discoveries can positively affect student learning as well as change students' senses of themselves both as "students" and as learners.

Bringing the Trenches to the Ivory Tower: Bridging the Gap to Close the Achievement Gap

Maurella L. Cunningham, UW-River Falls
Keith E. Reynolds, UW-River Falls

We know that the achievement gap continues to be intractable--especially in Minnesota and Wisconsin. We also know that new teachers are among the least prepared to deal with the most at-risk students. We know that during their TED coursework, teaching candidates feel disconnected from and unprepared to engage with the very k-12 students with whom they work during their field experiences. These disconnects become especially pronounced and problematic when teaching candidates find themselves working in urban and diverse school communities. We propose that one solution would be to increase the direct instruction between working k-12 professionals and the TED classroom. Currently, UW system teaching candidates complete a variety of field experiences. In the best cases, these experiences are incorporated into their TED coursework as reports from the field and discussion points in class. We know that they continue to feel unprepared with their knowledge and ability to work with students in urban schools. We believe the more we can incorporate experiences from the field into their teacher preparation the better. In addition to the current system that puts the candidate into the field, we propose that we need to bring the field more and more into the classroom. One of our goals is to support TED professors in collaborative efforts with k-12 practitioners in co-teaching, which allows teacher candidates to immediately relate and reflect on TED theoretical content in an environment where it can be juxtaposed with practical knowledge from the field. Unfortunately, there are many hurdles to incorporating more explicit and meaningful connections between the k-12 professional and the TED classroom. The co-presenters have collected data and piloted some methods which they will share during this poster presentation. They will engage their audience in discussions of current practices, student feedback, findings, and future directions. Through conversation, they hope to identify additional co-teaching methods that will benefit the UW system, teacher candidates and, most importantly, k-12 students on both sides of the achievement gap.

Yes, Teachers Can: Enhancing Teacher's Self-Efficacy in Learning and Teaching Coding Skills with Fun Robotics

Kele Anyanwu, UW-Stevens Point
Greg Miller, UW-Stevens Point
Racheal Weiss, UW-Stevens Point
Frances A. Weiss, UW-Stevens Point

The poster presentation reflects consensus among students of my educational technology course that pre-service teachers need robotic coding skills. With prior knowledge of how important sequence skills are in early childhood development, they realized, knowing how to code a simple fun robot, is a fundamental principal in computational thinking. Another realization is an affirmation of Bill Gates and Zuckerberg's assertions that math involved in coding is as simple as addition, subtraction, multiplication and division and that we if we do not start teaching coding skills like we do for reading and writing we shall in fifteen years¿ time wonder why we did not start earlier (Code.org) One of the modules in the educational technology course, included using colors to control a fun robot called Ozobo. From using colors, the stake was raised to using visual "drag and drop" of blocks to affect the same control like previously done with colors. Examples of real life application were discussed and it became clear to them that coding was not all about being a master of the sophisticated programming languages. This was an A WOW moment. The scaffolding structure of this robot and associated visual coding capability can further be taking to unveiling the actual codes in JavaScript all in the same interface window. At UWSP we are not just training teachers for today's class room, but most importantly for the future classroom. The poster presentation by these students is an opportunity for them to share their new understanding and debunk the deficit thinking that teachers can't do robotics. Yes, teachers can!

FRIDAY ROUNDTABLES

Mathematical Modeling: What Is It, and How Can We Have Our Students Do More Of It? - A Discussion Of The GAIMME Report
Kevin McLeod, UW-Milwaukee

FRIDAY: 11:00AM-12:15PM - BALLROOM

The common view of mathematics is of a subject which consists of a large number of isolated procedures and skills, taught without connections to each other or to context. In reality, mathematics is a coherent body of knowledge that is built on reasoning far more than computation, and is one of our best ways of making sense of the material world. The process of understanding some real-world phenomenon through mathematical analysis is known as mathematical modeling. The emphasis in modeling is on starting with the real-world problem and using whatever mathematical tools one has available to analyze it, rather than starting with the mathematical tools and looking for problems those tools can solve. The importance attached to mathematical modeling as a key component of the K-16 curriculum can be judged by the fact that the Common Core State Standards for Mathematics (CCSSM)-currently Wisconsin's K-12 state standards-include mathematical modeling both as one of their 8 Standards for Mathematical Practice, and as a specific expectation for high school graduates. In April 2016, The Society for Industrial and Applied Mathematics (SIAM) and the Consortium for Mathematics and Its Applications (COMAP) jointly published a report on Guidelines for Assessment and Instruction in Mathematical Modeling Education (GAIMME). The document was intentionally produced to mirror an earlier successful report on statistics education (the GAISE report), but whereas the earlier document received a broad and positive reception, the GAIMME report has been released with very little fanfare. The goal of this roundtable discussion is to broaden awareness of an important national document, and to surface ideas as to how participants might implement the principles of report in their own courses and classrooms. One of the strengths of the GAIMME report is its description of the distinction between mathematics, applied mathematics, and mathematical modeling problems, and participants will have an opportunity to work on modifying problems of the earlier types to make them closer to true modeling problems. Session timing: Small groups
- Brief introduction to the GAIMME report (presentation, 10 minutes)
- Exercise: turning a mathematics problem into a mathematical modeling problem (group work and discussion, 20 minutes)
- Where and how can we infuse mathematical modeling into our own courses? (group discussion, 20 minutes)
- Summary of discussion, and next steps (10 minutes)

FRIDAY ROUNDTABLES

Using Gamification to Develop Information Literacy Skills in First-Year Experience Course
Regina K. Nelson, UW-Platteville
Geoffrey Iverson, UW-Platteville
Regina R. Pauly, UW-Platteville
John L. Berg, UW-Platteville

FRIDAY: 11:00AM-12:15PM - BALLROOM

As digital natives begin their college journey, it is evident that information literacy skills continue to be an important enrichment topic in first-year experience courses. To matriculate advanced research and writing courses, students need to know how to obtain, critically evaluate, and properly cite the sources of information. In an age where information is readily available, the skills students need to effectively filter and use the information are critical to develop early in their academic career. The focus of this roundtable discussion would be the skills that students need to develop in order to be good consumers, creators and curators of information in a digital age and what methods might be most effective in shaping those skills in first-year students. To support the conversation, data will be provided of a comparison of three different instructional approaches to providing first-year students an introduction to information literacy skills: the standard library tour, a 50-minute classroom presentation, and an interactive multi-session information literacy quest. The roundtable format will be used to crowdsource ideas for embedding the information literacy quest into existing first-year experience course curricula.

Supporting and Improving STEM Student Success
Catherine Chan, UW-Whitewater
Meg A. Waraczynski, UW-Whitewater
Prajukti Bhattacharyya, UW-Whitewater
Geethamali G. Samaranayake, UW-Whitewater
Anna Bishop Courtier, UW-Whitewater

FRIDAY: 11:00AM-12:15PM - BALLROOM

At the University of Wisconsin-Whitewater, a faculty-led grassroots effort for systemic transformation of STEM student recruitment, education, and post-graduate placement is underway. Our overarching goals are to improve recruitment and retention of STEM majors and graduates, especially those from underrepresented demographics, support STEM student progress toward their degrees, and enhance and improve post-graduate placement of STEM graduates. To achieve these goals, a cadre of campus STEM faculty and staff are creating a clearinghouse of knowledge and experience of research-based pedagogical and curricular transformation as well as data based assessment strategies. We are developing a support network and a rewards system to develop, encourage, and sustain faculty and staff use of high-impact practices in STEM fields. In addition, we are leveraging the experience and resources we have with current student-centered programming, such as summer bridge programs, learning community, collaborative research opportunities, and peer mentoring, to provide wrap-around support for our students. In this roundtable discussion, we would like to share and discuss our work so far with colleagues, and invite others to share their experience with us.

FRIDAY ROUNDTABLES

Assessing SLOs Via Embedded Assessment

Abbey E. Fischer, UW-Barron County
Breeyawn N. Lybbert, UW-Manitowoc

FRIDAY: 11:00AM-12:15PM - BALLROOM

Faculty on a near daily basis create assignments that effectively assess their students' knowledge and skills as related to the course-specific outcomes but yet are still then tasked with also assessing students' performance on university-wide student learning outcomes (SLOs). One option would be to create a new assignment that specifically addresses a chosen SLO. We propose an easier and more relevant option: embedded assessment. In embedded assessment, a faculty member uses one assignment, preferably an already existing assignment, to evaluate both content and SLO mastery. As faculty in the UW Colleges Chemistry Department, the presenters are assessing students' writing skills, an SLO that may seem a peculiar and challenging choice for our department. Many of the chemistry faculty are using the UWC and AAC&U VALUE rubrics to assess student writing via embedded assessment, using material from exams, lab reports, and other assignments. Overall, this roundtable will focus on how the presenters and participants assess SLOs within their courses with a focus on embedded assessment. Questions and discussion will touch upon choosing, or creating, assignments for embedded SLO assessment, scoring with rubrics, and evaluating the assessment. And with the presenters' experience, they can lead a discussion about assessing SLOs that may be challenging to particular disciplines.

A Special Thank You To:

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