

OPID Spring Conference on Teaching & Learning  
April 12-13, 2018  
Memorial Union, Madison, WI

**THE** JOY **OF**  
Teaching  
**IN AN AGE OF**  
Digital  
Learning



Co-sponsored by UW System's Office of Professional and Instructional Development (OPID) and Learning Technology Development Council (LTDC).



# THE JOY OF Teaching

## *In an Age of Digital Learning*

April 2018

Welcome to the 2018 OPID Spring Conference on Teaching and Learning: *The Joy of Teaching in an Age of Digital Learning*. Folded into this theme are a diversity of teaching and learning approaches, including high-impact practices (HIPs) - undergraduate research, community-based learning, intensive writing, study abroad, and global engagement. Conference sessions reflect the many initiatives we are addressing at UW System. Beyond HIPs, which supports retention and graduation of our students, this year's conference highlights the innovative pedagogies in our face-to-face, hybrid, and online courses.

Central to this year's conference is the role that digital technology plays in supporting, reinforcing, enhancing our teaching and strengthening how we communicate with students who were born into a world of the Internet, hand-held devices, and ubiquitous connection. Our keynote speaker *Michael Wesch* has explored this phenomenon in his teaching for more than a decade. Through his hands-on exploration of active experiential learning, he has gained a profound understanding of how today's students make meaning of their learning experiences.

Last year OPID celebrated its 40th anniversary during a pivotal period for the office specifically with the search for a new director. In August 2017, we hired Dr. Fay Akindes as Director of Systemwide Professional and Instructional Development. She is a Professor of Communication with 20 years' experience at UW-Parkside, the UW campus with the highest percentage of students of color. Years of experience as a faculty member inform her current role working with faculty and instructors throughout the state.

With the assistance and support of a Systemwide Advisory Council and Executive Committee, Dr. Akindes is strategizing ways to more effectively provide professional and instructional development for the more than 11,000 faculty and instructional academic staff in the UW System. This year's Spring Conference on Teaching and Learning is her debut program for UW System.

I hope that this conference proves to be a productive and stimulating experience, and I greatly appreciate your participation in this important endeavor.

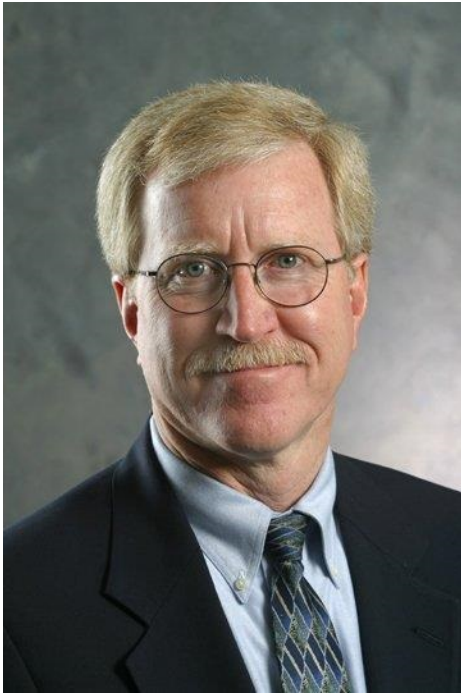
Regards,



Jim Henderson, Ph.D.

Vice President for Academic and Student Affairs

University of Wisconsin System



**James P. Henderson**  
**Vice President of Academic & Student Affairs**  
**University of Wisconsin System**

When Jim Henderson joined UW System in 2016, he was returning “home” to the UW-Madison campus where he earned his Ph.D. and M.A. Degree in Mathematics. If you were to view a map of the United States and all of the places that Jim has lived, studied, and worked, there would be pushpins from Los Angeles, California to Lafayette, Louisiana and places in between.

Jim spent most of his childhood in New Mexico, then earned an undergraduate degree and a Master’s Degree in Mathematics at the University of Texas in Austin. His academic appointments include 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

Vice Chancellor for Student Success and Enrollment Management at the University of Colorado at Colorado Springs and academic dean at Cal State University in Los Angeles. Working at CSU-Los Angeles left a particularly strong imprint on his understanding of equity, diversity, and inclusion. He was responsible for overseeing the College of Natural and Social Sciences on a campus with predominantly Latinx and African American student populations. Jim’s administrative career was also strongly influenced by his selection and training as a Fellow of the American Council of Education (ACE).

Since joining UW System, Jim has been successful in launching two major initiatives with national funding support: the Math Initiative received a \$2.5 million grant from Great Lakes and a Water initiative was recently awarded a \$550,000 grant. In addition, Jim oversees the 2020 Forward initiatives, including Advising, Transfer, and High-Impact Practices (HIPs). Under his leadership, the UW System was selected as one of four State systems to receive a \$150,000 Lumina grant to advance HIPs for historically underrepresented students; this grant is administered by the National Association for System Heads (NASH). In addition, Jim initiated the hiring of a liaison to work with Wisconsin’s many First Nation tribal communities. Equity, diversity, and inclusion are central to Jim’s vision to advance higher education for all of Wisconsin.



# THE JOY OF Teaching

*In an Age of Digital Learning*

## UW System | OPID Spring Conference on Teaching & Learning

April 12 – 13, 2018 | Memorial Union, Madison, WI

### THURSDAY, APRIL 12

8:00 a.m.	Registration	Annex Room
9:00 a.m.	Welcome	Great Hall
9:30 a.m. – 11:00 a.m.	Plenary: <i>The Theatre of Empowerment: Engaging Issues Through Performance and Dialogue</i>	Great Hall
11:15 a.m. – 12:30 p.m.	Sessions	See App/Synopsis
12:30 p.m.	Lunch	Great Hall
12:45 p.m.	Plenary: <i>The Joy of Teaching</i>	Great Hall
2:00 p.m. – 3:15 p.m.	Sessions	See App/Synopsis
3:15 p.m.	Break	Great Hall Foyer
3:30 p.m. – 4:45 p.m.	Sessions	See App/Synopsis
5:00 p.m.	Wisconsin Teaching Fellows & Scholars Reception with Cash Bar	Tripp Commons

### FRIDAY, APRIL 13

7:00 a.m.	Registration	Annex Room
8:30 a.m.	Plenary: <i>Teaching in an Age of Digital Learning</i>	Great Hall
10:00 a.m.	Break	
10:15 a.m.	Keynote: <i>Life 101: Lessons from Students in Pursuit of a Real Education</i> Michael Wesch, Kansas State University	Great Hall
12:00 p.m.	Lunch	Tripp Commons
1:15 p.m. – 2:30 p.m.	Discussion & Feedback with Michael Wesch	Great Hall





**Dr. Michael Wesch**  
Associate Professor,  
Cultural Anthropologist &  
University Distinguished  
Teaching Scholar  
Kansas State University

**Keynote speaker**  
Friday, April 13, 2018

Michael Wesch has been dubbed “the prophet of an education revolution” by the Kansas City Star. Wesch is

internationally recognized as a leader in teaching innovation. The New York Times listed him as one of 10 professors in the nation whose courses “mess with old models” and added, “They give students an experience that might change how they think, what they care about or even how they live their lives.” Wesch is well known for his digital work. His videos have been viewed over 20 million times, translated in over 20 languages, and are frequently featured at international film festivals and major academic conferences worldwide. Wesch has won several major awards for his work, including the U.S. Professor of the Year Award from the Carnegie Foundation, Wired Magazine’s Rave Award, and he was named an Emerging Explorer by National Geographic.

## **LIFE 101: LESSONS FROM STUDENTS IN PURSUIT OF A REAL EDUCATION**

For over a decade I have been considered a “very good teacher.” I have won several major awards, including a national Professor of the Year award. But if I measure my success based on my own students’ self-perceptions of their happiness and success, the results are mixed at best. To find out more, I have started doing true ethnographic fieldwork among students. I started by simply taking my lunches with them and listening to their life stories. I visited alumni in their homes and discovered how their education was influencing their lives today. Then I became a student again, challenging myself to learn new things to remind myself of all the struggles and joys of learning. I did fieldwork at frat parties, college bars, and midnight life-philosophy discussions. From these studies I found that those who are successful find that what was most important was not the “stuff” they learned, but how they have changed. They moved beyond routine expertise and skills toward what researchers call “adaptive expertise”—a capacity to address novel, messy, complex problems that are frequently encountered in the real world. Doing this requires more than just learning knowledge and skills. In an effort to encourage, enhance and assess this “deep learning” I set about a total overhaul of my courses, leveraging digital technologies where appropriate, and abandoning them altogether when they were not. In this presentation, I will share stories of my research among students, the insights I gained, and the radical changes to my own teaching these insights have provoked.

Michael Wesch's presentation is co-sponsored by UW System Administration | Office of Academic Programs & Educational Innovation's Systemwide Professional & Instructional Development and Office of Learning & Information Technology Services' Learning Technology Development Council.

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

## Welcome, 9:00 a.m.

### **Saxophone Improvisation – *The Joy of Teaching***

David Hastings UW-Stevens Point

### **Greetings**

Fay Akindes UW System

Director, Systemwide Professional & Instructional Development

Carleen Vande Zande UW System

Associate Vice President (interim), UW-System

Academic Programs & Educational Innovation

## Thursday Morning Plenary, 9:30 a.m. – 11:00 a.m.

### **The Theatre of Empowerment: Engaging Issues through Performance and Dialogue**

Jonathan Shailor UW-Parkside, COMM 385 Students, UW-Parkside: Stephanie Arriola, Ethan Costello, Eric Danyus, Nicholas (Nick) DeCaro, Ryan Hagemann, Jacob (Jake) Hernandez, Kyle Holverson, Mohamed Ibrahim, Alexis (Lexi) Lond, Angel Millan, Jameel Moore, Connor Price, Miranda Purlee, Aaron Shanahan, Symphony Stevenson, Amanda Washington, Will Watkins, Molly Wright, Chimeng (Alex) Xiong

*The Theatre of Empowerment* is an interactive, dialogic approach to learning, problem-solving, and conflict transformation. Over the past 20 years, Communication professor Jonathan Shailor has taught this approach to hundreds of students at the University of Wisconsin-Parkside, as a core practice in the Certificate Program in Conflict Analysis and Resolution. At the heart of this practice is the development of an enlivened and engaged learning community that explores issues of current concern through storytelling, dialogue, and interactive theatre.

Dr. Shailor has conducted this work with business leaders, educators, students (elementary through college levels), prisoners, and the homeless. Each year, we greet 300 or so incoming freshmen with a *Theatre of Empowerment* event on the UW-Parkside campus.

Students in the UWP Conflict Program explore issues related to addiction, depression, bullying, racism, sexism, sexual assault, homophobia, xenophobia, and other forms of oppression and injustice. In this current political climate, with the deep rifts in our social fabric, this work is more timely than ever.

In this highly interactive workshop, Jonathan and students from the UW-Parkside Conflict Program will engage participants in a demonstration and discussion of *The Theatre of Empowerment*.

## Break, 11:00 a.m.

## Thursday Morning Sessions, 11:15 a.m. – 12:30 a.m.

### HIPs in Atypical Settings

#### **Applying High Impact Classroom Practices to Out of the Ordinary Learning Challenges**

*Renee Howarton UW-Stout, Kim Zaygorski UW-Stout, Meriem Chida UW-Stout, Monika Herrmann UW-Stout, Kenneth Mullins UW-Stout*

Active learning, enhanced research and problem-solving skills, career strengthening experiences, and greater intercultural competencies are but a few of the benefits connected to incorporating High Impact Practices (HIPs). How can these strategies increase student learning when course content and the classroom environment is atypical, or students are resistant? In other words, how can HIPs be meaningfully applied when diversity-based content is introduced into a traditional accounting course, when students' research and project development skills are lacking, or when differences in student expectations impact the quality of collaborative group work or service learning experiences? A cross-disciplinary panel will describe how infusing teaching and assessment practices enhanced critical reflection skills, and improved research and project development outcomes. Another panelist will demonstrate how technology and faculty creativity has been used to produce an instructional HIPs training module. Conference participants will reflect on applying HIPs to their teaching situations.

### Community Engagement & Undergraduate Research

#### **Hip Hop, Community-Campus Collaboration, and the Old White Guy Professor**

*Randy Stoecker UW-Madison, Karen Reece Urban Community Arts Network, Taylor Konkle UW-Madison*

This session will highlight a partnership between a professor, a capstone course, and a community group combining their talents to reduce discrimination against Hip-Hop in Madison. Our two-year partnership first obtained a police database of calls for service to area bars from 2008-2016, to which we added information on live performances, to study whether Hip-Hop was more associated with violence than other genres. It is continuing with a project studying how news media frames Hip-Hop. We will discuss the lessons we are learning, such as how to design and carry out action research projects for real community impact, how to design courses to support such projects, how to prepare and support students to do a massive research project in a classroom environment, how to engage the community group's expertise and leadership in the project, and how to go beyond the semester boundaries to maximize the project's impact.

### Flipping the Classroom

#### **The Joys—and Challenges—of Fostering Connections Through Flipped and Hybrid Courses**

*Heidi Fencl UW-Green bay*

Does anyone remember research in the days of bound periodical indexes? When it was easier to solve equations for one variable *before* inserting numbers? The digital age turned the world upside down—information is cheaper but experience processing and connecting information is more rare.

The digital tools that helped lead to the information explosion can also be used to teach how to process, connect and learn. I was able to flip my introductory physics course because I was *also* able to hybridize it. And while my goal was to teach with more relevancy, somewhere along the way I reconnected to the joy of interacting with students.

With my physics course as a case study, participants in this session will focus on connections that they want to make in their own classes. We will discuss joys, challenges and approaches to using hybridization to flip a course.

## **Flipping Language Classrooms with Videos**

*Mingyu Sun UW-Milwaukee*

The Language Resource Center at our institution has engaged in creating effective teaching materials for various languages (including Less Commonly Taught Languages). The presentation will include a variety of flipped classroom videos created by our undergraduate students, graduate students, and instructors either taking or teaching language classes, with the pedagogical and technological support from the Language Resource Center staff. In other words, the materials created are from both language learner's perspectives and instructor's perspectives. Learner-centered, interactive and easy to understand are the major characteristics of the technology-enhanced teaching materials. Audience will walk away with many new ideas of how to flip their own classes, plus a free access to all the in-house language resources!

## **Scholarship of Teaching and Learning (SoTL) Projects & Student Writing**

### **Current Events Journaling & Critical Thinking in an Economics Class**

*Sahar Bahmani UW-Parkside*

When students relate current events to the concepts studied in the classroom by writing and presenting a series of analyses in the form of regular journaling, their learning and critical thinking improves as they regularly connect theory, presented in our lessons and textbooks, to real world applications. This paper establishes the positive impact of current event journaling on critical thinking and student interest in courses by monitoring courses where current event journaling was incorporated. One of the key findings of this study is that the critical thinking skills of students evolved and became more advanced as the semester progressed, as did their ability to identify links in research and studies to class content. A rubric used to assess the progress of student critical thinking showed that all three categories that display critical thinking through reflective reasoning improved: analysis, comprehension and application. Another important result is that by incorporating regular current event journaling and presentations, students grow more interested in the course itself. As students become more engaged, this helps them to better absorb and understand the material being taught.

### **Eco-Composition as Inquiry: Sustaining eco-SoTL in the First-Year Writing Environment**

*Peter Olson UW-Stout*

This presentation builds on three interrelated concepts: a "rebundled" digital ecosystem, ecocomposition and sustainable composition pedagogies, and a concern for a humanities-based approach to SoTL. I focus on engagement, community, and an integrated learning environment that re-centers composition on student agency and that fosters high-impact learning practices. Sustainable ecocompositional pedagogies involve teachers in intentional practices that engage diverse student communities, promote ecological literacies and economic equity, use technology ethically and develop a concern for social and environmental justice.

Ecocomposition pedagogies extend first-year writing concepts by incorporating environmental literacy and ecological rhetoric to explore culture's ecological footprint. Ecocomposition investigates cultural constructions of "nature" and social constructions of writing pedagogy by leveraging an interdisciplinary approach to writing in the environmental humanities. Entering the field of the scholarship of teaching and learning from ecocomposition theory and practice, this presentation explores strategies to develop a scholarship of teaching within an ecology of writing.



## **Practical Strategies for Using SoTL Research to Redesign Courses and Programs**

*Joanne Giordano UW-Marathon County*

Beginning in 2007, UW Colleges teacher-scholars received five OPID grants to research students' transitions to college-level writing and critical reading at open-admissions two-year campuses. Members of the UWC English Department used the findings from these SoTL projects to revise their writing and developmental English courses around evidence-based teaching practices that support the learning needs of diverse college readers and writers in face-to-face, online, accelerated hybrid, and flexible option courses. The resulting program received two national awards.

Using the UWC writing program redesign project as a model, this interactive session will address strategies for using research on student learning as a catalyst for local change. Participants will identify and share potential ways to use their own research and published disciplinary scholarship to redesign courses and programs around evidence-based teaching practices. Attendees will leave the session with a set of online resources and an action plan.

## Simulation & Interactive Play

### Using Simulation to Empower Students to be Professional

*Meg Lagunas UW-Eau Claire, Ann Boberg UW-Eau Claire, Amanda Seeley UW-Eau Claire*

Simulation traditionally is used to provide opportunities for students to practice psychomotor skills. However, students need more than psychomotor skills to be successful as professionals. Using a pediatric traumatic brain injury simulation with traditional undergraduate nursing students, our teaching team explored the use of simulation to allow students to practice key skills for professionalism, in midst of a highly acute patient care scenario. We used a team teaching approach to embed a faculty member into the simulation challenging each student to practice therapeutic communication, empathy, and honesty in real time. The successes and lessons learnt of both teaching as a team as well as with this simulation will be discussed as well as what our students reflected on through this exploration. Opportunity will be provided to discuss how others could use simulation to provide practice opportunities for professionalism.

### Phantom Fever: A Post-Apocalypse Simulation

*Dylan Barth UW-Milwaukee*

This semester in my First-Year Seminar course on post-apocalyptic fiction, I developed a digital simulation using Microsoft Teams in which students were asked to “live” the experience of surviving in a post-apocalyptic world by typing their actions in an asynchronous online forum over the course of several weeks. The goals of this simulation were to:

- Learn about the post-apocalyptic genre “experientially”;
- Examine intersectionality and gender identity and expression;
- Encourage critical thinking and group problem-solving;
- Engage in community storytelling; and
- Integrate student progress and course content.

Students were divided into teams of four to participate in the simulation, and the story in the simulation (at times) intertwined with the fiction we read throughout the semester. In my upcoming Honors 200 course, I will also be facilitating a post-apocalypse simulation using a choose-your-own-adventure style. In my presentation, I will discuss the process, results, and impact of these simulations.

### The Power of Kahoot in Students’ Learning

*Lucie Abena Kadjo UW-Platteville*

My ultimate goals as an instructor are to create a joyful environment for learning, make classes more interactive, and be able to assess students’ learning on the spot. However, it was very challenging to meet these goals simultaneously until I discovered Kahoot and Clickers. Kahoot is a fun and interactive form of digital learning used to engage students, encourage their critical thinking and assess their understanding of class materials. It is an online game played individually where students answer multiple-choice and true-or-false questions using a device (i.e., cell phone, computer, iPad). Clickers are also a form of digital learning used to engage students and assess their learning. Just like Kahoot, students answer questions using a device called clicker. Because of their successes, I am highly interested in doing a presentation on either one of these forms of digital learning, but a presentation on Kahoot is my first choice.

## Community of Educators

### **Defining Educator: Fostering Student Success through Meaningful Campus Collaborations**

*Monica Roth Day UW-Superior, Jerel Benton UW-Superior, Harry Anderson UW-Superior*

To be successful in meeting challenges in higher education, campuses must be creative and inclusive in approaches to support student success. One approach based on Dewey's philosophy of teaching fosters the collaboration between student affairs, academic affairs and centers of teaching and learning. It heightens the holistic nature of higher education and promotes what Victor Arcelus (2011) describes as "educational experiences that engage students as active participants...and cultivate opportunities for continuity and integration within and between the in- and out-of-class aspects of students' lives."

This presentation will highlight the successful and ongoing collaboration across student affairs, academic affairs and the center on teaching and learning. Relationship building based on Freire's concept of transformative relationships began with the development of "educator". Once a shared definition was formed, interdisciplinary activities were implemented that fostered a shared vision of teaching and learning across campus and supported the central role of all towards student success.

### **Developing and Maintaining a System-Wide SoTL Collaboration**

*Pamela Terrell UW-Stevens Point, Abby Hemmerich UW-Eau Claire, Casey O'Keefe UW-Whitewater, Jerry Hoepner UW-Eau Claire*

In 2014, faculty/academic staff members at the University of Wisconsin (UW)-Eau Claire secured an OPID grant to host UW Communication Sciences and Disorders (CSD) programs to discuss pedagogy, share teaching ideas, and develop collaborative projects. Twenty-five participants from five UW programs attended the inaugural "CSD Think Tank" in the spring of 2015. It was repeated in 2016 and 2017, alternating between UW-Eau Claire and UW-Stevens Point. A collaborative online space was also incorporated. Faculty/staff across campuses were introduced to SoTL, and began sharing resources and partnering in research as a result of this annual intercampus alliance. This will be an interactive session with brainstorming, discussion, and sharing of ideas.

### **More Than a Book Club but Less Than a Research Project: Lower Stakes Instructional Development**

*Arriety Lowell UW-River Falls, Cyndi Kernahan UW-River Falls*

Evidence suggests that instructional development has a positive effect on student learning, but experience suggests that instructors may have a limited amount of time to pursue instructional development or may worry about the commitment needed. Working on a large project or course redesign can be intimidating!

At UW-River Falls, we have created a development program that allows each participant to choose an area of focus and explore the existing research and evidence within that area. We have found this program can create a strong sense of community and foster further exploration without overwhelming the participants. More than a book group but less than a research project, the Evidence-Based Teaching Fellows program seems "just right".

We will describe the EBTF Program and facilitate some fun, content rich, mini-discussions based on select topics we have covered in the program.

## Thursday Morning Workshop, 11:15 a.m. – 12:30 p.m.

### Math

#### **Broadening Students' Views on the Nature of Mathematics: An Innovative Problem-solving Course**

*Kevin McLeod UW-Milwaukee*

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.

MATH 275, Problem-Solving and Critical Thinking for Elementary Teachers, is an innovative course, developed at UW-Milwaukee, which is designed to help future teachers—and hence their future students—appreciate the true nature of mathematics by reasoning through simple numerical and/or geometric problems. This session will demonstrate the format of the course by having participants solve one of the problems often used in MATH 275, discuss their solutions, and explore extensions and variations on the original problem. The mathematical content of the session will involve nothing more than simple arithmetic, but the real focus is on mathematical thinking and reasoning.

## Lunch, 12:30

## Thursday Afternoon Plenary, 12:45 p.m. – 1:45 p.m.

#### **The Joy of Teaching**

Panel discussion featuring teaching award-winners from around the UW System.

Moderator: *David Hastings*, Professor  
Music, UW-Stevens Point

*Khalil (Haji) Dokhanchi*, Professor, Political Science  
Social Inquiry Department, UW-Superior

*Jamie Henke*, Distinguished Faculty Associate  
School of Music, UW-Madison

*Kayoung Kim*, Assistant Professor  
Psychology-Education, UW-Fond du Lac

*Terry Glenn Lilley*, Assistant Professor  
Department of Women's, Gender, and Sexuality Studies, UW-La Crosse



## Thursday Afternoon Sessions, 2:00 p.m. – 3:15 p.m.

### Student Success

#### **Raising Student Success in Online, Hybrid, and Face-to-Face Classes**

*Diane Reddy UW-Milwaukee, Devyani Gore UW-Milwaukee, Sarah Kienzler UW-Milwaukee, Connie Schroeder UW-Milwaukee*

The evidence-based strategies implemented to raise student success in an online introductory course and the student outcomes will be shared from multifaceted perspectives: instructors, teaching assistants, Center for Excellence in Teaching and Learning senior consultants and project associates. Discussion and exchange opportunities will be integrated throughout the session so participants leave with an understanding of the processes we undertook to:

- Understand the problem by examining final grades of D,F, and W (withdrawals);
- Identify and implement appropriate solutions; and
- Evaluate student outcomes.

Our objective is to equip participants with an in depth understanding of our processes so they can be applied to online, blended, and face-to-face courses across institutions. If we can raise student success, the payoff would be considerable for UW-System students, the state of Wisconsin, and higher education. More students would attain a college degree and have the skills and knowledge needed to be successful as citizens and employees.

### Community Engagement

#### **Engaging Students in Authentic Community Relationships**

*Ruth Cronje UW-Eau Claire, Marie Sandy UW-Milwaukee, Benjamin Trager UW-Milwaukee, Gavin Luter Wisconsin Campus Compact*

This presentation offers an overview of community engagement (CE) in higher education and how this commitment to engaging students in authentic relationships with community organizations is brought into classes using 3 examples. We showcase how community-based learning (CBL) intersects with two other high-impact practices: internships and undergraduate research. Ruth Cronje (UWEC) will discuss her Honors course-embedded community-based action research project that partners students with Bolton Refugee House, Eau Claire County Department of Justice, and UWEC Police to examine power dynamics of evidence-based responses to gender violence crime. Marie Sandy (UWM) examines tools, such as collaborative digital mapping, that make online-service learning more joyful and pedagogically effective. Ben Trager discusses how UWM Community Leaders Internship Program combines internships with CBL. Gavin Luter (WI Campus Compact) provides the context for the CE movement.

## Adult Learners

### **Shifting the Learning Paradigm: How UW Flexible Option Pushes the Boundaries of Teaching and Learning**

*Heidi Wagner UW-Extension, Laurie Berry UW-Extension*

How can the University of Wisconsin System best serve working adults and other non-traditional students? This session discusses one recent innovation—the development of online competency-based education (CBE), UW Flexible Option “Flex” programs. Differing from both traditional classroom and online degrees, UW Flex allows learners to begin degree work during any month of the year, work at their own pace, and earn credits using knowledge they already have—whether that knowledge was gained through prior coursework, military training, on-the-job training, or other learning experiences. This presentation will describe how the UW Flexible Option program operates and serves students, and the myriad ways faculty must rethink curriculum design and implementation within a competency-based educational setting.

Presenters are a faculty member from Extension’s Department of Labor Education and an instructional designer from CEOEL who have been part of the team developing the UW Flexible Option, competency-based BS in Employment and Labor Relations.

### **Enhancing the Learning Experience for Your Nontraditional Students**

*Monte Stewart UW-Superior, Delwin Wright UW-Superior*

Many of our nontraditional students have been out of the world of academia for quite some time so how can we assist in their transition and equip them with the tools and resources to attain their academic goals? This session will focus on the unique issues that our nontraditional students face in higher education and what faculty can do to best assist these students to be successful. The University of Wisconsin-Superior has implemented initiatives and collaborated with the Center for Excellence in Teaching & Learning (CETL) to ensure we are meeting the needs of our nontraditional students. Combining active dialogue and video, this interactive presentation will give participants an accurate overview of nontraditional students and what steps can be implemented in your classroom to provide an inclusive environment, with an emphasis on andragogical principles for teaching and student learning.

### **Assessment of Student Learning in the Flexible Option Business Degree**

*Suresh Chalasani UW-Extension, Amy Berendes UW-Extension, John Stone UW-Extension, Judee Richardson UW-Extension*

UW-Extension offers the Bachelor of Science in Business Administration (BSBA) degree in the flexible option format. In this presentation, we will discuss the collaborative assessment process that includes BSBA faculty, program management, and administration. The BSBA assessment process involves both direct and indirect measures of student learning. Though there are many similarities of the assessment process between flex BSBA and traditional programs, there are also significant differences. Because flex BSBA’s curriculum is competency-based, the assessment process naturally aligns with the institutional processes and infrastructure. The assessment process is continuous, and utilizes metrics such as student success rates in demonstrating mastery. It also utilizes survey results from students and input from academic success coaches (ASCs). We will present the assessment results from the first year of flex BSBA offering. We will also discuss the changes we are implementing based on the assessment results in an effort to close the feedback loop.

## Engaging Students in Online Classes

### **Discussion Forums in the Online Learning Environment**

*Abby Hemmerich UW-Eau Claire*

Discussion forums in the online learning environment have potential to harness the well-documented power of peer learning, collaboration and content understanding. However, traditional discussion forum models can quickly become stagnant in the evolving online course learning environment.

While no one right method fits for each classroom delivery discussion forum model, participants and presenters in this collaborative session will crowd-source discussion forum models, evidence, and options from traditional to disruptive online course discussion forum models. Presenters in this course will draw from their experience in the undergraduate and graduate-level asynchronous online course teaching environment, and will provide insights into various models of best-practices. Additionally, the presenters will expand upon the topic of obligatory vs. optional discussion forum contexts in an asynchronous online learning environment, based on their multi-semester research across several sections of an undergraduate foundational course, including impact on grades, learning outcomes, and student preferences.

### **Disciplinary Design: Engaging Student Learning Across Digital Environments**

*Cassandra Phillips UW-Waukesha, Jennifer Heinert UW-Baraboo/Sauk County*

While digital environments have often been cast as “disruptors” in higher education, strategies to address student learning challenges are found through discipline-focused design (see *The Innovative University* by Christensen and Eyring, 2011). In this discussion, the presenters will demonstrate how learner-centered pedagogies can transcend digital education environments when grounded in disciplinary best practices. The presenters will draw from a SoTL study as well as extensive experiences designing and assessing courses for UW Colleges Online and for the Flexible Option to show how discipline-based design translates curriculum to any learning platform.

### **Increased Online Engagement with Student Discussion Leader Videos**

*Casey O'Brien UW-Milwaukee*

As more higher education classes and programs are being offered online, it is becoming increasingly important for instructors to develop strategies for fostering a deeper sense of community. This session shares the learning outcomes of assigning students to use rich media for leading online student-driven discussions. In the interest of creating an active online community in my Women's and Gender Studies course, I designed an assignment that tasked each student with leading one of the weekly online discussions by generating critically analytical discussion leader videos in our D2L discussion forums.

The outcomes of the semester-long activity revealed a more actively engaged online community, when compared to previous semesters when this assignment was completed using only written text. Students claimed they enjoyed seeing their classmates and learning more about their online peers through the videos. As a result, this online section experienced increased student-to-student interaction and deeper engagement with course content, resulting in increased learning.

## Teaching With and *Without* Digital Technologies

### **Strategic Communication: Incorporating Social Media in the Classroom**

*Ganga Vadhavkar UW-Eau Claire*

This study focuses on innovative strategies to incorporate social media in teaching and learning. Rather than view technology in the classroom as a distraction, it addresses how to use it to your advantage in engaging students and promote learning. The emphasis is on high impact practices using Instagram, Twitter, Facebook and other social media platforms, where students use their mobile devices to collaborate and communicate with their peers in class. Viewing online posts, pins and forms, contributing on course-related topics, and offering feedback of the same in classroom discussions offer students an opportunity for self-learning and team-learning. Embracing social media as a pedagogical tool has the potential of teaching and learning exciting and cutting-edge.

### **Reflection and Integrative Learning Powered by the ePortfolio**

*Kelly Delaney-Klinger UW-Whitewater, Nicole Weber UW-Whitewater, Joan Littlefield Cook UW-Whitewater*

As the 11th High Impact Practice, ePortfolios have been called a “meta-HIP” because of the opportunity they provide for students to make connections among academic, co-curricular, extracurricular, and other life experiences. Additionally, ePortfolios can foster reflection that supports a growth mindset, development of a disciplinary identity, and a sense of belonging within an institution. Leveraging ePortfolios for this type of reflective integration can enable students to articulate their stories as educated citizens and market-ready professionals.

Join the University of Wisconsin-Whitewater (UW-W) as they discuss a renewed interest in using ePortfolios to support student success through integration and reflection. Representatives will describe the choice of ePortfolios to support the learning initiative, the structure of the strategic pilot, and plans for expansion. During the presentation, participants will have time to reflect on their own campus needs, as well as share their current and future uses of ePortfolios.

### **Time Away from Technology – The Joy of Performing – Both go Hand in Hand**

*Jane Purse-Wiedenhoeft UW-Oshkosh*

For teachers and students alike, the joy of teaching and learning has been forever transformed due to the quantity of technology that is incorporated into our classrooms. This environment demands that students access and use technology in order to be successful. Today's technology use is a part of our minute-to-minute communications with each other. How often do we hunch over our phones or other devices to text, email or check news items? It is imperative that students have classes where they do not connect with their joy for technology and explore concepts of creativity in an environment that has opposing expectations. This presentation will communicate the necessary strategies students acquire in acting courses that can be applied across disciplines. Participants will explore an introductory improvisational activity that demonstrates the acting process as a pathway to self-confidence. Teach to the person in front of you—not to the technology!



## Equity and Inclusion

### **Giving Students a Voice and Bolstering their Research Skills with Information Literacy: Lessons Learned from UW-Whitewater's Winter Research Institute**

*Prajukti Bhattacharayya UW-Whitewater, Ellen Latorraca UW-Whitewater, Martha Stephenson UW-Whitewater*

Students underrepresented in STEM often do not participate in undergraduate research, a proven high-impact practice. We hypothesized that one reason underserved students are less likely to participate in STEM research is their perceived lack of research skills, including information literacy. In January 2017, we led our first annual three-day Research Institute for underserved STEM students. One goal of the Institute is to increase students' skills in conducting effective internet searches and identifying reliable information sources. Librarians and STEM faculty led workshops on how to formulate research questions, identify reliable online resources, and search for grant-funded research opportunities. On the final day of the Institute, participants formed focus groups led by social psychologists to discuss barriers and challenges encountered by underrepresented students in STEM fields and careers. This presentation will highlight effective strategies to improve information literacy for student researchers and share student insights on ways to reduce the opportunity gap.

### **Bodice Rippers as Pedagogical Tool: Using Popular Romance Fiction to Teach Threshold Concepts in the Gender Studies Classroom**

*Jessica Van Slooten UW-Manitowoc*

Historically, feminist theory and popular romance fiction have had a tense relationship. However, the rise of third-wave feminism's sex positivity and popular romance fiction's shift to more inclusive and diverse stories has transformed the critical conversation about these novels. These changes also make popular romance fiction an engaging and useful vehicle for teaching key gender studies concepts. In this interactive presentation, I demonstrate how I use popular romance fiction to engage student learning of key threshold concepts in gender studies. Through thoughtful course design, community-building activities, and deliberative text selection, students learn and apply transformative disciplinary concepts: the social construction of gender, feminist theory and praxis, intersectionality, and privilege and oppression.

### **Infusing Multiculturalism in the Classroom: Why Pedagogy Matters**

*Carrie Acklin UW-Stout, Keith Wilson UW-Stout*

What makes a higher education course successful? While there are many factors associated with successful classroom instruction, one of the benchmarks to a successful course is providing a safe, equitable, and fair atmosphere for the students. While creating this atmosphere may be a simple concept to understand, facilitating this atmosphere presents with a host of barriers, difficulties, and challenges. In this presentation, we will discuss what it means to be multicultural in the classroom, techniques and strategies for fostering a multicultural atmosphere, and present evidenced based classroom management techniques that can help higher education instructors to provide a more inclusive, productive, and educational classroom, especially for students of underrepresented groups (e.g., women, people with disabilities, members of the LGBTQ community, and people of color).

## Thursday Afternoon Workshop, 2:00 p.m. – 3:15 p.m.

### (re)Writing Assignments

#### **"Well, how was I supposed to know?" Clear Expectations, Detailed Instructions**

*Elizabeth Grbavcich UW-Superior, Beth Austin UW-Superior*

Tired of giving the same writing assignment feedback to student after student, semester after semester? What if the reason your students' writing doesn't meet your expectations is because the directions are not clear to them? During this interactive workshop, the presenters and participants will share writing assignment sheets to analyze their strengths and weaknesses. Clear assignment guidelines take time to develop but ultimately save time for online and face-to-face courses: no emails from students asking for clarification, no marking papers and rubrics with feedback on things that should be "obvious," no rewrites for students who completely missed the mark.

Participants should bring their devices so they can modify their assignment sheets during the session. With over twenty years of online and face-to-face teaching experience between them, the presenters will provide examples, advice, and assistance as participants work together or alone to create or revise instructions for clarity in their assignments.

## Break, 3:15 p.m. Coffee & Cookies

## Thursday Afternoon Sessions, 3:30 p.m. – 4:45 p.m.

### General Education

#### **"I thought I would hate this, but...": Experiential Learning in General Education Courses**

*Christie Launius UW-Oshkosh, Alicia Johnson UW-Oshkosh, Susan Rensing UW-Oshkosh, Angela Subulwa Oshkosh*

We propose an interactive roundtable session about the successes and challenges that we have experienced while using several high-impact practices to teach civic engagement and global citizenship in general education courses at our institution, which launched a new curriculum in 2013. Each presenter will speak for 3-5 minutes before opening the floor for discussion. We will pose a series of questions for the audience to spark discussion around both the opportunities and limitations of cultivating engaged local and global citizenship in first- and second-year undergraduate students.

Presenter 1 will discuss an assignment used in her FYE introductory WGS course that is modeled after StoryCorps; this assignment asks students to engage in self-reflection and uses a utility-value intervention, which is an example of inclusive pedagogy.

Presenter 2 will discuss balancing a community engagement requirement for a global citizenship course without burdening small "global" communities in the region.

Presenter 3 will discuss the process of revising what had been two separate assessments focused on the application of knowledge in her FYE introductory WGS course. The revision was undertaken in order to better facilitate students' understanding of the relationship between local and national activist efforts to achieve intersectional gender justice.

Presenter 4 will discuss the challenges of getting first year students in her coffee-themed FYE course to make connections between themselves and sources of interaction/inequity at various scales and the necessity of fostering a sense of community that incorporates global engagement and responsibility.

### Mindfulness

#### **Contemplative Practices for the Classroom**

*David Voelker UW-Green Bay, Franklin Chen UW-Green Bay, Lisa Poupart UW-Green Bay, Greta Gaard UW-River Falls, Alison Staudinger UW-Green Bay*

One of the challenges of the digital age, as Sherry Turkle argued in *Reclaiming Conversation* (2015), is that the technologies we often rely upon to mediate our relationships with others and the world can interfere with self-awareness, which is a critical root of empathy. Contemplative pedagogies can reach students on both cognitive and emotional levels, helping them cultivate a deeper understanding of what their learning means for them. Deeper awareness can also enhance creativity and intuition, which generate new insights. This session will be facilitated by five UW-System faculty who participated in CMIND's week-long 2017 Summer Session on Contemplative Learning in Higher Education, which focused on social justice. The facilitators will guide participants through multiple contemplative exercises and share how they have implemented contemplative practices—such as silent mindfulness meditations, guided meditations, reflective writing, and deep listening—to expand student learning and promote social justice through the cultivation of empathy.

## Online Pedagogy

### **Enhancing Social Presence in Online Learning**

*Lema Kabashi UW-La Crosse*

Social presence is one of the dimensions of online learning experience that finally is getting the attention deserved from designers of online courses. Social presence, the degree of being connected and interacting with others through the medium of communication being used, is an imperative component of online learning because there is a positive correlation between social interactions and students learning outcomes. Therefore, it is necessary that designers of online courses cultivate social presence. Luckily, various learning management systems, applications, and networking service companies can be used effectively to enhance social presence in online learning. The audience will be introduced, and have the opportunity to apply, to different technology tools that will enable designers of online courses increase their social presence in online learning.

### **Statistics Online - Leveraging Digital Tools to Enhance the Learning Experience**

*Madhumita (Mita) Banerjee UW-Parkside*

UW-Parkside has launched a new Sociology Online Degree Completion program. Statistics for Social Sciences is a core course in the major. Majority of students in this online course are first generation and low income adult students. An initial informal survey at the beginning of the semester indicated considerable apprehension and doubt in students' minds about successful completion of this course online. The session will focus on design tools used to deliver this course. I intend to demonstrate how iXplain software can be utilized to make interactive video presentations that show step-by-step solutions to problems, and how Snagit software can be used to screen capture sections of a text to either augment publisher provided PowerPoint presentations or sidestep tedious calculations. I shall also demonstrate how to use Blackboard Collaborate to hold virtual office hours and Kaltura Capture Space to create SPSS video tutorials.

### **Synchronous Blended MBA Classes at UW-Whitewater: A Pilot Study**

*Jon Werner UW-Whitewater, Andrew Dahl UW-Whitewater, Elizabeth Simpson UW-Whitewater*

In Fall, 2017, a synchronous blended course design was pilot tested in two MBA courses at UW-Whitewater (Digital Marketing and Training & Development), with students attending class simultaneously in the classroom, as well as online. Previously, all MBA courses were offered either in the classroom, or online via an asynchronous course structure. The Cisco product Spark and a Sparkboard were used as the technological interface, with 7-8 students live in each classroom, and 3-13 connecting online via Spark. We first present instructional design issues and decisions made in setting up both courses. The faculty involved will share successes and challenges from this pilot, including technology issues (e.g., connectivity, sharing screens), scalability, and initial resistance by many current online students. Lessons learned will be shared, including recommendations made for the two courses that will be offered in this manner in Spring, 2018.



## Innovative Pedagogy

### **Reimagining Judy Chicago's *The Dinner Party*: Objects and Archives in the History Classroom**

*Krista Grensavitch* UW-Milwaukee

Drawing from the lives of Wisconsin women, students in an introductory-level women's history course created *The Supper Club*, a local reimagining of Judy Chicago's *The Dinner Party*. This presenter discusses creating, facilitating, and presenting this final project, which required students to use primary sources to re-conceptualize the variable forms that knowledge takes and transmit created knowledge through both written narratives and physical objects. In this course, the teaching and learning process had several surprising outcomes, both for the students and for the instructor, emphasizing the role of unknowability and what benefit recognizing that the unknowable exists brings. Framed with theory, the presenter will discuss several outcomes, illustrating that pedagogy must be flexible in relation to that which is unknowable in the classroom – because teacher and learner identities are fractured, intersecting, and multiple. Application of theory can be used to unsettle what knowledge is, how we teach, how we learn, how we know the unintelligible; and that in working through crisis, that significant liberatory education occurs.

### **Monstrous Learning: Teaching Literature Online**

*Natalie Eschenbaum* UW-La Crosse, *Kate Parker* UW-La Crosse

The first half of this session will survey a few online teaching modules designed for literature courses that allow students to demonstrate their understanding of the material using digital assignments *other than* traditional exams, essays, and discussion boards. Students created an infographic, for instance, that illustrated the lessons that literary monsters teach. In the second half of this session, attendees will discuss the pros and cons of meeting learning outcomes in the creative ways that online environments encourage. We titled this presentation “monstrous” not just because it was inspired by an assignment about actual monsters, but also because even though some are fearful of online instruction (Ack! Monstrous!), the learning from these types of assignments has the potential to be big (or monstrous) because it can help students demonstrate (a word that shares the same root as monster: “monere,” to warn or instruct) their understanding in inventive ways.

### **Barriers and Facilitators to Embedding Twitter Assignments in a Course Curriculum**

*Tom Sather* UW-Eau Claire

Amidst exponential social media growth and application, this interactive presentation will outline applications of Twitter in the online learning environment. Over the past two years, the presenter has embedded direct, intentional Twitter use in an online graduate course curriculum, and while doing so, has learned several lessons along the way. Tweets, Twitter interactions, course-specific hashtag activity and embedded Twitter resources were mapped onto assignments throughout the course, and will be displayed and discussed. Additionally, strategies and supports to mediate the steep Twitter learning curve will be discussed. Barriers and facilitators from a student perspective, and from an instructor perspective, will be presented, with overarching applicability as a pedagogical strategy within any course curriculum.

## Study Abroad

### **The Impact of Short-Term Study Abroad on Cultural Intelligence**

*Susan Wildermuth UW-Whitewater, Undergraduate Research Student: Angelika Catlin UW-Whitewater*

Cultural Intelligence is defined as the capacity to interact effectively and appropriately across cultures. One important goal of higher education is to enhance students' cultural intelligence. Past research has demonstrated that travel study courses positively impact cultural intelligence levels. However, this research was conducted over seventeen years ago, in a pre-9/11, pre-wireless world. Today, travel study courses occur in a context of heightened international security as well as a national political landscape that devalues diversity. Additionally, while on travel study courses, students stay in contact with home through texts, video, and voice calls. This presentation will share the results of an undergraduate student's research project examining the impact of travel study courses on student cultural intelligence. Findings from 2017 are compared to the results of the 2001 study. The goal is to better understand how technological and social changes impact the effectiveness of these short-term programs.

### **From Scotland with Love: Celebrating "The Joy of Spines" in the Writing Classroom**

*Joan Navarre UW-Stout*

In August 2016, I taught for the Experience Scotland-Wisconsin in Scotland Program and attended an Edinburgh Festival Fringe show—"The Joy of Spines"—at the National Library of Scotland. Graeme Hawley, performance poet and General Collections Manager at the Library, drew upon the Library's collection and created book spine poetry comprised entirely of book spines. Upon my return to the University of Wisconsin-Stout, I brought this amusing, thought-provoking and unforgettable love letter from a Scottish Librarian to my writing classrooms—in particular, ENGL 90, Writing Workshop, a developmental writing course, and ENGL 113, Honors English. This illustrated talk presents past and present stateside explorations of "The Joy of Spines." Undergraduates explore the university library collections and create poetry. In the process, they learn about the library as a physical space, gain a better understanding of the library's collections, and experience the joys of book spine poetry.

### **Community-Based Learning and Community Engagement in a Study Abroad Program – Wisconsin in Scotland**

*Tammy Ladwig UW-Fox Valley, Students: Shelby Manor UW-Fox Valley, Brittanie Williamson UW-Fox Valley, Katie Ziemer UW-Fox Valley*

The positive effects of study abroad are documented and considered a high impact practice (HIP) for students. The long-term effects of programs that include a combination of experiences, both hands-on and experiential, have positive influences, engage students, and can be life-changing both personally and professionally; immersion into a different culture can impact students' self-confidence and their world view. This presentation focuses on a unique study abroad program from UW-River Falls called Wisconsin in Scotland. What is the impact on students who participate in civic engagement activities specific to their coursework? What elements are vital to the curriculum and differentiate positive effects on student's engagement and growth during the experience? This presentation directly relates to community-based learning, student engagement, and HIPs. We intend to offer insight into student experiences through their voice and curricular decisions that had an impact on the students' experience, achievement and growth while participating in the Wisconsin in Scotland program.

## Assessment

### **Reclaiming Assessment: Using Assessment as a Scholarly Approach to Improving Student Learning**

*James Murray UW-La Crosse, Bryan Kopp UW-La Crosse*

Instructors face requirements to conduct assessment from on campus and external accrediting agencies, and each entity may all have their own requirements for methods, rubrics, and reporting. If this results in a perception of excessive burden and a "do as we say or face the consequences" approach, imposed by administrators with limited recent instructional experience, it can quickly turn off even the most reflective instructors.

Together, we will reclaim and re-frame the discussion of assessment around our values and joys for teaching. We will demonstrate how assessment can be our tool of choice for understanding our students' thinking, improving our teaching practices, and documenting our professional growth. Taking a scholarly and reflective approach to assessment involves asking questions about student learning and engaging in a systematic, improvement-oriented process. This session will showcase examples from different disciplines and highlight strategies instructors can use to create the most value from assessment while meeting expectations imposed from outside the classroom. Participants will be invited to reflect on their goals as they develop an assessment plan, which includes strategies for choosing learning outcomes, devising tasks and rubrics, reflecting on instructional practices, and collaborating with colleagues.

### **Developing a Taxonomy for High Impact Practices: Undergraduate Research as a Case Study**

*Laura Lee UW-Marshfield/Wood County, Abbey Fischer UW-Barron County, Kristi Wilkum UW-Fond du Lac, Kathy Phillippi-Immel UW-Fox Valley*

Participation in high impact practices (HIPs), such as undergraduate research, is particularly beneficial for the populations served in the UW System, including first generation and other educationally under-served students. In order for students to reap these benefits, however, the practice must truly be high-impact. Confounding the issue is the fact that undergraduate research may appear very different in various settings (in the classroom, as independent study) and in various disciplines (STEM vs. Humanities, for example). Integrity is therefore key to a successful HIPs program.

This interactive presentation showcases the processes used by a multi-disciplinary team within the University of Wisconsin Colleges to develop scaleable HIP taxonomies, including undergraduate research. We will share our progress aligning undergraduate research experiences with best practices across disciplines, types of research opportunities, and student achievement levels.

## Thursday Afternoon Workshop, 3:30 p.m. – 4:45 p.m.

### Undergraduate Research

#### **Making Things Visible: Research Skills, Information Literacy and Expert Blind Spots**

*Jessy Polzer UW-Stout, Sylvia Tiala UW-Stout*

Information has digitized, diversified and developed into an immersive, three-dimensional eco-system that students need to navigate as engaged learners. Teaching research skills and information literacy based on past paradigms have proven inadequate. Educators struggle to equip students with the research and information literacy skills they will need to become engaged scholars, researchers, professionals and citizens. Faculty must recognize their expert blind spots while making students' thinking visible to effectively teach critical skills. This interactive presentation will help participants employ a design-thinking process and integrate two contrasting frameworks, John Willison's *Research Skills Development Framework* and the recently remodeled *Framework for Information Literacy for Higher Education* (Association of College & Research Libraries, 2016) to reveal hidden aspects of teaching students to navigate the new information landscape. Practical classroom applications will be included.



## Digital Presentations

This year, inspired by our keynote speaker Michael Wesch and conference theme – *The Joy of Teaching in an Age of Digital Learning* – we are experimenting with digital presentations as an alternative to poster boards. Faculty and instructors collaborated with their institution's Learning Technology Development Council (LTDC) representative or learning designer to produce a digital presentation that is accessible on the conference website and mobile app. The Digital presentations will also be available for viewing in a dedicated space throughout our conference at Memorial Union. Prizes for the most innovative digital presentations will be awarded at the Friday luncheon with Michael Wesch. We applaud *all* digital presenters, however, for welcoming our new challenge with creativity and a trail-blazing spirit.

### **Let's Talk Instructional Design: A UW Perspective**

*Kevin Forgard UW Colleges*

Using data collected from a survey of University of Wisconsin instructional designers and recent literature on the topic of instructional design in higher education, this digital presentation explores how instructional designers play an important role at their institutions and the sorts of challenges that are faced in developing courses with faculty subject matter experts. Participants will learn how the practice of instructional design intersects with education technology, curriculum planning, project management, and program evaluation in ways to can improve courses and harness student success. This presentation will also explore how the utilization of instructional design professionals can help instructors incorporate High-Impact Practices in their courses and develop impactful digital learning materials within quality design parameters. The key is partnership, and the first step is knowing how to best utilize instructional design professionals in course development.

### **GICS Case Study: Building a Service Learning Based Co-Curricular Program for Engaging CS Undergrad Students in Pre-University Teaching and Educational Research**

*Ankur Chattopadhyay UW-Green Bay, Ibrahim Budul UW-Green Bay, Sallie Petty UW-Green Bay*

This digital presentation will present a service-learning centered co-curricular educational case study based upon the Google IgniteCS (GICS) program housed in the Center of Cyber-Security Education and Outreach at UW-Green Bay (UWGB). UWGB is Wisconsin's first GICS center, which is a Google-supported and faculty-mentored student-driven community outreach program for exposing youth to computational thinking and for promoting computing sciences (CS). This presentation will describe the impact of the GICS program on the UWGB CS program as a co-curricular platform for student professional-development and community service-based learning. It will illustrate how UWGB CS student-cohorts, who have joined GICS, are currently engaged in CS curriculum design and development as well as teaching plus mentoring at the K-12 level. It will also discuss how the GICS program participation is enabling UWGB CS students to gain valuable capstone project experience, to get involved in undergrad educational research and to get motivated towards pre-university teaching.

## **Teaching Data Visualization and Exploration with Tableau**

*Brenda Murray UW-La Crosse*

This digital presentation will illustrate an easy to use and engaging tool for data visualization and will describe a form of oral presentation that can highlight students' work. Tableau is software for data visualization that is available for free for student and instructor use. Tableau is also used in many industries to explore, analyze, and gain insights from data. Data analysis skills are increasingly desired by employers, and data visualization is fun to teach using Tableau and other tools.

The presentation will indicate how to access the software, highlight Tableau's basic capabilities and ease of use (with screen shots), describe the many instructor resources available for teaching with Tableau, provide ideas for student tutorials and opportunities to practice using Tableau, and describe a unique assignment that allows students to explore best practices in data visualization and present their work in a short narrated PowerPoint presentation.

## **The Circle: Promoting Meaningful Reflection and Discussion with Intentionality and Impact**

*Carol Klingbeil UW-Milwaukee*

The classroom is filled with distractions—computers, phones, peers and social media. Some groups or classes are plagued by a lack of engagement or even the one student who dominates discussion, leaving the other students out. Actively engaging all students in reflection and providing equal opportunities for each student to share their ideas is a pedagogical challenge in the classroom. The Circle, is a novel approach to the classroom setting, providing structure and guidance for meaningful communication and reflection about content, processing of experiences and challenges. The process teaches skills such as active listening, focused communication, and reflection.

Description of the courses the technique was used in, classroom setting and student levels as well as a brief demonstration of the strategy itself will be presented. Instructor feedback and student evaluations will be presented. Participant discussion and feedback will be an important learning aspect of the session.

## **Promoting Career Preparation Activities in Lower Level Engineering Courses**

*Abdulkhair Masoom UW-Platteville. Fahmida Masoom UW-Platteville*

High attrition rate in STEM fields, particularly engineering, is a matter of serious concern nationwide. To remain competitive globally, the United States needs a workforce of well-qualified engineers and STEM graduates. Many studies have found a variety of reasons for these high attrition rates in engineering. The most common reason cited is not being academically prepared for the rigors of an engineering program. However, studies have shown that students with adequate academic preparedness and a high GPA in their first and second semesters of college also drop out. Among their reasons given for leaving engineering, these students cite not being able to identify with their academic majors or see a career path ahead. In order to address this particular concern, the authors have introduced a new activity regarding career preparedness into lower level engineering courses that they teach at the University of Wisconsin-Platteville.

The university hosts two career fairs during the academic year—one at the beginning of each semester with over 300 employers participating at each fair. The authors made it a required assignment for students in the courses to attend one career fair, perform required tasks at the fair assigned in class, and submit a short paper reflecting on their experience. This activity has been run through three cycles and has received overwhelmingly positive feedback from students. This paper presents the details of the activity, feedback received, and the future direction of the project.

## **Source Credibility & Power in the Age of Digital Learning**

*George Smith UW-Platteville*

Much of what we have come to accept in the Age of Digital Learning has occurred outside formal education, forcing instructors to quickly adapt to changing practices and expectations among today's learners.

Among these adjustments are shifts in receivers' perceptions of source credibility and source power as an ever-increasing number of personal interactions are channeled through social media.

But *which* principles and tenets have changed ... and how? Which principles and tenets remain unaltered, despite the growing influence of digital learning?

This interactive presentation addresses traditional perceptions of source credibility and source power ... and identifies shifts that have occurred as part of digital learning. Included are specific suggestions for adjusting teaching practices in the Age of Digital Learning.

### **KnowingThyselfOnline: Lessons in Rhetoric and Reputation**

*Daisy Pignetti UW-Stout*

As a Professional Communication and Emerging Media faculty member, I teach students who ultimately obtain jobs that ask them to navigate a social media landscape on behalf of their employers. Still, a professional online presence of their own can be vital to career advancement, including freelance writing opportunities. With this in mind, I intend to theme my Spring 2018 Rhetoric and Style course on the concepts of "critical media literacy," "personal branding," and "online reputation."

This presentation will share student responses to assignments that ask them to examine both the credibility of sources they rely on *and* the authenticity of their own online identity. Considering Aristotle's point that rhetoric is useful "because things that are **true** and things that are **just** have a natural tendency to prevail over their opposites" (emphasis mine), I am most interested in how these undergraduates determine how transparent they have been on what are often deemed performance-based and filtered public spaces.

## **Breaking Down Silos: A Collaborative Project Between Graphic Design and Graphic Communications**

*Hope Carroll UW-Stout, Cyndi Greening UW-Stout*

Despite the confusion about the difference between graphic design and graphic communications programs, their connection in both curriculum and industry offer faculty and their students the opportunity to partner on multiple projects. Graphic designers and professionals working in the graphic communications industry interface on a daily basis, but in contrast, these two program areas rarely collaborate on curriculum or course materials. As interdisciplinary collaboration becomes increasingly valuable to both teaching and learning, more programs have broken away from their uni-disciplinary setting to incorporate cooperative learning projects that provide authentic experiences for their students. Students involved in interdisciplinary projects identify the value of their experience and can easily transfer that knowledge to professional practice. Combining projects that pull from both graphic design and graphic communications can provide collaborative, interdisciplinary activities that promote learning experiences that are authentic, purposeful and engaging.

## **Integrating Primary Sources into Course Assignments: A Community of Practice**

*Heather Stecklein UW-Stout*

This year, the UW-Stout Archives and the Nakatani Teaching and Learning Center partnered on a community of practice for faculty committed to using archival primary sources in course assignments. The Stout archives has previously hosted class assignments from a variety of disciplines. Stout's applied learning mission empowers students to use archival research toward projects in a variety of formats particular to their course's skill set objectives. The students have often found work with primary resources to be exciting and interesting. However, they have expressed a need for guidance from instructors and archival staff about how to choose the best collection items to answer their research questions.

This learning community is helping faculty work together to guide their students through the process of evaluating research findings and disseminating information accurately and responsibly. This presentation will discuss how faculty members are employing historical resources to classroom assignments that engage these skills.

### **People Have the Right to Make Bad Decisions!**

*Mandy Lilly UW-Superior*

Social Workers are bound to a Code of Ethics that encourage empowerment and choice in daily life. One of the foundational concepts is that of self-determination- a client's right to make their own decisions. Social work students often approach practice with a prescriptive plan for their clients, which is the antithesis of best practice and impedes the application of self-determination. Students are greatly impacted by their own experiences, biases, values, and opinions. This study, *People have the right to make bad decisions!*, outlines how social work students understand and interpret the concept of self-determination. The study conducted uses case examples and qualitative data to summarize findings and pinpoint the influences and barriers to supporting this essential ethic in the profession of social work. The data and findings will impact coursework and inform future actions to provide meaningful education for social work students to support choice in the field.

## **Collaborative Writing Across Disciplines and Cultures Using Digital Tools**

*Susan Huss-Lederman UW-Whitewater, Prajukti Bhattacharyya UW-Whitewater, Brianna Deering UW-Whitewater*

Effective collaboration is an essential twenty-first century skill that can enhance learning. At UW-Whitewater, during spring 2017, environmental geology students were paired with international ESL students in a first-year composition course to collaborate on the Do Now & U project. This required student teams to create well-researched blog posts on a scientific topic of general interest to be published on the KQED website for public discussion. Self-reflection essays from both courses indicate that students developed content knowledge, learned the value of effective interpersonal communication while working in groups, enjoyed working with others from different countries, and gained appreciation of the environmental issues facing society. Furthermore, international students gained confidence in academic English proficiency and completed additional digital projects focused on environmental sustainability. This presentation highlights lessons learned, including the benefits and challenges of cross-disciplinary collaboration, and offers participants the opportunity to discuss how collaborative digital projects can work in their settings.

## **Bringing the “Public” into the Public Health Curriculum**

*Heather Pelzel UW-Whitewater, Kate Ksobiech UW-Whitewater*

Civic engagement, community-based learning, and interaction with real-world data are integral to the newly developed public health minor at the University of Wisconsin–Whitewater. The pedagogy underlying relevant core and elective curricular development was modeled on the SENCER (Science Education for New Civic Engagements and Responsibilities) approach. To date, this design model has been used in Public Health 101 and three elective courses from Psychology, Communication, and Political Science. In the session, each of the panelists will give a brief overview of how they have designed their course to include current issues and the local community. A portion of the session will be devoted to opening a dialogue on how the SENCER approach could be incorporated into almost any course. If time permits, the panelists will help the participants through the first steps of SENCERizing a new or existing course.

## Poster Reception, 5:00 p.m. Hors d'Oeuvres & Cash Bar

### Wisconsin Teaching Fellows & Scholars

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

#### **Efficient and Effective Feedback on Writing: Building Mindset, Belonging, and Confidence**

*James Murray* UW-La Crosse

I develop and measure the effectiveness of a formative feedback process on student writing with the purpose to not only help students improve their work and writing skills, but also help students see themselves as becoming capable writers in their careers. I give my students two significant authentic writing assignments. In one, students respond to a request for grant proposals (RFP). The RFPs are tailored them for my class, but they are based on actual RFPs for business research. In the second assignment, students work with a real data set and an actual local business client and produce a professional business report. For both writing assignments, I put students through a feedback process that includes peer (fellow student) review, instructor feedback letters, and face-to-face instructor mentoring. At the end of the term, I use a survey to measure student mindset, sense of belonging, and confidence to tackle future writing.

#### **Digital or Traditional? Student Engagement in Group Work Towards Faculty with Evidence-Based Argumentation**

*Renee M. Calkins* UW-Milwaukee

Writing exercises have long been acknowledged as a highly effective means of promoting intellectual development, but the media and tools employed for writing have changed over time. Digital media are only the most recent technological advance that has had a significant impact on the relationship between writing and learning. There are, however, contradictory findings in the research when it comes to how digital media impact learning. Some research has found that digital production of writing promotes superficial, short-term learning, while other studies have concluded that typing on a computer is highly effective for brainstorming due to the speed with which ideas can be recorded. This pilot study compares students' assessment of peers' drafts in digital format with traditional paper format in two sections of the same course and compares the groups' progress toward mastering evidence-based argumentation over the course of the semester.

#### **Understanding First Year Student Perceptions of Higher Education at a Comprehensive Regional Public University**

*Jon Shelton* UW-Green Bay

This project attempts to discern how well UW-Green Bay students' understanding of the purpose of higher education aligns with the mission of our university. Using an open-ended survey and a series of individual interviews, I show there is a significant correlation between how students perceive college and whether their parents graduated from a college or university. I also show that across the board, many students' overall expectations of the classroom climate are quite distinct from the expectations of faculty and staff. Finally, I chart some of the implications for instruction at UWGB and similar public regional comprehensive universities.



### **Exploring Math Explorations**

*Holly Attenborough UW-Platteville*

Why does satisfying a general education math requirement have to be so daunting? An aim of a liberal arts math class is to remove the daunt, yet still provide an excellent foundational math course where students gain and improve problem solving skills.

This fall semester, I administered a pre- and post-test evaluating self-efficacy, confidence, mindset, and ability to define mathematics in two sections of Calculus I and one section of Mathematical Explorations (a liberal arts math class). The purpose of this study was to investigate the question: Does the University of Wisconsin-Platteville's liberal arts math class have a positive impact on attitude, self-efficacy, and growth mindset in regards to mathematics?

My poster will present an evaluation of the pre- and post-test as an effective tool for answering this research question and discuss any preliminary results.

### **Effects of Community-Based Spanish on Students' Willingness to Communicate in the Target Language**

*Carter Smith UW-Eau Claire*

Speaking holds a central place in communication and language acquisition. While a large portion of the meaning people generate through conversations stems from nonverbal messages, the fact remains that without talk most communication, particularly interpersonal communication, would have little reason to exist. As any language instructor knows, talk is central to improving the oral component of second-language acquisition. Nonetheless, given the opportunity to do so, people differ dramatically in the degree to which they actually do talk and this variability in talking behavior is rooted in a personality variable called "Willingness to Communicate". What factors influence a student's willingness to communicate in and outside of the classroom, in formal and informal situations, with people they know and with strangers? This project looks to measure the impact that students' experiences in a community-based Spanish class have on their willingness to use the language.

### **Social Cognition in the General Education Literature Classroom**

*Amanda Tucker UW-Platteville*

This study investigates how students can improve their social intelligence in the general education literature classroom. Meta-analyses have indicated that college students' abilities in this area are dropping (Konrath 2011; Twenge 2008), and data from employer surveys indicates that students also struggle with social cognition in practice (AAUP 2015). However, research in the psychology of fiction has shown a correlation between reading literary fiction and increased social cognition (Mar, Oatley, Peterson 2009; Kidd, Castano 2013). Participants in this study were enrolled in a freshman-level Introduction to Literature. Their social intelligence was assessed with three different assessment tools that involve both quantitative and qualitative measures. Preliminary results of this study will be discussed, with the intention of laying a groundwork for further research.

## **Liking ≠ Learning: Trivial Effect of a “Sentence-of-the-Day” Intervention on College Students’ Detection and Correction of Grammar Usage Errors**

*April Bleske-Rechek UW-Eau Claire*

Since the 1950s, the consensus perspective in English has been that instructors should not devote explicit instructional time to grammar, the rationale being that efforts to teach grammar do not work and may even be harmful. However, concerns about grammar usage have been voiced continuously since the late 1800s and studies have shown that people make negative character judgments about others who commit grammar usage errors. In this study of students in psychology courses, I investigated the effect of distributed grammar usage practice on students’ ability to identify and correct common grammatical usage errors. Students in the intervention group underwent 20 “sentence-of-the-day” grammar sessions, and they reported high levels of liking for the sessions. Although students in the intervention group showed a statistically significant increase in their sentence test performance after the intervention, the effect was weak and their post-test performance did not differ from that of the control group.

## **English Learners and Content Vocabulary**

*Diane Jacobson UW-River Falls*

This study measures the effectiveness of teacher-led, spaced retrieval practice in helping English learners memorize and understand content specific vocabulary. Research has shown that students need five to sixteen interactions with a new word in order to learn it adequately (Nation 1990). Many freshman students take introductory courses (e.g. Psychology 101, Sociology 100) that require learning thirty to forty new words each week but have inadequate interactions to learn new words sufficiently. Spaced retrieval has been shown to improve student learning when the practice is done in class (Brown, Roediger, and McDaniel 2014). This research was conducted with 15 English learner freshmen enrolled concurrently in Psychology 101 and an English as a Second Language (ESL) reading course at a four-year university. The ESL instructor used quantitative and qualitative instruments to measure memorization and understanding on psychology vocabulary words, student attitude and perceptions. Preliminary data will be shared.

## **Beginning Secondary Teacher Candidates and Reflective Teaching: The Role of a Critical Friends Group**

*Jim Carlson UW-La Crosse*

This study examined the perceived role of a “critical friends group” in the development of beginning teacher candidates’ understandings and practices of reflective practice. Following a review of literature on reflective teaching, the purpose and work of a “critical friends group” is explored. I collected and analyzed data from 18 secondary teacher candidates and audio-recorded interviews with nine (9) secondary teacher candidates at the conclusion of a 15-week course/practicum to gain insights into their perceptions of the friend group. Findings reveal that initial understandings of reflection as an individual act evolve over time. Further, teacher candidates in this study engaged in technical and practical reflection (e.g., reflection on student behaviors, classroom discipline) more readily than critical reflection (e.g., reflection on the institutional/cultural context). Lastly, while a critical friends group provided emotional support to beginning teacher candidates, there was no evidence suggesting that a critical friends group inherently promotes critical thinking.

## **The Effect of Thought Self-Leadership Training on Graduate Student Thought Self-Leadership Skills and Managerial Decision-Making Self-Efficacy Perceptions**

*Anna Filipova UW-Oshkosh*

Although students in the Master of Public Administration program are educated about the means of making effective decisions, little attention is paid to the role of cognitive distortions that affect decision-making. These biases often reinforce negative thought patterns that negatively influence the way students make decisions. The purpose of this study was to examine the effectiveness of thought self-leadership training intervention on graduate students' learning of constructive cognitive strategies and their managerial decision-making self-efficacy perceptions. Students received training on the application of the following mental strategies: beliefs and assumptions, self-talk, mental imagery and thought patterns. Multiple training methods were used, including instructor lectures, film analysis, and individual and group exercises. A pre-experimental research design was used. The pre-test and post-test were the same and involved two pre-established instruments and a multiple-choice quiz. During the post-test, students were also asked to address qualitative questions requiring the application of cognitive strategies.

## **Defining Equity and Expanding Awareness of Racism in the Classroom through Critical Reflection**

*Jody Siker UW-Parkside*

Based on previous semesters of EDU 210: Exploring Children's Worlds, students who are preparing to be elementary school teachers do not have the language to talk about equity and colorblind racism. This class serves as an intervention to build awareness of the systems of privilege and oppression occurring in and around schools. I describe the course's approach to learning about the history of school racial segregation, desegregation, and resegregation in Southeastern Wisconsin (see Miner, 2015) and how students' thinking and definitions of equity and racism change throughout the semester. Critical reflection goes beyond just reacting to or describing experiences. Students must follow an evidenced-based structure based on a framework of description, importance, and action steps, adapted from Kolb's Experiential Learning Theory (1994). A mixed methods approach investigates critical reflection of students' clinical experiences and reported attitudes on the CoBRAS (Colorblind Racist Attitudes Scale; Neville et al., 2000).

## **Examining Pre-Service Teacher's Knowledge of and Self-efficacy for Critical Thinking**

*Debbie Stanislawski UW-Stout*

The development of critical thinking skills needs to be a priority in all educational settings and for all types of learners. In order to develop critical thinking skills in our primary and secondary educational settings, critical thinking must remain a priority in the preparation of pre-service teachers. Not only do they need to be able to personally demonstrate the skill, they need to understand critical thinking from a conceptual perspective as they prepare lessons to develop their future students' critical thinking skills and abilities. Pre-service teachers enrolled in an introduction to the major course experienced incremental assignments to build their knowledge and application of critical thinking skills. Both the self-efficacy and content knowledge of the pre-service educators related to critical thinking were measured through a pre and post test. The research design, findings, and implications will be shared through this poster presentation.

## **Moving Beyond the “What” Into the “How” of Writing: Using Rape Culture to Teach Rhetorical Analysis to First-Year Composition Students**

*Valerie Murrenus Pilmaier UW Colleges*

To be successful writers, students must gain competency in rhetorical analysis, which is understanding choices authors make when they craft a message to a particular audience. Unfortunately, rhetorical analysis can be difficult to master. Using the topic of rape culture to teach students this skill, my project asks students to consider how using a taboo topic (one that many feel uncomfortable discussing) forces writers to utilize rhetorical strategies in order to effectively convey a message to the audience; the skills authors need in order to make something potentially threatening or frightening palatable; and how to divorce themselves from the topic to objectively consider the rhetorical strategies used to convey the message. This first phase of my study, which considers preliminary data comprised of student writing and pre-and post-tests, evaluates the efficacy of using rape culture to teach students this skill-set.

## **Psychology Majors’ Transferable Skills and Career Readiness**

*Jeffrey A. Goodman UW-Eau Claire*

Compared to other students, psychology majors experience greater uncertainty in the career planning and search process. The current project evaluated the effectiveness of a careers and graduate school module intended to increase senior psychology majors’ understanding of career and graduate school opportunities, knowledge of skills desired by employers, degree of skill acquisition, and self-efficacy in the career and graduate school application process. Students explored careers, completed skills assessments, developed a plan to strengthen a skill, and applied this knowledge by creating a resume or vita, writing a cover letter or personal statement, and participating in a mock interview process for a job or graduate program. Twenty capstone students completed pre- and post-measures of transferable skills, career knowledge, and career self-efficacy; while a comparison group completed measures at the end of the semester. It is expected that completion of the modules will result in increased knowledge and self-efficacy for career planning.

## **Can a Class be Too HIP? Classroom Dynamics and Learning Communities**

*Paul M. Van Auken UW-Oshkosh, Juyeon Son UW-Oshkosh*

This project explores issues related to what the AAC&U deems High-Impact Practices (HIP) in higher education. Quest I courses are the initial element of the general education program at the researchers’ institution. They are built upon two HIPs: First-Year Seminars and Experiences (FYE) and Learning Communities (LC). They incorporate FYE in significant ways and create LCs by pairing a disciplinary course with a speaking or writing course. Student evaluations have indicated a mismatch between professor observations of learning and students’ apparent satisfaction. The project asks, What is the relationship between student/professor rapport (including attitudes towards learning about difficult issues like racism) and learning? Do LCs produce a "class comparison penalty"? If so, does this negatively impact durable learning about key concepts and competencies? Analysis of surveys of students from two sections of the class in fall 2017 and four previous semesters will add to the literature that critically examines HIPs.

### **A Sociological Analysis of Social Media**

*Chandra Waring UW-Whitewater*

How can we use social media as a venue to discuss issues like race, which many students do not regularly engage with? Social media is influential in American society (and the world) and my research goal was to measure how students interpret social media posts, particularly with regard to explicit and implicit messages about race and gender. This project explores students' ability to sociologically analyze an Instagram post from the UW-Madison football game from October 2016 in two sections of Principles of Sociology. I administered a pre- and post-test after we covered units about social institutions, social constructions (i.e. race and gender) and after they submitted a sociological analysis of social media. The questions were: What do you see in this Instagram post? What is your initial reaction? What do you think is happening? What messages do you think are being conveyed or communicated?

### **Biomechanics for Conceptual Engagement of Physics Students**

*Glenn Spiczak UW-River Falls*

Does including student-chosen activities increase student motivation and self-efficacy in physics? Activities pertaining to topics ranked highly in a poll of students' interests were inserted into two sections of Conceptual Physics at the University of Wisconsin-River Falls. The activities in one section also highlighted biomechanical aspects since a significant percentage of students were Health & Human Performance majors. The main topics for the activities involved collisions (crumple zones, concussive impacts), torque (equilibrium, tendons), electronics (circuits, shock hazard), and heat transfer (gas properties, metabolism). Comparisons of pre and post self-efficacy survey responses will be presented along with student motivation feedback on activities.

### **Taking Students' Cultural Contexts Seriously: Integrating Place-Based and Culturally Responsive Pedagogies to Facilitate Learning in Introduction to Cultural Geography**

*Erin DeMuyne UW-Fox Valley*

Cultural geography seeks to understand multiple ways places are understood and experienced, power relations involved in producing these differences, and possibilities for a more just production of space. Incongruously, introductory-level cultural geography courses are often taught in a top-down fashion. This study evaluates an approach to teaching that incorporates students' own cultural identities and everyday places as course content. Preliminary results suggest overlapping benefits. It can help make academic cultural geography accessible and relevant to introductory-level students; it can help build a sense of belonging and community; and it can encourage students to work together to produce knowledge by fostering more meaningful and empathetic group discussions. Notably, students became genuinely interested in their classmates' diverse experiences and perspectives, which many of them had previously not considered or had assumed to be equivalent to their own.

### **Application and Analysis of Specifications Grading in an Upper-Division Applied Mathematics Course**

*Eric Eager UW-La Crosse*

The question "What does a C in Calculus mean?" is a question that many current grading systems cannot accurately answer, having implications down the mathematics curriculum, not to mention the disciplines it serves. Specifications grading offers an alternative approach in which assessments are graded on a pass-fail basis and are bundled into modules whose completion is necessary to earn.

### **Interleaving Learning in Accounting Curriculum**

*Jane Weiss UW-Whitewater*

Research is identifying that block learning is not as effective as interleaving learning. In many accounting curriculums, block learning is common. Since undergraduate financial accounting curriculum centers around the concept that fundamentals learned in each accounting course carry forward to the next course, block learning may not be the best approach. In teaching advanced accounting for more than a decade, block learning in prior courses appear to hamper the understanding of new material. The purpose of this study is to introduce the interleaving technique in the advanced accounting course.

The study uses a blind process to implement interleaving by assigning three assignments throughout the semester and a final case to measure the effect of the technique. Subjects are randomly assigned to either an interleaving sample or to a control sample, which do not receive interleaving assignments. Success of this study may prompt more interleaving techniques throughout the accounting curriculum.

### **Hands-on Learning and the UWGB Viking House**

*Heidi Sherman UW-Green Bay*

For this project, my Digital and Public Humanities and History students helped disassemble and catalog all pieces of a modern replica of a Viking house that was moved and reassembled on the UWGB campus in the Fall 2017 semester. In addition to designing the cataloging system, which will be published online this spring, the students designed a website for the Viking House. Traditionally, History and Humanities students work with written primary sources. This study exams whether this type of learning in a variety of digital and analog forms enhances student ownership of their role in the classroom.

### **Feedback Sheets: One Step Closer to Meta-Cognition**

*Edie A. Wasylyszyn UW-Superior*

Strong higher-order skills such as critical thinking, problem solving, and analytical ability are essential for future accountants. The importance placed on these skills indicates the need for undergraduate accounting courses to include activities which enable students to learn, practice, and master these fundamentals. In response to this need, a SOTL project was designed to determine if using a learning tool called a Feedback Sheet (FS) could be used to strengthen students higher order skills and subsequently result in higher exam scores. This project required students to complete a FS while working on pre-selected homework problems throughout the semester. The FS contained seven questions which were designed to meet three objectives. These objectives included creating an awareness of individual problem solving processes, evaluating how well these processes are working, and developing new strategies to strengthen their problem solving abilities. This project was implemented into a junior level Intermediate Accounting course. The efficacy of this project was evaluated using a post project survey completed by all students. The results indicate FS can be used to strengthen students higher order skills and subsequently result in higher exam scores.



## **Grading Contracts: A Heuristic for “Productive Failure” in an Eight-Week Hybrid Second-Semester Composition Course for At-Risk Students**

*Debra Siebert UW-Milwaukee*

How does the use of a grading contract in an eight-week hybrid second-semester composition class for at-risk students impact their beliefs about writing and writing self-efficacy, and ultimately, their writing performance in the class? To quote A Student's Guide to the First-Year Writing Program at UWM 2015-2016, “The first-year writing program at UWM has long been nationally recognized for its innovative and challenging writing pedagogies, teacher training, and applications of contemporary composition theory” (2). In fact, the Conference on College Composition and Communication awarded the first-year writing program its most prestigious programmatic award: the Certificate of Excellence in 2010. For more than twenty years the first-year writing program's rich history has included course-specific portfolio assessment. Students' portfolios contain their revised work completed throughout the semester. A committee of instructors assess the portfolios using course-specific goals and outcomes. The successful completion of first-year writing courses at UWM depends on the rigorous assessment of a final writing portfolio.

However, recent data reveal that students, and particularly students of color, fail these writing assessments, at unacceptably high rates (Caucasian students at 14% and students of color 18%- 28%), resulting in their need to repeat these courses. More specifically, English 102 is a course designated on campus as a “High D-F-W Course” or a course with high rates of drops, withdrawals, fails / retakes. A consulting firm that is assisting UWM with enrollment management and student success has identified English 102 among the “Top 30 Undergraduate Courses with the Most Unproductive Credits and Opportunities for Impact in 2015.” English 102 is the third highest of unproductive credits and is listed among those “hindering student progress” by having high numbers of total credits attempted with only an 85% completion rate.

Using a grading contract determined by labor or effort instead of quality or letter grades (based on the work of Inoue, 2014) in an eight-week hybrid format for at-risk students who are re-taking the class has been one response to the high “D-F-W” issue in English 102.

In this poster session, I will review the project design and preliminary results. This spring 2018, I taught two sections of Eight-Week Hybrid English 102 for at-risk students. The project design includes the student and teacher negotiating a grading contract based on labor and effort or “productive failure” (Inoue, 2014) instead of letter grades throughout the term, students taking the Beliefs about Writing Survey (Sanders-Reio, 2014) at the beginning and end of the term, and students completing weekly reflections about how they perceive themselves to be fulfilling the grading contract. Preliminary results will also be discussed.

## **Igniting Student's Sociological Imagination through Collecting Oral Histories of the homeless**

*Laura Khoury UW-Parkside*

Collecting oral histories provide an important pedagogical tool because it has the potential to make the listener hear "the voice" of the marginalized. Learners practice their sociological imagination when they are engaged in a valuable experiential learning. This is a quality of mind, a way of seeing and knowing. It is like resocialization of old habits -where a person thinks that their troubles are simply not repeated or experienced by others, thus they are happening in a void not in a structure and system of inequality. It is seeing the big picture: the forest not a singular tree. Student who developed a sociological imagination can "distinguish between "personal troubles" and "public issues," link one's biography to the social structure of society, explore the interplay between man & society, biography & history, the self & the world and synthesize how our personal problems have sociological causes. This research studied students while collecting oral histories of the homeless in Racine/Kenosha that increased their social responsibility- a strong indicator for practicing the sociological imagination. Using qualitative content analysis, a deeper analysis of student's thinking process, and assessing the effect the "voice" on student's sociological imagination via student's critical reflections throughout the semester, their sense of social responsibility increased, especially in challenging their basic instincts, asking the harder questions, seeking answers, seeing the bigger picture, but, at the same time, when asked to generate realistic scenarios and solutions they returned to a "default" of seeing homelessness as an individualistic problem. Based on this variation between capturing and solving social issues I recommend that when experiential opportunity allows for producing independent thinking, it must become be a situated learning experience, where learning, in context, allows the learner to engage with others and develop collective understanding, where scaffolding, help and support via feedback, continues and allows for continuous critical reflections. I argue that reflective practice should be a lifelong practice because it turns experience into learning.

## Registration, 7:00 a.m. Coffee, Tea, & Pastries

## Friday Plenary, 8:30 a.m. – 10:00 a.m.

### **Teaching in an Age of Digital Learning**

Panel discussion among learning designers and instructors about synergistic possibilities.

Moderator: *Renee Pfeifer-Luckett*, Director  
Learning Technology and Development Council, UW System

*Dylan Barth*, Teaching, Learning, and Technology Consultant  
Center for Excellence in Teaching and Learning, UW-Milwaukee

*Kim LeBard-Rankila*, Senior Lecturer  
Health and Human Performance Department, UW-Superior

*Grace Lim*, Lecturer, University Studies Program  
Founder, Humans of Oshkosh, UW-Oshkosh

*Chuck Ryback*, Interim Dean  
College of Arts, Humanities and Social Sciences, UW-Green Bay,

*Jim Winship*, Professor Emeritus  
Department of Social Work, UW-Whitewater

## Break, 10:00 a.m.

## Keynote Address, 10:15 a.m.

### **Saxophone Improvisation – *The Joy of Teaching***

*David Hastings* UW Stevens Point

### **Introduction of keynote speaker**

*Fay Akindes* UW System  
Director, Systemwide Professional & Instructional Development

*Life 101: Lessons from Students in Pursuit of a Real Education*  
Michael Wesch, Kansas State University

## Lunch, 12:00 p.m.

## Discussion & Feedback with Michael Wesch, 1:15 p.m.

## Farewell, 2:30 p.m.

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