

**11<sup>th</sup> Annual UW-L Conference on Teaching & Learning  
September 4, 2009**

**Posters**

**1. Investigating Student Views of Relevancy in Introductory Astronomy**

Shauna Sallmen, Physics and Barbara Bennie, Math

Abstract: This Wisconsin Teaching Fellow project focuses on the views of students as they enter a General Education course in Introductory Astronomy. Education research suggests that students are more likely to engage with material and retain concepts if they feel the material has relevance in their lives. By relevance, I mean "connections / links to life outside class - personal, future careers, media, society". The objective of this project is to explore the links / connections students see between astronomy class and their lives outside that class, as well as how the students' views of relevance correlate to their content knowledge in the course. The results will allow instructors to better 'meet students where they are', and encourage them to engage with the course material.

**2. The Exam is Not the End**

Kathryn Birkeland, Economics

Abstract: Like many instructors, I ask students to complete a post-exam exercise. In addition to learning from the mistakes they made on the exam, I want to start a discussion about study habits. I ask them to determine the correct answer for each question and identify why they did not give the correct or 'best' answer. For example, did they misread the question or not study the material. Next, students report their study strategies such as reading the textbook, using the study guide or working with a group. Last, students are asked to determine and summarize a plan for improving on the next exam. I return these assignments approximately one week before the next exam so they can reflect on their plan for improvement.

From student feedback, they feel the assignment is particularly helpful for the comprehensive final exam. The biggest benefit for me is that students take ownership of their performance on the exam. By acknowledging how they studied and why they missed the question, students take more responsibility for their exam scores. It encourages them to think critically about their study habits and gives me the opportunity to offer personalized suggestions about how to study.

**3. In What Ways Does Student Reflection on Case Studies Help Students Make Their Learning Visible?**

Scott Cooper, Biology

Abstract: Radiation Biology (BIO 433) is taken by radiation therapy and nuclear medical technician students. The course focuses on fairly technical aspects of the properties of radiation, how it impacts with living tissues, and potential side effects on whole organisms. The radiation doses these students will be using to treat cancer are just below a lethal dose, and there is a significant risk of serious side effects on patients even if used properly.

One concern in the course is that we focus on the effects of radiation on molecules and cells, and that the students may not connect this with the fact that these cells are part of a patient's body. The doses of radiation being delivered, especially in radiation therapy, can cause serious damage.

Case studies are commonly used in medical education as a way for students to practice making diagnoses. In Radiation Biology, students were given a case study on the first and last days of

class. The case focused on both the diagnosis and treatment of thyroid cancer using radiation. At three points during the case, students were asked specific questions on the theory and clinical application of radiation. In addition, they were asked about any concerns they may have in exposing patients to radiation. After performing the case the second time at the end of the semester, students compared their responses to the case study response from the beginning of the semester and asked to reflect on how their answers changed. The goals of this project are to evaluate the background knowledge of students coming into the course, to see if self-reflection is beneficial, and if case studies help build empathy towards patients.

#### **4. Casper the Ghost as an Academic Library User – “Friendly but still invisible”**

John Jax, Galadriel Chilton, Jenifer Holman, Murphy Library

Abstract: Academic library print collections yield critical information such as circulation (and browse) counts by discipline, patron status, program or major, and even physical evidence of wear and tear. Librarians use such assessment data to make informed decisions about what kind of resources best support our curricula. As library collections shift to online access, a critical collection development dilemma exists due to the absence of such data.

In essence, academic library users are becoming more invisible to the libraries that support their research and learning. Therefore, in order for academic libraries to properly manage, plan, and budget, more data (both quantitative and qualitative) about the use of one's electronic collections is required. Academic librarians actively investigate who is using what when and for what purpose so that: a). our collections support our constituents and b). we exercise fiscal responsibility when subscribing to online resources. This poster provides an overview of some of the key data we analyze to better assess and understand who the academic library user is.

#### **5. Peer Instruction or Gaming the System?**

Kathryn Perez, Nick Downey, Eric Strauss, Anne Galbraith, Renee Redman, Mark Sandheinrich, Scott Cooper, Biology

Abstract: Introductory Biology for Biology Majors is a large (8 sections of ~95 students each) team-taught class. The instructors meet weekly and share teaching materials. In this experiment, we developed 18 common clicker questions used in all sections. Students were allowed to vote independently on the question, and were then either showed the class responses or not, followed by discussion and a revote. Some questions this study was designed to address include:

- Does displaying the class responses to a clicker question before re-voting result in students simply moving to the answer with the most votes?
- Is there an effect of the number of possible responses on a student's behavior?
- Do A students or C students respond differently in their second attempt when shown the class responses?

#### **6. Assessing Inquiry in Freshman Composition**

Virginia Crank, English

Abstract: My poster will display the stages of inquiry and revision assigned to students for one particular Eng 110 essay assignment, *Analysis of a Visual Text*, and demonstrate how participating in the General Education assessment this spring, for which the English department focused on the outcome related to inquiry, helped me identify some ways to help students use their prewriting (inquiry) strategies to improve their final essays. I'll use one portfolio of student work to trace the process from initial brainstorming to final draft, analyzing how and where the student used her

prewriting to develop the final draft. I'll also analyze and display where in the process I could have intervened to make the value of the particular prewriting/inquiry materials clearer to the student as she revised and drafted.

## **7. Improving Student Learning Outcomes Through the Use of Well-defined Learning Objectives**

Authors: Dr. Laurie Strangman and Betsy Knowles, Economics

Abstract: In our Business Research Methods class, students often develop research questions and hypotheses that use vague or confusing language, do not contain measurable concepts, and are narrow in scope or vision. To address these shortcomings, a set of learning objectives was developed, and a series of lessons and tools were created to facilitate the accomplishment of the student learning outcomes. Student work, in the form of their original research proposals, was collected in semesters prior to, as well as after, the implementation of the lesson. The goal of this research is to assess the impact of the new approach on student learning by systematically evaluating the student work.

## **8. Powerful Questions in (Mathematics) Education**

Authors: Jon Hasenbank & Jennifer Kosiak, Mathematics

Abstract: We will discuss how the use of powerful questions can help teachers enhance student understanding. We will provide a starter-set of powerful questions we have used in the mathematics classroom. Stop by and add to our growing list of powerful questions from other disciplines and see what questions your colleagues think are most important.

## **9. The Effect of Motivation on Achievement and Behavior Modification in a Health and Wellness Course**

Brian Udermann, FACSM, Dia Dohman, David Reineke, John Mayer, Steven Murray

Abstract: The purpose of this investigation was to evaluate the impact of motivation on achievement and behavior modification in a health course. The experimental group was asked on the first day of class to identify one area of their health to focus on improving throughout the semester. A variety of motivational strategies were utilized to keep students focused on the area they identified. The control group was also asked to identify one area of their life/health to focus on improving during the class. Following the course 91% of students in each group reported that they had committed to improving an area of their life/health. When asked if they made progress in that area a higher percentage of the treatment group said yes (93%) vs. the control group (89%), however, this was not significantly different ( $p=0.146$ ). When asked to quantify the number of weeks students felt they made progress in their focus area the treatment group's mean was  $8.7 \pm 3.5$  and the control groups mean was  $7.3 \pm 3.8$ . This was significantly different at the  $p<.0005$  level. These data suggest that an introductory health and wellness course can be effective at motivating students to positively change a self-selected behavior.

## **10. Owing Words: Vocabulary Acquisition at the ESL Institute**

Patrick T. Randolph; ESL Institute

Abstract: The way in which vocabulary is taught may mean the difference between loving to learn and hating to learn. This poster session takes the participants through the wonders of vocabulary development, culminating with the understanding that a sincere ownership of vocabulary not only inspires language learning but also develops a sense of real confidence in the learners. This session will begin by examining an 8 step path of how vocabulary is learned. This takes a

humanistic approach, comparing vocabulary acquisition to human relationships. Second, the session provides a mini class on effective vocabulary instruction. Here we look at affixes and roots and their relation to formation of English words. We also look at what prepositions collocate with which verbs or verb phrases. Next, the presenter will show participants three warm up games that help students to use and remember the new lexical items. Third, two homework activities will be discussed. Fourth, after the activities have been discussed by the participants, the presenter will introduce a "vocabulary booklet project". This is the culminating product of the class, a book which contains all the terms the students learned during the semester.

#### **11. Student, Department, and Personal/SOTL Benefits of a Professional Development Faculty Development Grant: Learning to Think Like a Child Life Specialist**

Susan 'BOON' Murray, Recreation Management and Therapeutic Recreation Department

Abstract: This poster will summarize longer term outcomes of a faculty professional development grant of 2005 to complete a field placement and become a certified child life specialist and develop two courses in child life. The instructor is a 2003-2004 Wisconsin Teaching Scholar who applied 'backwards design' (Grant & Wiggins, 2005) to the course development shifting from 'teaching' to 'learning' as reflected in the syllabi and course activities. This required identifying and designing engaging lessons concerning:

- big ideas that have enduring value beyond the classroom (how to help your future children cope with pain or master medical events as a parent)
- performance skills that reside at the heart of the discipline (learning to facilitate medical play with teaching dolls and media and procedure support with photo preparation books)
- concepts that need 'uncoverage' of abstract or often misunderstood ideas (how to talk with pediatric patients and families)
- central beliefs that offer potential for engaging students (promoting the power of PLAY to cope with a medical event through service learning in Gundersen's Flu Shot Clinic)

The presenter will enumerate anticipated and unexpected student, department, and personal/professional development benefits in relation to the time and effort invested in applying, completing, and reporting a faculty development grant.

#### **12. Taking the LEAP\*: Articulating the Importance of a Liberal Education at UW-L**

Emily Johnson, Psychology and member of the UW System Advisory Group for the Liberal Arts and Sciences

Abstract: Did you know that five years ago the Association of American Colleges and Universities (AAC&U) launched the LEAP campaign as a vehicle for advancing the importance of undergraduate liberal education for all students? Did you know that Wisconsin was designated the first official partner state in this campaign, and that Lieutenant Governor Barbara Lawton believes a liberal education is "the price of admission to a twenty-first century knowledge economy." Did you know that UW System has supported LEAP efforts across campuses to communicate about and promote a liberal education for all students? Did you know that many employers are disappointed in the knowledge and skills of our college graduates? And, do you know why all the fuss?

This poster will provide an overview of the LEAP campaign, and its relevance to what we do and what we can do at UWL to promote a liberal education and prepare our students for working and living in the 21<sup>st</sup> century. It will also provide information on the kinds of learning experiences that

business leaders and other employers feel are most important in today's world; an overview of high impact educational practices that allow students to achieve essential learning outcomes; and strategies for heightening the awareness and value of a liberal education to our students and the larger community. \* LEAP: Liberal Education: America's Promise

## **Demonstrations**

### **13. Using Podcasts to Assess Student Content Knowledge**

Jennifer Kosiak, Bob Hoar, Jon Hasenbank, Mathematics

Abstract: In this multimedia demonstration we will showcase how we have used student-created podcasts to uncover student understanding in mathematics. Podcasts allow students to "think aloud" as they work through a course assignment. By capturing their screen and voice recording, instructors are able to discover what students know and are able to do, as well as their dominant misconceptions and differences in learning strategies. Participants will be able to interact with the technology and free software that their students can use to create these think aloud podcasts for their own courses.

### **14. Transitioning Active Learning into the Online Classroom: An Introduction to Public Administration Online**

Jo Arney, Political Science and Public Administration

Abstract: This demonstration will be a tour of a newly developed online course titled POL 211: Introduction to Public Administration. POL 211 is a survey course meant to introduce students to the various subfields of public administration including bureaucracy, policymaking, organization theory, human resources, budgeting, leadership, and ethics. When this course is taught in the traditional classroom many of the sections include active learning exercises, such as group problem solving. One of the central questions in transitioning this course into the online environment has been whether active learning activities could be successfully developed for an online classroom. The instructor of the course was awarded a SoTL Faculty Development Grant to research this question and to implement active learning activities into the online course. This demonstration will focus on a variety of activities that students were required to participate in as part of the course.

### **15. Using Wikis: Creative Ways to "Wikify" Class Assignments**

Jean M. Janecki, Modern Languages

Abstract: This presentation will demonstrate how everyday writing and research assignments can take on a new twist and get students excited about "publishing" their work on a wiki. The wiki, which is a web page that anybody can create and edit, has several advantages for classroom use. I will demonstrate how different wiki projects that I have used in my Spanish language, literature and culture classes are easy to design, not difficult for students or instructors to use, and help improve students' participation and learning at various levels. For any instructor, wikis are exciting because they turn the dynamics of traditional writing assignments upside-down. The writing assignment, once a lonely endeavor, becomes a collaborative social activity, much more capable of developing the student's overall communicative competence. I have used wikis in many different classes and in different situations: sometimes limiting the use of the wiki to one specific homework exercise, or creating a task that continues throughout a semester. The possibilities of "wikifying" assignments are endless. I will show instructors how they can create

their own wikis using an open-source program and begin incorporating this useful tool into their curriculum.

## **16. Embedded Voice Response: New Frontiers in Response Theory**

Darci Thoune, English

Abstract: Using the “record audio comment” function in Adobe Acrobat Professional 9, I explore an alternative method of responding to student writing. In order to determine if using voice embedded response saves time, improves the quality of an instructor’s response, or simply provides an alternative method of response, I have gathered students’ responses to both embedded voice response and a combination of both textual and recorded comments from a series of essays assignments in my English 110 courses. This presentation walks participants through the process of embedding recorded comments and offers suggestions on how to use this form of response in a variety of contexts.

## **17. The Use of Web 2.0 Tools for Instruction, Research, and Collaboration**

Melissa Weege, Health Professions

Abstract: As part of my graduate work, I was able to take a course on the free Web 2.0 tools that are available on the Internet. I was able to incorporate them successfully into my instruction and teaching this past year. Such tools include the use of Wikis, blogs, portfolios, and social bookmarking, and several Google tools. The students were able to engage actively with course material and collaborate. Many times instead of collecting 23 papers, the information was able to be shared amongst the class instead of just individually by use of a Wiki site or blog. Additionally, students were able to collaborate outside by using the Internet instead of physical meetings when working on group projects. This was especially helpful as students struggle to find time when all members are available.

I was also able to use the Power point 2007 Quiz show throughout my lectures as I do not have access to clickers. This allowed the students to be more engaged during the lecture, and apply newly presented concepts. I received a lot of positive feedback regarding the quiz questions. Finally, the use of wiki sites has been a helpful tool while serving on committees to allow for collaboration outside of physical meetings. It was also helpful to receive input from all members of the community.

## **18. Virtual Learning and Discovery in Second Life**

Jim A. Jorstad, Director of Educational Technologies

Abstract: Second Life is a rich interactive 3-D virtual environment that promotes collaboration, interaction, experimentation, and learning worldwide. This new space can inspire creativity and also promote social connections that otherwise may not occur. Second life is a platform that many universities have been utilizing in innovating applications through a wide variety of disciplines. This 3-D space provides opportunities not only for teaching and learning, but also in research with faculty members throughout the world.

This presentation will provide an introduction to Second Life and pose some potential applications in a variety of disciplines. In addition, participants will be provided a hands-on opportunity to learn to create their own avatar and interact live in a number of Second Life areas. The intent of this is to help faculty members more fully understand the process of real time interaction and collaboration in 3-D space. This demonstration will graphically illustrate how

Second Life has the potential to provide a richer creative social experience than traditional two dimensional web sites. Information will be provided on how other universities and colleges are innovating in their own Second Life experiences. This demonstration will be highly interactive and engaging.

## **19. UWL/CEA LGBTIQQA Study Abroad in Paris, France**

Will Van Roosenbeek, Pride Center, Jason Kouba, International Education, Sara Sullivan, Psychology & Women's Gender and Sexuality Studies

Abstract: In Summer 2009, we led a unique study abroad experience to Paris, France. Our main goal was to provide a meaningful international experience for LGBTIQQA (Lesbian, Gay, Bisexual, Transgender, Intersex, Queer, Questioning Asexual and their Allies) students. Based on the results of our Study Abroad Barriers Survey, we concluded that while LGBT students are interested in studying outside the US, reluctant to actually do so. In addition to concerns about finances, the LGBT students indicated that concerns about possible discrimination and lack of social support were primary reasons they did not actually study abroad.

In cooperation with the CEA Global Campus in Paris, students were enrolled in the UWL course, Introduction to LGBT Studies, and the CEA course, Gay Paris. These classes provided complementary academic components as well as opportunities to explore sights important in contemporary Parisian gay culture and 20th century history. A highlight of our trip will be attending the Paris Pride celebration.

Our presentation will focus on both faculty and student perspectives on the experience. As part of their course assignments, students will prepare a video of their experiences. There will also be numerous assignments in which students are encouraged to reflect on their experiences.

## **20. Utilizing Connection Technology to Enhance Student Learning in Traditional and Online course**

Terry Wirkus, Educational Technologies

Abstract: Connection technology can be used to synchronously bridge physical distance allowing guest speakers from anywhere in the world to visit UW-L classrooms at little or no cost. Students interning or student teaching at distant sites can join on-campus courses through an internet connection. Classes can be recorded easily and made available asynchronously for the convenience of both the student and the professor. And Mediasite technology can be utilized to enrich on-line courses creating a powerful, hybrid experience.

I'll demonstrate Skype -- an easy and inexpensive method of video conferencing. Sharing examples of how Skype has been used during the last six months will lead to new, creative ideas of how this tool could help enhance learning in the coming year.

Our webcasting technology, Mediasite, also will be demonstrated. Capturing both audio and video as well as a separate screen of the classroom compute, the Mediasite web stream can be viewed synchronously. It also creates an immediate archive file of the class or event which can be viewed asynchronously.

Skype and Mediasite are two examples of what's available in the UW-L Technology Toolbox. This demonstration and discussion will suggest how you might incorporate connection technology into your courses.

## **21. A Best Practice: Online Interactive Student Printmaking Exhibitions**

Joel Elgin, Art

Abstract: As UWL's 07/08 Wisconsin Teaching Scholar I explored the role of visual blogs in my printmaking courses. In addition to exposing students to a wealth of image resources unavailable in our location, the blog serves as a tool that allows for the online exhibition of student artwork. The exhibitions provide a bridge to other serious student artists, to professional printmakers/professors and/or to professional curators.

UWL students have participated in online exhibits involving: Professor Brian Lynch and his students from the University at Albany (April 25, 2007), Katherine W. Hart, Associate Director and Barbara C. and Harvey P. Hood 1918 Curator of Academic Programming at the Hood Museum at Dartmouth College (December 10, 2007), Professor Fred Hagstrom and his students from the Carleton College (December 11, 2008), Eric Hansen and his students at New Mexico State University (May 7, 2009).

I propose to arrange a display of computers (open to the student exhibitions mentioned above) and allow those in attendance to scroll through the exhibitions. In addition to viewing the prints, the comments/conversations between students from the different universities can be observed.

## **22. SAA 701 "Student Affairs & Technology": Collaboration at its Best**

Jodie Rindt, Student Affairs Administration (SAA)

Abstract: The Student Affairs Administration graduate program is in its third year of offering a totally online option in addition to our traditional on-campus program. Our online students are currently working in higher education settings located all over the country as well as one student who is taking all of her classes in Germany. Based on established program competencies and learning outcomes, the #1 strength of the program is the sharing of knowledge and practical experience that takes place between the students themselves as a result of the learning activities utilized in the courses. In addition, the students voluntarily create their own repository for "new" technology tools and information by submitting their findings to a "Check It Out" area for all to see. SAA 701 examines the impact of technology on higher education, student affairs, and student development by bringing 20 people together from 20 different institutions in a manner that demonstrates the true spirit of collaboration at its best in a graduate setting.

## **23. Building Your Curriculum with Universal Design**

Chris Coppess, Adviser/Assistive Technology/ Alternative Media, June Reinert, Director of Disability Resource Services

Abstract: The session will include a presentation on Universal Design in the classroom; it will give participants ideas to use in their classrooms. There are two formats that will be used to illustrate how to use universal design in the classroom.

Students, especially students with a disability, do not have complete access to facilities and compatible learning environments in the classroom as their non-disabled peers. This results in

students being unable to access a college education altogether, or received an education whose quality severely compromised.

The central practical premise of Universal Design for Learning is that a curriculum should include alternatives to make it accessible and appropriate for individuals with different backgrounds, learning styles, abilities, and disabilities in widely varied learning contexts.

ACCESS-ed website will be utilized to demonstrate resources for universal design. It hosts and is developing several innovations including more than 400 annotated links to UD resources from around the nation and world, a subscription to “UD of the Day” and an easy search strategy using a virtual college campus. The website is found at the following link (<http://access-ed.r2d2.uwm.edu/> ). The audience could use their laptops to access this presentation, or the presenter could use the website and demonstrate to the entire group by navigating through the site.

#### **24. Using Technology to Decrease Paper Usage in Your Classroom**

Kristin Koepke, Center for Advancing Teaching and Learning

Abstract: With the recent implementation of the pay-to-print policy, you may be wondering about ways you can do your part to reduce paper usage in your classroom and what resources are available to help you in your efforts. This demonstration will show a few ways in which D2L can be used to post content, provide feedback, and post grades, along with showing how other common technologies such as Adobe Reader and Microsoft Word can also be used to aid in reducing paper in your classroom. The demonstration will include a take-away document listing various tutorials and resources available for future reference. Learning just one of the many tips and tricks will help you make great strides in the implementation of this important policy.

#### **25. A Children’s Story: Creating a Connection between Hmong Culture and Mathematics**

Jennifer Kosiak, Mathematics and Maggie McHugh, Student Support Services

Abstract: Collaboration and innovation are key to the success of *Ka’s Garden of Peace*, a children’s book that integrates Hmong language and culture with a strong mathematical theme. *Ka’s Garden of Peace* provides a unique bridge between multiple disciplines such as English, Mathematics, Modern Languages, and cultural diversity. Not only will this children’s book enhance the Hmong cultural education of area students, teachers, and families by providing literature with accurate depictions of the Hmong culture but it will also provide a real life context for students to learn math skills and concepts. Also, as the children’s book will provide an accompanying CD with the story told in both English and Hmong, Hmong students and their families can form connections between their primary language and the English language. This connection can enhance literacy acquisition and promote a link between home and school.

#### **26. Using Podcasts to Enhance Learning and Extend Class Time (Outside of Class)**

Larry Sleznikow, Educational Technologies

Abstract: Podcasting took the technology world by storm in late 2004. It refers to the creation of a series of digital audio files that are posted on the Web and syndicated using RSS (Really Simple Syndication). With the advent of the iPod and other digital audio players, it has become very easy to listen to audio podcasts wherever you go.

Using a grant from the student technology fee, Educational Technologies purchased several very portable and easy to use digital audio recorder kits. These podcast kits can be checked out from Educational Technologies by students, faculty and staff. Over the past two years several faculty members have incorporated student created podcasts in their courses and have had their students use these podcast kits for their projects. Faculty might also consider using this recording technology along with free, open source audio editing software to create short audio podcasts for their courses. Having students listen to a podcast before a class can, in effect, extend class time. The podcast can be give background material to be expanded upon in class or be the basis of a discussion during class time. It can also be a recorded interview with an expert in the field who cannot physically address the class, but who can provide insight into class material in a podcast.

Use of the podcast kits and the free audio editing software will be demonstrated in this session.