

2009-2010 Fall & Spring CATL Colloquia / Workshop List

What Makes Learning Difficult and What Instructors Can Do About It

Bill Cerbin, Director of CATL

Thursday, September 10, 2:30-4:00

Students learn all the time, and much of it takes place without a hitch. But students encounter significant difficulties as they try to develop complex abilities and deep understanding in our fields. It stands to reason that if we understand the learning problems students experience in our courses, we might be better able to facilitate their progress. This session invites you to examine what makes your subject difficult to learn—the pitfalls, bottlenecks, and trouble spots—and discuss teaching practices to help students with the “hard parts.” The session is intended to help you better understand why your students learn and don’t learn what you teach and identify teaching practices to better support their learning.

Using D2L to Decrease Paper Usage in the Classroom

Kristin Koepke, Instructional Designer

Friday, September 25, 2:30-4:00

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 workshop 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 workshop 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.

Designing and Delivering Quality Online Courses

Kristin Koepke, Instructional Designer; Brian Udermann, Director of Online Education

Thursday, October 8, 2:30-4:00

This workshop will focus on using the Quality Matters assessment rubric to help design and deliver online courses. Quality Matters (QM) is a faculty-centered, peer review process that can be used to enhance the quality of online courses. The QM rubric provides eight categories and 40 indicators of successful online course design. The QM rubric provides substantial guidelines to consider when developing online courses. This presentation will show examples from UW-L online courses to illustrate many of the indicators. Participants will receive a copy of the QM rubric and be allowed time for discussion around the standards.

Universal Design of Graded Assignments

Deb Hoskins, Inclusive Excellence Coordinator

Friday, October 23, 2:30-4:00

"Universal Design" means designing your course so that it works for students with disabilities without requiring special accommodations. But UD also accommodates differences in learning styles, students for who English is not a first language, and students whose culture emphasizes forms of communication different from those higher education historically values. UD is an enormous undertaking, but starting small allows you to make incremental changes. Typically we offer students only one way to tell us what they've learned, thereby emphasizing just one mode of communicating. The result is that many students struggle, even though they may actually have learned a great deal in your course. Rather than asking them to struggle with multiple learning tasks that may include some that aren't central to your goals, UD advocates allowing students to choose modes of communicating that work best for them, as long as they achieve the learning goals you have spelled out for them. In this workshop, you will examine one assignment in a particular course that you teach. Working with your colleagues, you will think through what learning you seek from that assignment and why. Then you will develop a grading rubric that allows you to grade only the student learning you seek, no matter how the student presents what they have learned.

Time-Saving Strategies for Responding to Student Writing

Bryan Kopp, Writing Programs Coordinator

Thursday, November 12, 2:30-4:00,

How can instructors decrease the time they spend responding to student writing, and, simultaneously, increase the effectiveness of their feedback? This session reviews proven strategies for responding to formal writing assignments in different disciplines. Participants are invited to share their own approaches and bring a sample assignment for discussion.

Writing Objective Tests

Presented by Deb Hoskins, Inclusive Excellence Coordinator; Bill Cerbin, Director of CATL;

Kristin Koepke, Instructional Designer

Wednesday, November 25, 2:30-4:00

This session focuses on how to write sound objective test items in a multiple choice format. You will learn principles of writing good test items, tips on overall test construction, how to analyze and improve test items that have not been working well, and ways to write multiple choice items that test complex thinking.

Writing Course Objectives

Bill Cerbin, Director of CATL & Kristin Koepke, Instructional Designer

Thursday, December 10, 2:30-4:00

This workshop will examine how to write quality learning objectives and provide time for participants to discuss and work on objectives from one of their courses. As background information, the presenters will define objectives, discuss the components and kinds of objectives, and describe strategies for building quality learning objectives. Based on these definitions and strategies, participants will examine, write or revise course objectives. Participants will share and problem-solve with facilitators and peers on ways to improve and enhance objectives to ensure they meet prescribed components and criteria. Attendees should bring a set of current objectives to analyze or revise during the exercises. These could be learning objectives for individual assignments or class periods, units in a course or objectives for an entire course. Or, if you want to start fresh and write new objectives bring course material such as an assignment or syllabus. Bring hardcopy or your laptop.

Standard English as Opportunity and Oppression

Bryan Kopp, Writing Programs Coordinator & Deb Hoskins, Inclusive Excellence Coordinator

Thursday, February 11, 2:30-4:00,

Many students whose first language is not English struggle with Standard English in their writing. Many other students do as well. When students struggle, is it because they are unfamiliar with the conventions? Are they being careless, submitting hastily prepared work? How can we tell? While some students may lack knowledge or motivation, others may be resisting the pressure to conform to Standard English conventions. When is that reasonable? When isn't it? Given the range of reasons for not using Standard English, how can teachers better respond to grammar and syntax issues in student writing? How do we know what we are grading, and how do we respond to important differences? In this workshop, we will examine examples of how students use non-standard English to determine what the underlying writing issue might be, and then how we might best respond.

Teaching for Understanding

Bill Cerbin, Director of CATL

Friday, February 26, 2:30-4:00

Even when students do their best their understanding of subject matter may be fragmented, superficial, or incomplete. This session will focus on teaching practices that can support learning with understanding. Participants should bring one of the following items to revise, a copy of an assignment or class exercise or an outline of a class lesson. We will discuss different ways to define, evaluate and support understanding in the context of your class materials.

Active Learning Techniques for Online Courses

Brian Udermann, Director of Online Education & Kristin Koepke, Instructional Designer

Thursday, March 11, 2:30-4:00

This workshop will focus on developing course activities and assignments in which students are more engaged in the teaching and learning process. A number of UW-L faculty who teach online will be invited to give examples of active learning techniques they have used and found to be successful in online courses.

Revising General Education Assessment Rubrics

Bill Cerbin, Director of CATL

Friday, March 26, 2:30-4:00

This workshop offers instructors and departments an opportunity to revise and improve their rubrics for general education assessment. The workshop was planned in consultation with the members of the General Education Assessment Committee (GEAC), and is intended for instructors who need to revise their general education assessment rubrics or who are developing rubrics and would like constructive feedback before they submit their rubrics for review.

The session will:

1. examine the current rubric model used by GEAC,
2. identify problems instructors have encountered when developing rubrics to assess general education student learning outcomes
3. examine examples of sounds as well as flawed rubrics, and
4. provide feedback to help instructors revise their general education assessment rubrics.

Using Jing in Your Teaching

Kristin Koepke, Instructional Designer & Bryan Kopp, Writing Programs Coordinator

Tuesday, March 30, 2:30-4:00 & Wednesday, March 31, 10:00-11:30

Jing is a free tool that allows you to snap a picture of your screen or record a video of onscreen action, which you may then save, post on D2L, or send via email. Jing has many educational purposes. The presenters have used Jing to create online tutorials and how-to demonstrations, and to offer feedback on written assignments. Join us at this hands-on workshop to (1) learn how to use Jing, (2) explore strategies for incorporating Jing into your face-to-face and online classes, and (3) make at least one Jing video.

Unlocking the Power of PowerPoint: Strategies to Engage Students

Thursday, April 8, 2:30-4:00, Presenter: Jim Jorstad, Director of Educational Technologies

This workshop will explain how faculty can develop PowerPoint programs that engage the learner, promote interactivity and collaboration, and enhance recall. Attendees will learn easy techniques to transform their PowerPoint programs into highly effective presentations, and as learning objects in their D2L curriculum. In addition, a variety of embedded PowerPoint tools and technologies will be explained and demonstrated. Workshop attendees are strongly encouraged to bring their laptops for hands-on teaching and learning. Be prepared to be engaged, informed, and entertained. No longer will your PowerPoint presentations be 'powerless' or 'pointless'.

The Many Faces of Facebook: Social Networking on Campus and in the Community

Jo Arney, Professor of Political Science & Public Administration

Friday, April 16, 1:00-2:00

The UW-L eCitizenship Initiative and CATL would like to invite you to a workshop on the many 'faces' of Facebook. The workshop will focus on Facebook as a social networking tool with an emphasis on how to use it to promote democracy in the community and in the classroom. The workshop will be presented by Dr. Jo Arney, Professor of Political Science and Public Administration, and UW-L students Julie Kildahl and Steve Londre.

Collaborative Learning Techniques

Bill Cerbin, Director of CATL

Friday, April 23, 2:30-4:00

There are many ways to use exercises, assignments, discussions, and projects in which students work together in and outside of class. This session will explore examples of group or cooperative learning techniques and how to use them effectively. The session is intended for instructors who are relatively unfamiliar with cooperative learning techniques or who want to revise their current approach to group learning in their classes.