## 2011-2012 CATL Fall & Spring Workshop Descriptions

**Student Learning 1.0: Three Strategies to Improve Student Learning**
*Bill Cerbin, CATL Director*
Friday, September 9, 1:30-2:30, 3214 Centennial Hall

This session introduces three strategies that can improve <u>basic</u> student learning. We will discuss how taking tests, studying "worked examples" and distributing study time (rather than cramming) can boost student performance. We will examine why these strategies work and under what circumstances you might use them in your classes.

**Building Effective Feedback into Your Classes**
*Bryan Kopp, Writing Programs Coordinator and Bill Cerbin, CATL Director*
Friday, September 16, 1:30-2:30, 3214 Centennial Hall

Feedback is critical for student learning but can be time intensive for instructors. Classroom assessment techniques such as the "minute paper" make it possible for teachers to monitor student learning and provide immediate feedback to the whole class. This session will focus on different ways to give feedback, types of feedback that are most usable for students, and how to increase students' use of feedback.

**An Introduction to Teaching Online Courses**
*Brian Udermann, Online Program Director and Kristin Koepke, Instructional Designer*
Friday, September 23, 1:30-2:30, 3214 Centennial Hall

Have you been thinking about the possibility of developing and teaching an online course? This session is designed for instructors who are considering teaching online for the first time, or who have minimal online teaching experience. Topics will include creating a syllabus, delivering content, course navigation, academic integrity, student engagement, student and faculty expectations, and resources available through UW-L. There will also be a considerable amount of time dedicated to questions from participants.

**Generating Good Discussions:  Let's Give 'em Something to Talk About**
*Deb Hoskins, Inclusive Excellence Coordinator*
Friday, September 30, 1:30-3:00, 3214 Centennial Hall

Discussion is the most commonly-used strategy for active learning.  It is also an important means to engage students across differences. In this workshop, you will learn what makes discussion effective, ways to set ground rules that keep discussions on track, and ways to think about grading discussions. You will then plan a unit with an active discussion activity that will work in either a face-to-face or online classroom.  This will be a working session—so please bring with you a syllabus or a plan for an existing discussion that needs enhancement or an activity that you think would be enhanced with discussion.

**Blogs vs. Wikis: When and Why**
*Kristin Koepke and Jen Snook*
Monday, October 3, Noon-1:00, 161 Wing
This session will share various types of assignments and activities that can be used with both blogs and wikis, while discussing the practicality of various approaches and technologies.  Time will be devoted to discussing considerations for assessing student work done in blogs and wikis.  Come prepared to share your ideas and collaborate with your peers on ideas for blog and wiki integration in your classroom.

**Herding CATs: Using Classroom Assessment to Understand Student Learning**
*Patrick Barlow, University Assessment Coordinator*
Friday, October 7, 1:30-2:30, 3214 Centennial Hall

The process of assessment of student learning may seem laborious and lead faculty to wonder if they may be "chasing their own tail." At times, the tools and process of assessment may seem to be far removed from the classroom. This session will take a look at how to utilize short, ungraded strategies in the context of a course lesson (CATs or Classroom Assessment Techniques) to derive useful information for how specific class activities are impacting student learning. These CATs cover a broad range of possibilities. Some exemplars will be demonstrated with time for attendees to identify possible uses for a CAT in their courses. Attendees are asked to bring materials related to course lessons or concepts that they believe students have a hard time understanding. Attendees will take away 1-2 ideas for possible use of this kind of assessment in their courses.

**Beyond Google: Advanced Search Strategies to Enhance Your Teaching and Scholarship**
*Brian Udermann, Director of Online Education*
Friday, October 21, 1:30-2:30, 3214 Centennial Hall

Google is a very powerful search engine and currently dominates the number of Internet searches conducted (roughly 70%). However, Google might not always be the best choice when you consider the range of Internet search tools available. There are hundreds of alternative search engines that can be used when trying to find information electronically. This session will explore sites that can be used to perform blind comparisons on the three top search engines (Google, YAHOO!, Bing), search for videos, and search for discipline specific information (Science, Arts, etc.). We will even explore a search engine that contributes to your charity of choice for every search you conduct. Bring your laptop or iPad as we will conduct searches during this session.

**Seeing the Forest <u>and</u> the Trees: Using Institutional Level Assessment Data for Improvement of Learning**
*Patrick Barlow, University Assessment Coordinator*
Friday, October 28, 1:30-2:30, 3214 Centennial Hall

Selected highlights from the 2011 results of UW-L's participation in the Collegiate Learning Assessment and the National Survey of Student Engagement (NSSE) will be shared as they relate to opportunities to improve the UW-L learning environment. While the NSSE provides a sense of how often students engage in meaningful learning activities, the CLA gives us the insight into actual student performance on academic skills. Both of these tools have implications for how we can view our impact on students.

**Reducing Test Anxiety**
*Bill Cerbin, CATL Director*
Friday, November 4, 1:30-2:15, 3214 Centennial Hall

Excessive test anxiety interferes with students' studying and impairs their performance. This session explores why students *choke* in test situations and what instructors can do about it. It focuses on a simple strategy in which students write about their test-related worries for a few minutes before taking a test. Research demonstrates that high-test anxious students' who use this strategy improve their test performance substantially. We will discuss why the strategy works, how you can use it and how you can determine whether it helps improve students' test performance in your classes.

**Ways to Revise and Refresh Your Online Course**
*Kristin Koepke, Instructional Designer*
Friday, November 11, 1:30-3:00, 3214 Centennial Hall

The workshop will discuss how to use the *UW-L Online Course Evaluation Guidelines* to assess the course design and delivery in the course review process. In addition, ideas will be shared about various course navigation strategies, ways to design activities for effectiveness, reviewing and consider feedback approaches, and thoughts and possibilities for adding emerging technologies. Participants should bring with them their laptop in order to access their online course during the workshop. During the workshop participants will be asked to identify areas of possible redesign and collaborate with peers on ways to enhance that area. Participants will leave the workshop with suggestions or ideas on ways to revise and refresh their online course for the next offering.

**Motivating Student Learning**
*Bill Cerbin, CATL Director*
Friday, November 18, 1:30-2:30, 3214 Centennial Hall

Why do students . . . persist when faced with difficult tasks, give up, do just enough to get by, work tenaciously, obsess over grades, focus on avoiding failure, take academic risks, avoid academic risks? What accounts for motivation for learning, and what can instructors do to influence student motivation?  This session invites you to examine your assumptions about what motivates student learning, explore key factors that influence motivation, and discuss strategies instructors can use to support students' effort and persistence.

**Using Jing in Your Teaching**
*Kristin Koepke and Jen Snook, Instructional Designers*
Friday, December 2, 1:30-2:30, 3214 Centennial Hall

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 presenter has used Jing to create online tutorials and how-to demonstrations, and to offer feedback on assignments.  Join us at this hands-on workshop to: (1) learn how to use Jing, (2) explore strategies for incorporating Jing into your classes, (3) define one way to use Jing in your teaching, and (4) make at least one Jing video for that defined purpose. This is a hands-on workshop.

**Facebook: Does this Popular Tool Have Educational Value?**
*Kristin Koepke, Instructional Designer*
Monday, December 5, Noon-1:00, 161 Wing

Facebook is the largest social media site in the world. The reality is a majority of our students use Facebook on a regular basis to network with friends. In this session we will explore various ways to use Facebook to create community, communicate more effectively with students, and connect students with course related resources. Research will be presented on integration of social media sites in the classroom. Come prepared to engage in a discussion about how this social media tool could be an educational enhancement to your course

**Self and Peer Evaluation of Online Instruction**
*Brian Udermann, Director of Online Education*
Friday, December 9, 1:30-2:30, 3214 Centennial Hall

Roughly 100 Faculty and Instructional Academic Staff have developed and taught online courses at UW-L over the past five years.  In response to the growth in online offerings, individuals in CATL have developed and shared tools that can be used for self and peer evaluation purposes.  This workshop will explore how instructors can use the UW-L Online Course Evaluation Guidelines to help design their online courses as well as evaluate the delivery of their online courses after they have been taught.  Additionally, we will discuss and share resources that can be used to conduct peer evaluations (instructor to instructor) of online courses.

**First in the CLASSE:  Investigating Student Engagement at the Course Level**
*Patrick Barlow, University Assessment Coordinator*
Friday, February 3, 1:30-2:30, 3214 Centennial Hall
The CLASSE (Classroom Survey of Student Engagement) is a tool that measures how often students engage in critical learning behaviors in a course. This session will review the actual survey, discuss the types of information you can assess, and explore how you might use the CLASSE in your courses.  Some examples of insights from our current pilot of the tool may be shared.

**Google Tools: So Many Options, So Many Educational Uses!**
*Kristin Koepke, Instructional Designer*
Monday, February 6, Noon-1:00, 161 Wing

There are quite a few free Google tools available through our UW-L account. In this session we will explore some of the classroom uses for these tools and share ways to think about assignments and lesson presentation using these tools.

**Creating Authentic Assignments**
*Bill Cerbin, CATL DIrector*
Friday, February 17, 1:30-2:30, 3214 Centennial Hall

We want our students to be able to solve problems and think analytically, carefully, imaginatively—beyond the classroom. Yet we know that students' ability to use knowledge in new situations is often limited. Authentic tasks can be a bridge between school learning and real-life applications. They engage students in using knowledge in "real-world" ways, with genuine purposes, and audiences. This session explores how to create assignments that give students more practice applying what they learn in the classroom to messy, complex, real-life problems.

**Better Feedback in Less Time: Using Minimal Marking and Macros to Give Feedback**
*Bryan Kopp, Writing Programs Coordinator*
Friday, February 24, 1:30-2:30, 3214 Centennial Hall

Instructor feedback helps students gauge their progress toward course goals, but giving feedback can be time-consuming, particularly in large and multiple-section courses. How can teachers deliver feedback more efficiently, increasing the chances students will actually use it? After reviewing basic commenting strategies, this session will spotlight two techniques that can significantly reduce the time it takes to respond to student work: minimal marking and macros. Minimal marking involves flagging or coding common writing issues, reducing the need for extensive commentary. Macros are keyboard shortcuts that can accelerate commenting by eliminating its repetitive aspects. Participants are invited to share their current feedback practices and complete the initial steps in creating a more efficient feedback system.

**Small Interventions that can have Big Effects on Educational Achievement**
*Bill Cerbin, CATL Director*
Friday, March 9, 1:30-2:30, 3214 Centennial Hall

A study with Stanford freshmen found that a 1-hour session designed to buttress African-American students' *sense of social belonging in school* increased their GPA's over the next three years, and they were more likely to be in the top 25% of their college class. Brief exercises that "target students' thoughts, feelings and beliefs in and about school have had striking effects on educational achievement even over months and years." This session will explore examples of high-impact interventions and discuss ways to use them to help narrow the achievement gaps among groups of students in your classes and programs.

**Blended Learning**
*Kristin Koepke, Instructional Designer*
Friday, March 23, 1:30-3:00, 3214 Centennial Hall

This is an overview presentation about the possibilities and strategies in offering a blended (also called hybrid) course at UW-L. The presentation will define blended learning, explain the benefits of the blended course design approach, and discuss strategies for offering a quality blended course. Information will be provided about design considerations for blended courses and example course materials from blended courses with be shared. No experience with blended course design is needed to attend this introductory session.

**Developing Dynamic Presentations: Twelve Strategies to Improve Your Presentation Skills**
*Brian Udermann, Director of Online Education*
Friday, March 30, 1:30-2:30, 3214 Centennial Hall

Whether you are looking to enliven your teaching or improve your presentations at national conferences, this session will have useful and practical information for you. Hear ideas about ways to increase your comfort level, engage your audiences, and be more dynamic when teaching and speaking.

**Twitter: Uses for Classroom Assessments**
*Kristin Koepke and Jen Snook, Instructional Designers*
Monday, April 2, Noon-1:00, 161 Wing

Twitter is a very popular social media site that allows for microblogging, with posts that are limited to 140 characters. This type of message creation can have an interesting impact when used in the classroom to collect information on student progress and understanding of course concepts.  This session will present a few ways in which Twitter can be used in a Classroom Assessment Technique.

**And All Shall Have Prizes?: Assessing Group Learning**
*Patrick Barlow, University Assessment Coordinator*
Friday, April 13, 1:30-2:30, 3214 Centennial Hall

The use of group or collaborative learning provides the opportunity to promote a range of abilities and knowledge such as deeper understanding of the subject matter, teamwork and interpersonal skills, leadership ability, and basic skills associated with group learning such as how to participate in a discussion. The emphasis in this session is not on grading group products (e.g., projects and presentations), but in collecting information on what and how group learning contributes to broader types of outcomes such as teamwork, leadership and group discussion skills.