

**2013-2014 Fall & Spring
CATL Workshops / Seminars**

| Date/Time/Place | Description |
|---|--|
| <p>Wednesday Aug 21 8:15-11:30 a.m. 3212 Centennial</p> | <p>Five Ways to Improve Your Objective Tests [8:15-9:00 a.m.] Bill Cerbin, Director of CATL</p> <p>This session focuses on how to improve multiple-choice tests. You will learn tips about overall test construction, principles of writing good test items, how to analyze and improve test items that have not been working well, and ways to write multiple choice items that test complex thinking [beyond rote memorization].</p> <p>Tools for Managing the Grading Workload [9:00-10:30 a.m.] Bryan Kopp, Writing Programs Coordinator, CATL and Deb Hoskins, Inclusive Excellence Coordinator, CATL</p> <p>Where do we spend most of our time as instructors? For many, the most time-consuming part of our job is grading written work. Is this investment of time worth it? Does student work improve based on our feedback? In this workshop, we will discuss strategies for giving assignments, guiding learning through feedback, and grading student work. Participants will identify a particular assignment and then determine how to redesign it to shift more of their time from grading to teaching.</p> <p>Using Your Grading to Document Teaching Effectiveness [10:30-11:30 a.m.] Bill Cerbin, Director of CATL</p> <p>The Joint Promotion Committee and Career Progression Committee expect candidates to demonstrate their teaching effectiveness by providing evidence of student learning in your courses. This session describes ways to use graded work from your class, i.e., tests, quizzes and assignments, to document student progress and achievement of course learning goals. You will have an opportunity to look at actual examples from recently promoted instructors, and plan ways to collect evidence during the year.</p> |
| <p>Friday, Sept 6 7:00 -7:45 a.m. ONLINE Webinar</p> <p>Friday, Sept 6 1:30-2:15 p.m. 3214 Centennial</p> | <p>Facilitating Effective Online Discussions Brian Udermann, Director of Online Education, CATL</p> <p>Utilizing discussions in online courses can be a very effective way to increase student to student and student to instructor interactions. However, there can be challenges associated with online discussions such as lack of student participation, disruptive students or the workload associated with reading and grading discussion posts. During this presentation you will be exposed to a variety of strategies to create discussion board activities that your students find interesting and also strategies to effectively facilitate discussions and manage the workload related to reading and grading posts.</p> |

| | |
|--|---|
| <p>Wednesday, Sept 11 8:00-9:00 p.m. ONLINE Webinar</p> | <p>Writing Measurable Objectives Kristin Koepke, Instructional Designer, CATL</p> <p>Quality learning objectives are like a road map to the course. By developing a coherent and logical map, students and instructor have clear directions on the road of the course. Start your course off right by attending this workshop and learn the skills you need to write measurable learning objectives for your course and units. Writing measurable objectives will help your semester-long course be more focused on the content you truly wish to cover. This workshop will define objectives, discuss the components and kinds of objectives, describe strategies for building quality and measurable learning objectives, and techniques for ensuring your course activities align with the written objectives.</p> |
| <p>Thursday, Sept 12 2:00-3:00 p.m. 161 Wing</p> <p>Friday, Sept 13 1:30-2:30 p.m. 3214 Centennial</p> | <p>Understanding and Enhancing Student Motivation Bill Cerbin, Director of CATL, Deb Hoskins, Inclusive Excellence Coordinator, CATL, & Brian Udermann, Director of Online Education, CATL</p> <p>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.</p> |
| <p>Friday, Sept 20 1:30-3:00 p.m. 3214 Centennial</p> | <p>Enhancing Your Class Presentations</p> <p>Creating Engaging Lectures [1:30-2:15 p.m.] Alex O'Brien, Psychology Department</p> <p>Evidence from SOTL suggests that when students are engaged in class, their outcome measures, satisfaction with the instructor, and enjoyment of the class are all improved. Fortunately, there exist numerous easily implemented methods that can quickly increase student (and instructor) engagement. This workshop will focus on methods for improving student engagement that can be implemented today, as well as methods that can be incorporated over time, in courses that are taught on a regular basis. Anecdotal and evidence-based strategies for both small and large lecture courses will be presented.</p> <p>Effective Use of PowerPoint [2:15-3:00 p.m.] TJ Brooks, Economics Department</p> <p>PowerPoint like many technologies used in the classroom can be used for good or evil. This workshop will put you on the path of living Google's corporate motto: "Don't be Evil". I'll discuss the SOTL around the use of PowerPoint in the classroom. A few questions I hope to address are: Should you give students your slides? What should be included in your slides? I'll also spend time discussing the aesthetics of slide design to help communicate your message more effectively.</p> |

| | |
|--|--|
| <p>Wednesday, Sept 25 8:00-9:00 p.m. ONLINE Webinar</p> | <p>Designing Custom Google Maps for Interactive Instruction Ian Muehlenhaus, Department of Geography and Earth Sciences</p> <p>Most of us have used Google Maps to get from Point A to Point B. Google Maps is far more powerful and useful than a reference map, though. Google Maps can be easily tailored to highlight features, places, and data that you want to showcase in lecture. You can create custom maps showcasing your or others' photographs and videos to present information to students or narrate key concepts in an interactive manner. Finally, you can employ this mapping service into group projects, having students develop specific maps of their own. This webinar will introduce some simple online tools that can be used to create your own custom maps with your own data. In addition, the webinar will show you how to change icons and map colors, embed videos and photos, share your maps with others, and embed your maps into Websites and blogs.</p> |
| <p>Thursday, Sept 26 2:00-3:00 p.m. 161 Wing</p> <p>Friday, Sept 27 1:30-2:30 p.m. 3214 Centennial</p> | <p>Applying Learning Research to Teaching Practice Bill Cerbin, Director of CATL</p> <p>Much is known about <i>how</i> students learn and don't learn. For instance, <i>practice testing</i>, in which students try to remember what they studied, is a highly effective way to learn. In contrast, <i>rereading material</i>, a widely used strategy, has little effect on learning. After students have read material twice, additional rereading has a negligible effect on learning. What matters most, of course, is what students do mentally while they read, study, listen to lectures, take notes, discuss material, answer questions and so forth. Drawing upon research in the learning sciences, we will explore how you can influence those mental processes and induce more effective learning in your students.</p> |
| <p>Friday, Oct 4 1:30-3:30 p.m. 3214 Centennial Repeated March 28</p> | <p>Tips and Techniques for Program Level Assessment Patrick Barlow, Assessment Coordinator, CATL</p> <p>The complexity of assessment programmatic outcomes will be addressed in this two-part session. The first hour [Part 1] will focus on the design of a process and selection of tools and data that facilitate the effort and provide meaningful results. The second hour [Part 2] will shift to ideas on analysis and use of the information collected for programmatic improvement. Those tasked with coordinating assessment within their department are highly encouraged to attend. Attendees may join one or both parts of the discussion.</p> <ul style="list-style-type: none"> – Part 1: Planning and Developing Tools [1:30-2:30 p.m.] – Part 2: Analysis and Use of Results [2:30-3:30 p.m.] |

| | |
|--|--|
| <p>Wednesday, Oct 9 8:00-9:00 p.m. ONLINE Webinar</p> | <p>Facilitating Effective Online Discussions <i>Brian Udermann, Director of Online Education, CATL</i></p> <p>Utilizing discussions in online courses can be a very effective way to increase student to student and student to instructor interactions. However, there can be challenges associated with online discussions such as lack of student participation, disruptive students or the workload associated with reading and grading discussion posts. During this presentation you will be exposed to a variety of strategies to create discussion board activities that your students find interesting and also strategies to effectively facilitate discussions and manage the workload related to reading and grading posts.</p> |
| <p>Thursday, Oct 10 2:00-3:30 p.m. 161 Wing</p> <p>Friday, Oct 11 1:30-3:00 p.m. 3214 Centennial</p> | <p>Designing and Managing Collaborative Assignments <i>Deb Hoskins, Inclusive Excellence Coordinator, CATL, Bryan Kopp, Writing Programs Coordinator, CATL & Jen Snook, Instructional Designer, CATL</i></p> <p>Studies suggest that collaborative work enhances learning for all students, helps students develop competence in interacting with others who are not like themselves, and teaches students the collaborative skills they need to succeed in most contemporary workplaces. But research also indicates that assignments that require students to work together over time only yield such benefits when they are very well-designed and managed. In this workshop, you will learn some principles for designing and managing face-to-face as well as online collaborative assignments, and then delve into the complexities of implementation as you lay out a plan for an assignment in one of your courses.</p> |
| <p>Friday, Oct 18 1:30-3:00 p.m. 3214 Centennial</p> | <p>The Scholarship of Teaching & Learning [SoTL] Bill Cerbin, Director of CATL, Bryan Kopp, Writing Programs Coordinator, CATL and UWL instructors [TBA]</p> <p>The scholarship of teaching and learning is research in which teachers investigate student learning in their own classes.</p> <ul style="list-style-type: none"> – Part 1: Panel Discussion with UW-L SoTL practitioners from several disciplines talking about their SoTL projects—what questions motivated their research, their approaches to classroom inquiry, what they have learned, and how SoTL fits into their teaching and scholarly activity. (1:30-2:15 p.m.) – Part 2: How to get started doing an SoTL project. [2:15-3:00 p.m.] |
| <p>Thursday, Oct 24 2:00-3:00 p.m. 161 Wing</p> <p>Friday, Oct 25 1:30-2:30 p.m. 3214 Centennial</p> | <p>Classroom Observations of Student Learning Bill Cerbin, Director of CATL</p> <p>Classroom observations can be a valuable source of feedback for teachers, especially if they focus on student learning during the class period. In this session we explore strategies for observing student learning and behavior in the classroom. We consider strategies you can use to uncover how students are thinking about and interacting with the subject matter and with one another <i>during class</i>. We will discuss how to carry out low-stakes classroom observations in one another's classes.</p> |

| | |
|--|--|
| | |
| <p>Thursday, Oct 31 2:00-3:30 p.m. 161 Wing</p> <p>Friday, Nov 1 1:30-3:00 p.m. 3214 Centennial</p> | <p>Improving Peer and Instructor Feedback on Writing Bryan Kopp, Writing Programs Coordinator, CATL</p> <p>Many instructors report that giving feedback on writing is one of the most time-intensive aspects of their job. Having students review and comment on one another's work can significantly reduce the amount of time teachers need to devote to the task, but peer feedback can be uneven in quality. Student peer reviewers are notorious for giving praise ("nice work") and generic advice ("add more") rather than substantive feedback related to the goals of the assignment. Participants may attend one part or all of this session.</p> <ul style="list-style-type: none"> – Part 1: Student Peer Feedback – During the first 45 minutes of this session we will discuss strategies that improve peer feedback experiences and make it more likely that students receive the information they need to make revisions. – Part 2: Instructor Feedback – The final 45 minutes will be devoted to strategies that instructors can use to improve the quality of their own feedback and save time. |
| <p>Thursday, Nov 7 9:00-10:30 a.m. 161 Wing</p> <p>Friday, Nov 8 1:30-3:00 p.m. 3214 Centennial</p> | <p>Blended Learning Jen Snook, Instructional Designer, CATL</p> <p>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 will be shared. No experience with blended course design is needed to attend this introductory session.</p> |
| <p>Thursday, Nov 14 2:00-3:00 p.m. 161 Wing</p> <p>Friday, Nov 15 1:30-2:30 p.m. 3214 Centennial</p> | <p>Investigation of Student Engagement at the Course Level (CLASSE) Patrick Barlow, Assessment Coordinator, CATL</p> <p>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 use of the tool will be shared.</p> |

| | |
|--|--|
| <p>Friday, Nov 22 1:30-2:30 p.m. 3214 Centennial</p> | <p>Copyright in the Classroom: Opening the Doors (and Windows) with Fair Use Heather Jett, Murphy Library</p> <p>Are you breaking the law when you post that PDF? Heather Jett, Access Services Librarian at Murphy Library, will debunk a few myths about copyright law and the fair use doctrine and offer tips and tools for applying best practices when using copyrighted material in both face-to-face and online teaching environments. Following the brief presentation, there will be time for questions and discussion of best practices.</p> |
| <p>Thursday, Dec 5 9:00-10:30 a.m. 161 Wing</p> <p>Friday, Dec 6 1:30-3:00 p.m. 3214 Centennial</p> | <p>Backward Design Jen Snook, Instructional Designer, CATL</p> <p>Backward design is an innovative and enlightening way to think about course design and redesign. In this workshop, participants will learn about the three phases of backward design: (1) identify desired results, (2) determine acceptable evidence, and (3) plan learning experiences and instruction. Critical questions and activities will be presented to help attendees consider each phase of backward design in their course revision process.</p> |
| <p>Thursday, Jan 30 2:00-3:00 p.m. 161 Wing</p> <p>Friday, Jan 31 1:30-2:30 p.m. 3214 Centennial</p> | <p>Introduction to Lesson Study Bill Cerbin, Director of CATL and Bryan Kopp, Writing Programs Coordinator, CATL</p> <p>Lesson study is a type of classroom inquiry in which several instructors jointly design, teach, observe, analyze and refine a single class lesson in one of their courses. The goals are to better understand how students learn and to use that information to improve teaching. In this session you will learn about basic lesson study practices and about how you can become involved in doing lesson study with fellow teachers. To see recent examples of lesson studies by UW-L instructors go to http://www.uwlax.edu/catl/lsp/.</p> |
| <p>Friday, Feb 7 7:00-7:45 a.m. ONLINE</p> <p>Friday, Feb 7 1:30-2:15 p.m. 3214 Centennial</p> | <p>Twenty Things You Thought You Knew about Online Education – But Might Not Brian Udermann, Director of Online Education, CATL</p> <p>Online education continues to grow in popularity. However, many instructors are not familiar with the research that has been conducted and published related to online offerings. During this presentation you will explore topics such as student and faculty perception of online education, if retention rates differ for online and face-to-face courses and programs, the percentage of colleges and universities offering fully online degree programs, employer perceptions of online programs, if teaching online is more work intensive, if there is more cheating in online courses, if offering more online courses decreases time to graduation and many more.</p> |

| | |
|---|---|
| <p>Thursday, Feb 13 9:00-10:30 a.m. 161 Wing</p> <p>Friday, Feb 14 1:30-3:00 p.m. 3214 Centennial</p> | <p>Using Google Sites in Your Course Jen Snook, Instructional Designer, CATL</p> <p>Google Sites is a free, flexible way to share information, create community and encourage student involvement in your course. In this workshop you will get hands on experience with this application and explore ways to create projects and learning experiences such as blogs, wikis, and websites.</p> |
| <p>Thursday, Feb 20 Time: TBA 161 Wing</p> <p>Friday, Feb 21 1:30-3:00 3214 Centennial</p> | <p>Working with English Language Learners Bryan Kopp, Writing Programs Coordinator, CATL & Deb Hoskins, Inclusive Excellence Coordinator, CATL</p> <p>Students whose first language is not English, especially those whose time in the U.S. has been brief, face a multitude of learning tasks that other students do not face. What should instructors consider in designing written assignments? And how can instructors help students develop their skills at writing in English? This workshop will focus on strategies for designing assignments and providing useable feedback and practice for English language learners.</p> |
| <p>Wednesday, Feb 26 8:00-9:00 p.m. ONLINE Webinar</p> | <p>Blend It or Flip It Jen Snook, Instructional Designer, CATL</p> <p>This is an overview presentation about the possibilities and strategies available to instructors when offering a blended (also called hybrid) or flipped course at UW-L. The presentation will define blended learning and the flipped classroom, explain the benefits of each design approach, and discuss strategies for offering a quality blended or flipped course. Information will be provided about design considerations for blended and flipped courses and example course materials will be shared. No experience with alternative course design is needed to attend this introductory session.</p> |
| <p>Thursday, Feb 27 2:00-3:30 p.m. 161 Wing</p> <p>Friday, Feb 28 1:30-3:00 p.m. 3214 Centennial</p> | <p>Designing and Grading Authentic Assignments Bryan Kopp, Writing Programs Coordinator, CATL & Bill Cerbin, Director of CATL</p> <p>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 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, give feedback and grade assignments that give students more practice applying what they learn in the classroom to messy, complex, real-life problems.</p> |

| | |
|--|---|
| <p>Thursday, March 13 2:00-3:00 p.m. 161 Wing</p> <p>Friday, March 14 1:30-2:30 p.m. 3214 Centennial</p> | <p>Come Out and PLA: The Idea of Prior Learning Assessment Patrick Barlow, Assessment Coordinator, CATL</p> <p>Recent changes in higher education, regionally and nationally, are creating a focus on the use of methods that allow for students to demonstrate skills and competencies gained from experiences outside of the typical college classroom (e.g. military training, corporate training, work experience). The session will present some of the current methods being adopted that allow faculty to identify the critical skills and knowledge students need to complete their degrees and that allow faculty to select the methods students would use to demonstrate them.</p> |
| <p>Friday, March 28 1:30-3:30 p.m. 3214 Centennial Offered Friday only</p> | <p>Tips and Techniques for Program Level Assessment Patrick Barlow, Assessment Coordinator, CATL</p> <p>The complexity of assessment programmatic outcomes will be addressed in a two-part session. The first hour [Part 1] will focus on the design of a process and selection of tools/data streams that facilitate the effort and provide meaningful results. The second hour [Part 2] will shift to ideas on analysis and use of the information collected for programmatic improvement. Those tasked with coordinating assessment within their department are highly encouraged to attend. Attendees may join one or both parts of the discussion.</p> <ul style="list-style-type: none"> – Part 1: Planning and Developing Tools [1:30-2:30 p.m.] – Part 2: Analysis and Use of Results [2:30-3:30 p.m.] |
| <p>Thursday, April 3 2:00-3:00 p.m. 161 Wing</p> <p>Friday, April 4 1:30-2:30 p.m. 3214 Centennial</p> | <p>Creating Short Videos for Your Classes Bill Cerbin, Director of CATL & Jen Snook, Instructional Designer, CATL</p> <p>It is relatively easy and inexpensive to create your own short video screencasts for your classes. For example, with free software you can narrate a PowerPoint presentation and upload it so your students can access it in or outside of class. But why do so? This session explores different types of screencasts and examines pedagogical reasons for using them. You could create: 1) mini-lectures to replace or supplement in-class lectures to free up in-class time for other purposes, 2) explanations of class assignments, 3) feedback to the class, 4) adjunct material for course readings, 5) follow-up information for students after class has met, 6) a glossary of core course concepts. We will explore these and other ways to enhance your teaching and student learning by adding your recorded voice and video to course material.</p> |
| <p>Thursday, April 10 2:00-3:00 p.m. 161 Wing</p> <p>Friday, April 11</p> | <p>The VALUE in Rubrics Bryan Kopp, Writing Programs Coordinator, CATL & Patrick Barlow, Assessment Coordinator, CATL</p> <p>Whether you need to assess students' intellectual skills such as critical thinking, quantitative</p> |

| | |
|---|---|
| <p>1:30-2:30 p.m. 3214 Centennial</p> | <p>analysis, written communication or teamwork or you wish to evaluate students' civic knowledge and engagement, ethical reasoning and global learning, you may be interested in learning more about the VALUE rubrics developed as part of AAC&U's Liberal Education and America's Promise (LEAP) initiative. The VALUE (Valid Assessment of Learning in Undergraduate Education) rubrics are a set of 16 nationally developed and tested rubrics that can be used and adapted by instructors and programs at UW-L. This session will provide quick information about these rubrics, including how they were developed and how they are being used by other institutions. Participants will receive a packet of rubrics and will be invited to discuss ways they might use or modify them in their own teaching practices or assessment efforts.</p> |
| <p>Thursday, April 17 9:00-10:30 a.m. 161 Wing</p> <p>Friday, April 18 1:30-3:00 p.m. 3214 Centennial</p> | <p>Delivering Content Online Jen Snook, Instructional Designer, CATL</p> <p>A frequently asked question asked about teaching online is, "What is the best way for me to deliver my course content?" This session will overview the importance of presenting an instructor spin on content, explore several options for presenting content (from low-to high-tech), and offer suggestions on ways to increase the effectiveness of the content delivered.</p> |