

Fall 2016 Workshop Schedule

Using Multimedia Learning Principles to Improve Your Slide Presentations

Bill Cerbin, CATL Director

Thursday, September 8, 2:30 – 3:30 p.m., 153 Murphy

By applying a few multimedia principles, you can develop more effective slides for your courses (Issa, Mayer, Schuller, Wang, Shapiro, & DaRosa, 2013; Mayer, 2014; Overson, 2014). Even minor modifications of slides can produce better student understanding and retention of material. In this session you will learn how to use several multimedia learning principles to create more effective slides for class presentations.

This session is intended for instructors who use slides regularly to present course material. Attendees should have working knowledge of presentation software such as PowerPoint or Keynote, and have access to course slides during the session.

Facilitating Effective Online Discussions

Brian Udermann, Director of Online Education & Marjorie Bazluki, CATL Instructional Designer

Friday, September 9, 1:30 – 2:30 p.m., 153 Murphy

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.

Spice Up Instructor Presence

Khendum Gyabak & Marjorie Bazluki, CATL Instructional Designers

Wednesday, September 14, 11:15 a.m. – 12:15 p.m., 153 Murphy

repeated **Thursday, September 15, 12:00 - 1:00 p.m., 153 Murphy**

Keeping students motivated in a virtual classroom poses more of a challenge for instructors as they are bound by the non-physical and non-verbal nature of the medium through which instruction is transmitted. Studies have consistently shown that instructor immediacy can positively influence student cognition and counter the impersonal nature of learning online (Arbaugh, 2001; Baker 2010). Tools like PowToon, GoAnimate, and Tellegami provide a creative channel for instructors to establish their online presence, construct instructor immediacy and foster social presence. Feel free to bring your lunch.

Using Retrieval Practice to Improve Learning

Bill Cerbin, CATL Director

Thursday, September 15, 2:30 – 3:30 p.m., 153 Murphy

Trying to remember what one previously studied (retrieval practice) is a potent way to *learn*, and is more effective than strategies such as rereading and highlighting (Dunlosky, Rawson, Marsh, Nathan & Willingham, 2013; Karpicke & Blunt, 2011). You can incorporate more opportunities for retrieval practice into your course with frequent, low-stakes quizzes, embedded questions in reading assignments, clicker questions, minute papers, peer-testing exercises and more. In this session you will outline a strategy for how, when and where to use retrieval practice in your classes.

Managing Discussions of Controversial Topics

Deb Hoskins, CATL Inclusive Excellence Coordinator

Friday, September 16, 1:30 – 2:45 p.m., 153 Murphy

It's an election year, and emotions can run high in classes -- sometimes when you least expect it. Many instructors feel out of their depth when class discussion generates heated exchanges among students; even those that remain civil can be difficult to keep on track and educationally productive. In this roundtable discussion, we will explore strategies you can apply before, during, and after a class session to manage emotionally heated moments.

Participants are invited to email dhoskins@uwlax.edu before the session describing a "hot moment" they would like to discuss.

Strategies to Manage Cognitive Load in Your Class

Bill Cerbin, CATL Director

Thursday, September 22, 2:30 – 3:30 p.m., 153 Murphy

Cognitive load refers to the mental resources it takes to do a task. In class, students are often presented with large amounts of new information that exceed their processing capacity, resulting in cognitive overload and poor learning (Mayer, 2011).

In this session you will examine your teaching patterns and tendencies to identify how you can 1) help students cope more effectively with cognitive load that is *necessary* for learning in your class, and 2) how you can reduce *unnecessary* cognitive load in the class, i.e., information irrelevant to the learning task at hand.

Five Ways to Save Time and Improve Feedback on Student Writing

Bryan Kopp, CATL Writing Programs Coordinator

Friday, September 23, 1:30 – 2:45 p.m., 153 Murphy

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? Prior to the session, participants will review five time-saving feedback strategies illustrated with examples. During the session, participants will discuss their current practices and develop a feedback system they may use in one of their courses. (Intended for instructors of writing-intensive courses).

Strategies that Promote Deeper Learning

Bill Cerbin, CATL Director

Thursday, September 29, 2:30 – 3:30 p.m., 153 Murphy

Researchers distinguish between shallow and deep processing in learning (Chi & Wylie, 2014). Shallow processing involves trying to remember material through rote memorization, repetition, rereading, and highlighting. These activities re-expose students to the material but often result in superficial learning (Chi, 2009). Deep(er) learning involves *trying to make sense* of the material by

1. connecting new information to what you already know
2. looking for patterns, themes, organizing principles
3. exploring the implications or consequences of the subject matter

Deep processing activities lead to better understanding and more durable learning (Chi & Wylie, 2014). For example, when students try to explain a new concept they discern new connections among ideas, and identify what they still do not understand very well. In this session you will identify deeper learning strategies that best fit your subject matter, and explore how to incorporate them into your lectures, discussions, class exercises, assignments, and homework.

Twelve Things You Thought You Knew about Online Education – But Might Not

Brian Udermann, Director of Online Education

Friday, September 30, 1:30 – 2:30 p.m., 153 Murphy

Online education continues to grow in popularity. However, many instructors and administrators are not familiar with the research that has been conducted and published related to online offerings. During this presentation we will explore topics such as student and faculty perception of online education, if retention rates differ for online and face-to-face courses, employer perceptions of online programs, if teaching online is more work intensive, and if there is more cheating in online courses.

Helping Students Use the Writing Center

Virginia Crank, Writing Center Director; Kaylin Robbins and Jessi Reidy, Writing Center Consultants
Friday, September 30, 2:30 – 3:30 p.m., 153 Murphy

Writing is an important learning tool, and writing-intensive courses have been identified as one of ten high-impact practices by the AACU. UWL recognizes the importance of writing by providing support for professors, through CATL, and for students, through The Writing Center. But what does The Writing Center do for your students? What happens in a typical tutoring session? How can you help students make the most of this resource? This session will provide some modeling of tutoring practices and a discussion of what your students might need from you in order to get the most out of a Writing Center session. During the session, you'll also work on developing a handout or informational slide to share with your students detailing how and when they might utilize Writing Center resources on specific assignments for your class.

The Power of 140 Characters: Engaging Your Learner through Social Media

Khendum Gyabak and Marjorie Bazluki, CATL Instructional Designers
Wednesday, October 5, 11:15 a.m. – 12:15 p.m.
repeated **Thursday, October 6, Noon – 1:00 p.m., 153 Murphy**

Student Motivation is influenced by the level of interaction developed in the virtual or traditional classroom (Baker, 2010). Apart from the chat and discussion board forum, the tools within Learning Management Systems are typically linear communication tools and are not designed to hold a collective space for dynamic discussions. Tools like Twitter and Edmodo will be explored as a space for instructors to engage their students with the course material.

* This workshop is an activity-based workshop. Please bring your laptop or tablet, and feel free to bring your lunch.

Strategies to Reduce Students' Prior Knowledge Problems

Bill Cerbin, CATL Director
Thursday, October 6, 2:30 – 3:30 p.m., 153 Murphy

Prior knowledge consists of students' factual information, skills and beliefs about a subject and is critical for learning more about the subject. Students exhibit four distinct prior knowledge problems that impede new learning (Ambrose et. al, 2010).

1. Insufficient PK. They know little about the new topic at hand.
2. Inappropriate PK. They draw upon irrelevant PK in learning a new topic.
3. Inaccurate PK. They have misconceptions or erroneous preconceptions about a new topic.
4. Inert PK. They have relevant prior knowledge but do not use it to learn a new topic.

In this session, you will explore strategies to reduce prior knowledge problems you observe in your students.

Strategies to Promote Self-Regulated Learning

Bill Cerbin, CATL Director

Thursday, October 13, 2:30 – 3:30 p.m., 153 Murphy

Self-regulated learning involves being able to plan, monitor, evaluate and modify one's own learning activities (Ambrose et al, 2010). However, students often lack the knowledge and beliefs to regulate their own learning effectively. For example, students tend to overestimate how well they know newly studied material, which leads them to terminate studying prematurely.

In this session, you will explore ways to promote the types of metacognitive knowledge, goals and beliefs important for students' self-regulated learning.

Reducing Students' Test Anxiety

Bill Cerbin, CATL Director

Thursday, October 20, 2:30 – 3:30 p.m., 153 Murphy

Excessive test anxiety is a significant problem that interferes with students' studying and impairs their performance. This session 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 (Ramirez & Beilock, 2011). You will explore how you can use it and how you can determine whether it helps improve students' test performance in your classes. We will also review a short questionnaire you can use to determine the prevalence of test anxiety among your students.

This strategy is relevant for any classes in which students take graded in-class exams. The strategy has not been used to address public speaking anxiety, but instructors may want to pilot test it in courses that use graded oral presentations.

Five Good Practices for General Education Courses

Deb Hoskins, CATL Inclusive Excellence Coordinator

Friday, October 21, 2:30 – 3:45 p.m., 153 Murphy

General Education is where many of our students make the leap from teaching and learning as they did it in high school to teaching and learning in college. General Education courses are also often the gateway to our majors. If we pay attention to both, we can serve both students and our fields better. In this session, instructors will learn about five good practices, and then explore how they might implement at least one of them.

Information is Beautiful: Using Visuals as Means for Group Discussions

Khendum Gyabak & Marjorie Bazluki, CATL Instructional Designers

Wednesday, October 26, 11:15 a.m. – 12:15 p.m.

repeated **Thursday, October 27, Noon - 1:00 p.m., 153 Murphy**

Despite the role visuals play in enhancing learning very little pedagogical attention has been given toward using visuals as a tool for having interactive group discussions and online classroom collaborations. By using tools like Popplet and Padlet this session will introduce strategies like concept mapping and brainstorming as an alternative to the standard discussion board forum and equip instructors with creative methods to gauge engagement and assist students with deconstructing complex topics and concepts in their courses.

* This workshop is an activity-based workshop. Please bring your laptop or tablet, and feel free to bring your lunch.

Go Beyond the Typical Discussion Activity

Marjorie Bazluki & Khendum Gyabak, CATL Instructional Designers

Friday, October 28, 1:30 – 2:30 p.m., 153 Murphy

Online asynchronous discussions are often incorporated into blended or online courses, providing opportunities for rich dialog among students outside of the traditional face-to-face classroom environment. This session explores ways to promote engaging and interactive online discussions.

As a collaborative working session, participants are encouraged to bring existing discussion questions or discussion ideas that may be developed or revised. Examples of good discussion questions turned into great discussion questions will be shared.

Mind/Game: The Unquiet Journey of Chamique Holdsclaw

Deb Hoskins, CATL Inclusive Excellence Coordinator

Wednesday, Nov. 2, 3:45 – 5:00 p.m., 153 Murphy

Film and discussion: Mind/Game: The Unquiet Journey of Chamique Holdsclaw

"From the rough-edged courts of New York City and recruited by Coach Pat Summitt for the University of Tennessee's Lady Vols, Chamique Holdsclaw was hailed as the "female Michael Jordan," impressing crowds with her artistry, athleticism and drive. A 3-time NCAA champ and Number One draft pick in the WNBA, Holdsclaw seemed destined for a spectacular professional career—until her long-suppressed battle with mental disorders emerged to derail her career and threaten her life. *Mind/Game* intimately chronicles Holdsclaw's athletic accomplishments and personal setbacks, and her decision, despite public stigma, to become an outspoken mental health advocate. Still, she would face dramatic, unexpected challenges to her own recovery. The film, narrated by Glenn Close, tells a powerful story of courage, struggle, and redemption."

The film is 56 minutes long. Discussion will follow.

Designing Collaborative Writing Projects

Bryan Kopp, CATL Writing Programs Coordinator and Lindsay Steiner, English Department

Friday, November 4, 2:30 – 3:30 pm, 153 Murphy

Group writing projects can be an effective way to manage the grading workload and help students develop project management and interpersonal skills. However, students often encounter pitfalls when trying to do group work, including unequal commitment, poor delegation, ineffective co-authoring and a lack of professionalism. Instructors may also struggle with team-based writing projects--in particular, how to improve student motivation, ensure equitable contributions and assign individual grades. Prior to attending the session, participants will review strategies to improve the design collaborative writing projects to ensure they are rewarding for both students and instructors. Participants will share their experiences with collaborative writing assignments and discuss the challenges of implementing them in their own classes.

Designing Active Assessments

Khendum Gyabak & Marjorie Bazluki, CATL Instructional Designers

Wednesday, November 9, 11:15 a.m. - 12:15 p.m.

Do you ever wonder if your students have learned anything from the videos you provide in your courses? By merging formative assessments into already- made videos or your own videos, tools like EdPuzzle will allow you to connect course concepts, and make a move from students passively learning to actively interacting with the lesson.

* This workshop is an activity-based workshop. Please bring your laptop or tablet, and feel free to bring your lunch.

Lessons Before Dying: Incorporating the Big Read into Your Teaching

Gerald Iguchi, History; Bryan Kopp, English/CATL; Mary Krizan, Philosophy; Kate Parker, English

Friday, November 18, 1:30 – 2:30 p.m., 153 Murphy

La Crosse is one of 77 sites chosen to be a part of the NEA Big Read, a national program dedicated to promoting community literacy. All UWL instructors are invited to read the book selection for this year, Ernest J. Gaines's *A Lesson Before Dying*, and to participate in conversations with colleagues, students, and community members. This session will provide an overview of Big Read opportunities for you and your students and will offer a set of strategies for incorporating the book and related events into your teaching during the spring 2017 semester. Participants will discuss ways to prompt thinking about race relations, human rights, and social justice through reading, writing, and community engagement. Attendees will receive a free copy of the novel.

Writing and Learning in the Sciences

Bryan Kopp, CATL Writing Programs Coordinator and Chris McCracken, English/Professional Writing

Friday, December 2, 1:30 – 2:45 p.m., 153 Murphy

What do students in the human and natural sciences and science-related fields need to learn in order to be successful communicators? How can instructors help students address the needs of various audiences, ranging from those in industry, research laboratories and the health professions to those in education, government and the public sphere? Given the limited space we have in our curricula and limited time in our classrooms, how can we prepare our students to be effective writers? This session will invite participants to think about the purposes of different genres of writing in various scientific activities. After a brief review of recent research on writing in the science disciplines, we will share sample writing assignments and assessments as well as strategies for improving them. Faculty and staff are invited to bring existing assignments or assignment ideas that may be workshopped at the end of the session.

Strategies to Improve Your Online Course Based Upon Survey Feedback from UWL Online Students

Brian Udermann, Director of Online Education

Friday, December 9, 1:30 – 2:30 p.m., 153 Murphy

The Center for Advancing Teaching and Learning has been collecting survey data from UWL online students for the past eight years. This workshop will focus on ways UWL instructors can potentially improve their online courses based upon that feedback. Topics covered will include course design, organization and preparation, effective facilitation skills, and ways to improve instructor presence.

Spring 2017 Workshop Schedule

Course Embedded Undergraduate Research

Scott Cooper, Undergraduate Research & Creativity and Bill Cerbin, CATL

Wednesday, January 11, 1:00 - 2:00 p.m., 153 Murphy Library

Course-embedded research allows students to conduct independent research projects under the supervision of an instructor in a class. By embedding real projects into a course, instructors can have students directly apply concepts discussed in lecture. This can also benefit students from under-represented groups or those who might not have the funds or time to do research or an internship. Students in course-embedded research exhibit higher gains in understanding the construction of knowledge, having the ability to carry out data analysis and scientific writing, and understanding the use of evidence to support hypotheses and assertions. Instructors can also benefit if the projects the students work on are related to their own scholarship. In this workshop, instructors will use backward design to integrate a research project into one of their courses.

Designing Effective Service Learning

Deb Hoskins, Inclusive Excellence Coordinator, CATL & Jaralee Richter, Assistant Director, University Centers

Wednesday, January 11, 2:00 – 3:30 p.m., 150/153 Murphy

What makes service learning effective? How can instructors find service learning opportunities? This session will help instructors develop strategies to engage students in effective community-based learning opportunities that serve genuine community needs. Participants will also learn to use UWL's community portal to identify potential projects and community partners. Participants are encouraged to bring a laptop computer, a copy of a course syllabus, and at least one learning outcome they wish to develop through service learning.

The American Association of Colleges and Universities includes community-based learning as one of its "[High-Impact Practices \(HIPs\)](#)." These practices are called "high-impact" because they tend to benefit all students, especially students from groups historically marginalized or underserved in college.

Go Beyond the Typical Discussion Activity

Marjorie Bazluki, Instructional Designer, CATL

Thursday, January 26, 2:30 – 3:30 p.m., 153 Murphy

Online asynchronous discussions are often incorporated into blended or online courses, providing opportunities for rich dialog among students outside of the traditional face-to-face classroom environment. This session explores ways to promote engaging and interactive online discussion. As a collaborative working session, participants are encouraged to bring existing discussion questions or ideas that may be developed or revised. Examples of good discussion questions turned into great discussion questions will be shared.

Healthy Instructors Inspire Healthy Students: Strategies to Avoid Burnout and Improve Your Teaching

Brian Udermann, Director of Online Education

Friday, January 27, 1:30 – 2:30 p.m., 153 Murphy

Ask the average instructor nowadays how they are doing and they will usually say – “I’m just so busy!” We live in a fast-paced, hectic world and sometimes we neglect the one thing that is vital to our success – us. When was the last time you really felt at peace? How are you at controlling stress in your life? Might it be possible for you to move more, eat healthier, and sleep better? Throughout this workshop you will be exposed to realistic and attainable strategies to improve your overall health and wellbeing.

Tech Series: Designing Active Assessments with Video

Khendum Gyabak, Instructional Designer, CATL

Marjorie Bazluki, Instructional Designer, CATL

Wednesday, February 1, 11:15 a.m. – Noon, 153 Murphy

Have you ever wondered if your students are watching the videos you provide in your courses? Instead of having your students passively engage with the video, interactive tools like EdPuzzle allow you to connect course concepts with learning. By using already made videos or your own videos, EdPuzzle lets you embed formative assessments and instructor perspectives into the video, and is an effective tool to reinforces student cognition and accountability.

Tools for Learning More About Your Teaching

Bill Cerbin, CATL Director

Thursday, February 2, 2:30 – 3:30 p.m., 153 Murphy

Obtaining good feedback is essential for improving teaching. This session is a *walk through* of four tools to help you learn more about your teaching and student learning. These include:

1. Teaching Clarity and Organization Scale. A 10-item student survey about how students view your teaching in terms of clarity and organization.
2. Small Group Instructional Diagnosis. A procedure to get formative feedback from students near mid-term to help you make adjustments in your course.
3. Learning Goals Inventory. A 54-item instructor inventory to assess the relative importance of the learning goals in one of your courses.
4. The Model Teaching Criteria Scale. A 64-item instructor inventory to identify how often you engage in activities related to: a) your training as a teacher, b) instructional methods, c) course content and student learning, d) assessment, e) your syllabus, and f) student evaluation of instruction.

We will examine each tool and discuss how you can use it to identify aspects of your teaching you want to improve.

Grabbing Learner Attention with the Right Chart Junk

Khendum Gyabak, Instructional Designer, CATL

Wednesday, February 8, 11:15 a.m. – 1:00 p.m., 153 Murphy

In this information age, infographics have become an effective method for delivering information (Borkin et al., 2013). While visual aids have been widely popular in education, infographics can also be viewed as an effective visual learning tool if used properly. In this workshop, you will learn how to identify key design elements for creating and using infographics for your courses.

Classroom Assessment Techniques

Bill Cerbin, CATL Director

Thursday, February 16, 2:30 – 3:30 p.m., 153 Murphy

Do students understand your lectures? What are they thinking and doing when they work in small groups? Do students know the basic terminology they need for a specific class period? If you want to know what students are thinking, doing and learning in your class you can use Classroom Assessment Techniques (CATs) to find out. CATs are easy to use and require no grading. They provide timely feedback to help you adjust your teaching, and as an added bonus CATs can be excellent learning activities that enhance student learning. This session will demonstrate a number of CATs, and provide time to think about how, when and why to use CATs in your classes.

Using Humor in the Classroom to Improve Learning

Brian Udermann, Director of Online Education

Friday, February 17, 1:30 – 2:30 p.m., 153 Murphy

Instructors are continually searching for ways to engage and inspire their students and create a more positive learning environment. Is it possible that using humor in the classroom might help achieve this? The purpose of this workshop is to explore the research that has been conducted and published examining how humor in the classroom impacts learning. Participants will also discuss a variety of strategies they could employ to incorporate more humor into their teaching.

Crafting Efficiency and Engagement in Your Course

Khendum Gyabak, Instructional Designer, CATL

Thursday, March 9, 11:15 – Noon, 153 Murphy

Studies on classroom management suggest that the environmental conditions of a classroom play an influential role in improving student outcomes (Emmer & Stough, 2001; Kounin, 1970). Classroom management in an online environment becomes an added rettelligence for instructors as students typically

report a feeling of isolation, when compared to the face-to-face interaction of a traditional classroom (Stewart, 2008). This workshop will examine various classroom management strategies such as communicating class expectations, moderating student participation, and keeping students continuously engaged with the class material.

Two-Part Assignment-Design Charrette

Facilitators: *Betsy Knowles & Laurie Miller, Economics; Bill Cerbin, Bryan Kopp, & Deb Hoskins, CATL*

This is a 2-part assignment-design workshop. Participants should plan to attend both sessions on March 24 and April 7.

Part 1 meets Friday, March 24 and Part 2 meets April 7. Both sessions meet 1:30 – 3:30 p.m. in 150/153 Murphy.

Assignments are powerful teaching tools, and their design is one of the most consequential intellectual tasks that faculty undertake in their work as educators. Yet that work is often private and unavailable for collegial exchange and knowledge building. The charrette—a term borrowed from architecture education, denoting a collaborative design process—will be an opportunity to talk with other instructors interested in trading ideas about the design and use of the various tasks, projects, papers, and performances we set for our students.

The charrette aims to 1) stimulate ideas about how to strengthen the assignment you bring to the session, 2) think together about how assignments can be intentionally linked to important course, program, and institutional learning outcomes in ways that create more coherent pathways for students, and 3) open up a productive “trading zone” for discussion about teaching and learning and assessment.

The process is modeled after the efforts of the [National Institute of Learning Outcomes Assessment](#) in the area of [assignment design](#). In Session 1, instructors will bring a current assignment and share the assignment objectives and receive peer feedback through a structured process. The discussion will take place in peer groups of 3-4 faculty members and one facilitator. Participants will then revise the assignment in preparation for Session 2, which will involve critiquing the revised assignment by the peer group.

Registration and participation in the charrette. The charrette involves a collaborative peer review process of reading and giving feedback to colleagues about their assignments. All participants must submit an assignment for peer review, in advance of the workshop dates, and also read and review the assignments of several colleagues.

Requirements and deadlines:

1. March 10 – After registering, submit your assignment for peer review by March 10. The assignment may be either a current assignment you want to improve or a draft of a new assignment.
2. March 10-24 – Read and review the assignments of 3-4 colleagues.
3. March 24 – Attend Session 1: Discuss assignments and give feedback to 3-4 colleagues.
4. March 24 – April 7 – Revise your assignment based on feedback you received.
5. April 7 – Attend Session 2: Discuss, give and receive feedback on revised assignments.

You will receive additional information about the charrette after registering.

Teaching Narrative and Portfolio Development Workshop

Deb Hoskins, CATL Inclusive Excellence Coordinator

Wednesday and Thursday, March 29 & 30, 2:30 – 3:15 p.m., 150 Murphy

This session will follow the Promotion Information sessions which meet at 1:30 - 2:15 p.m. also on the 29th and 30th.

Many UWL instructors find drafting the teaching section of the promotion narrative and identifying evidence of teaching effectiveness and development baffling. We can help. In this working session, we will first examine the various sections of the teaching narrative, identifying types of evidence that might be useful. For those who already have a narrative drafted, we will guide participants in a peer review that models the promotion committee process of review by colleagues in various colleges. Past participants in these workshops have found this process very helpful. The rest of the session can be used to draft a narrative, develop evidence, or bounce ideas off colleagues.

Participants should bring a laptop, and a hard copy of the teaching section of their promotion narrative if they have one.

Microaggressions and Student Learning

Amanda Goodenough, Assistant Director, Campus Climate & Deb Hoskins, Inclusive Excellence Coordinator, CATL

Friday, April 14, 1:30 – 3:00 p.m., 153 Murphy

In the midst of a class discussion, you call on the only non-traditional-aged student in your class, a woman, who also appears to be your only African-American student. She's making an excellent and useful contribution when suddenly she seems to lose interest in what she's saying and rambles to a halt. After class, you ask her what happened, and she says, "Haven't you noticed? The minute I start talking, all the other students in here just tune out. They're looking at the clock, they're checking their cell phones, they're doodling on their notebooks that they never doodle on unless I'm talking. That kind of stuff." "Oh no, I'm sure they don't," you reply in surprise. Your student's eyes narrow, and she exits the room with, "Excuse me, Professor, I've gotta get going -- I have another class now."

What just happened? More importantly, what do you do? In the session, we will explore how to recognize microaggressions, understand their impact on student learning, and strategize ways to address this campus climate problem in our own classes.

Participants are invited to watch [this 3:40-minute video from the New York Times](#) and [UWL's own 25:27-minute film "Inclusive Negligence"](#) before coming to the workshop. UWL's Campus Climate office defines microaggressions as "brief and commonplace everyday exchanges that communicate hostile, derogatory, denigrating or negative slights and insults to certain individuals because of their group membership. They are often automatic and well-intended."

UW-System Spring Conference on Teaching & Learning: "At the Crossroads: The Future Landscape of Learning"

Thursday & Friday, April 20-21, La Crosse Center, 300 Harborview Plaza, La Crosse

The University of Wisconsin System is hosting its annual Conference on Teaching and Learning April 20 and 21 at the La Crosse Center, with the Radisson Hotel serving as the conference hotel. Randy Bass will be the keynoter, and the theme will be "At the Crossroads: The Future Landscape of Learning". See the [conference website](#) for updates and details about registration for the conference.